

**TYPES OF TEACHER'S QUESTIONING IN
ENGLISH CLASSROOM INTERACTION
AT SMPN 1 MALANGKE BARAT**

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**FACULTY OF TEACHER TRAINING AND EDUCATION
COKROAMINOTO PALOPO UNIVERSITY
2020**

**TYPES OF TEACHER'S QUESTIONING IN
ENGLISH CLASSROOM INTERACTION
AT SMPN 1 MALANGKE BARAT**

A THESIS

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Faculty of Teaching Training and Education Cokroaminoto Palopo
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2020**

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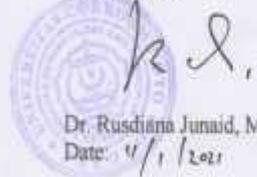
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ABSTRACT

Riska Abdullah. 2020. Types of Teacher's Questioning in English Classroom Interaction at SMPN 1 Malangke Barat (supervised by Sri Damayanti and Rahmawati Upa).

The objective of the research is to find out the types of teacher questioning style. The subject of this research was two English teachers of SMPN 1 Malangke Barat in academic year 2019/2020. The method of this research was qualitative method. Observation checklist and interview protocol were instruments of this research. Then, the researcher analyzed the data by using data reduction, data display and conclusion drawing/ verification. The result showed that the first English teacher and the second English teachers used display question when asking question to the students. The researcher concludes that all of the English teachers at SMPN 1 Malangke Barat used same style in questioning, that is display question because the students in Junior High School are the beginner and display question makes students easy to answer question directly.

Keywords: Teacher questioning style, display question, referential question

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Riska Abdullah

CURRICULUM VITAE



Riska Abdullah was born in Kampung Baru on January 6th, 1998. She is the last child from three sisters and two brother. Her father's name is Abdullah Nating and her mother's name is Nurhana. She entered at elementary school in SDN 151 Pengkajoang in 2004 and graduated in 2010. Then she continued her study in Junior High School at SMP Negeri 1 Malangke Barat and graduated in 2013. After that, she entered in Junior High School at SMA Negeri 1 Malangke Barat and graduated in 2016 and the year 2016 she continued her study at Cokroam into Palopo University and chose English Education Study Program.

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CHAPTER I

INTRODUCTION

1.1 Background

In teaching learning English, building interaction in a classroom is needed. It is caused interaction on the 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. Teacher action and teacher-learner interaction are important aspects of classroom life. 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. According to Pianta, (Siliwangi, 2018) interactions between the educator with the educated is a primary key to improve student learning and development. Classroom interaction is one of the important factors in the teaching-learning process. According to Brown (Siliwangi, 2018) interaction is the interactive climate to create the teacher questioning is need the collaborative exchange of thought, sensitivity, or thought between a teacher and learners and other learners resulting in the reciprocal effect of each other.

The reasons why teachers ask questions in their class rooms. First, questions require responses; therefore, they serve as a means of obliging learners to contribute to the interaction. Learners' responses also provide subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted. It has been found that questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior.

Meanwhile, in the process of teaching that happened at SMPN 1 Malangke Barat, there are still many problems appeared in the teaching learning process faced both by the students and the teachers, especially creating communicative, interactional teaching process, and there are still many teachers who dominated the classroom interaction. In some considerations, there are significant problems

for both students and teachers concerning the mastery of English related to the interaction in which teacher's talk play an important role. However, from so many types of questioning strategies that can be applied by a teacher, this study will only be based on typical questioning strategies. Questioning style is describe as the ability to formulate and ask question to the learners about situation, objects, concepts, ideas which are within the context of instructional delivery objectives. The use of questions in the teaching and learning is very indispensable that teachers sometimes resume and lend lesson with it.

Based on the result of observation at SMPN 1 Malangke Barat, the researcher found that the students of SMPN 1 Malangke Barat is very active in answer s the questions from the teacher in learning process. Based on the explanation above, the researcher is interested in conducting research which entitled Types of Teacher Questioning Style in English Clasroom Interaction at SMPN 1 Malangke Barat.

