

**TEACHER'S QUESTIONS IN STIMULATING
INTERACTION IN ENGLISH CLASSROOM AT MA
BILINGUAL KRIAN**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of
Sarjana Pendidikan (S.Pd) in Teaching English



By :
Nur Azizah
NIM. D75215100

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA

2019

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Nur Azizah

NIM : D75215100

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Ilmu Tarbiyah dan Keguruan

Judul Skripsi : *“Teacher’s Questions in Stimulating Interaction in English Classroom at MA Bilingual Krian”*

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Surabaya, 09 Desember 2019

Pembuat Pernyataan



Nur Azizah

ADVISOR APPROVAL SHEET

This thesis by Nur Azizah entitled "*Teacher's Questions in Stimulating Interaction in English Classroom at MA Bilingual Krian*" has been approved by thesis advisors for further approval by the board examiners.


Surabaya, December 9th 2019

Advisor I,



Hilda Izzati Madjid, M.A
NIP. 198607102011012012

Advisor II,



Dr. M. Salik, M.Ag.
NIP 196712121994031002

EXAMINER APPROVAL SHEET

This thesis by Nur Azizah entitled “*Teacher’s Questions in Stimulating Interaction in English Classroom at MA Bilingual Krian*” has been examined on December 20th, 2019 and approved by the board examiners.



Dean,

Prof. Dr. H. Ali Mas'ud, M.Ag. M.Pd
NIP. 196301231993031002

Examiner I,

Drs. Muhtarom, M. Ed. Grad. Dipl. TESOL
NIP. 196512201992031005

Examiner II,

Rizka Safrivani, M.Pd
NIP. 198409142009122005

Examiner III,

Dr. M. Salik, M.Ag.
NIP 196712121994031002

Examiner IV,

Siti Asmiyah, M. TESOL
NIP. 197704142006042003



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Nur Azizah
NIM : D75215100
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : nurazizahjjah21@gmail.com

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Penulis

(Nur Azizah)

nama terang dan tanda tangan

ABSTRACT

Azizah, Nur. (2019). *Teacher's Questions in Stimulating Interaction in English Classroom at MA Bilingual Krian*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Hilda Izzati Madjid, MA and Dr. Moh. Salik, M.Ag

Keywords: Types of teacher's questions, Development English Program.

Classroom interaction is one of the primary factors by which learning is accomplished in classroom. Questions as part of teacher's language in the classroom. All things that is related to the classroom interaction is turn out of the teacher's questions. This study is aimed to investigate the teacher's questions in stimulating the classroom interaction in English classroom. To answer the research question, some instruments used are: observation note and video recording. The research subject were the 29 students of XII Sains 5 and English teacher at MA Bilingual Krian. Findings showed the teacher's questions that is used to stimulating the classroom interaction contains of two types. They are Display and Referential question. The Display questions showed commonly used in the classroom then Referential questions. The conclusion, the Display questions are the easier questions that can be used to get the student's response because it need a short and simple answer from the students, whereas the Referential is much ask the students to answer in a long response based on their subjective information. Then, the specific function of these teachers' questions is simply for keeping the classroom activities and stimulating the classroom interaction to enable the teaching to be conducted smoothly

ABSTRAK

Azizah, Nur. (2019). *Teacher's Questions in Stimulating Interaction in English Classroom at MA Bilingual Krian*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Hilda Izzati Madjid, MA and Dr. Moh. Salik, M.Ag

Keywords: Tipe pertanyaan guru, Program Pengembangan Bahasa Inggris.

Interaksi kelas merupakan salah satu faktor utama terselesainya suatu pembelajaran. Pertanyaan merupakan salah satu dari bentuk pembicaraan guru. Semua hal yang berhubungan dengan interaksi kelas dihasilkan dari pertanyaan guru. Penelitian ini bertujuan untuk menginvestigasi pertanyaan guru yang digunakan untuk merangsang interaksi di dalam kelas Bahasa Inggris. Untuk menjawab Rumusan masalah, peneliti menggunakan beberapa instrumen diantaranya adalah catatan observasi dan rekaman video. Subjek dalam penelitian ini adalah 29 siswa kelas XII IPA 5 dan Guru Bahasa Inggris di MA Bilingual Krian. Hasil menunjukkan tipe pertanyaan guru yang digunakan untuk merangsang interaksi dalam kelas berisi dua jenis tipe pertanyaan. Yaitu pertanyaan tipe *Display* dan *Referential*. Pertanyaan tipe *Display* menunjukkan lebih sering digunakan di dalam kelas Bahasa Inggris daripada tipe *Referential*. Kesimpulannya, pertanyaan tipe *Display* adalah tipe pertanyaan yang lebih mudah yang digunakan untuk mendapatkan respon dari siswa karena pertanyaan ini hanya membutuhkan jawaban yang pendek dan sederhana dari siswa sedangkan tipe pertanyaan *Referential* banyak meminta siswa untuk menjawab dalam respon panjang berdasar informasi subjektif. Spesifikasi fungsi dari pertanyaan guru tersebut adalah hanya untuk menjaga kegiatan kelas dan merangsang interaksi kelas untuk memungkinkan pengajaran dilakukan dengan lancar.

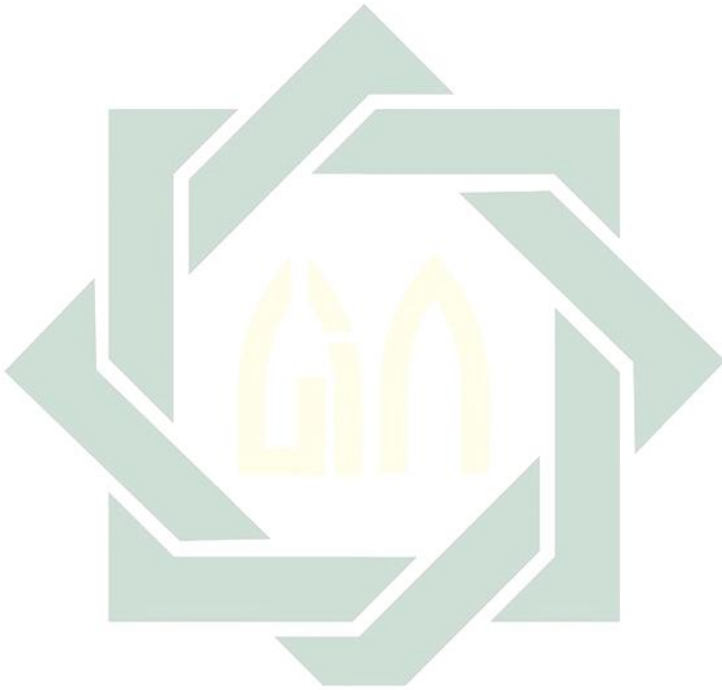
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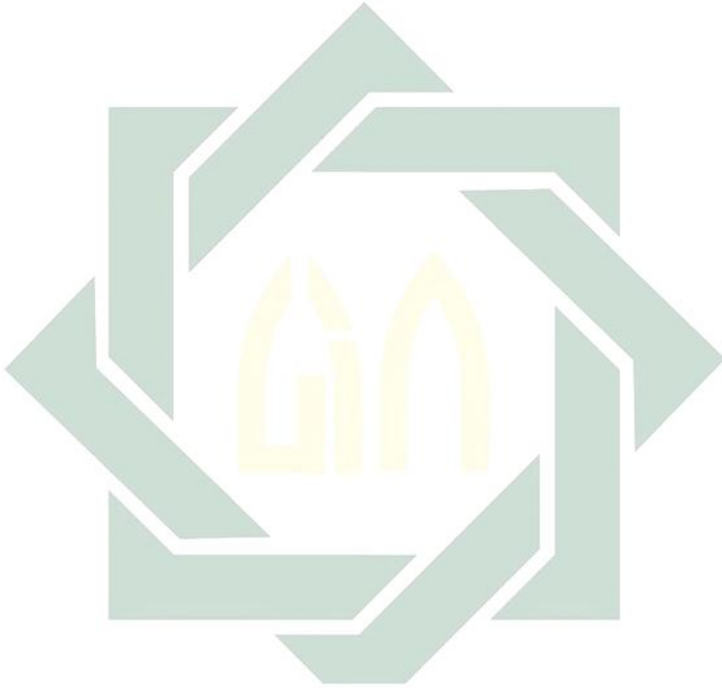
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CHAPTER I

INTRODUCTION

This chapter provides some information that consists of six-section, these sections are the background of the study, the research question, the objective of the study, significant of the study, the scope and limitation, and definition of key term. Those sections will be defined at the of the chapter.

A. Background of study

One of the main factors that can influence the ongoing learning in the classroom is classroom interaction¹. Classroom interaction is also as a manner to deliver information of the expert trainer or expert teacher to the inexperienced persons. In the teaching-learning process, both teacher and student are two components that cannot be separated because the learning process involves interaction with both of them. Teacher talk also has a vital role in the language classroom. A teacher was a figure who is always to be the subject of conversation² because the teacher can change something that doesn't mean to be something very valuable. The teacher also the center both the active of the students and the success of the students in the classroom.

