

**AN ANALYSIS OF TEACHER'S QUESTIONS
USED IN CLASSROOM INTERACTION AT
11th GRADE OF SMK MA'ARIF NU
PRAMBON-SIDOARJO**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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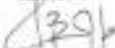
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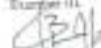


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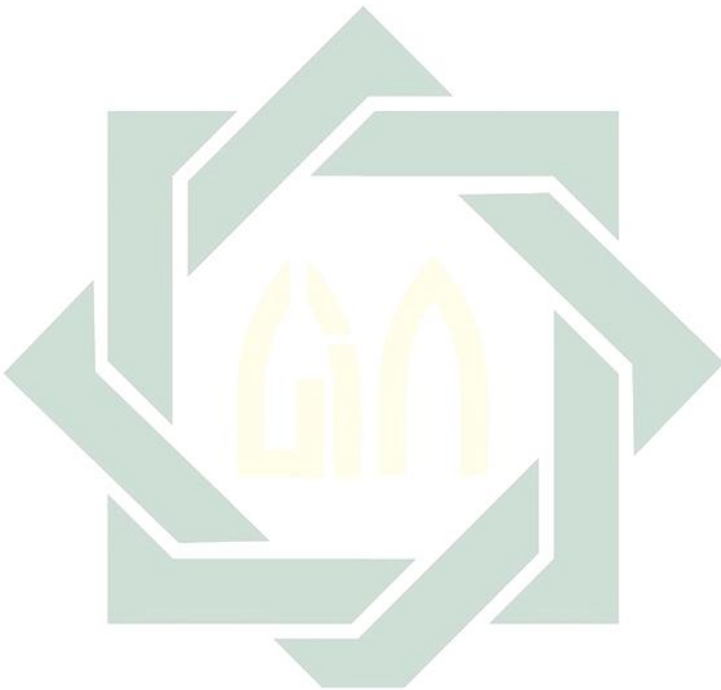
ABSTRACT

Rosyidah, Kholifatur. (2018). *An Analysis of Teacher's Questions Used in Classroom Interaction at 11th Garde of SMK Ma'arif NU Prambon-Sidoarjo*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya, Advisor: Rakhmawati, M.Pd & Fitriah, PhD.

Keyword : *Classroom Interaction, Teacher's Questions, and Questioning Techniques*

Classroom interaction is part of communication among teacher and students occurred within the classroom. To interact in the classroom, teacher and students talks are needed. The interaction can balance if teacher and students have a same opportunity to talk in the classroom. Unfortunately, most of classroom interaction are dominated by teacher's talk. Thus, as a teacher, choosing kind of talks in the classroom is important. As one of teacher's talks types, the use of teacher's of questions is deemed as the appropriate way to encourage the students response and create a balance interaction in the classroom. This leads the researcher to conduct the research in SMK Ma'arif NU Prambon, exactly at Multimedia-3. The teacher got difficulty to interact with the students in the classroom. Thus, the teacher always try to give question to encourage the students response in order to create an interaction in the classroom. This research focuses on two research questions; 1) What type of questions does the teacher tend to use in classroom interaction at SMK Ma'arif NU Prambon? 2) What are the questioning techniques used by the teacher in classroom interaction at SMK Ma'arif NU Prambon?. To answer those two research questions, the researcher used qualitative method by observing the classroom, recording, and interviewing the English teacher. The result showed that the teacher tend to use convergent question in the classroom. There were 54 convergent questions used in asking the students in the classroom. The result also showed 7 questioning techniques used by the teacher in asking the students in the classroom. They are adapting questions on student ability level, asking questions logically and sequentially, asking questions on variety of levels, following up student responses, giving

student time to think when responding, using questions that encourage wide student participation, encouraging student questions.



ABSTRAK

Rosyidah, Kholifatur. (2018). *An Analysis of Teacher's Questions Used in Classroom Interaction at 11th Garde of SMK Ma'arif NU Prambon-Sidoarjo*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Dosen Pembimbing: Rakhmawati, M.Pd & Fitriah, PhD.

Kata Kunci : *Classroom Interaction, Teacher's Questions, and Questioning Techniques*

Interaksi kelas merupakan bagian dari komunikasi antara guru dan siswa yang terjadi di dalam kelas. Untuk berinteraksi dengan siswa di dalam kelas, adanya pembicaraan guru dan siswa dibutuhkan. Interaksi dapat seimbang apabila guru dan siswa memiliki kesempatan yang sama untuk berbicara di dalam kelas. Sayangnya, kebanyakan interaksi kelas didominasi oleh pembicaraan guru. Oleh karena itu, sebagai guru, memilih jenis pembicaraan itu penting. Sebagai salah satu jenis pembicaraan guru, penggunaan pertanyaan guru dianggap sebagai cara yang tepat untuk mendorong respon siswa sekaligus menciptakan interaksi yang seimbang di dalam kelas. Inilah yang mempengaruhi peneliti untuk melakukan penelitian di SMK Ma'arif Nu Prambon, tepatnya kelas Multimedia-3. Guru dalam kelas Multimedia-3 mendapatkan kesulitan untuk berinteraksi dengan siswa di dalam kelas. Oleh karena itu, dia selalu mencoba untuk memberikan pertanyaan pada siswa untuk mendorong respon siswa agar tercipta interaksi di dalam kelas. Penelitian ini memfokuskan dua rumusan masalah; 1) Apakah tipe pertanyaan yang cenderung digunakan oleh guru dalam interaksi kelas di SMK Ma'arif Nu Prambon? 2) Apa saja teknik bertanya yang digunakan oleh guru dalam interaksi kelas di SMK Ma'arif NU Prambon?. Untuk menjawab kedua pertanyaan tersebut, peneliti menggunakan metode kualitatif dengan melakukan observasi kelas, merekam, dan menginterview guru ahasa Inggris. Hasil menunjukkan bahwa guru lebih cenderung menggunakan convergent questions di dalam kelas. Sebanyak 54 pertanyaan digunakan guru ketika menanyai siswa di dalam kelas. Hasil penemuan juga menunjukkan 7 teknik bertanya yang digunakan oleh uru di dalam kelas. Teknik-teknik itu adalah menyesuaikan pertanyaan sesuai dengan kemampuan siswa, bertanya secara logis dan

berurutan, bertanya dengan bermacam-macam tingkat pertanyaan, menindak lanjuti respon siswa, memberikan siswa waktu untuk berpikir ketika menjawab, menggunakan pertanyaan yang mendorong siswa berpartisipasi secara luas, mendorong siswa bertanya.

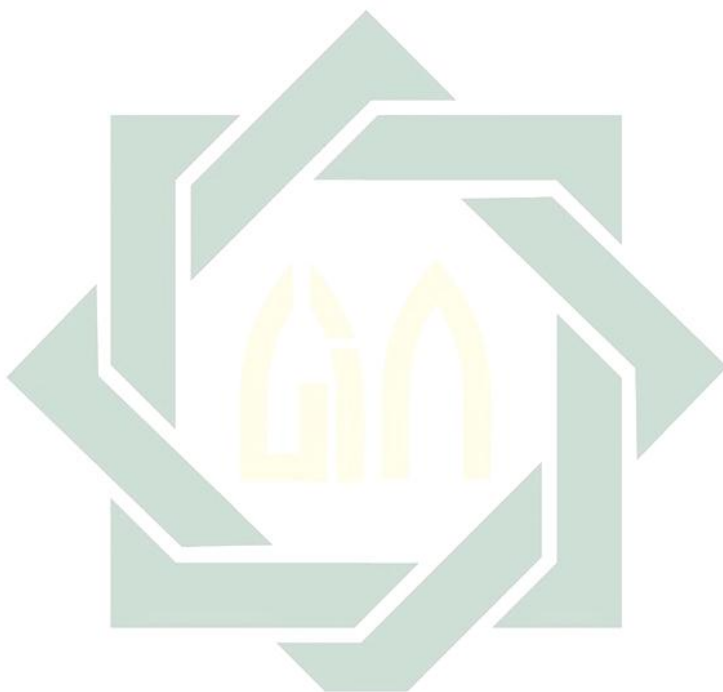


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CHAPTER I

INTRODUCTION

This chapter discusses the area of the research that will be covered in some headings (1) background of study (2) research questions (3) objectives of study (4) significance of study (5) scope and limitation (6) definition of key terms. In addition, background of study explains about the reasons why the research is conducted. Then, research questions are formulated as the key questions in conducting the research while the objectives of study are written to answer the research questions. The significance of study is used to explain the importance of doing the research theoretically and practically. The next is the function of scope and limitation is to explain the area which will be researched and limited. Finally, definition of key terms is used to give the explanation of some key terms which will be used on the research.

A. Background of The Study

In teaching learning English, building interaction in a classroom is needed. It is caused interaction is one important point of successful in teaching learning process. Interaction in the classroom is considered as an activity that provides opportunities for the teacher and students talking each other in the process of teaching and learning.¹ According to Nunan, teacher action and teacher-learner interaction are important aspects of classroom life.² In other words, having good interaction in a classroom will help both teacher and students to create a collaborative exchange of thought, feeling or ideas resulting in reciprocal effect on each other in classroom interaction.