1.2 Problem Statement

This research aims to addres the following research question:
What are the types of teacher s' questioning used more in English classroom interaction at SMPN 1 Malangke Barat?

1.3 The Objective of the Research

To find out the types of teacher s' questioning used more in English classroom interaction at SMPN 1 Malangke Barat.

1.4 The Significances of the Research

The result of this research is expected to be useful information:

1. For the teachers, to make the teachers easier in teaching process by evaluating the classroom interaction and knowing more about the effectiveness of English teaching-learning process in classroom.
2. For the students, this research is expected to be able building the answers in involving their self in the learning process English classroom interaction.
3. For the other researchers, as reference in conducting the same research.

1.5 Scope of the Research

This study concentrates on questioning basically the most commonly used by teachers of English (Display questioning : a clear and concise question, giving references, focus attention, give a turn and spread the question, provision of opportunities to think, provision of assistance) and (Referential questioning : changing the demands of the cognitive level of the question, setting question sequences, use of tracking inquiries) in the English lessons observed at SMPN 1 Malangke Barat.

1.6 Operational Definition

1. Teacher questioning is the one of most common technique used by teacher and serves as the principal way in which teachers control the classroom interaction. In some classroom, over half of class time is taken up by question and answer exchanges.
2. Classroom interaction is interaction between the teacher and students that occur in the classroom during the teaching and learning.
3. Teacher questioning style is several kinds of questions given by the teacher to students. The simply test the learner's knowledges of previous study.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Definition of Questioning

Azerefegn (2008:11) says that a question is every sentence that has an interrogative form or function. In a classroom setting, teacher questions are defined as instructional cues or stimuli that expose students to content elements to be learned. Critelli & Tritapoe (2010:53) state that questioning has become an important part of teaching as it enables teachers to monitor student competences and understanding and promote thought-provoking discussion. It is concerned with directing students to acquire.

In the context of learning, questions refer to ideas that require a response from the listener. This is used to request information. Furthermore, the request itself is made with such an expression and the information is provided with an answer. The situation takes place when the teachers want to get the students' response and the first step is to answer the questioning. Questioning holds a critical duty in teaching. Students are the center of learning, students gain a knowledge through questioning process. However, students need guidance to obtain their goals. Teachers as a learning facilitator must be competent to give their guidance. In other words, the teacher must help the students with their questioning ability. Questions must be specifically designed for various students' ability. Questioning techniques that should be used are the techniques that will stimulate widest students' attendance. Not only questions, statements should also encourage students. One questioning strategy may only apply to only one teaching condition (Prabowo, 2013).

From these definitions, we can generalize that the word question refers to any idea that requires a response from the listener or audience. Above all, in classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students content elements to be learned and directions for what they are to do and how these elements to be learned and directions for what they are to do and how they are to do it.

2. The Importance of Questioning

The critical part of teaching is questioning. Teachers must have the skill and manner and have full of knowledge in constructing questions. Thus, teachers can assist the student through the questioning process. Questions can be the important aspect for teachers to use to encourage student thinking (Harvey & Goudvis, 2007; Marzano, 2007).

a) Research on Questioning I provide empirically tested and validated techniques are easy to use and more important, that invigorate classroom recitation. Recitation is a learning technique in which the teacher calls on different students to answer factual or knowledge-based questions that limit students to one “correct” response.

b) Using Students’ Questioning Summarizations Teachers need to try hard not to determinate classroom interactions and cause class members to become passive and dependent on the teacher. Student passivity hardly fosters ingenuity, creativity, or critical thinking-traits we all consider describe. Students contribution rose when teacher gave the opportunity to students to follow-up the questions (Wells & Arauz, 2006).