Based on the theory of stimulus and response, it is the basic communication model. This theory shows communication as a very simple action-reaction process³. Stimulate can be defined as the entrance for the teacher to get the response from the students, almost similar to elicitation. It is also a verbal communication of human beings that is obtained of getting information⁴. In the classroom setting, the teacher sometimes gives questions to the students in order to attack them to be active in the teaching and learning process. This means that stimulating

¹ J.K. Hall and M. Walsh, "Teacher-Student Interaction and Language Learning". Annual Review of Applied Linguistics. 22, 188-190. 200

² Aisah Ginting, Siti. 2015. "*Jenis dan Signifikansi Pertanyaan Guru di dalam Interaksi Kelas Bahasa Inggris*". Fakultas Bahasa dan Seni, Universitas Negeri Medan.

³ Deddy Mulyana, Ilmu Komunikasi Suatu Pengantar(Bandung:Remaja Rosdakarya :2005) Hlm.143.

⁴ Mauren Firlejj - Dave Hellens. Elicitations Knowledge a Practical Handbook. (UK: Pretince Hall, 2000), 3

interaction in the classroom is needed to create the goals of learning objectives.

Questions as part of the teacher's language in the classroom are something that is able to change something that is impossible to be possible, but this often overlooked. Questions in class are actually not only the teachers but also students. The common problem happened in schools in the EFL context is the lack of speaking practices for students. It might be caused by many factors, including that students have not got adequate exposure in English; they are shy to speak; or, teachers lack providing them a chance to speak English. Furthermore, some teachers focus more on teaching grammar than leading them to practice the language directly. As a result, many students are only good at the theory of grammar, but they cannot apply it appropriately and fluently in context. This makes many students are passive in speaking English, even in the English language classes.

Previous research shows that teachers ask students a lot in the learning process but the teacher's questions do not vary only to the questions that aim to start the lesson, questions to find out whether students have understood the material conveyed and the question of whether the student has finished the task. If the teacher's question relates to the material taught, the question is very ineffective because the question posed by the teacher is a low-level cognitive question that only aims to prevent the occurrence of slow learning processes, maintain student attention and maintain class order⁵. More broadly Brualdi and Wilen state that teachers are too confident with questions at a low level of thinking.⁶

Considering the importance of teachers' questioning in the classroom interaction, the inquiry into teachers' questioning behavior has become a significant issue. The studies on teacher's questioning show that teachers favor asking a great number of questions in the classroom with a different rationale. It is revealed that the teacher's question has an essential role. The

⁵ Ellis, K. 1993. *Teacher Questioning Behaviour and Atudent Learning: What Research says to teachers?* (Paper presented at the 64th annual meeting of the Western states Communication Association, Albuquerque, New Mexico).

⁶ Brualdi, A. C. 1998. "Classroom Questions. *Practical Assesment Research & Evaluation*", 6(6).

activity of questioning and answering is considered a form of communication that is commonly applied in the classroom by the students and the teachers⁷.

Furthermore, in the whole of the teaching-learning process, there were varieties of the teachers' questions that are usually asked by the teacher and each question has a different function from one another.⁸ If the teacher is just silent and not creative in asking questions, this condition will create a passive class. As a result, the learning objectives will not be achieved if there are no interactions in intense class. How students can be skilled at speaking in case there is no interaction both the teacher and students, students and students and among fellow students. Therefore, the teacher's question is increasingly important in their efforts to improve students' language skills, especially speaking skills.

Teacher's questions also either the teachers' strategies to measure the understanding of the students of several information. It will be more effective or serve the students by giving them questions that promote reasoning and gives the response to those questions primarily based on the students' previous understanding rather than accepting "yes or no" responses. I assert that, if the teacher often regularly asks questions to the students during the teaching-learning process means that the students will deliver any responses and takes part more in every discussion. Thus as for the function of questions, they can be to check the learners' information, stimulate students' thinking, and also increase study room interaction.

In a language classroom, it's far argued that questions would stimulate the students to apply the language. The students also get the opportunity to communicate using the language through questioning and answering activities stated by

⁷ Ping Shen, Butsakorn Yodkhumlue, Teacher's Questioning and students' Critical Thinking in College EFL Reading Classroom, The 8th International Postgraduate Research Colloquium: Interdisciplinary Approach for Enhancing Quality of Life IPRC Proceedings (online) available at: bsris.swu.ac.th/iprc/8th/044_53_9_Pingshen.pdf , retrieved in: 17 December 2012, 11.11

⁸ Ur, P. 1996. *A Course in Language Teaching Practice and Theory*. Crambrige: Cambridge University Press.

Nurhidayati⁹. When the teacher gives questions to the students and the students give their response to the questions, means that they use the opportunity to develop their language competence.

Based on the phenomenon above, every teacher has their own types of questions to check their students' understanding and increasing interaction during the teaching-learning process. There are several types of questions such as closed-open question, divergent, procedural, and convergent question. Those questions have their own focus. In this present study, the researcher limits the focuses on the teacher's question which can stimulate the classroom interaction and also as the tools to check the students' understanding. In the classification of teachers' question types, this type is based on the nature interaction generated which is this question has two types of questions they are the Display question and the Referential questions. These types of questions argued by Long & Sato. Long & Sato classified the teacher's question into two types: 1. Display question (e.g. "What is the past simple form of leave?"), 2. Referential question (e.g. "What do you want to do on your holiday?")¹⁰.

The researcher carried out the studies in MA Bilingual Krian. According to the researchers' interview with several college students and teachers, the Bilingual school has a special additional class commonly called DEP (Development English Program). Development English Program is an English language course class included in the schedule of subjects. In this course, the students more focus on listening and speaking skills. In this class, the students look more active to give their attention and answer to the teacher's questions because the class is designed like a communicative class. Furthermore, the teacher also applies these questions to stimulate the students to speak up. Marklarx in journal A.B Prabowo K.A and Alfiyanti states "Questioning learning method is asking some questions that are

⁹ Nurhidayati. 2006. Penggunaan Pertanyaan dan Respons dalam Interaksi Belajar Mengajar Bahasa Arab di Madrasah Aliyah. BAHASA DAN SENI, Tahun 34, Nomor 1, Februari 2006

¹⁰ Qashoa, Sulaiman Hassan. 2013. Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction. The International Journal of Social Sciences 30th January 2013. Vol.7 No.3

not understood about what they observe or add some information about it. Competences that developed are creativity, curiosity, ability to formulate a problem to create critical thinking that is needed for the students' daily life".¹¹ So it is useful for the student who still confuses about the lesson to clarify several questions to have another additional information from the teacher.

There have been several studies in classroom management, most of these studies take the topic of teacher's questions. For example, first, Yona Andana did her study related to the teacher's questions used by the teacher in an excellent class¹². She categories the types of teacher's questions based on the purpose of the question, including procedural, convergent, and divergent. Her research about questioning is focused on the function of the question itself, it is to control the students' focus. The second example was done by A.B. Prabowo and K.A., Alfiyanti which is the study describes about the kinds of teacher's strategies in giving the question and also to get familiar with the way the English teachers applied the questioning strategy in the classroom¹³. The second previous study is focused on the purposes of the teacher's questions and student's responses. The third example was done by Yuliawati, Murni Mahmud, and Andi Muliati¹⁴. They are interested in doing this research because they want to investigate the teacher's questions which has the function to advanced the students to be more critical in thinking of the EFL classroom interaction. These study also takes the different levels of the students. Such as Yona Andana did her study in the senior high school at Mojokerto,

¹¹ Prabowo, A.B., K.A., Alfiyanti. (2013). "An Analysis of Teachers' Questioning Strategies during Interaction in the Classroom: A Case of the Eight Grade SMP PGRI 01 Semarang". Vol. 4, No. 1, February.

¹² Andana, Yona. 2018. "The Types of Teacher's questioning in English Teaching Learning Process at MAN Mojokerto. Skripsi. English Teacher Education Department, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel. Surabaya

¹³ Prabowo, A.B., K.A., Alfiyanti. "An Analysis of Teachers' Questioning Strategies during Interaction in the Classroom: A Case of the Eight Grade SMP PGRI 01 Semarang". February (2013). Vol. 4, No. 1,

¹⁴ Yuliawati, Murni Mahmud, and Andi Muliati. (2016). "Teacher's questioning and students' critical thinking in EFL classroom interaction". State University of Makassar, Indonesia. Vol. 3 No. 2 October

Prabowo and Alfiyanti did their study at the level of junior high school, the last Yuliawati and Murni Mahmud did their study at senior high school. From those previous studies, there are many differences with the present study, such as, the types of teacher's question is different, the present study used the types of teacher's question based on the nature of interaction included a display and referential question which is from those previous study doesn't cover it. The present study will take place at the level of senior high school. Moreover, most of the previous studies don't cover the difficulties faced by the teacher in creating the questions, therefore the present study also wants to investigate the teacher's strategies in maintaining the classroom interaction.

The investigation of teachers' questions in stimulating interaction is important to be observed because the teacher's question also has a significant role in teaching and learning English. The researcher found that the teacher tried to maintain the classroom interaction, but for some students, there are still shy to speak. It can make the classroom passively.