In building classroom interaction, teacher may use part of

¹Nur Wasi'ah, "A Study of Teacher Talk in Classroom Interaction at An Islamic Senior High School". OKARA journal of language and Literature, Vol. 1. No. 34, Summer 2016, 30.

²David Nunan, *Language Teaching Methodology: a textbook for Teachers* (Sydney: Macquarie University Press, 1991), 207.

interaction such as verbal and non-verbal communication in a classroom. Richard stated that classroom interaction is the pattern of verbal and non-verbal communication and types of social relationship that occur within classroom.³The verbal interaction takes place because of the teacher and learners talk, while non-verbal interaction covers gestures or facial expressions by the teacher and learners when they communicate without using words.⁴Using verbal or non-verbal communication, classroom interaction should be able to create a good interpersonal relationship and make message transmission success between teacher and students.

However, building interaction in a classroom is still difficult. Many problems appeared in developing interaction because students get difficulty in expressing themselves in using English.⁵ Therefore, the way of teacher giving students opportunity to develop the language is important. In other words, teacher talk which is aimed to establish and maintain good communicative practice in the complex series discourse, takes a great proportion in the classroom.⁶ Thus, teacher need to develop his awareness on using appropriate talks in a classroom. As stated by Cullen, it is important to the teachers on realizing how much they talk, and what kind of talks should be performed.⁷

Cullen stated that while the question of how much teachers talk is still important, more emphasis is given to how effectively they are able to facilitate learning and promote communicative

³Jack C. Richard – Richard Schmidt, *Longman Dictionary of: Language Teaching and Applied Linguistics* (London: Pearson Education Limited, 2002). 75.

⁴Dyka Widya Pratama, Sarjana Thesis: “*Teacher and Learners’ Talk In The Classroom Interaction At Tenth Grade Students of SMA Jawahirul Hikmah Tulungagung In Academic Year 2014/2015*” (Tulungagung: State Islamic Institute of Tulungagung, 2015), 2.

⁵Nur Wasi’ah, “*A Study of Teacher Talk in Classroom Interaction at An Islamic Senior High School*”. OKARA journal of language and Literature, Vol. 1. No. 34, Summer 2016, 30.

⁶Ibid.

⁷Richard Cullen, “*Teacher Talk and the Classroom Context*”. English Language Teaching Journal Vol.25 No. 3, 179.

interaction in their classroom through.⁸ It means that teacher needs to be able to manage their talks and students talks, in what kinds of talks that can be used to build a balance interaction between teacher and students. In language teaching and learning, the domination of teacher's talks is not good, moreover in balancing the interaction. Thus, teacher should be able to encourage students talk more.

According to Donald and Enggen, through questions, teacher can engage students actively in the lesson in hand and challenging their thinking. Because most of the questions are provided to get an answer, thus, the used of teacher's questions will stimulate students to talk while answering the questions. At individual level, questions can be used to build the students confidence to speak.⁹ Thus, using teacher's questions will help teacher to stimulate students talks by responding the teacher's questions. By the time students respond to the teacher's questions, the classroom interaction will be created.

Unfortunately, to get students responses is not easy. Teacher may need some techniques in questioning in order to get the students responses. William Wilen clearly explained in the book "Questions Skills, for Teachers", there are nine questioning techniques.¹⁰ Those are (1) Plan key questions to provide lesson structure and direction (2) Phrase questions clearly and specifically (3) Adapt questions on student ability level (4) Ask questions logically and sequentially (5) Ask questions on variety of levels (6) Follow up student responses (7) Give students time to think when responding (8) Use questions that encourage wide student participation (9) Encourage student questions.¹¹ Those techniques can be used in asking types of questions in teaching learning process that may be related or even opposed to the material.

Based on the role of teacher's questions in a classroom, which can be the way forengaging students to the material or only for creating communication as opposed to the material, Richard and

⁸Ibid.

⁹K. Donald - D. Enggen Faul, *Learning and Teaching: Research based method* (University of Virginia: Pearson Allyn & Bacon, 1989), 45.

¹⁰William W. Willen. *Questioning Skills, for Teachers*. (Washington, D.C: National Education Association, 1991), 10.

¹¹Ibid.

Lockhart have classified the questions on 3 types. They are procedural, convergent, and divergent. Procedural question has to do with classroom procedures and routines and classroom management as opposed to the content of learning. Convergent is a question that often answered by “yes” or “no” or even short answer. It focuses on recalling the previous information. The last one is divergent question. Different from convergent, divergent question requires students to be engaged in higher-level thinking. So, it needs longer answer than convergent questions.¹² Variety of classroom interaction, which is not limited on asking and discussing material, becomes the reason of using Richard’s theory to analyse the teacher’s questions in this study.

This study was conducted in SMK Ma’arif NU Prambon. Based on the preliminary research that was done by observing the classroom and interviewing one of the English teacher, there was a problem in classroom interaction. From 30 students, around 3 – 5 students who were willing to communicate using English voluntarily. Based on the interview, the teacher said that most of students are shy to communicate, moreover to express their ideas using English in the classroom. Thus, she always gave questions to the students in order to stimulate and build the students’ confidence to speak and interact each other in the classroom. It was quite success to be applied, because some students are stimulated to interact by responding the teacher’s questions, although it is only short answer. From that phenomenon, the researcher is interested in knowing the types of questions used by the teacher to interact with the students in the classroom.

Regarding to that issue, there are some researches that have been conducted by some researchers. Qashoa conducted a study entitled “*Effects Of Teacher Question Types And Syntactic Structures On Efl Classroom Interaction*”. The research objectives was to identify the effect of applying types of questions to the students critical thinking skill. Another study was conducted by Fumiko Yamazaki, entitled “*An Interaction Analysis : A Teacher’s Questions, Feedback, And Students’ Production Through Classroom Observation*”. This study was conducted to analyze

¹² Jack C. Richards –Charles Lockhart, *Reflective Teaching in Second Language Classrooms*. (Cambridge: Cambridge University Press, 1994).

which kinds of teacher's talks that can influence the students L2 production, which is teacher's questions or teacher's feedback.

Different from the previous studies, which focused on teacher's questions, students' oral production and critical thinking, this study focused only on analysing teacher's questions used in a classroom interaction. This study aimed to investigate the teacher's question types, without analysing the students' responses or critical thinking, which mostly used during teaching learning process. It also identified the questioning techniques used by the teacher in giving questions on the students. Kinds of questions that were analysed are English questions, not in Indonesian.

B. Research Question

In relation to the background of the study previously outlined above, the problem of the study can be formulated as this following questions:

1. What type of questions does the teacher tend to use in classroom interaction at SMK Ma'arif NU Prambon?
2. What are the questioning techniques used by the teacher in classroom interaction at SMK Ma'arif NU Prambon?

C. Objective of The Study

This research will be aimed at finding out:

1. The type of teacher's question which tend to be used in classroom interaction at SMK Ma'arif NU Prambon.
2. The questioning techniques used by teacher in classroom interaction at SMK Ma'arif NU Prambon.

D. Significant of The Study

The finding of this research is expected to be beneficial to the teachers and the further researchers. In particular, this study can be one of source of recognizing and realizing teacher's questions and questioning techniques related to the classroom interaction.

For the teachers, the result of this study can help them in conducting classroom interaction. Knowing the types and techniques of questions is beneficial information for them to conduct the classroom interaction. After knowing types and techniques of questioning, they can try and decide in which

types and techniques of questions that are appropriate to be applied in conducting classroom interaction.

For the further researchers, the result can be used for them who focus on developing classroom interaction, especially in using teacher's questions.

E. Scope and Limitation

The scope of this study is in the verbal classroom interaction, which focuses on questioning. As explained in the background, it deals with the types of questions and the techniques of questioning. The questions that are analysed are all of English questions produced in teaching learning process, whether or not it is related to the content of the lesson. Because interaction in a classroom is not only talking about content of learning, thus, all types of English questions will be analysed in this study. This study analyses types of questions that mostly used in classroom interaction. It also see how the teacher executes those types of questions on teaching learning process.

Furthermore, this study is limited in 11th grade of SMK Ma'arif NU Prambon. From 4 classes, XI Multimedia-3 was chosen to collect the data. The data was collected for about 2 weeks.

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study:

1. Classroom Interaction

According to Chaudron, classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback.¹³ In this study, classroom interaction means the verbal communication that occurs when teacher asks questions and students respond to the questions during teaching learning process.

2. Teacher's Question

¹³Craig Cahudron, *Second Language Classrooms- Research on Teaching and Learning*. (Los Angelas: Cambridge University Press, 1998), 10.

Questioning is one of the most common techniques used by teachers and serves as the principal way in which teachers control the classroom interaction. In some classrooms, over half of class time is taken up by question-and-answer exchanges.¹⁴ Teacher question in this study means all of English questions that conveyed by the teacher in order to get students responses in conducting classroom interaction during teaching learning process.