Ma (2008:93) says that questioning as a general way used by teachers in class, plays an important role in classroom teaching. Questions are used to evaluate students’ knowledge and understanding of subject matter. Questions can help to review essential content in a subject. Questions can be used to control the social behavior of students.

Chaudron in (Muhammad Zohrabi, Massoud Yahhoubi -Notash, 2014) mentions that “Teachers’ questions constitute the primary means of engaging learners’ attention, promoting verbal response, and evaluating learners’ progress”. There has been a great interest in the field towards the analysis of what purposes teachers’ questions convey in the class. Different researchers provide different reasons for why teachers ask questions.

Richard and Lockhart in (Muhammad Zohrabi, Massoud Yahhoubi -Notash, 2014) list the reasons for asking questions as follows:

- a) They stimulate and maintain students’ interest.
- b) They encourage students to think and focus on the content of the lesson.

- c) They enable a teacher to clarify what a student has said.
- d) They enable a teacher to elicit particular structures or vocabulary items.
- e) They enable teachers to check students' understanding.

They encourage student participation in a lesson

Question is also a request for information and it is commonest and most straightforward way to make student to talk according classroom observation (Daryanto, 2013: 6). Questioning is one of the most common techniques used by the teachers. In some classroom over half of class time is taken up with question - answer exchange. By asking questions to students, it can motivate and stimulus them to active during teaching learning process.

As questioning is believed to be one of the tools of effective teaching, it is increasingly important for teachers to avoid ineffective questioning patterns, for the questioning process is crucial to classroom instruction. Thus, to improve the learning opportunities for the class and to motivate students to talk more and provide responses, teachers are expected to develop questioning skills and employ different types of questions in EFL classrooms. Besides that, students should also be encouraged to ask questions and give responses to teachers' questions. If students are given opportunities to talk, teachers will be able to obtain feedback on students' problems in understanding some parts of the lesson (Ayu Erianti, Erwin Akib, 2018).

Yip, D. Y. (2015:76) says that the teachers' questions can be considered as the most powerful device to lead, extend, and control communication in the classroom. Actually, the style of interaction between the teacher and students can be seen as a recycling process: "a teacher's question, students' responses, and feedback".

From these definitions, we can generalize that questioning in language classroom are to facilitate students to have comprehensible input, to trigger students to produce language production (output), and to create interaction in classroom. Questions can serve different functions and teachers can ask questions for a variety of reasons. As questioning is believed to be one of the tools of effective teaching, it is increasingly important for teachers to avoid ineffective

questioning patterns, for the questioning process is crucial to classroom instruction

3. Types and Classifications of Questions

Teachers in the EFL classroom employ different types of questions to make teaching effective and enhance learners' proficiency in the target language. As it has been explained by Richards, J.C. & Lockhart, C. (1994:138), there are three types of questions. They are procedural, convergent, and divergent questions.

First, procedural questions have to do with classroom procedures and routines and classroom management as opposed to the content of learning. For example, Richards, J.C. & Lockhart, C. (1994:144), state that the following questions usually occur in classrooms while teachers are checking that assignments had been completed, that instructions for a task are clear, and that students are ready for a new task.

Did everyone bring their homework?

Do you all understand what I want to do?

How much more time do you need?

Can you all read what I have written on the blackboard?

Did anyone bring a dictionary to class?

Why aren't you doing the assignment?

Procedural questions are designed to engage students in the content of the lesson, to facilitate their comprehension, and to promote classroom interaction.

Second, convergent questions encourage similar student responses or responses which focus on a central theme. These responses are often short answers, such as "yes" or "no" or short statements. This means they do not usually require students to engage in higher level thinking in order to come up with a response but often focus on the recall of previously presented information.

In general, convergent questions may expect the student to repeat some conventional wisdom. Ndun (2015:17) recommend the following questions as convergent used by a teacher in introducing a reading lesson focusing on the effects of computers.

How many of you have a personal computer in your home?

Do you use it every day?

What do you mainly use it for?

What are some other machines that you have in your home?