Therefore, this research focuses on stimulating classroom interaction through questioning. Furthermore, the researcher wants to conduct this research in order to investigate the types of teachers' questions used to stimulate interaction in English classroom especially in the Development English Program at MA Bilingual Krian Sidoarjo.

B. Research question

The main question of this research is to stimulating interaction in the English classroom. The question is formulated as follows: What are teacher's questions in stimulating interaction in English classroom at MA Bilingual Krian?

C. Objective of the study

Regarding to the research question mentioned, this research has the objective, it is: to investigate the teacher's question in stimulating interaction in the English classroom at MA Bilingual Krian.

D. Significance of the study

Generally, the results of this research are expectedly beneficial for:

1. English Teacher

To deliver facts for the English teachers that questioning has numerous functions and one of the functions is to stimulate the classroom interaction.

2. Future researcher

This study may be used to be a reference for the next researcher who wants to conduct the study related to the teacher's questions by seeing the function.

E. Scope and limitation

The scope of this present research is about teacher's questions used in stimulating the classroom interaction in the English classroom especially in Development English Program at MA Bilingual Krian. The researcher limits the focus of this research as analyzing the types of teacher's questions used to stimulate interaction in the English classroom at MA Bilingual Krian. There are several types of questions such as closed-open question, divergent, procedural, and convergent question. That question has its own focus. This research focuses on the type of question which has the function to stimulate classroom interaction. In the classification of teachers' questions, these types of questions are based on the nature interaction generated which is this question has two types they are Display and Referential question. This research also focuses on analyzing the verbal questions that typically used by the teacher. The participants of this research have been the English teacher at MA Bilingual Krian and the 12th-grade students of Sains 5 at MA Bilingual Krian. The researcher uses a classroom observation checklist and an interview guideline to obtain the result of the

research for the valid data from the teaching-learning process and the English teacher.

F. Definition of key terms

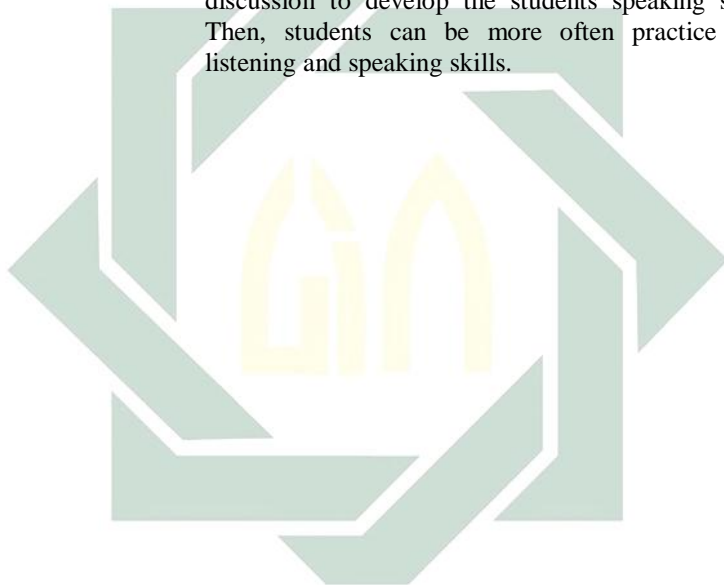
The following key terms are used to help the readers to have the same interpretations in understanding the study:

1. **Stimulating interaction:** based on the theory of stimulate and response, it is the basic communication model. It is a process of representing something, to show a response¹⁵. In this study, stimulating interaction means giving a chance for the students to communicate using their language through questioning and answering activities. The questions are passes by Display and Referential combined with dialogue, text, game, and nonverbal languages.
2. **Types of questions:** a sentence that contains questions given by the speaker to someone to get answers from people who are asked. In this research, the question used is verbal questions. In this research, the researcher used two types of questions based on the nature interaction generated argued by Long and Sato's theory, they are Display and Referential questions¹⁶. These types of questions used by the researcher to find out the questions that can stimulate interaction in the classroom.
3. **Development English Program:** it is an English language course class included in the schedule of subjects at MA Bilingual Krian. This program is not the same as the regular English class. This course is available in every grade, start from grade 1 until grade 3 at this school. So the students are obliged to join this class. After did an interview with the English teacher, the researcher conducted the research in 12th grade of

¹⁵ Rick Rosenberg “ Tools for Activating Materials and Tasks in the English Language Classrooms” English Teaching Forum. No.42009, 2009,1

¹⁶ Qashoa, Sulaiman Hassan. 2013. Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction. The International Journal of Social Sciences 30th January 2013. Vol.7 No.3

Sains 5 because the class is looking more active than the other classes. It is matched with the requirement of this research. This class has its own program which is to develop the students' listening and speaking skills. The division of time and the activities during the teaching-learning process is the same as the regular class. But the material provided is not the same. In this class, the teacher often teaches the TOEFL practice question for the listening and teaches using group discussion to develop the students speaking skills. Then, students can be more often practice their listening and speaking skills.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the theoretical framework and the previous study. It is aimed to give relevant knowledge underline the study.

A. Theoretical framework

This part described the types of teacher's questions used to stimulating interaction in English classrooms based on theory. For each theory will explain in each point as follow:

1. Questions in stimulating interaction

Questioning can be used by the teacher to maintain and stimulate classroom interaction. However, the teacher's questions have significant value for many teaching goals, such as eliciting students' reflection and challenging deeper students' understanding and involvement in the classroom¹⁷. I emphasize that students deliver any responses and likely to participate in the discussion if the teacher most regularly asks them in the teaching-learning process. Thus as for the function of questions, they can be to check whether the students get the information or not, stimulate the students' thinking, and also increase study room interaction.

A study conducted by Yanfen and Yuqin on teacher talk in classroom interaction reveals that the teacher initiates the interaction mostly by questioning.¹⁸ This fact gives us a general view about the connection between the teacher's question and classroom interaction, meaning that the discussion about the teacher's question cannot be separated from the interaction.

¹⁷ Adedoyin, O. 2010. *An investigation of the effects of teachers' classroom questions on the achievements of students in Mathematics: Case study of Botswana community junior secondary schools*. European Journal of Education, 2(3). Retrieved from <http://ozelacademy.com>, Accessed on Januari 15, 2016

¹⁸ Liu Yanfen and Zhao Yuqin, A Study of Teacher Talk in Interactions in English Classes, in Chinese Journal of Applied Linguistics, (Vol. 33(2), 2010), p.82-85

For language teachers, interaction is very essential. It is “the hearth of communication”. In the classroom context, Kalatari defines classroom interaction as “interaction between teacher and students in the classroom”.¹⁹ Interaction cannot be produced easily and naturally without some initiatives or efforts from teachers. Teachers need to constantly engage and stimulate the students to be actively involved in classroom interaction. Furthermore, the stimulus from teachers at the beginning of classroom interaction is very crucial to build interactive language classrooms. One of the paramount techniques for teachers to initiate and maintain interaction in the classroom is by developing questioning strategies or techniques.²⁰ Through questioning the teacher can include the students active inside the teaching-learning at that time, challenging their thinking and posing problems for them to consider. From a lesson perspective, a question on the starting can be used to seize students’ interest and provide a focal point for the lesson.

Good questions can invite students to be active and open about themselves which means that questions are a great conversation starter. Nurhidayati stated the use of questions is a unity part of the use of language, particularly in the interactional use of language²¹. Here, questions are regarded to take the central position for some purposes as suggested by experts and some are given here. They are to stimulate and maintain students’ interest, to encourage participation.

2. Types of teacher’s questions

Teacher’s questions have been categorized in several ways. The first, questions are classified into three types

¹⁹ Reza Kalatari, “Techniques for Classroom Interaction”, in *International Journal of Language Studies (IJLS)*, (Vol. 3(4), 2009), p. 425

²⁰ Reza Kalatari, “Techniques for Classroom Interaction”, in *International Journal of Language Studies (IJLS)*, (Vol. 3(4), 2009), p. 425

²¹ Nurhidayati. 2006. *Penggunaan Pertanyaan dan Respons dalam Interaksi Belajar Mengajar Bahasa Arab di Madrasah Aliyah. BAHASA DAN SENI*, Tahun 34, Nomor 1, Februari 2006

based on the function of the questions. Those types of teachers' questions were the divergent, convergent, and procedural questions. Second, according to Long & Sato in the journal *Qashoa* questions are categorized based on the nature of interaction generated²². This type of question can engage students' responses and stimulate classroom interaction. They suggest two types of this category include a display and referential questions.

a. Display questions

Display questions mean that questions which are both teacher and students are known as the answer. They are given to know if the students know the answers²³. Display question also means that questions teachers ask learners to see if they understand or remember something. By using these questions, students will repair their interest to be more focuses on the materials that have been discussed because the students can be easy to find and see the correct answer regarding the materials, which means that they just need a short solution. They are asked to check if the students know the answers²⁴. In addition, the display questions commonly designed to elicit or display particular structures,²⁵ elicit short, simple and low-level answers.