3. Technique of Questioning

Questioning techniques are the ways used to ask something to the students in gaining a purpose of teaching.¹⁵ Harvey stated that questioning technique is the most effective when it allows pupils to become fully involved in the learning process.¹⁶ The purpose of teaching that can be gained through asking students questions, such as making students understanding materials, or mastering the English skills, can be gained through selecting the way in asking questions during teaching learning process. In this study, questioning technique means the way how teacher executes the questions to gain students' responses of classroom interaction during teaching learning process.

¹⁴ Jack C. Richards –Charles Lockhart, *Reflective Teaching in Second Language Classrooms*. (Cambridge: Cambridge University Press, 1994).

¹⁵ Sujariati, et.al., “English Teacher’s Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu”. *ELT Worldwide*, Vol. 3. No. 1, 2016, 107.

¹⁶ Harvey. *A Course in Language Teaching: Practice and Theory* (New York: Cambridge University Pers, 2001), 109.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about all of related review of the study. There are three main points that will be discussed, those are: classroom interaction, teacher's questions, and technique of questioning. In addition, some previous studies related to this field also will be revealed.

A. Theoretical Framework

1. Classroom Interaction

a. Definition of Classroom Interaction

In the field of foreign language teaching, classroom interaction is different from everyday interaction. It can be known from the definitions of some experts. According to Richards, classroom interaction is a pattern of verbal and non-verbal communication and the types of social relationships which occur within classroom.¹⁷ In EFL classroom, verbal interaction means a communication which occurs using teacher and students talks. The verbal interaction takes place because of the teacher and learners talk, while non – verbal interaction covers gestures or facial expression by the teacher and learners when they communicate without using words.¹⁸

Chaudron added that classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback.¹⁹ On his journal, Adaba stated that classroom interaction is a

¹⁷Jack C. Richard – Richard Schmidt, *Longman Dictionary of: Language Teaching and Applied Linguistics* (London: Pearson Education Limited, 2002). 74.

¹⁸Dyka Widya Pratama, Sarjana Thesis: “*Teacher and Learners’ Talk In The Classroom Interaction At Tenth Grade Students of SMA Jawahirul Hikmah Tulungagung In Academic Year 2014/2015*” (Tulungagung: State Islamic Institute of Tulungagung, 2015), 2.

¹⁹Craig Cahudron, *Second Language Classrooms- Research on Teaching and Learning*. (Los Angelas: Cambridge University Press, 1998), 10.

practice that enhances the development of language skills. He also defined classroom interaction as an essential part of teaching learning process.²⁰In short, classroom interaction is teacher and students communication within the teaching learning process.

Based on the some definitions by some theories, it can be inferred that classroom interaction is a process of thought and idea exchange through verbal or non verbal communication which may develop the students language skills. Furthermore, classroom interaction can be used for knowing the students material understanding and the language development within the classroom.

b. Types of Classroom Interaction

According to Barker, there are four types of classroom interaction. They are intrapersonal, interpersonal, group, and cultural interaction. Intrapersonal interaction is an interaction which takes place within the individual. In classroom, it is included into self to self interactions. It can be teacher to self or student to self. The example of intrapersonal interaction is student that mumbles to himself.

Different from intrapersonal interaction, interpersonal interaction is two individuals, which are an originator and a responder. Interpersonal interaction may occur to any face to face encounter and is an important medium of interaction in the classroom. The three form of interpersonal interaction in the classroom is teacher to student, student to teacher, and student to student. At this interaction type, the message is transmitted to a student by the teacher, to the teacher by a particular student, or from one student to another student respectively.

Concerning with the third type of classroom interaction, Barkerstates that group interaction is more

²⁰Habtamu Walga Adaba, “Exploring the Practice of Teacher-Student Classroom Interaction in EFL to Develop the Learners’ Speaking Skills in Tullu Sangota Primary School Grade Eight Students in Focus”. *Arts and Social Sciences Journal*. Vol.8 No.4, 2017, 2.

frequently used in the classroom than any other single type of interaction. It involves the interaction between the teacher and several students, between several students and the teacher, or between student and several students. Example of group interaction in the classroom is group or class discussion, class recitation and activities involving group project. The group interaction type is different from any othertype of interaction in that the flow of message may be very irregular and have no definite pattern. Spontaneity is a key to successful group interaction, but such spontaneity makes it difficult for the speaker to organize the message and the listener to understand the message.

The last type of classroom interaction is cultural interaction, whichthe originator of the message is often unknown. In most of the form of cultural interaction, there are number of originators that 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 examples of the originators who have helped to shape the cultural message in cultural interaction. In the classroom interaction, culture can function as the originator I self to self, teacher to students or student to students' interaction.

Knowing those types of classroom interaction, this study aimed to use two of them as the reference to conduct the study.As mentioned before that teacher's questions in classroom interaction will be the focus on this study. Thus, to know whether or not it is included into classroom interaction, this study usedinterpersonal and group interaction meaning as the referenceof the study. It limited on teacher-student or teacher-students interaction.

2. Teacher's Questions

In conducting classroom interaction, giving question is different from everyday communication. Questioning is one of the most common techniques used by teacher and serves as the

principal way in which teachers control the classroom interaction. In some classrooms, over half of class time is taken up by question and answer exchanges.²¹ Giving question is not only for testing whether or not students understand the lesson, but it is also used to control the interaction. It means that teacher asks questions to give students a change to respond. By the time they respond, the interaction will occur to the classroom.

a. The Importance of Questions

Questions plays a great part in communication. It is used as learning tool to promote interaction.²² Richards and Lockharts stated the following as justifications for the importance of questions in teaching.²³

- 1.) They stimulate and maintain students' interest
- 2.) They encourage students to think and focus on the content of the lesson.
- 3.) They enable teachers to check students' understanding
- 4.) They enable teacher to elicit particular structures or vocabulary items.
- 5.) They encourage students participate in a lesson.

²¹ Jack C. Richards –Charles Lockhart, *Reflective Teaching in Second Language Classrooms*.(Cambridge: Cambridge University Press, 1994), 185.

²²X. Ma, “The Skills of Teacher’s Questioning in English Classes”. *International Education Studies*. Vol. 1, 2008, 4.

²³Jack C. Richards – Charles Lockharts, *Reflecting Teaching in Second Language Classroom*. (Cambridge: Cambridge University Press, 1994), 185.

In another book, H. Douglas Brown mentioned that appropriate questioning in an interactive classroom can fulfill a number of different functions.²⁴

- 1.) Teacher questions give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves.
- 2.) Teacher questions can serve to initiate a chain reaction to student interaction among themselves.
- 3.) Teacher questions gives the instructor immediate feedback on student comprehension.
- 4.) Teacher questions provide students with opportunities to find out what they think by hearing what they say.

b. Types of Questions

Teacher may think about the types and techniques before questioning. Teacher may not give all types of questions to whom are active or even passive. There are types and techniques of questioning that can be used to control the classroom interaction. William Willen divided questions on 4 types. If the test contains a question that also was asked before, during, or after instruction, researchers call it an intentional question. Otherwise, it is called an incidental question and it requires the student to recall information or ideas not previously rehearsed in instruction.²⁵ He also added higher cognitive and lower cognitive questions as type of questions. Higher-cognitive

²⁴H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall Regents, 1994), 169 – 171.

²⁵William W. Willen, *Questions, Questioning Techniques, and Effective Teaching*. (Washington, D.C: National Education Association, 1987), 30.

questions are usually defined as questions that require students to use such thought processes as analysing, problem solving, predicting, and evaluating. Lower-cognitive questions (also called fact questions) require only memory or the ability to locate information on a textbook or other sources.²⁶

In other researches, Richards and Lockhart explained 3 types of questions. First is procedural questions. Procedural questions have to do with classroom procedures and routines and classroom management as opposed to the content of learning.²⁷ Richards and Lockhart stated that the questions usually occur in a classroom to check students understanding or check students assignment.²⁸ The example of procedural question is *do everyone bring their homework?* or *do you understand what you have to do?*

Second, convergent questions is one of questions which is designed to engage students in the content of learning. It can also facilitate the students thinking and promote the classroom interaction. This question type usually engage students responses which focuses central topic. The responses are often short answer, such as yes or no, or short statements. In other words, convergent question does not require students to engage in higher level thinking in order to come up with a response but often focus on recall of previously presented information.²⁹ For example, *do you operate your smartphone everyday?* or *how many smartphones do you have in your home?*. The last type is divergent question.

Third, Divergent questions encourage students responses which are not short answer and which require

²⁶Ibid, 32.

²⁷ Jack C. Richards –Charles Lockhart, *Reflective Teaching in Second Language Classrooms*.(Cambridge: Cambridge University Press, 1994), 186.

²⁸ Jack C. Richards –Charles Lockhart, *Reflective Teaching in Second Language Classrooms*.(Cambridge: Cambridge University Press, 1994), 186.