What are the names of some computer companies?

What is the difference between software and hardware?

The last is divergent questions that encourage student responses which are not short answers and which require students to engage in higher level thinking. They encourage students to provide their own information rather than to recall previously presented information. In general, divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes.

Therefore, divergent questions often require new, creative insights. After asking the convergent questions above, the teacher goes on to ask divergent questions such as the following:

How many computers had an economic impact on society?

How would business today function without computers?

Do you think computers have had any negative effects on society?

What are the best ways of promoting the use of computers in education?

There are also other scholars who have explained the art of asking questions.

Ellis in Ndun (2015:19) definition of a display question as “one designed to test whether the addressee has knowledge of a particular fact or can use a particular linguistic item correctly”.

Nunan & Lamb in Ndun (2015:19) define referential questions as “those to which the asker does not know the answer”. Ellis also explains that these are questions which are “genuinely information-seeking”. The teachers should ask referential questions because (a) learners tend to give longer answers than they do to display questions and (b) learners will be less willing to answer questions if their purpose is always to test knowledge.

Muhammad Z, Massoud Y. N (2014:96) says that studies of questioning have proposed various categories of questions and questions have been categorized according to their cognitive domain (Bloom, 1956), purpose (Richards & Lockhart, 1996), form (Celce Murcia & Larsen -Freeman, 1999, Biber et al., 1999), form, purpose and content (Thompson, 1997). While all of these types of

questions have their place in the interactive classroom, among all the types of questions the distinction between display and referential question has attracted a lot of attention. Display questions are the ones for which the teacher already knows the answer, they simply test the learner's knowledge of previously taught studies, whereas, referential questions are genuinely information-seeking questions, aiming to acquire new information.

a. Display Questioning

Display questioning according to Long and Sato's theory (1983) is a type of questions in which the answer is already known by the teacher and it seems that teachers know much more than the students about the answer (Lightbown and Spada, 2013). This question is placed as a test to the learners to elicit the previous information (Ellis, 1994), for example "who is the man you see in the video clip?" and "what is unit 2 about?." Besides that, Lin (2011) notes that display questions are to test students' knowledge of fact. This type of questions is as a question in which teacher wants to test students to recall the previous fact from their memory after learning a lesson.

The teacher uses display questions in EFL classrooms to generate practice in the target language and to increase students' participation in the form of natural conversation (Zhou, 2002). By considering the teacher who takes big roles in language classroom, display question may be more beneficial at the beginning level or while commencing a short conversation in language classes (Matra, 2014). Based on the mentioned explanation above, display questions are likely question in which students have already known the answer and those questions are delivered mostly in the lower level class to check students' knowledge about the lesson or their new language knowledge, to elicit the previous information or what they just learned, and those are more likely about the form, structure, and meaning of language (Rahmah, 2018).

Display questioning according to Long and Sato (1983) skills includes several things, namely:

1) A clear and concise question

Questions need to be arranged clearly and briefly, and must take into account the ability of thinking and vocabulary that is controlled by learners. Try not to

learners can't answer the question, just because the question is long and convoluted.

2) Giving References

In classroom learning, before asking questions may be necessary for teachers to provide a reference in the form of questions or brief explanations containing information in accordance with the expected answers.

3) Focus Attention

Questions can be used to focus the attention of the learner, besides that focusing can also be done by tapping the table, tapping the blackboard, and applause. Use of questions to focus the attention of learners needs to be tailored to the interests of learning.

4) Give a Turn and Spread the Question

To involve learners as closely as possible in learning, teachers need to give their turn in answering questions. Providing a turn in answering questions, in addition to involving learners maximally in learning also to foster the courage of learners, as well as to create a fun learning climate. The difference between turning and spreading is one of the questions answered in rotation by several learners, whereas the spread is different questions are distributed in turns and answered by different learners.