Based on the mentioned explanation above, display questions are likely to question in which students have already known the answer and those questions are delivered mostly in the lower level class to get the students' response, to elicit the previous information or what they just learned, and those are

²² Qashoa, Sulaiman Hassan. 2013. Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction. *The International Journal of Social Sciences* 30th January 2013. Vol.7 No.3

²³ Hamiloğlu, Kamile & Temiz, Gürkan. 2012. The Impact of Teacher Questions on Student Learning in EFL. *Journal of Educational and Instructional Studies in the World*, May 2012, Volume: 2 Issue: 2 Article: 01 ISSN: 2146-7463

²⁴ Hamiloğlu, Kamile & Temiz, Gürkan. 2012. The Impact of Teacher Questions on Student Learning in EFL. *Journal of Educational and Instructional Studies in the World*, May 2012, Volume: 2 Issue: 2 Article: 01 ISSN: 2146-746

²⁵ Yan, Ma Xiao. 2006. *Teacher Talk and EFL in University Classrooms*. China: Chongqing Normal University & Yangtze Normal University (Published Dissertation)

more likely about the form, structure, and meaning of language. These are the example of display questions:²⁶

1. **“What is the opposite of . . . ?”**
2. *I like cooking fried rice.*
“What is the translation of this sentence?”
3. **“What is the main topic of the text?”**

The example above shows some of the questions included in the display question. The first question is **“what is the opposite of. . . ?**” From this question, it can be seen that it has a patent answer, which between the teacher and student both know the answer. Then the second question is accompanied by a sentence, the example of the sentence is *“I like cooking fried rice”* and the question is **“what is the translation of ?”**. Regarding the material that has been given, students can find out the answers to the questions submitted by their teacher, as well as the teacher who clearly knows the correct answer in accordance with the problem. Then the example of the third item is **“what is the main topic of the text?”** Seen from the question leading to a text that is discussed, from there the teacher asks students about the topics discussed in a text that has been studied. This question is raised by the teacher to find out how understanding his students are in receiving the material that has been delivered and engaging their communication in the classroom.

The purpose of a display question is to position an understanding of fact on public display. In these display question conditions including school rooms and quizzes, the questioner follows up the solution by using mentioning whether it is the precise one or not²⁷. Display question mostly utilized by the English teacher to elicit students’ responses which is the teacher has been known as the answer. The focus of the Display

²⁶ Aisah Ginting, Siti. 2015. *“Jenis dan Signifikasi Pertanyaan Guru di dalam Interaksi Kelas Bahasa Inggris”*. Fakultas Bahasa dan Seni, Universitas Negeri Medan

²⁷ Anne O’Keeffe, Michael McCarthy, and Ronald Carter, *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge University Press, 2007

questions mostly about the form or meaning of language structures and items. A parallel study was done by David investigating the use of display questions in ESL classroom interaction. He found that Display questions can help to promote the language of the students, especially for beginners, by stimulating interest and resulting in them in greater active contribution in the teaching-learning process.

b. Referential questions

Referential questions mean that questions both the learners and teachers do not know the answer to, it needs more complex thought and generates a longer solution. The referential question refers to a genuine question²⁸ in which many possible and acceptable answers will follow as a result. In the other hand, Pan argues that referential questions are questions in which the teacher prefers on pedagogical aspects of students because these questions are commonly asked in the real world where the communicative needs aspects will be achieved.²⁹ In brief, the referential question is a genuine question uttered in order to elicit long students' responses and expected to be the best technique in creating opportunities for learners to be active in language learning. These are the examples of referential questions:³⁰

1. **“What would you do if you were . . . ?”**
2. **“Have you ever come to . . . ? When ?”**
3. **“What do you think about ?”**

Of the several sample questions cited above, it is a category of type referential questions. For example

²⁸ Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press

²⁹ Pan, Ch. (2017). *A Study on Classroom Interaction at Vocational Colleges in Taiwan: The Use of Teacher Questions in English Conversation* (Doctoral dissertation, The University of National Chengchi, Taiwan).

³⁰ Aisah Ginting, Siti. 2015. *“Jenis dan Signifikansi Pertanyaan Guru di dalam Interaksi Kelas Bahasa Inggris”*. Fakultas Bahasa dan Seni, Universitas Negeri Medan

from the first question "**What would you do if you were ?**" From this question, the teacher wants to know what his/her students will do if they are, for example, in the courtroom, or if they cannot go to school. It is clear that the teacher wants to know the reasons for his/her students regarding the questions asked, and even students answer the questions asked automatically are not asked anyway. The second question consists of "**Have you ever come to ? When ?**" From this question, the teacher also wants to know about students who have come to places where the teacher does not know. Next, the third question is "**What do you think ?**" This question is often used by teachers to train students to give their responses related to something interesting or a description of the place, etc.

The referential question requires the students to prepare more the information, give several opinions, explain or clarify. It focuses on content rather than language. Brock studied the results of Referential questions in the ESL classroom³¹. The examine showed that one's novices who were asked greater Referential questions produced extensively longer and more syntactically complicated responses.

B. Review of the previous study

There were several previous studies which talk about the types of teacher's question. The previous study related to this research was done by Yona Andana. She graduated from State Islamic University of Sunan Ampel Surabaya entitled "The Types of Teacher's Questions in English Teaching-Learning Process at Man Mojokerto"³². This research explained the types of questioning applied by the English teacher in an excellent class in MAN Mojokerto. The researcher classified the types of

³¹ Brock, C. A. (1986). The effects of referential questions on ESL classroom discourse. *TESOL Quarterly*, 20, 77-59.

³² Andana, Yona. 2018. "The Types of Teacher's questioning in English Teaching Learning Process at MAN Mojokerto. Skripsi. English Teacher Education Department, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel. Surabaya.

the question into three types of the teachers' questions they are the procedural, convergent, and divergent question. The researcher also finds out the teacher's reaction towards the student's responses. The question that is used in this research has the function to control the students' focus during the teaching-learning process, especially in the Excellent class. The excellent class means that a class that gets a special treatment than the regular class at MAN Mojokerto. Therefore the researcher interested to conduct this study at Excellent class, because they also get more reveal in to talk immediately with a native speaker in the classroom. The result of this study shows that the teacher often uses procedural and convergent than the divergent question in the classroom. The researcher also argued that every type of question has its own function such as to controlling classroom management and encouraging students to give their responses by using a complicated answer.

The second previous study related to this research was done by Danu Angga Febrianto. He graduated from the Walisongo State Institute for Islamic Studies Semarang entitled "Teacher's Questions in Efl Classroom Interaction of Class XI at SMK Palapa"³³. This research explained the type of teacher's question used in the EFL classroom and also the purposes of those teacher's questioning. The researcher also finds out the student's responses toward the teacher's questions. The result of the study was the Display-closed question is mostly used by the teacher than the Referential-open question. Whereas, these questions aimed only to check the student's understanding and get the student's information during the teaching and learning process. The researcher said that these proportions of types of questions inhibit the students from performing their language competence extensively

The third previous study related to this research was done by Yuliawati, Murni Mahmud, and Andi Muliati. This research was done at the State University of Makassar, Indonesia, under the title "Teacher's Questioning and Students' Critical Thinking

³³ Febrianto, Danu Angga. (2013). "*Teacher's Questions In Efl Classroom Interaction Of Class Xi At Smk Palapa*". A Thesis. Education And Teacher Training Faculty Walisongo State Institute For Islamic Studies Semarang

in EFL Classroom Interaction”³⁴. The findings of this research, there were four out of six levels of questions asked by the teacher are teacher, the teacher mostly asked in lower levels questions (including knowledge, comprehension, and application) whereas he only asked fewer evaluation questions as high levels questions. Further, using understanding questions promotes classroom participation and high success stories for the students. It may be proved by using students’ enthusiasm whilst the teacher requested questions to test their vocabularies. The teacher applied all questioning techniques proposed through Turney in this observe. They are distributing, teacher reacting, pausing, structuring, redirecting, focusing, prompting and changing the extent of cognitive demand. This look at also observed the brand new technique, particularly joking.

The fourth previous study was done by A.B. Prabowo and K.A., Alfiyanti under the title “an Analysis of Teachers’ Questioning Strategies During Interaction in the Classroom: A Case of The Eight Grade SMP PGRI 01 Semarang”.³⁵ This study talks about the kinds of teacher’s strategy in giving the question and also to know the way the teachers use the questioning strategy in the classroom. The study also uses descriptive qualitative as the method. Then, the result of this study written by the researcher as below: the teaching strategies are the techniques of the teaching used were lecturing, group project and small group discussion, the classroom management especially seating arrangement, the students seating position changed, the teachers’ feedback if the students faced any difficulties during questioning, the teacher gives some clue to the students to help them understand the material given, the teachers’ evaluation: means that the teacher gives comment to the students after doing something through gave task and motivations for the students.