²⁹Ibid.

students to engage in higher level thinking.³⁰ It requires students to express their own information rather than to recall the previous information. In other words, divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes.³¹ For instance, *Do you think smartphones have negative effects for students?* or *what are the best ways of promoting the use of computer in education?*

Long and Sato also had classified questions on display and referential.³² First is question which teachers know the answer and which are designed to elicit or display particular structures, called display question.³³ Second is referential question. It refers to those which the asker does not know the answer.³⁴

In teaching learning process, kinds of questions which are given by teacher have variation. It may be related to the content of learning or even opposed to the learning content. Therefore, questions' types of Richards and Lockharts were chosen to be used in this study. Those types have an easier criteria to be analysed than others. Here, Richards and Lockharts divided the types of questions based on the role of questions in the classroom. Those types have already classified into 3 types which have 2 functions, engaging students in classroom procedures and engaging students in content of learning. Moreover, the questions types are different from the other questions types which focus on students thinking level.

³⁰Ibid, 187.

³¹Lesly N. Ndun, Magister Thesis: *“Teacher Question in The Junior High School English Classroom”* (Yogyakarta: Sanata Dharma University, 2015), 17.

³²M.H. Long – Sato, *Classroom Talk Discourse Forms and Functions of Teacher’s Questions* In H. Slinger and M. Longleds. *Classroom Oriented Research in Second Language Acquisition*, 1983.

³³David Nunan. *Language Teaching Methodology: A Textbook for Teachers*. (NY: Phoenix, 1991), 194.

³⁴Ibid.

Whereas, this study did not focus on it. Thus, Richard's questions types were chosen, because it was easier to group the questions and analyse it.

3. Techniques of Questioning

In giving questions, there are some techniques that can be used to help teacher in conducting classroom interaction, moreover in stimulating students responses. They are;

- a. Plan key questions to provide lesson structure and direction. Write them into lesson plans, at least one for each objective especially - higher-level questions necessary to guide discussions. Asking spontaneous questions based on students responses.
- b. Phrase questions clearly and specifically. Avoiding vague or ambiguous questions such as "What did we learn yesterday or "What about the heroine of the story?" Ask single questions; avoid run-on questions that lead to student confusion and frustration. Clarity increases the probability of accurate responses.
- c. Adapt questions on student ability level. This enhances understanding and reduce anxiety. For heterogeneous classes, phrase questions in natural, simple language, adjusting vocabulary and sentence structure of students' language and conceptual levels.
- d. Ask questions logically and sequentially. Avoid random questions lacking clear focus and intent. Consider students' intellectual ability, prior understanding of content, topic and lesson objective(s). Asking questions on a planned sequence will enhance student thinking and learning particularly during discussions.
- e. Ask questions on variety of levels. Use knowledge-level questions to determine basic understanding and diagnose potential for higher-level thinking. Higher-level questions provide students opportunities to use knowledge and engage in critical and creative thinking.

- f. Follow up student responses. Develop a response repertoire that encourages students to clarify initial responses, expand their responses, lift thought to higher level and support a point of view or opinion. For example. "How would you clarify that further?" "What are some alternatives?" "How can you defend your position?".
- g. Give students time to think when responding. Increase wait time after asking a question on three to five seconds to increase the frequency and duration of student responses and to encourage higher-level thinking. Insisting upon instantaneous responses, particularly during discussions, significantly decreases probability of meaningful interaction with and among students.
- h. Use questions that encourage wide student participation. Distribute questions to involve the majority of students in learning activities. For example, call on non-volunteers using discretion regarding the difficulty level of questions. Be alert to reticent students' verbal and nonverbal cues such as perplexed looks or partially raised hands. Encourage student-to-student interaction. Use circular or semicircular seating to create an environment conducive to participation, particularly during discussions.
- i. Encourage student questions. This promotes active participation. Student questions on higher-cognitive level to stimulate higher levels of thought, essential for inquiry. Give students opportunities to formulate questions and carry out followup investigations into interest.³⁵

To analyse the used of questioning techniques, this study used all those techniques. It was not limited to several techniques, because all those techniques have possibility to be used in questioning during the teaching learning process.

³⁵William W. Willen, *Questioning Skills, for Teachers. What Research Says to the Teacher. Third Edition.* (Washington, D.C: National Education Association, 1987), 11.

B. Previous Study

Related to this research, several previous studies are already conducted. The first study is from Qashoa entitled *Effects Of Teacher Question Types And Syntactic Structures On Efl Classroom Interaction*. The research paper aims to clarify how EFL teachers can design questions that can expand students' knowledge and promote creative thinking. The results revealed that display questions were the most common and frequently asked questions in the three classes (62%).

The second research was done by Yamazaki, entitled "*An Interaction Analysis : A Teacher's Questions, Feedback, And Students' Production Through Classroom Observation*". This research described about the way to conduct an interaction which looking at the teacher question, feedback, and students' production. This research tried to identify whether asking question or giving feedback which will contribute to deeper insights about the ways to improve L2 students production. The result show that teacher's question dominate the interaction in the classroom, especially on asking display questions. Although the teacher needed to modify the questions to get the students response, it was found that asking questions was more efficient to influence the students production than giving feedback to them.

The next research was conducted by Angga entitled *Teachers Questions in English Foreign Language Classroom Interaction*. This study attempted to describe the types of questions that the teacher usually applies in the classroom during teaching and learning process, to find out the teacher's purposes of applying those levels of questioning, and to describe the effects of applying the levels of questioning for the students' understanding of English, and to identify students' oral responses towards teacher questions.³⁶ The initial result showed that Referential-open questions could elicit longer response. The percentage was 31%. On the other hand, the percentage of display-closed questions was 69%. Questions that

³⁶D.A. Vebriyanto, "Teacher's Questions in EFL Classroom Interaction". *Journal Vision*. Vol. 4 No. 2, October 2015, 279.

are categorized as display/closed questions were widely used for checking students' understanding of the materials questions that categorized as referential/open questions were widely used for looking for certain information from the students. It was found that in all season 70% of students' responses were in form of words. The production of words was the effect of employing display or closed question. In the other hand, students' responses in form of sentence were 7 sentences. It was the effect of employing referential or open question.

EFL Teacher's Questioning Behaviour at Czech Grammar Schools and Its Effect on Student Classroom Participation is the fourth research which was conducted by Petra Baxova. This research described about the importance of questioning role in classroom discourse. It also identified the questioning types which gives big contribution to the students' oral production. Absolutely, the students' answer to the teacher's questions were also identified. The result of this research showed that higher-order and referential questions supported the students' language production more effectively.

The last study was conducted by Sujariati entitled "*English Teacher's Questioning Strategies in English Foreign Language Classroom at SMAN 1 Bontomarannu*". This study tried to find out the teacher's questioning strategies, the reasons of using the questioning strategies, and the effects of the questioning strategies on student's learning activities. The result of this study showed that the teacher used questioning strategies by applying some type of questions and performing the type of questions in each session of teaching. Types of questions that were used are open/closed questions, display questions, referential questions, and recall questions. The dominant were open/closed and display questions. The teacher also applied some questioning strategies, such as repeated the questions, emphasis the question, translated into Bahasa Indonesia or mixed the questions, get closer to student, and gave reward to the students. The result of the study also showed that applying questioning strategies could give positive effects in EFL classroom. It was proved by many responses from the students. Moreover, it was proved by the

observation that both the teacher and the students did a good interaction through questioning strategies.

In general, the first previous researches focused on examining the students critical thinking by asking variety of questions, while the present reserach did not. The second research was focusing on identifying the teacher's talks, included teacher's questions, which give contribution more effectively to the students oral production. The third, forth, and fifth researches have similar topic with the second previous research, which is focusing on identifying the effects of applying some types of questions to the students speaking in teaching learning process. Therefore, this study investigated on types of questions that might give more contribution for the teacher to conduct interaction in the classroom. This study also identified the techniques of questioning that are used by the teacher in asking questions without analysing the students oral production when responding to the teacher's questions. This study was taken under consideration that teacher need to know how to elicite students responses in EFL classroom interaction.

CHAPTER III

RESEARCH METHOD

This chapter deals with the research methodology as the procedure in conducting the research. The explanations consists of approach and design, research setting, data collection technique, research instruments, and data analysis technique. All the explanations is covered as followings.

A. Research Design and Approach

This research is classified as a case study using descriptive qualitative method. Case study is basically an intensive study of an individual or group that is seen having a particular case.³⁷ A case study is a single instance of some bound system, which can range from one individual to a class, a school, or an entire community. The data gathered can include interview data, narrative accounts, classroom observations, verbal reports, and written documents.³⁸ Regarding to the explanation, this research is a case study because of its characteristic. This study attempts to explore certain information about a phenomenon or case of the subject. The cases of this research are teacher's questions types and techniques used to conduct the classroom interaction in teaching learning process.

The design of this research is descriptive qualitative, where researcher presents data ontowords and descriptive form. According to Creswell, qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem.³⁹ In addition, qualitative method is used when the

³⁷ Dr. Juliansyah Noor, S.E., M.M. *Metodologi Penelitian Skripsi, Tesis, Disertasi, dan Karyallmiah*. (Jakarta: Kencana Prenada Media Group, 2011) p. 67.

³⁸ Sandra Lee McKay, *Researching Second Language Classrooms*. (London: Lawrence Erlbaum Associates, Publishers, 2006), p.71.