5) Provision of opportunities to think

As has been pointed out, after the teacher asks questions to all learners, it is necessary to give the opportunity to think in a while before appoint someone to answer it. Never ask questions by first pointing to the learner who must answer it. In addition to the designated do not have the opportunity to think, other students is not focus so do not pay attention because it already knows who should answer the questions posed.

6) Provision of Assistance

In answering possible questions, learners can't give the right answer, in which case the teacher should guide one appropriate answer (Mulyasa, 2008:70).

b. Referential Questioning

Referential question refers to genuine question (Ellis, 1994) in which many possible and acceptable answer will follow a result. In referential question,

teachers genuinely ask question for seeking information from students and it seems require long and complicated answer because the questions are likely to interpret, elaborate, or just give opinion about something and mostly require subjective information (Qashoa, 2012). It seemed that referential questions create more opportunities for language development and enable students to express their feelings and opinions, so they are believed to be efficient techniques in language classrooms.

Maley (2003) briefly states that referential question may draw the attention of the learners more because what teachers ask is something that students themselves who knows more. Therefore, “students’ answers to referential questions are more meaningful, longer and subjective in most circumstances” (Brock, 1986; Gebhard, 1996; and Tsui, 1995 cited in Tuan and Nhu, 2010).

Components of referential questioning according to Ellis (1983) skills includes several things, namely:

1) Changing the demands of the cognitive level of the question

Each type of question demands a different response (answer). The emerging or visible response is the embodiment of the mental process or the thinking process. So if we associate with Bloom's Taxonomy theories about the various levels of questions, we can find that there are questions that do not involve complex mental processes (think like knowledge questions), but others involve complex (think) Analysis, synthesis, and evaluation). The demands of mental activity (thinking) is what is meant by the cognitive demands of the question, while changing the cognitive demands of the questions is defined by the activities of teachers who appear and related to their efforts to develop the mental processes of students through questioning techniques.

2) Setting Question Sequences

3) In order for students' thinking ability to develop properly and reasonably, the teacher should arrange the sequence of questions asked questions at a certain level should be strengthened and then switch to higher level questions.

4) Use of tracking inquiries

If the teacher asks high-level questions and answers given by the student are considered correct but can still be completed again, the teacher can ask a landing

question that can guide the student to develop the answers given. Techniques of tracer questions that teachers can use include the following:

- a) Ask for clarification
- b) Ask students to give reasons
- c) Ask for a student view agreement
- d) Ask for accurate answers
- e) Ask for more relevant answers
- f) Ask for an example
- g) Ask for more complex answers
- 5) Improvement to interaction

From the explanation above, the researcher summarize that, in generally there are two types when the teacher asking a questions to student, they are display question and referential questions. Display questions are the ones for which the teacher already knows the answer, they simply test the learner's knowledge of previously taught studies, whereas, referential questions are genuinely information-seeking questions, aiming to acquire new information.

4. Classroom Interaction

a. Definition of Classroom Interaction

According to Brown (2007:164), classroom interaction is a collaborative dealings of ideas between two people or more, of thoughts, feelings, for resulting in a reciprocal effect on each other, that is the interaction. The concept of communicative ability accentuate the role of language use in diverse context to negotiate substance in human experience. In other words, to get the idea from someone's mind into others' mind and vice versa

According to Ghohs (2010) that classroom interaction is the practice of language skills that have importance in speaking and listening. the importance is to help learners to think critically and share their views to other learners. Sofyank and Mahmud (2014:46) states classroom interaction is a verbal or non-verbal relation to communicate meaning between teachers and students or one person to group of people and vice versa or among groups of people

Based on some definition above, it can be conclude that classroom interaction is classroom activities between teacher and students through process of discussion

and class participation that used to develop the two very important language skills which are speaking and listening among the learners.

b. The Importance of Classroom Interaction

According to Hariyano (2013:3 -4) that the importance of classroom interaction can be feedback that given by teacher to student in the classroom to improve their language skills.