The next previous study related to this present study was done by Rita and Sari entitled “Teacher’s Questions In EFL

³⁴ Yuliawati, Murni Mahmud, and Andi Muliati. (2016). “*Teacher’s questioning and students’ critical thinking in EFL classroom interaction*“. State University of Makassar, Indonesia. Vol. 3 No. 2 October

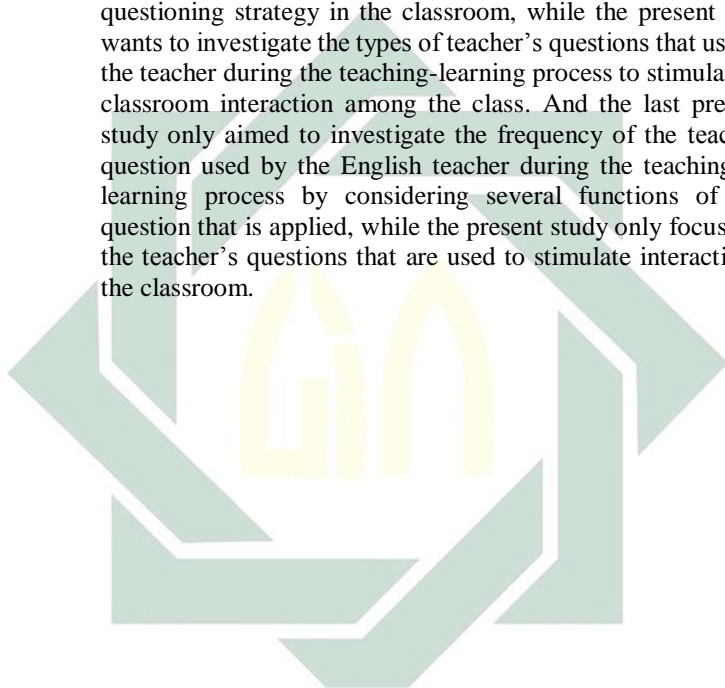
³⁵ Prabowo, A.B., K.A., Alfiyanti. (2013). “*An Analysis of Teachers’ Questioning Strategies during Interaction in the Classroom: A Case of the Eight Grade SMP PGRI 01 Semarang*“. Vol. 4, No. 1, February.

Classroom”³⁶. This study explores the types of teacher’s questions and their frequency used by the English teacher in the classroom during the teaching and learning process. Then, the result of this research showed there were six kinds of teachers’ questions used by the teacher during the observation, they are rhetorical, procedural, open, close, display, and referential questions. The common questions are applied by the teacher is open-display questions, while the open and referential questions produced longer students’ responses.

The different of this study to the first previous study is the previous study focuses on the type of teacher’s question and the teacher’s reaction towards the student’s responses, while the present study also focuses on the types of teacher’s questions which has the different classification to nature interaction generated. The previous study also limits her focus on the function of the question to keep the students’ focus during the teaching-learning process while the present study conducts to know the teacher’s questions used by the teacher during the teaching-learning process to stimulate students’ interaction among the class. The second previous study also focuses on the types of teachers’ questions in English classrooms which has the function to check students’ understanding and get the students’ information, while the present study limits the focus on the teachers’ questions used to stimulate interaction in the English classroom. The second previous study also finds out the purposes of teacher’s questions and student’s responses, while the present study does not cover those problems. The object and place both the second previous study and the present study were different so that different objects of study will result in different research findings. The third previous study is concerning to the Bloom’s Taxonomy levels that are used in EFL classroom interaction, while the present study just talking about the type of teacher’s questions based on the nature interaction generated. On the other hand, in this research, the researcher will explain more about the types of teacher’s questions used by the English

³⁶ Erlinda, Rita and Sari Rahma Dewi. Desember 2014. “*Teacher’s Questions In Efl Classroom*”. Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah STAIN Batusangkar

teacher to stimulate interaction in the classroom during the teaching-learning process. This study also used different classification of the types in order to develop a variety of questions to help students understanding. The fourth previous study talk about the kinds of teacher's strategy in giving the question and also to know the way the teachers use the questioning strategy in the classroom, while the present study wants to investigate the types of teacher's questions that used by the teacher during the teaching-learning process to stimulate the classroom interaction among the class. And the last previous study only aimed to investigate the frequency of the teachers' question used by the English teacher during the teaching and learning process by considering several functions of each question that is applied, while the present study only focuses on the teacher's questions that are used to stimulate interaction in the classroom.



CHAPTER III RESEARCH METHOD

This chapter explains the method of the research. There are several points, namely research design, setting of the research, subject of the research, research procedures, data and sources of data, data collection techniques, research instruments, and data analysis techniques.

A. Research design

In this case, the researcher needs to select what kind of method is appropriate for the study in this step. The researcher chose the descriptive qualitative design to investigate and describe types of teacher's questions used in the Development English Program to stimulate classroom interaction. Based on the theory of Fraenkel and Wallen, the suitable method for analyzing this present study is qualitative research methodology because it will explain all of the details activities happened in the field than just compare the effects of a certain treatments or maybe it is can be called as describing the whole activities in the field or behaviors of³⁷. This research used that method because it is appropriate to the objectives of the study which discusses the teacher's questions used in the Development English Program class.

B. Setting of research

This research conducted on one of the Development English Program classes at MA Bilingual Krian, Sidoarjo, Jawa Timur, Indonesia. The researcher decided to choose this Development English Program in this institution because of this class really communicative and filled with the materials that support the students to communicate. It relates to the focus of the researcher about the teachers' questions that can be used or has the function to stimulate classroom interaction among the class.

³⁷ Jack R. Fraenkel – Norma E. Wallen. *How to Design and Evaluate Research in Education*. Seventh Edition (New York: Mc. Graw – Hill, 2009), 422

C. Subject of research

This research took place at MA Bilingual Krian, Sidoarjo which the data were collected from one class of Development English Program which is in the 12th grade. The subject took by the researcher for this present research was the English teacher and the 12th-grade students of Sains 5 class at MA Bilingual Krian academic year 2019 – 2020. The total of the students is 29 students including female students.

D. Research procedure

In this case, the researcher prepared the instrument of the research that is the observation checklist and interview guideline. Then the researcher observed the types of teacher's questions used by the teacher to stimulate interaction in the teaching and learning process during the classroom observation. In this step, the researcher also asks the teacher permission to record all the activity between the teacher and the students in the teaching and learning process. After the observation is done. The researcher does an interview with the English teacher to get more valid data about the teachers' questions that have been used. Recording the classroom observation is much useful because the researcher could not write as fast as subjects research interact. It is also as anticipation of some statements that are missed.

E. Data and source of the data

The data of this research was the teacher's questions in stimulating interaction during the teaching and learning process in the English classroom at MA Bilingual Krian. The data was collected from the teachers' talk when teaching English in the classroom to find the teacher's questions and interview section to clarify the notes of each question as to the source of data.

F. Data collection techniques

The researcher used data collection techniques to make the process of collecting the data more clearly. According to John.W Creswell³⁸, the data collection of qualitative researchers through examining documents, observing behavior, or interviewing participants. Therefore, to obtain valid data the researcher used two kinds of data collection techniques: observation and video recording. To support the data for answering the research question about the teacher's questions in stimulating interaction in English Classroom especially in Development English Program at MA Bilingual Krian, this research used observation note. To know the types of teacher's questions that are used in stimulating the classroom interaction, the researcher conducts the classroom observation and observe the whole activities in the classroom during the teaching and learning process. The observation took three times in the Development English Program. In this research, the researcher used observer participant observation type, which is the researcher also become the student in the class. The researcher participating in all the activities as the student during the teaching-learning process. In this case, the researcher observed the whole teaching-learning process. After joining the class, the researcher did an interview with the English teacher relating to the questions used in the class to get the valid data. The researcher collected the data from the video recording of the teaching-learning process Development English Program at MA Bilingual Krian, Sidoarjo and audio recording of teachers' interviews.

G. Research instrument

The researcher uses the observation notes and video recording as the instrument to get the data. For more information about each instrument will be explained below.

³⁸ John W Creswell, *Research Design Qualitative, quantitative, and mixed methods approaches*, SAGE Publications Inc, United Kingdom, 2009

1. Observation Notes

According to John.W Creswell³⁹, observation data is in which the researcher takes field notes on the behavior and activities of the individuals at the research location. So, the researcher here did an observation in order to observe the learning process in the class and want to investigate the teacher's questions which are applied by the English teacher to stimulate the classroom interaction in the Development English Program at MA Bilingual Krian. After recording the activities in the teaching and learning process at Development English Program, the researcher used observation notes to obtain the significant answer of the research question.

2. Video Recording

Regarding John.W Creswell, audio and visual materials are the last categories in doing qualitative research⁴⁰. These data can be taken in from several forms. Such as photographs, art objects, videotapes, or any forms of sound. So, the researcher here takes a video recorder in order to make a valid document about the research. The researcher takes the recording during the observation in the teaching-learning process and while interview the English teacher.