³⁹ J.W. Creswell, "Qualitative Inquiry and Research Design Choosing Among Five Traditions",

research aims to describe phenomena; and the data used are opinion (interview), behaviour, and document which is not analysed using statistics pattern.⁴⁰This research uses qualitative method, it means that the data collected is not in the form of number, but the data gained from interview manuscripts, field note, video recording, and observation checklist.

The purpose of qualitative study is to describe the empirical reality of the phenomenon in depth, detailed, thorough.⁴¹ In this study, the descriptive research is done in the classroom, and the main point of this research is to collect the data onto descriptive way. It describes the phenomena in the classroom, such as the interaction between teacher and students while asking and responding questions on XI Multimedia-3 at SMK Ma'arif NU Prambon.

B. Research Setting

This study took place in SMK Ma'arif NU Prambon exactly at XI Multimedia-3. There are 4 classes of XI Multimedia. They are Multimedia 1, 2, 3, 4 with different teachers. Each class has around 30 students. There are two reasons why the researcher chooses XI Multimedia-3. The first is because the teacher tend to use teacher's questions as the way to interact with the students. The second is that the students have low participant in the classroom. Thus, the teacher uses teacher's questions to stimulate and increase the students interaction in the classroom.

C. Data and Source of Data

The main data of this research is teacher's questions in classroom interaction. The data was obtained from the teacher's

ELT Journal, Vol. 1, 1988.

⁴⁰Rulan Ahmadi, *Metodologi Penelitian Kualitatif* (Yogyakarta: Ar-Ruz Media, 2014), 4.

⁴¹Dyka Widya Pratama, Sarjana Thesis: "*Teacher and Learners' Talk In The Classroom Interaction At Tenth Grade Students of SMA Jawahirul Hikmah Tulungagung In Academic Year 2014/2015*" (Tulungagung: State Islamic Institute of Tulungagung, 2015), 26.

talks in the classroom. The subsidiary data was obtained through interviewing the English teacher. The subsidiary data such as the teacher answer in interview session can be the additional information that may not be gotten in the classroom observation.

The source of data that used for the first and second data is the English teacher of XI Multimedia-3 at SMK Ma'arif NU Prambon who was taught in the classroom.

D. Data Collection Technique

The necessary data, such as the teacher's utterances while giving questions, were obtained through classroom observation. According to Ary, observation is a basic method of obtaining data onto qualitative.⁴² Therefore, the researcher observed the classroom directly for about 2 meetings. Furthermore, the study used non-participant observation study. It means that the researcher presented in the class but did not participate in the classroom activity.

In observing the teaching learning process, the researcher used observation checklist which combined with field note to know the questions types and techniques used in the classroom. The researcher also used audio recording to record what was going on the classroom. To double check and gain more informations during the classroom observation, the researcher interviewed the teacher after doing the classroom observation.

E. Research Instrument

To achieve the objectives of this study, the necessary data were collected through some instruments such as observation checklist, field note, interview, and audio recording.

1. Observation checklist

Observation checklist(*see appendix 1*) was used while doing the observation in a classroom. It was used to group the questioning types and techniques used during teaching

⁴²Nur Wasi'ah, "A Study of Teacher Talk in Classroom Interaction at An Islamic Senior High School". OKARA journal of language and Literature, Vol. 1. No. 34, Summer 2016, 28.

learning process. The checklist consisted of the questioning techniques by Willen and the types of questions by Richards. The checklist was also combined with the field note that researcher got during the observation. It was for completing if the utterances on the recorder is inaudible.

2. Field note

According to Lisa Kevin, field notes are the notes about what were happened to a period of observation or interview.⁴³ The data about what types and techniques used by the teacher were observed from the interactions that occurred in the classroom. It was used to take a note about the additional information while doing the observation, such as the time when the teacher give types of questions to the students and what questioning techniques used onto the teaching learning process, or the example of teacher's utterances while giving the questions.

3. Audio Recording

The recorder was used to catch the teacher's utterances in giving questions during the teaching learning process and record the interview process. Peachey pointed out that a recording in classrooms is objective and unbiased since it enables the researcher to be closed to the observer without disturbing or distracting him/her too much.⁴⁴ The recorder was used to keep the teacher's utterances which are missed by the researcher while doing the observation. It was also used to fulfil the data transcription.

4. Interview guideline

Interview guideline (*see appendix 2*) was the instrument in making sure about the possibilities occurred in the classroom interaction. This instrument was used to

⁴³Lisa Kervin, *Research for Educators* (Cengage Learning Australia, 2006), 108

⁴⁴ Peachey, N. *Using Audio and Video to Record Classrooms*. 2008. Retrieved on May 13, 2010 from: <http://www.englishonline.org.cn/en/teachers/action-research-toolkit/audio>.

interview the English teacher after doing observation in the classroom. It was done to clarify and gain more informations about the phenomena in teaching learning process. Before conducting the interview, the researcher was brung general idea about the questions that will be asked. The structure of the interview was developed prior to the interview.

F. Data Analysis Technique

To analyze the data about types and techniques of questioning, the researcher has completed the the following steps.

1. Transcribing the data

First, for the audio recording, the researcher put the data into computer and transcribed it. After transcribing the data, the researcher read the transcription in order to reduce the data. That is forknowingwhich one should be analysed and which one should not.

2. Coding the data

Coding the types and techniques of questioning used by the teacher was done before analyzing the data. The types and techniques was code use different color and character.

a. Types of questions

There are three types of questions used in this research. They are:

- 1) Procedural questions are highlighted in light yellow
- 2) Convergent questions are highlighted in light blue
- 3) Divergent questions are highlighted in light green

b. Techniques of questioning

All the nine of questioning techniques are:

- 1) Plan key questions to provide lesson structure and direction was coded in character a.
- 2) Phrase questions clearly and specifically was coded in character b.

- 3) Adapt questions on student ability level was coded in character c.
- 4) Ask questions logically and sequentially was coded in character d.
- 5) Ask question on variety of level was coded in character e.
- 6) Follow up student responses was coded in character f.
- 7) Give student time to think when responding was coded in character g
- 8) Use questions that encourage wide student participation was coded in character h.
- 9) Encourage student questions was coded in character i.

The researcher then listed all the codes from audio recording, and grouped the similar codes. Before counting these data, the researcher then combined it with the data of audio recording. It was for checking whether or not the researcher missed the data while doing the observation.

3. Counting the number of each types and techniques of questioning
After combining the data, the researcher count the number of each teacher's questions types and techniques, and presented it in form of table.
4. Summarizing the data
Summarizing the number of the data was presented in form of table. The table is presented based on the questioning types.

Another data collection technique used in this research is interviewing the English teacher. The steps that were conducted included transcribing the interview record, reading the transcript, and interpreting the result. Interpreting the result here means the researcher analysed the data from interview based on the needed to answer the research questions.

G. Research Stages

There are some stages that were done by the researcher to conduct this study, The stages are in the following:

First, the researcher formulated the title of the research based on the phenomena happened in SMK Ma'arif NU Prambon especially in English learning. In order to clarify the the problem to this research, the researcher came to SMK Ma'arif NU Prambon and did the preliminary research in SMK Ma'arif NU Prambon. The preliminary research gave the information to the research about the teacher and students interaction in the classroom. Then the researcher interviewed the teacher to double check the information that had been got by the research. Through this step, the researcher got the real phenomenon about the way of teacher-students interaction in the classroom. Thus, by doing these steps, the researcher expected that this research is important to be done.

Second, The researcher collected the data through classroom observation. The researcher used audio recording, observation checklist, and field note as the instruments to get the data. The researcher did the observation in two meetings. The researcher also interviewed the teacher to double check what going on the classroom was.

Third, the research analysed the data that was collected by doing the observation and interview. The researcher analysed the first data that is type of questions commonly used by the teacher in classroom interaction. To analyse the first data, the researcher used Ricahrd and Lockhart's theory about types of questions. The researcher then analysed the second data about the techniques used in asking the questions to the students in the classroom. Theory of William Willen used as the reference to analyse the data.

The last, after analysing the data based on the theories, the researcher wrote the report of this research by writing the finding based on the data obtained from the research. The research reported the results of this research in form of thesis.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents research finding and discussion. The research finding contains the result gained from the source of the data that is teacher's questions during teaching learning process. The findings are the results to answer the two research questions. Those research questions are; what type of questions does the teacher tend to use in classroom interaction, what are the questioning techniques used by the teacher in classroom interaction. The findings will be explained in the discussion section. The discussion will correlate the finding with the theories used in this research.

To begin the analysis, the researcher gives a brief summary of the topics of the lesson discussed in the classroom. There were two main topics discussed in two meetings, which are preposition of direction and asking and offering help. Each topic contained sub-topic that were discussed during the lesson. The topic about preposition of direction was about kinds of prepositions used to describe the position of something. When talking about asking and offering help, the lesson was about some expressions used to ask and offer help.

The research conducted in two meetings. In the first meeting, the teacher discussed about preposition of direction. In the second meeting, the teacher continued to discuss about preposition of direction and move to ask and offer help.