Mulyadi (2011:7) also said that the importance of classroom interaction is it can help student to improve their language ability by interacting with their lecturer or their peers and their can practice as the real life situation.

Base on some definition above, it means that the importance of classroom interaction is can be a feedback that given by teacher to students in the classroom to improve their language skill and can practice as the real life situation.

c. Types of Classroom Interaction

Below are the explanation of five types of interaction that occur in the classroom explained by Dagarin (2004) (as cited in Putri 2014:10 -11), as the follow:

1) Teacher-whole class

Teacher-whole class means that the teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher. The EFL classroom context, the teacher always initiates this type of classroom interaction by asking questions, and the students respond to the teachers' questions. It means that in teacher -whole class interaction, the teacher has to stimulate the students to talk by asking some questions orally.

2) Student-student

This interaction facilitates the student to exchange information and ideas about the materials that they get. It will increase their learning since they do collaboratively. Rivera contends that most of interaction between student-student in EFL context is a dialogue where the students have prepared the dialogue to practice it in the classroom. It means that the most activity that acquires the students to do collaboratively in students' book is making a dialogue to practice it

in the classroom. This activity requires the students to exchange their ideas or add some information to make their dialogue perfect that reflect real life context.

Besides that, the students who do not understand yet at trait materials can ask other students to answer or help them in understanding the material. It means that if the students do not understand, they will feel freedom to ask whatever he wants to ask since they interact at each other.

3) Students -students

This interaction will give advantage for the students since they will feel freedom to talk at each other. There are many patterns of classroom interaction, such as group work, closed -ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and student answers, full -class interaction, teacher talk, self-access and open ended teacher questioning.

4) Students-teacher

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher.

5) Teacher-a group of students

The common activity that is in this interaction is the teacher gives a task that has to be discussed in the group . It means that the students who are in group discuss what the teacher wants to do for them. In addition, interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

2.2 Previous Study

There have been some research that relevant to this research, they are :

1. Prabowo, A. B. K. A. (2013) , in his journal entitled “An Analysis of Teachers’ Questioning Strategies during Interaction in the Classroom: a Case of the Eight Grade SMP PGRI 01 Semarang” in this research the objectives of this study are; 1) to know kinds of teachers’ questioning strategies that teacher use in the classroom. 2) to know the way the teachers use the questioning strategies in the classroom. The design of the research is descriptive qualitative. The Instrument used are observation

sheet, interview, and document. The result of this research shows that are:

1) The teaching strategies are; (a) the teaching techniques used lecturing, group project and small group discussion (b) the teacher give feedback when the students have difficulties. The problems faced by the teacher are the classroom conditions, the crowded conditions, controlling individually, the interaction between the teacher and students in the classroom is ineffective, the students' less vocabulary, the limited media and the problems faced by the students are lack of confidence, the students have difficulties in translation. The conclusion are Not all English teachers in SMP PGRI 01 Semarang have good understanding of how to implement teacher's questioning. Some of them still have some problems with their understanding

2. Siliwangi, I. (2018) , in their journal entitled “An Analysis of Teacher’ s Questioning in the Classroom Interaction” Teaching learning process will be effective when there are interactions between the teacher and students. Classroom interaction is one of the crucial factors in the teaching -learning process. The objective of this research is to identify the teacher’s questioning in the classroom . The research method was descriptive qualitative design. The data were obtained by doing observation and interview with the educator and students as respondent. The population of this re search was teacher and students of the second -grade students of SMK TI Garuda Nusantara Cimahi. The data were investigated by applying questioning strategies focused on the variety of teacher questioning. The result showed that entire teacher questioning t hat found the most frequently used. Based on the result, it can be concluded that the questioning from the teacher was more dominant than student questions.
3. Muhammad Z, Massoud Y. N (2014) in their journal entitled “ Teachers’ Use of Display vs. Referential Questions across Different Proficiency Levels” In this study the researchers investigated the frequency of use of two types of questions, that is, display and referential qu estions, at three levels of proficiency (elementary, intermediate and advanced). The design of the research is descriptive qualitative. Furthermore, their interaction

effect were compared within each level to see which question type led to the desirable effect, that is, more interaction at each level. The results showed that the teacher used more display questions at the elementary and intermediate levels contrary to the advanced level. Furthermore, the results elicited from the dependent t -test indicated that there was a significant difference in the effect of display versus referential questions at all of the three levels with referential ones leading to longer responses.