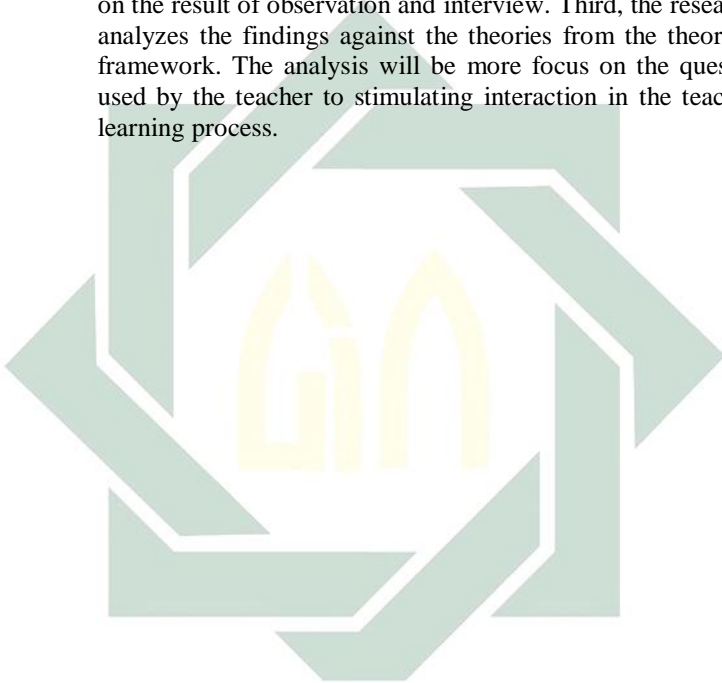
H. Data analysis technique

After getting the data, the researcher analyzed the data narratively. First, the researcher watched the video recording during the classroom observations in three meetings. While watching the video, the researcher also takes note of the questions. Then, the researcher transcribed the teacher utterance in the whole meetings. After that, the researcher read all the teachers' utterances in order to make a note on the utterance with the questioning element. After finishing the previous steps, the researcher continued with classified the utterance based on the

³⁹ Ibid,

⁴⁰ Ibid,

function, it is according to Long and Sato's theory⁴¹. Then, the researcher chose the types of teacher's question which commonly used by the teacher in the teaching and learning process. Second, when all of the data were collected, the researcher started to describe the findings and all of the data narratively. The description that is made by the researcher based on the result of observation and interview. Third, the researcher analyzes the findings against the theories from the theoretical framework. The analysis will be more focus on the questions used by the teacher to stimulating interaction in the teaching-learning process.



⁴¹ Qashoa, Sulaiman Hassan. 2013. Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction. *The International Journal of Social Sciences* 30th January 2013. Vol.7 No.3

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data which are obtained during the study. The result describes in the findings part. While in the discussion part, the researcher discusses the findings related to the theory described in the previous chapter. The data were obtained from classroom observation, video recording, and interviewing. The discussion is about the teacher's questions in stimulating interaction in English classroom especially in Development English Program at MA Bilingual Krian Academy year 2019-2020.

A. Research findings

This research conducted at MA Bilingual Krian. The participants were the 12th grade of Sains 5 at MA Bilingual Krian and the English teacher. The researcher starts this study by making an appointment with the English teacher at MA Bilingual Krian on Tuesday, 1st of October 2019. For obtaining the data, the researcher used the classroom observation note and video recording as the instrument of the research. The observation was done in three meetings. Then the data were analyzed to obtain the results of the research question.

In response to the research question about the teacher's question in stimulating interaction in English classrooms especially in Development English Program at MA Bilingual Krian, the researcher joined the English class and looked at the teaching-learning process from the first till the last time. The researcher also recorded all the activities in the classroom along the teaching and learning process and used the observation checklist as the guideline in the classroom observation.

In order to stimulate classroom interaction, the teacher gives the students a question. The teacher's questions are responded by the students. Meaning that there is an interaction between teacher and students. The detail questions that are given by the teacher to stimulate the interaction in the classroom will be described in the (*table 4.1*). The total number of questions asked by the English teacher during the classroom observation in three meetings was 36 questions. Before discusses the findings

of each question, it needs to mention to avoid the misunderstanding that some closed questions could be either display and referential questions, and also some of the open questions could be either display and referential questions. The researcher categorized the findings of both Display and Referential questions used by the English teacher during the teaching-learning process and also the function of each question when it was implemented.

Here is the table list of the teacher's questions through the classroom observation in three meetings.

Table 4.1. The result of the teacher's questions used in the English Classroom.

Classroom Observation	No	Question	Note
	1	"how to pronounce CALM?"	This question is used to see whether the learners understand or remember something by giving questions combined with text.
	2	"How to spell WIND?"	This question is used to see whether the learners understand or remember something by giving question combined with text.
	3	"What is the translation of 'ate'?"	This question is used to see

			whether the learners understand or remember something by giving question combined with text and nonverbal language.
4	“What is the synonym of ‘meal’?”		This question is used to see whether the learners understand or remember something by giving question combined with text.
5	“What is the translation of ‘had’?”		This question is used to see whether the learners understand or remember something by giving question combined with text.
6	“can you hear the voice?”		This question is used to get the students’ responses by giving question combined with dialogue.

	7	“oke Lala, what is the assignment after this?”	This question is used to elicit the previous information by giving question combined with text.
	8	“ where do you get the words?”	This question is used to elicit the previous information by giving question combined with text.
	9	“Sabrina, can you move here?”	This question is used to get the subjective information by giving question combined with dialogue.
	10	“Qonita, how many words do you get from the music?”	This question is used to get the subjective information by giving question combined with game.
	11	“can you mention your words Qonita?”	This question is used to get the subjective information by giving question combined with game.
	12	“afiq, can you mention your words?”	This question is used to get the subjective information by

			giving question combined with game.
13	“the true word is <i>near</i> or <i>here</i> ?”		This question is used to elicit the previous information by giving question combined with dialogue.
14	“Laili, do you have the same words as your friends?”		This question is used to get the subjective information by giving question combined with dialogue.
15	“oke Vira, can you mention yours?”		This question is used to get the subjective information by giving question combined with dialogue.
16	“How many words do you get Vira?”		This question is used to get the subjective information by giving question combined with dialogue.
17	“Faza, do you remember this song?”		This question is used to get the subjective information by giving question combined with dialogue.

	18	“Do you want to sing in front of your friends, Faza?”	This question is used to get the subjective information by giving question combined with dialogue.
	19	“Why don’t you want to sing in front of your friends?”	This question is used to get the students’ opinions by giving question combined with dialogue.
	20	“Do you still remember the tips for a listening section?”	This question is used to see whether the learners understand or remember something by giving question combined with text.
	21	“There are how many tips?”	This question is used to see whether the learners understand or remember something by giving question combined with nonverbal language.
	22	“what is the first tips?”	This question is used to see whether the learners

			understand or remember something by giving question combined with nonverbal language.
23	“What else are the tips?”		This question is used to see whether the learners understand or remember something by giving question combined with nonverbal language.
24	“What is the third tips?”		This question is used to see whether the learners understand or remember something by giving question combined with nonverbal language.
25	“do you join the agenda out there?”		This question is used to get the students’ responses by giving question combined with dialogue.
26	“how to write COMPLETE?”		This question is used to see whether the

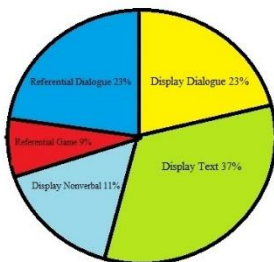
			learners understand or remember something by giving question combined with text.
27	“What is the meaning of ‘wrong’?”		This question is used to see whether the learners understand or remember something by giving question combined with text.
28	“how to write MACHINE?”		This question is used to see whether the learners understand or remember something by giving question combined with text.
29	“The amount of food, do you know the meaning of ‘food’?”		This question is used to see whether the learners understand or remember something by giving question combined with text.

	30	“There are how many students join the Biology course?”	This question is used to get the students’ responses by giving question combined with dialogue.
	31	“Difa, why do you join the Biology course?”	This question is used to get the subjective information by giving question combined with dialogue.
	32	“There are how many students join the Chemistry course?”	This question is used to get the students’ responses by giving question combined with dialogue.
	33	“can we continue to the number five?”	This question is used to get the students’ responses by giving question combined with dialogue
	34	“What is the synonym of ‘incorrect’?”	This question is used to see whether the learners understand or remember something by giving question combined with text.

	35	“What is the opposite of ‘incorrect’?”	This question is used to see whether the learners understand or remember something by giving question combined with text.
	36	“any question so far?”	This question is used to see whether the learners understand and to get the students’ opinions by giving question combined with dialogue.

The researcher displays into chart the result of teachers’ questions used in the English classroom included into Referential and Display questions combined with dialogue, text, game, and nonverbal language to make it easy understand.

Figure 4.1. Types of Teachers’ Questions



The first meeting is on Saturday, the 19th of October 2019. The researcher joined the English class to hold the observation classroom. The researcher also asked permission to the English teacher to record all the activities during the teaching and learning process at that time. The class was opened with salam from the teacher and answered by the students. On that day, the materials were about listening to exercise. There were 10 listening questions that would be played by the teacher in the classroom. The questions were multiple choices, but the teacher did not give the paper sheet to the students. But, the teacher will read the multiple choices for each number. Then, the students needed to write multiple choices in their own book to answer the listening questions. While dictating the multiple choices, the teacher stimulates the classroom interaction to create the active class through questioning. For example, by checking the students' understanding of the form, structure, and meanings of some vocabularies that have been delivered by the teacher. Those questions are answered by the students. There are overall 6 English questions given by the teacher during the teaching and learning process. For the listed question, it can be seen in (*table 4.1*).