A. Findings

After conducting the research, the data is gained from observing the classroom and interviewing the teacher of XI Multimedia-3. Both of the data, from the first and the second research questions, are gained from classroom observation and interview. The data are also obtained from the instruments that are prepared before. The instruments are classroom observation checklist, which is completed by the examples of teacher's questions types and techniques, interview guideline, and audio recording. Those instruments help the researcher to gain the data of the research.

1. The teacher's questions tend to be used in classroom interaction

According to Richard and Lockharts, the teacher's questions are classified in three main types. They are procedural, convergent, and divergent. Based on the classroom observation, all of the question types are used by the teacher in the classroom. The researcher then tried to find out which types of questions tend to be used in the classroom, which is procedural, convergent, or divergent. This following table shows the number of each question type.

Table 4.1

The total number of types of questions used in the classroom

No	Types of Questions	Meeting		Total number
		1	2	
1.	Procedural	15	24	39
2.	Convergent	14	40	54
3.	Divergent	2	4	6

As described in the table, all the types of questions that were used in the first and second meeting had different number. It means there was type of question which often used by the teacher. There are 99 questions found in two meetings. The classification would be explained below.

38,61% of the questions in the classroom are included into procedural questions. In other words, there are 39 procedural questions asked by the teacher. From 39 questions found, 15 procedural questions were found in the first meeting. While in the second meeting, there were 24 questions asked by the teacher (*see appendix 6*). One of them was given to check the students assignment, whether or not it had been completed. For example, *have you done?* Other questions were asked to check whether or not the students were ready to join the English class. It can be seen on the question *are you ready for learning English?* and *can we start it now?* Another one was

asked to know whether or not the teacher's explanation is clear. For instance, *do you understand? can you?* These questions were also asked to check whether or not the instruction for a task was clear. All these procedural questions were asked as opposed to the content of learning. The content of the questions is not related with English material, moreover on classroom management or classroom procedural.

The second type of questions used in this research is convergent question. There were 54 convergent questions occurred in the classroom. It means more than a half of questions or 53,46% of all the questions in the classroom are convergent questions. From 54 questions, 14 of them were found in the first meeting. In the second meeting, there were 40 questions found during teaching learning process (see appendix 7). All of the questions were used to ask the students about the content of the lesson, which needs short answer and non-higher level thinking. For instance, *anyone know what is preposition of direction?, is your answer correct? What is the meaning of 'after?', or how do we say 'kantor pos' in English?* Another question was also asked to recall the previous information, such as *what is the meaning of between?* It was asked in the second meeting to ask students recalling the previous information before moving to the next material.

The last question type in this research is divergent questions. From the first and the second meeting, the total number of divergent question is only 6 (5,94%). The used of divergent question was for encouraging students to provide their own information. For example is *'why do you say that the sentence is correct?'*. It was occurred when the student had different answer than the other. Therefore, divergent question was given to measure the students understanding by giving a question that may provide their own opinion.

To conclude, from those three types of questions, convergent question is the question that tend to be used in classroom interaction. It is proven by the data that obtained from audio recording and observation checklist. The result

shows that convergent question gets the highest number of used (see appendix 3 & appendix 4). It was also admitted by the teacher in the interview session. The teacher said that she often used convergent question in the classroom (see appendix 5).

2. Technique of Questioning Used in Classroom Interaction

After discovering the frequently used of teacher's questions types, the researcher try to find the techniques used while giving the questions. Based on William Willen, there are 9 techniques of questioning that can be used by the teacher. They are plan key question to provide lesson structure and direction, phrase questions clearly and specifically, adapt questions on student ability level, ask questions logically and sequentially, ask questions on variety of levels, follow up student responses, give student time to think when responding, use questions that encourage wide student participation, encourage student questions.⁴⁵ All nine questioning techniques were not used while giving the questions. Only 7 questioning techniques found in asking all the types of questions during teaching learning process. They are adapting questions on student ability level, asking questions logically and sequentially, asking questions on variety of levels, following up student responses, giving student time to think when responding, using questions that encourage wide student participation, encouraging student questions. Different techniques were found on each question type. Thus, this finding will be classified based on the question types. The detail explanation will be explained below.

a. Questioning technique used in asking procedural questions

In asking procedural question, three techniques of questioning found when asked questions to the students in the classroom. The techniques consists of following up students responses, using questions that encourage wide

⁴⁵William W. Willen, *Questioning Skills, for Teachers. What Research Saysto the Teacher. Third Edition.* (Washington, D.C: National Education Association, 1987), 11.

student participation, encouraging student questions.

Table 4.2
Techniques of questioning used in asking procedural questions

No.	Techniques of Questioning (code)
1.	follow up students responses (f)
2.	use questions that encourage wide student participation (h)
3.	encourage student questions (i)

In this questions type, there are some techniques that were used in a same question. For example, *do you have any question?* (see appendix 9). This question is type of procedural question which was given to encourage students questions in order to build students participation in the classroom by asking a question to the teacher. Therefore, this question consists of two questioning techniques, which are using questions that encourage wide student participation and encouraging student question.

b. Questioning technique used in asking convergent questions

In asking convergent question, the number of the questioning techniques are more variable than procedural question. There are six questioning techniques used while asking convergent question. They are adapting questions on student ability level, asking questions logically and sequentially, asking questions on variety of levels, following up student level, giving students time to think when responding, and using questions that encourage wide student participation.

Table 4.3
Techniques of questioning used in asking
convergent questions

No.	Techniques of Questioning (code)
1.	Adapt questions on student ability level (c)
2.	Ask questions logically and sequentially (d)
3.	ask questions on variety of levels (e)
4.	follow up students responses (f)
5.	Give student time to think when repending (g)
6.	use questions that encourage wide student participation (h)

Regarding to the number of convergent questions used, the used of questioning techniques have more variations than the others. There are six techniques found in convergent question. The first technique, adapt questions on student ability level, was used in asking 8 questions. The second, ask questions logically and sequentially was found in asking 7 questions. Then, there are 5 questions were asked usingask questions on variety of levels technique. As the first technique, there are 8 questions asked using follow up students responses technique. The fifth technique used in asking convergent questions is giving student time to think when responding. There are 6 questions asked using this technique. The last technique used in asking convergent questions is using questions that encourage wide student participation. This technique was used to ask 11 question of convergent question.

c. Questioning technique used in asking divergent questions

In asking divergent question, the number of the techniques used is same as the techniques used in asking procedural questions. There are only three techniques used in the classroom. They are asking questions logically and sequentially, asking questions on variety of levels, and following up the students response. In asking divergent questions, the technique of each question is quite same. In other words, the technique that is used on every question is same.

Table 4.4
Techniques of questioning used in asking divergent questions

No.	Techniques of Questioning (code)
1.	Ask questions logically and sequentially (d)
2.	ask questions on variety of levels (e)
3.	Follow up student response (F)

The first technique used in asking divergent question is asking questions logically and sequentially. It was used in asking 3 divergent questions in the classroom. There are 5 questions found using the second technique, which is asking questions on variety of levels. The last technique used in asking divergent questions is following up student response. It was used in asking 2 divergent questions.

B. Discussion

The teacher of XI Multimedia-3 is chosen to be the subject of this research. It is caused the teacher of XI Multimedia-3 is deemed always interact with the students by giving questions. After getting the data of the teacher's questions, this research analysed type of question that tend to be used by the teacher and techniques used

while giving the questions in the classroom interaction. After the result of the research question presenting on the research finding, then the data are discussed on the discussion.

1. The teacher's questions tend to be used in classroom interaction

The first research question asked the type of questions that tend to be used by the teacher. A huge number found of teacher's questions used in the classroom. 99 questions found in two meetings. According to Chaudron, when the system is applied to the description of what happens in whole-class teacher-led activities, both second language and first language classrooms are same; 70% of the classroom time is taken up by the teacher talking and asking questions.⁴⁶ That is why it is not surprising to know the total number of questions used in the classroom interaction.

From three types of questions, convergent question is found being the questions that commonly used by the teacher in the classroom interaction. Convergent question needs short answer, such as yes or no or short statements. It does not requires student to engage in higher level thinking in order to come up with a response, but often focuses on recalling previous material. According to Freeman and Larsen, by asking display question, which has similar feature as convergent question, students can answer the questions correctly because students can find the answer on the previous material although it is only provide short answer.⁴⁷ It was also said by the English teacher in Multimedia-3 of SMK Ma'arif NU Prambon. She said that asking convergent questions, which often focuses on recalling previous material and using short answer, can rise the students answer in the classroom. Because what they have to do is only remembering the previous material, so they can answer easily and confidently. Thus, the teacher prefer using

⁴⁶ Chaudron, C. 1988. *Second Language Classrooms: Research on Teaching and Learning*. New York: Cambridge University Press.

⁴⁷ Freeman & D. Larsen, op.cit.

convergent questions to help the classroom interaction going on smoothly.