Based on the previous studies above , researcher found the similarities and differences of the previous studies with this research. The similarities between previous studies and this research is equally focused on the teachers' questions in English classroom, and this research used the same method which is qualitative.

The differences between previous studies and this research is the first research, the researcher identified teacher's questioning with the new one that is modern pedagogic dimension, the second research, the researcher identify of basic questions the teacher asks, while the last research, the researcher analyzed Questions Across Different Proficiency Levels. While focused on display and referential questioning. Meanwhile this research will focus on display questioning.

CHAPTER III

RESEARCH METHOD

This chapter deals with method and design, time and place, population and sample, instrument, the procedure of collecting data and techniques of analyzing data of the research.

3.1 Method and Design of the Research

1. Method

This research applied qualitative method. It aims to find out the types of teacher questioning style used by the teacher in English classroom interaction.

2. Design

In this research, the researcher used descriptive qualitative design. The researcher did an observation and gave interview to the teacher to find out the types of questioning style used by the teacher in English classroom interaction.

3.2 Time and Location of the Research

This research was conducted on September 2020 and this research was located at SMPN 1 Malangke Barat.

3.3 Subject of the Research

The subject of this research are 2 (two) teachers of SMPN 1 Malangke Barat. The researcher chose the teachers because the teacher have the characteristic in decision subject.

3.4 Instrument of the Research

The instruments of this research were used observation and interview.

1. Observation

- a) The researcher came to the class and seat at the backside.
- b) The researcher observed the learning process, especially teacher questioning.
- c) The researcher took a video in learning process.
- d) Then, observated the teacher while teaching and then checked the observation sheet and took a

e) result of observation checklist and video.

2. Interview

- a) The researcher gave the explanation to the teacher about the questioning of interview.
- b) The researcher interviewed the teachers
- c) The researcher collected the data by recording.
- d) The researcher collected the result and then analyze it.

3.5 Procedure of Collecting Data

To collected the data, the researcher used some procedures as follow:

1. The researcher observed the learning process, especially teacher questioning. Then, checking the teachers' leaning process in observation sheet and also took a video of learning process.
2. The researcher interviewed the teachers by interviewing.
3. The researcher collected the result of observation c hecklist, video and interview records.
4. The researcher collected the result and then analyze it.

3.6 Techniques of Analyzing Data

The researcher used three steps with the following explanation as follows:

1. Data Reduction

When the researcher collected the data from the observation and interview, the researcher reduced the data. Reduce data means that summarizes, choose things that are basic, focus on things that are important, seek themes and pattern and also remove unnecessary.

2. Data Display

After reducing the data, the next step was the the data display. The presentation of the data were in the form of brief description, charts and relationship between categories and so on. Displaying data was helped the researcher to understand what is happened and to do some things further analysis or caution on that understanding.

3. Conclusion Drawing/Verification

The next step was conclusion drawing. The researcher must find the fixed data to get the credible data. The data is credible when the conclusion that found in the first was same with the last conclusion. The data presented preliminary conclusion still tentative and changed if not found the evidence that supports strong data collection on the next stage.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the data analysis presentation of the result of the research. The instrument used to get the data was observation checklist and interview.

4.1 Findings

In this research there are two sample that researcher observed to find the data.