After joining the class, the researcher tries to classified the questions used by the teacher into Display or Referential based on the function. Then, the researcher continued to hold the second observation classroom.

The second classroom observation was done on Saturday, 2nd of November 2019, the researcher used the observation checklist to be the instrument to help to answer the research question that has been said in the previous chapter. In this meeting, the teacher also opened the class by salam and answered by the students. The materials at that time were listening to music. It was only one music that will be played by the teacher. The teacher asked the students to write minimally 10 words from the music that has been played by the teacher and they must do by themself. The teacher repeated the music three times. Then she tried to check her student's assignment. She used the questioning to get the students' assignment' answer. Through questioning, the teacher also stimulates the students to speak up and being active in the English classroom. During the teaching

and learning process, the researcher found overall 13 questions used by the teacher to create the interaction between teacher-students. For the listed question, it can be seen in the table (4.1).

After joining the class, the researcher does an interview with the English teacher to discuss the question that has been used to get valid data. Then, the researcher tries to classified the types of question-based on the function.

The third classroom observation was done on Saturday, the 9th of October 2019. The regulation of the observation is the same as the previous observation. On this occasion, the English teacher will discuss the TOEFL test. The materials included in the TOEFL book guideline. There several multiple choices question that must do by the students, included listening only. The teacher will play twice for each question in the listening section. After the teacher plays the listening, then continued by discussing with the students for their own answer. In the discussion section, there are several questions created by the teacher to get the students' responses and to check the students' comprehension. For the listed question, it can be seen in the table (4.1).

There are about 17 questions that are listed in the third classroom observation. As the previous classroom observation, at the end of the class, the researcher does an interview with the English teacher to discuss the question that has been used to get valid data. Then, the researcher tries to classified the types of question-based on the function.

After finishing the observation, the researcher will explain more about the findings. The result of the classroom observations and the videos' transcription shows there were 36 questions asked by the English teacher during the teaching-learning process in three meetings of classroom observation. Those questions were asked by the teacher in various functions. Such as used to get the students' response, for example, "*can we continue to the number five?*", "*Can we start the exercise?*", to get the students' opinion, for example, "*there are how many students join the Biology course?*", to get the subjective information, for example, "*Difa, why do you join the Biology course?*", "*Afiq, can you mention your words?*", to elicit the previous information, for example, "*Lala, what is the*

assignment after this?”, *“where do you get the words?”*, and also to see whether the learners understand or remember something, for example, *“what is the opposite of ‘incorrect’?”*, *“What is the synonym of ‘incorrect’?”*. Mostly the teacher used the question which has the function of checking students' understanding. This kind of question used by the English teacher to check whether the students understand or remember something. Sometimes, the students getting difficult in answering the teacher's questions. This means that there are no responses from the students. But the teacher wants to rememorize the students about the question by repeating the teacher's question to build the interaction among the English classroom. There are also the findings of the teacher's question which has the multifunction. During the teaching-learning process, the English teacher is also trying to control the students focus on the lesson using the clear instructions.

For more information, the researcher also did an interview with the English teacher after the classroom observation. This interview section did by the researcher to clarify the data that is found for getting more valid. The result of the interview has the same as classroom observation. The English also gives more information that she was often used the type of question which has the function to stimulate the classroom interaction among the class.

B. Discussion

Questioning has been one of the most powerful teaching strategies. Therefore, seeing the significant result of questions applied by the English teacher in the English calssroom has not been surprising. As it is known that students have the big opportunity to experienced in communicating using the language through questioning and answering activities according to Nurhidayati⁴².

⁴² Nurhidayati. 2006. Penggunaan Pertanyaan dan Respons dalam Interaksi Belajar Mengajar Bahasa Arab di Madrasah Aliyah. BAHASA DAN SENI, Tahun 34, Nomor 1, Februari 2006

In this research part, this study discusses the findings which have been described above by reflecting on the related theories in chapter II to each problem stated. Those problems are the types of teachers' questions in stimulating the classroom interaction among the class in the Development English Program at MA Bilingual Krian.

The research question asked about the teacher's questions in stimulating interaction in English classroom especially in Development English Program at MA Bilingual Krian. According to the research findings, the researcher found that mostly stimulating the interaction among the classroom using question. It has the same statement based on the theory of Richard argued that "the question is used most frequently as a teaching technique to initiate the classroom talk"⁴³. The previous study was done by Yona Andana also supported this finding. She stated that the most significant role in promoting the learners' language proficiency in classroom interaction is by giving questions⁴⁴.

Based on the findings described in research finding, the researcher simplifies the teacher's questions applied by the English teacher in stimulating the classroom interaction into two types of questions. Those are Display and Referential question. The researcher will discuss this in detail below.

a. Display question

However, the findings showed there were three functions for each question used in the teaching-learning process during the classroom observation. First, to check whether the learners are understanding or remember something. Second, to get the students' responses. Third, to elicit the previous information. Those functions of question

⁴³ Richards, J., Plat, J. & Plat, H. 2004. Language dictionary of language teaching & applied linguistics. Beijing: Foreign Language Teaching & Research Press

⁴⁴ Andana, Yona. 2018. "The Types of Teacher's questioning in English Teaching Learning Process at MAN Mojokerto. Skripsi. English Teacher Education Department, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel. Surabaya

included in the Display Question. There were overall 24 questions that are included.

One of the functions of the Display question is applied by the English teacher in order to checking whether the learners are understanding or remembering something. The number of Display questions found in the research findings which has the function to check the learners understanding about the synonym and the opposite of words (e.g. “*what is the synonym of ‘meal’?*” question number 7, in observation one) and (e.g. “*what is the opposite of ‘incorrect’?*” question number 41, in observation three), understanding of the pronounce or spelling of a word (e.g. “*how to pronounce ‘CALM’?*” question number 4 in observation one) or (e.g. “*how to spell ‘WIND’?*” question number 5 in observation one), understanding of the translation or meaning of a word (e.g. “*what is the translation of ‘ate’?*” question number 6 in observation one) or (e.g. “*what is the meaning of ‘wrong’?*” question number 33 in observation three), and also to check whether the learners remembering something that they have learned in the previous meeting (e.g. “*there are how many tips?*” question number 27 in observation three), (e.g. “*what is the third tips?*” question number 30 in observation three). There were overall 17 questions that are used by the English during the classroom observation.

Another function of Display questions that are found in the research findings were used by the English teacher in order to get the students response (e.g. “*some of you doesn’t bring a bottle of water?*” question number 1 in observation one), (e.g. “*can we start the exercise?*” question number 3 in observation one). These questions were included in the Display question because it just needs a short and simple answer from the students. According to Ma Yan states that Display questions are designed to elicit short, simple answers⁴⁵. There are overall three questions

⁴⁵ Yan, Ma Xiao. 2006. Teacher Talk and EFL in University Classrooms. China: Chongqing Normal University & Yangtze Normal University (Published Dissertation)

were included in this kind of function of Display questions during the classroom observation in three meetings.

The third function that is found in the classroom observation in three meetings which is included in the Display questions was to elicit the previous information (e.g. “Lala, what is the assignment after this?” question number 11 in observation two), (e.g. “where do you get the words?” question number 12 in observation three). These questions were used by the English teacher after she gave the information about the assignment at that time. The teacher tried to get the students’ responses and stimulate them to speak up by giving them a question that can be engaged to elicit the previous information they got at that time. It can make the class look active although the question just needed a simple answer or response from the students. There were three questions found in the research findings which are included in this function of the Display question.

b. Referential questions

The second types of question are Referential questions. According to Pan, referential questions are questions in which teacher prefers on pedagogical aspects of students because these questions are commonly asked in the real words where the communicative needs aspects will be achieved.⁴⁶ Based on the research findings, there were 12 questions that are included in the Referential questions with a different function. This type of question tends to generate long responses than Display questions. According to Qashoa stated that referential questions need long complex think and answers including interpretation, elaboration, giving opinions and subjective information⁴⁷. As it is in the Development English Program, the English teacher also used this type of question to get subjective information and to get the opinions from the students. The researcher will

⁴⁶ Pan, Ch. (2017). A Study on Classroom Interaction at Vocational Colleges in Taiwan: The Use of Teacher Questions in English Conversation (Doctoral dissertation, The University of National Chengchi, Taiwan).

⁴⁷ Qashoa, Sulaiman Hassan. 2013. Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction. *The International Journal of Social Sciences* 30th January 2013. Vol.7 No.3

show the questions that are included in the Referential in detail.

The first function of the Referential question was to get the students' subjective information. The number of questions that is found in the research findings applied by the English teacher in order to obtain the students' subjective information (e.g. "*how many words you get Vira?*" question number 21 in observation two), or (e.g. "*afiq, can you mention your words?*" question number 16 in observation two). These questions asked the students to give their own information about what they got. Mostly the answer to this kind of question can not be found in the materials because it was according to the individual information. There were overall 9 questions included in the type of function.

The second function of the Referential question that is applied by the English teacher to obtain the students' opinion (e.g. "*why don't you want to sing in front of your friends?*" question number 25 in observation two), or (e.g. "*any question so far?*" question number 42 in observation three). These questions asked the students to give their opinion or reason because she did not want to sing, and the other one asked the student to give their opinion on whether they did not understand the previous materials or information. The answers were created by themselves and it is can not be found in the previous materials. There were overall 9 questions that are included in this type of function.