The number of convergent questions used in the first meeting are 14 questions, while the number of convergent questions in the second meeting are 40 questions. So, the total number of convergent questions used in the classroom interaction are 54 of 99 questions. In other words, a half of questioning-answer section is done by asking and responding convergent questions. This finding is same as the finding from Yona's research. In her research, Yona said that convergent question, which is quite same with display question, got a highest number among the others. According to Yona's research, there are 18 (60%) convergent questions asked by the teacher in classroom in two months observation. This type of questions is the commonly used by the teacher.⁴⁸

In analysing the questions, whether or not the question included into convergent question, the researcher used the description of convergent question as the criterion. It has been described in the Richard and Lockhart's book, entitled *Reflective Teaching in Second Language Classroom*, that convergent question is designed to engage student in the content of learning, to facilitate students thinking, and to promote classroom interaction.⁴⁹ It does not need higher level thinking to come up with a response, but often focuses on recalling previous material. The answers are often short answer, such as yes or no, or short statement.

The following tables present kinds of convergent questions used in classroom interaction. The teacher's utterances will be presented by adding the description why

⁴⁸Yona Andana, Undergraduate Thesis: *"The Types Of Teacher's Questions In English Teaching-Learning Process At Man Mojokerto"* (Surabaya: UIN Sunan Ampel, 2018), 49.

⁴⁹Jack C. Richards – Charles Lockharts, *Reflecting Teaching in Second Language Classroom*. (Cambridge: Cambridge University Press, 1994), 186.

the question is included into convergent question based on Richard and Lockhart's theory.

Table 4.5

Teacher's Convergent Questions in The First Meeting

Teacher's Questions	
1.	how do we say 'kantor pos' in English?
2.	Anyone know what is preposition of direction?
3.	what is preposition of direction?
4.	How is about preposition?
5.	What is preposition?
6.	What is the meaning of across?
7.	What is the meaning of after?
8.	do you know the meaning of 'in'?
9.	Is it correct?
10.	are you sure?
11.	Can we use that sentence?
12.	What is the meaning of above?
13.	Do you know what is above?
14.	Heni, do you know what is the meaning of above?

These questions are given to engage the students in the teaching material. Most of them are given to ask the meaning of the teaching learning topic. There are 11 of 14 questions asked about the meaning of some words which were being the topic of the material, such as asking about the meaning of preposition of direction, across, after, and so on. These questions were given after asking the students to read the material. It means, the teacher want to recall the material that they have read before. From this reason, those questions can be said as convergent questions because the questions were given to recall the previous information that they have read before. Another reason is the way to answer the questions. the students do not need to be engaged in higher level thinking, because the answer have been provided on their book. What they have to do is

answering using short statement by recalling the information on their book.

Meanwhile, the rest of those questions, the ninth, tenth, and the eleventh questions are given to facilitate the students' comprehension. These three questions were given to confirm their previous answer. For instance, *can we use that sentence?* It was given when the teacher asked the students to make a correctness about a sentence that the teacher made. Some of them gave a wrong answer. Meanwhile, one of the students answered it correctly. Then, the teacher use that question to check her comprehension in order to engage the student recalling the previous information, whether or not the sentence that she made is true. The student also use short statement, which is *yes* as the answer. It is same as the ninth and tenth questions. That is why these question are included into convergent question.

Table 4.6
Form of Convergent Questions Usedin The Second Meeting

Teacher's Utterances
1. Is it correct?
2. Is that true or false?
3. is your answer correct?
4. Any other opinion?

There are 54 of convergent questions found in second meeting. 40numbersare found in the second meeting. Having same role as the first meeting(*see appendix 7*), the role of the convergent questions in the second meeting is also used to engage students in the content of the lesson. As mentioned in Richards book, many of the questions teachers ask are designed to engage students in the content of the lesson, to facilitate

their comprehension, and to promote classroom interaction.⁵⁰Convergent question encourage similar student response which focuses on a central theme. As mentioned in the chapter 2, convergent question needs short answer, such as yes or no, or short statement. It does not require students to engage in higher level thinking, which require students to come up the response using their own opinion, but often focuses on recalling previous information.

In the second meeting, the convergent questions were used by the teacher to encourage students response which often short answer. For example, *is your answer correct?* then the student answered *yes*. Looking at the answer, it shows that the question is included into convergent question, because it needs short answer, and it was proven by the students answer '*yes*'. Looking at the purpose of the question, it was given to engage student in recalling previous information. To answer this question, the student was asked to recall the previous material that has been discussed in order to know whether or not the student's answer of the exercise is correct. The other example is *Is that true or false?* It is also included into convergent question because it needs short answer. What the teacher need in asking this question is short answer, which is true or false. Looking at the answer, it was answered using short answer. *False* was the answer given by the students in the classroom.

⁵⁰Jack C. Richards – Charles Lockharts, *Reflecting Teaching in Second Language Classroom*. (Cambridge: Cambridge University Press, 1994), 186.

Table 4.7
Form of Convergent Questions Used in The Second Meeting

Teacher's Utterances
1. what is preposition of direction?
2. How many kinds of asking and offering help?
3. What is the meaning of between?
4. What is the meaning of under?
5. What is asking and offering help?

As mentioned in the table, those are the example of convergent questions that used to recall the previous material. The example is *what is the meaning of preposition of direction?* This question did not require students to engage in higher level thinking in order to come up with a response, but focused on recalling previous information. It was given in the end of the lesson before moving to the next material. In other words, the teacher gave this question to encourage the students participation through answering the question that required to recall their previous information. It could be used to facilitate the students comprehension, since asking a question regarded to the previous information can help students to strengthen their memories and understanding. Another example is *what is asking and offering help?* It was given after the students reading the explanation about asking and offering help on their book. It was given to check the students understanding, whether or not they understand the meaning of asking and offering help after reading the explanation.

Table 4.8
Form of Convergent Questions Used in The Second Meeting

Teacher's Utterances

- | |
|---|
| <ol style="list-style-type: none"> 1. Do you know what is asking and offering help? 2. What is offering help? |
|---|

Richard also said that convergent question can be the way to introduce a topic of the lesson. On his book, Richard mentioned some examples of convergent questions which were given to introduce a reading lesson.

- a. *How many of you have a personal computer in your home?*
- b. *Do you use it every day?*
- c. *what is the difference between software and hardware?*

These questions were given before the teacher began the lesson. The teacher led students into the topic of the reading.

In this research, the teacher gave some questions to begin the new material. *Do you know what is asking and offering help?* Different with the example on the Richard's book, rather than lead the students into the topic, the teacher asked the meaning of the topic of the lesson immediately. This question was given to engage students to the content of the lesson, whether or not the students know the meaning of asking and offering help before discussing the material deeply.

Table 4.9
Form of Convergent Questions Used in The Second Meeting

Teacher's Utterances
1. Can you give me the example of informal expression?
2. Which one is asking help expression?

The rest of the convergent questions in the second meeting was focusing on asking the students to give the example of each expression that was discussed. In that time, the topic was about asking and offering help. For instance, *which one is asking help expression?* It was given after the students reading a dialogue about asking and offering help. In this question, the teacher asked the student to mention the example of asking help expression used in the dialogue.

Using convergent question is meaningful to be applied in the classroom. It can be also used to interact with the students. Regarding to the classroom interaction, asking answering convergent questions could create an interaction in the classroom. There are two types of classroom interaction used in asking and answering convergent questions. The first type is interpersonal interaction. Interpersonal interaction is two individuals, which are an originator and a responder.⁵¹ In the classroom, there are some questions that were given to an individual students, such as *Bayu, do you know the meaning?* It was given to a student which was passive in the teaching learning process. The second type is group interaction. Group interaction involves the interaction between the teacher and several students, between several students and the teacher, or between student and several students.⁵² Example of group interaction in the classroom is group or class discussion, class recitation and activities involving group project. In the classroom, most of the questions were given voluntarily. It means, all of students can respond the questions, such as *what should be the answer then?* As the result, more than five students in the classroom answered the questions.

⁵¹Habtamu Walga Adaba, "Exploring the Practice of Teacher-Student Classroom Interaction in EFL to Develop the Learners' Speaking Skills in Tullu Sangota Primary School Grade Eight Students in Focus". *Arts and Social Sciences Journal*. Vol.8 No.4, 2017, 2.

⁵²Ibid.

In conclusion, all of convergent questions in the first and second meeting was given to engage students in the teaching material. Although the teacher used many kinds of questions purposes, such as asking the meaning of some expressions used in the material, asking the students to give an example of the expression, moreover asking the students to double check their answer in doing the exercises, whether or not it was correct, the role of the questions are same. The teacher asked those questions to facilitate their understanding and promote the classroom interaction. Based on the interview, the teacher said that asking questions that focusing on the main topic have two functions. The first function is for developing the students' oral skill, because they are willing to answer the teacher's questions orally. Second, asking convergent questions can be the way for encouraging and measuring their understanding about the material in teaching learning process.

2. The techniques of questioning used while asking the questions in classroom interaction

Based on the finding, the researcher found seven techniques of questioning used in classroom interaction. All these elements are adapt questions on students ability level, ask questions logically and sequentially, ask questions on variety of levels, follow up the students response, give the students time to think while responding, use question that encourage wide student participation, and encourage student questions. Those techniques are used in asking procedural, convergent, or divergent questions. The following tables present the use of questioning techniques in giving the questions during teaching learning process.

Table 4.10

The questioning technique used in asking students

No.	Techniques of Questioning
1.	adapt questions on students ability level
2.	ask questions logically and sequentially
3.	ask questions on variety of levels

4.	follow up the students response
5.	give the students time to think while responding
6.	use question that encourage wide student participation
7.	encourage student questions

The table shows that there are seven techniques in asking all the types of questions. The first questioning technique, which is adapting question on student ability level, is used only on asking convergent question. This technique is used to ask a question based on the student level. In other words, it is important to know the student ability level before giving a question. Giving an appropriate question based on the student's ability level can help the student answer the question easily. According to Willen, the use of this technique can also enhance understanding and reduce anxiety.⁵³ In this research, the questions are given to the students who are believed having ability to answer. For instance is *can you help her?* (see appendix 3). It was given after the teacher giving a question that could not be answered by a student. Thus, the teacher choose another student who was believed can answer the question correctly. Another example is *what is your answer for number 4?* It was given to the weak student who did not pay attention to the teacher. Considering this question needs short answer, and it is believed as easy question to be answer because it does not need higher level thinking, thus the teacher try to give this question to the low level student.

The second questioning technique is asking questions logically and sequentially. This technique can be used by avoiding random question that lacking clear focus and intent. The use of this technique will enhance the students thinking and learning particularly during discussion.⁵⁴ The example of

⁵³William W. Willen, *Questioning Skills, for Teachers. What Research Says to the Teacher. Third Edition.* (Washington, D.C: National Education Association, 1987), 10.

⁵⁴William W. Willen, *Questioning Skills, for Teachers. What Research Says to the Teacher. Third Edition.* (Washington, D.C: National Education Association, 1987), 10.

this technique used is when the teacher asked convergent question, which is *do you know what is the meaning of above?*. Based on the topic of the lesson, which is preposition of direction, the question was asked sequentially because it was asked after the teacher asking the meaning and purpose of preposition of direction. After knowing the meaning and the example of preposition of direction, the teacher asked the meaning one of the example. It was also given before asking the students to make a sentence without knowing the meaning. Hence, asking the meaning was done to help the students in enhancing their understanding in order to make their learning easier. In the second meeting, there was also example of divergent question that used this technique when giving the question. The divergent question is *why do we use 'may I'?* it was given after explaining the meaning of asking and offering help. It is showed that the teacher give a sequence question, because the students were engaged to think higher than before. After one of students give an example of offering help to older people that was began with 'may I', then the teacher asked to the students why the question should be began with 'may I'.

Asking questions on variety of levels is the third technique used in this research. According to Willen, this technique can be done by using knowledge level questions to determine basic understanding and diagnose potential for higher level thinking.⁵⁵In this research finding, the researcher found different questions level that were used to determine the students level. They are *do you get the point of the dialogue?* and *which one is asking help expression?*. These questions are different level, the first one is divergent and the second one is convergent question. However, it was asked in continuous time. Looking at the questions sequence, the divergent question was given first. It seems the questions were given not sequentially. The divergent question was given to engage students in higher level thinking. In that question, the teacher ask the students to analyse what the dialogue talking about is.

⁵⁵William W. Willen, *Questioning Skills, for Teachers. What Research Says to the Teacher. Third Edition.* (Washington, D.C: National Education Association, 1987), 10.

Answering this question, the students required to provide their own information rather than to recall the previous information. Meanwhile, the second question is included into convergent question, because it required the students to recall the previous information about the expression of asking and offering help. Asking these different types of questions can be the way to determine the students' basic understanding.

The fourth is following up students responses. To follow up the students responses, the teacher may develop a repertoire response that encourage students to clarify their response. *how can you say that the sentence is correct?* is the example of divergent question that was given as the way to encourage the student in order to clarify his previous answer. The other examples are *is that true?*, *are you sure?*, and *can we use that sentence?* All these convergent questions were given to follow up the students response. This technique was used to encourage students clarifying their responses.

Giving students time to think when responding is the technique that often used by the teacher. Using this technique can help the student to think before responding the teacher's question. As the result, it may reduce students' wrong answer. Increasing wait time after asking a question to three to five seconds to increase the frequency and duration of student responses and to encourage student higher level thinking.⁵⁶ For instance, *what is preposition?* is a question that was asked before the teacher writing the material on the blackboard. In other words, the teacher wait the students answer while writing the material on the blackboard. *Anyone know what is preposition of direction?* also was given by using wait time technique. After the question did not get any response from the students, the teacher continue to ask a same question, *what is preposition of direction?* It was given after the students did not answer the previous question.

The next technique is using questions that encourage wide student participation. According to Willen, this technique

⁵⁶William W. Willen, *Questioning Skills, for Teachers. What Research Says to the Teacher. Third Edition.* (Washington, D.C: National Education Association, 1987), 10.

can be used by distributing question to involve the majority of students in learning activities.⁵⁷ For example, call on nonvolunteer using discretion regarding the difficulty level of question.⁵⁸ One of them is *can you give me the example of informal expression?(see appendix 10)*.It was given to the student who was passive. So, asking that question can encourage him to participate actively in the classroom. *Who want to read number 4?* was also given to increase the students participation in the calssroom. Here, theteacher asked one of the students to read the exercise of number 4.

The last technique used in the finding of the research is encouraging students questions. There are some benefits using this questioning techique. They are promoting active participation, stimulating higher level thinking, and giving students opportunity to formulate questions and carry out follow up investigations of interest.⁵⁹ In this research, the example of this questioning technique used is *which one do not you understand well? (see appendix 9)*. It was used to stimulate the students in order to give a question to the teacher about the difficult material that they do not understand yet. Another example is *anyone did not know me well?* It was for stimulating the students to ask the teacher about her biography. In this research, the teacher often used this technique to ask the stduents, such as *any questions?* or *do you have any questions?.* All these questions have same meaning and purpose, which is encourage students in order to ask a question to the teacher.

Those are seven techniques used in asking the questions to the students. All kinds of techniques can be used to ask variety questions to the students. The result aboutquestioning techniques supports the theory used in this research. In other words, between the theory and the classroom application is same.

⁵⁷Ibid.

⁵⁸William W. Willen, *Questioning Skills, for Teachers. What Research Saysto the Teacher.ThirdEdition.* (Washington, D.C: National Education Association, 1987), 10.

⁵⁹Ibid.11

Using those seven techniques can be also built the interaction in the classroom successfully. For example, *what is preposition of direction?* (see appendix 3). The technique that was used is using question that encourage wide student participation. It was given in the end of the topic discussion before moving to the next topic. Because there was no answer from the students, this question was given twice. Changing to another technique, the same third question was given to the student who was believed having good ability than the others. Using the technique of adapting students ability level, the question was answered correctly by the student who had better understanding than others. It means, knowing an appropriate technique to be used is important. The example above shows that an interaction could be built if the teacher knows what technique should be used.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded this study as follow:

1. The teacher of Multimedia-3 at SMK Ma'arif NU Prambon used all the types of questions. Procedural, convergent, and divergent questions are the questions used by the teacher in classroom interaction. The total number of the questions used is 99 questions. From 99 questions, it is found that 53,46% is dominated by convergent questions. Most of the questions were given to engage students in the teaching material that was not using higher level thinking. It was focusing on recalling previous information and requiring short statement to answer the questions. The other questions' types, such as procedural, was dominated the classroom interaction in 38,61%. 5,94% was dominated by divergent questions. It is the most slightly questions used in the classroom interaction.
2. In asking kinds of questions, the teacher used seven types of questioning techniques. They are adapt questions on students ability level, ask questions logically and sequentially, ask questions on variety of levels, follow up the students response, give the students time to think while responding, use question that encourage wide student participation, and encourage student questions. The techniques that were not used are planning questions to provide lesson structure and direction and phrasing questions clearly and specifically.

B. Suggestion

Based on conclusion above, some suggestions are intended to English teacher and the next researcher who has similar topic. The suggestions are as follow:

1. For English teacher

The English teacher are suggested to be aware in using types of questions that will be used to ask the students.

Different types of questions can help the students to create their level thinking. It can also build their bravery to answer the questions orally. Knowing the students ability level is important to apply what type of questions that is appropriate for them. Kinds of appreciation are also needed to make the students be confidence in answering the questions. Building an interaction using questions is not only about asking a good questions, but it also important to apply an appropriate question to an appropriate student based on their ability level. Thus, the students are willing to answer the questions confidently.

2. For the next researcher

For the next researcher who want to conduct a similar topic, it is better to analyze types of questions used by more than one teacher and classroom. So, it can be compared which questions types mostly used by one teacher and the others. Different finding of the questions used can lead another topic such as, the purpose of using a type of question in different classrooms. Analysing the most appropriate questioning technique is also important. The researcher may take form the students ability or even the questions types point of view. It may be found that not all of techniques of questioning can be applied to the students in asking all types of questions. Other theories of other experts can be used as the reference.

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