Primarily according to the video recording while the teacher applied a question using the Referential one, the learners are more excellent to serve complicated answers even though it is only one or two questions only.

According to the definition of types of question that has been mentioned in the key term, types of the question means a sentence that contains questions given by the speaker to someone to get answers from people who are asked. To find out whether the utterance is included in a question or statement, the researcher pays attention to the pattern of intonation. According to Jenniver Lebedev, there are two common intonation patterns

for questions in English. First, yes/no questions tend to have rising intonation at the end. Second, *wh* and *how* questions tend to have falling intonation/pitch at the end.

The research findings showed that there were more Display questions used in the English classroom than Referential questions. Related to Long and Sato, mostly the English teacher using the Display question rather than the referential questions in the second language classrooms. Richards and Schmidt in Zhao Meng & Tao also stated that is the class will be more communicative if the teacher uses the Display one rather than use the Referential questions⁴⁸. As it is in Development English Program at MA Bilingual Krian especially class 12 Sains 5, the English teacher always used the Display question to stimulate the students to speak up or stimulate the classroom interaction among the class. It also supported by the previous study from Rita Erlinda argued that related to the distribution of the question types, more fell into display question while so few into referential ones.⁴⁹ The researcher tries to conclude these findings because of the display question is easier to answer than referential ones. However, Display questions do not take a long time to gives the response rather than the answer to the Referential questions. Matra stated that the Display question might be more beneficial at the beginning level or while commencing a short conversation in language classes⁵⁰. The result for the teacher who uses more the Display questions than Referential questions in the classroom, it may few possibilities for the students to practices the real communication makes use of the goal language. The students also will be less practicing interaction and significant negotiation in the teaching and learning process, means that there will be less goals of language output for the students.

⁴⁸ Meng, Junyi & Zhao, Tao. 2012. Teacher Questions in a Contentbased Classroom for EFL Young Learners. *Theory and Practice in Language Studies*, Vol. 2, No. 12, pp. 2603-2610, December 2012

⁴⁹ Erlinda, Rita and Sari Rahma Dewi. Desember 2014. "*Teacher's Questions In Efl Classroom*". Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah STAIN Batusangkar

⁵⁰ Matra, S.D. (2014). Teacher Questioning in Classroom Interaction. *A Journal of Culture, English Language Teaching & Literature*, 14(1), 82-111.

Freeman and Larsen stated real communication is purposeful. By giving the question, it can help the students to learn how to communicate using the target language, because it was the goal of giving questions. By asking the students using the Display question, the students can be more easily and correctly in answering the question, because the answer can be found according to the previous materials that have been learned although it needs a quick answer. Related to the theory stated that display questions were designed to obtain or serve particular structures,⁵¹ elicit short, simple and low-level answers. It is discovered in the data that is the English teachers generally asked Yes or No questions or asked questions about the form, structure, and also meaning.

However, when the students cannot answer the teachers' question correctly, or they got difficulties in producing the words, it can indicate the significant result of this study that the Referential questions were the lower one than the Display questions used in the English classroom. Students were maybe lazy to reflect on the consideration of the complicated answer. According to Barkley, the struggle while the topic being discussed in the class, means that the students have big great motivation in learning English⁵². In this occasion, according to the totally on the research findings, this research indicates that the teachers have to apply several function from the Display questions in order to inspire the learners to talk in English and to attract students into Referential questions, so the opportunity for the students they will produce the greater languages' goals. This present research finding also shows several capabilities in every question that the teacher requested. This means, by considering about the questions' objectives is crucial too.

Regarding to these research findings, the researcher also found a question included in the Display and Referential question. It has the same meaning as the multi-function. The result of the Observation can help to determine that this question includes in the Display question because it gives to check

⁵¹ Yan, Ma Xiao. 2006. *Teacher Talk and EFL in University Classrooms*. China: Chongqing Normal University & Yangtze Normal University (Published Dissertation)

⁵² E.F. Barkley, *Students Engagement Technique* (San Francisco: Jossey Bass, 2010).

whether the students understand or remember something that has been learned. On the other hand, this question can be included in the Referential question because the question gives to ask the students subjective information if they got any difficulties in understanding the materials. It means, the students will give their reasons why are they feel confused about the lesson. And it will engage them to gives a complex or long response.

The findings of the present study found that when the students took a long time to answer the question, it means they were asked by Referential question and caused the teacher to repeat the questions more than one. It is occurred at the time the teacher asked the students to let their subjective information or asked the students' opinions. On the other hand, the students were quicker to give the responses to the teacher's questions at the time when the teacher asked by Display questions. It could cause the teacher to use more the Display questions as suggested by Qashoa that students' level could determine the types of questions used by the teacher⁵³. Even though the total number of Referential questions in three meetings of observation classroom was less than Display questions ones. The students' responses tended to very brief when Display questions were asked. However, the long responses were produced by the Display questions only because of the long question of the students' grammar and form exercise.

This current research finding also has a similarities with the previous study that is Display questions also more effective questions that can be used by the English teacher in the classroom than Referential questions. This result support the previous study. This present research also shows some functions in each question asked by the teacher. It means that thinking the function of questions is important too. There are some variations in each function of questions. This specific function of teacher questions is simply for keeping the classroom activities and stimulating the classroom interaction to enable the teaching to be conducted smoothly.

⁵³ Qashoa, Sulaiman Hassan. 2013. Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction. *The International Journal of Social Sciences* 30th January 2013. Vol.7 No.3

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. The conclusion is covered from the statement of the research problems while the suggestion is intended to give information to the English teacher and or next researcher who are interested in conducting similar research.

A. Conclusion

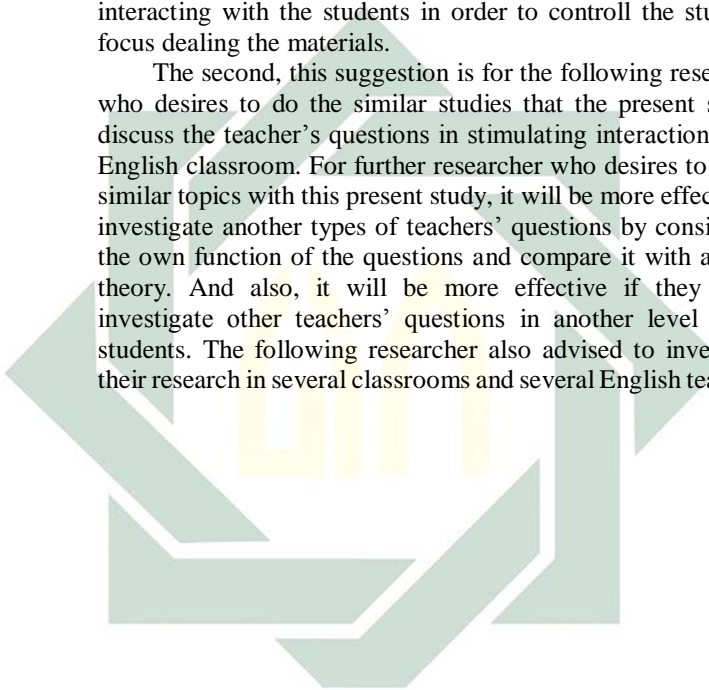
There are two types of teachers' questions in stimulating interaction they are Display and Referential question. In this study, the researcher found the total number of questions used by the English teacher to stimulate interaction in the classroom observation in three meetings was 36 questions. The Display questions are used by the teacher to check whether the learners understanding or remembering something, to get the students' response, and to elicit the previous information. On the other hand, the Referential questions are used by the teacher in order to get subjective information and to get the students' opinions. Every question has its own function. This specific function of teacher questions is simply for keeping the classroom activities and stimulating the classroom interaction to enable the teaching to be conducted smoothly.

B. Suggestion

After carrying out a series of procedures in completing this research, the researcher wants to give some suggestion in the directions of her stories in undertaking this research. The researcher really hopes that the outcome of this research gives useful contribution in the teaching and learning system, particularly in providing speaking abilitis' program for the English teacher and the further researcher. The first, this suggestion is for the English teachers in all classroom levels. The researcher hopes the teacher has to be more concern in using the questioning. Because through questioning, it is able to help the students to create their degree of thinking. By considering the

use of vocabularies, it is also needed in giving a question. So the engage the students to easier to answer the question, they will not confuse with the question. Make sure if you wants to change your question, it needs clear sufficient for students to recognize it. The English teacher must be preserve seeking to stimulate the interaction all through questioning and seeking to hold interacting with the students in order to controll the students' focus dealing the materials.

The second, this suggestion is for the following researcher who desires to do the similar studies that the present studies discuss the teacher's questions in stimulating interaction in the English classroom. For further researcher who desires to do the similar topics with this present study, it will be more effective to investigate another types of teachers' questions by considering the own function of the questions and compare it with another theory. And also, it will be more effective if they do to investigate other teachers' questions in another level of the students. The following researcher also advised to investigate their research in several classrooms and several English teachers.



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