The first data that researcher got by using observation checklist in learning process, it can be seen in the following table below:

1. Observation Checklist

a. The first teacher

Table 1. The first day (Monday, 7th September 2020)

| Types of teacher questioning | Teacher style in giving questioning | Teacher | | Note |
|------------------------------|---|---------|----|------|
| | | YES | NO | |
| Display | 1. The teacher give clear questions with vocabulary understood by students. | ✓ | | |
| | 2. The teacher give a references of learning before asking students. | ✓ | | |
| | 3. The teacher asks questions to make students focus in learning. | ✓ | | |
| | 4. The teacher asks the answers of students alternately/random. | ✓ | | |
| | 5. The teacher gives short wait time to the students to answer question. | | ✓ | |
| | 6. The teacher demanded the students to find out the correct answer. | | ✓ | |
| Referential | 1. The teacher asks questions from the students | ✓ | | |
| | 2. The teacher asks the students to giving opinion, explain or clarify | ✓ | | |
| | 3. The teacher gives questions in a sequential | | ✓ | |
| | 4. The teacher gives long wait time to the students to answer question | | ✓ | |
| | 5. The teacher increase interaction in learning process | ✓ | | |

Based on the research observation checklist in the table 1 that researcher did in class VIIB at SMPN 1 Malangke Barat, the researcher found that the teacher in asking questions used more display questioning. The teacher give clear questions with vocabulary understood by students ,the teacher give a references of learning before asking students , The teacher asks questions to make students focus in learning, andthe teachers asks the answersof students alternately/random.

In the results found by the researcher that the first teacher used display questioning in the learning process rather than referential questioning, here are some examples of questions used by the first teacher when teaching were display questions, for example “ do you all understand what I want to do?, can you translate statement number 1 into Indonesian, what is the answer to question number 1? ", why you answer with that? tells what the picture above is about?. These question are some of the questions that are given by the teacher to students so that student more active to the direction of laerning in accordance with the material provide the teacher. The sample question on the referential question that the first teacher gave was " are you sure ?, it is correct? , can we used this sentences?.

b. The second teacher

Table 2. The second day (Tuesday, 8th September 2020)

| Types of teacher questioning | Teacher style in giving questioning | Teacher | | Note |
|------------------------------|---|---------|----|------|
| | | YES | NO | |
| Display | 1. The teacher give clear questions with vocabulary understood by students. | ✓ | | |
| | 2. The teacher give a references of learning before asking students. | ✓ | | |
| | 3. The teacher asks questions to make students focus in learning. | ✓ | | |
| | 4. The teacher asks the answers of students alternately/random. | | ✓ | |
| | 5. The teacher gives short wait time to the students to answer question. | ✓ | | |
| | 6. The teacher demanded the students to find out the correct answer. | ✓ | | |

| | | |
|-------------|--|---|
| Referential | 1. The teacher asks questions from the students | ✓ |
| | 2. The teacher asks the students to giving opinion, explain or clarify | ✓ |
| | 3. The teacher gives questions in a sequential | ✓ |
| | 4. The teacher gives long wait time to the students to answer question | ✓ |
| | 5. The teacher increase interaction in learning proces | |

Based on the research observation checklist in the table 2 that researcher did in class VIIA at SMPN 1 Malangke Barat, the researcher found that the teacher in ask questions used more display question ing. The teacher give clear questions with vocabulary understood by students , the the teacher give a references of learning before asking students, the teacher asks questions to make students focus in learning, t he teacher gives short waiting time to the students answer question, and the teacher demanded te students to the correct answer.

In the results found by the researcher that the second teacher used display questioning in the learning process rather than referential questioning, here are some examples of questions used by the second teacher when teaching were display questions, for example “how are you today? you guys already understand the material t hat I explain ?, who can answer question no 3 ?, How much more time do you need? What is the correct answer to the question on the board?. The second teacher’s question is almost the same as the questions given to students, but here the teacher more focus on laerning. That is some examples of questions asked by the second teacher during the learning process.

2. Interview

Based on data interview that researcher used to support the data observation that the interview consist of 7 questions, the researcher fo und the teacher used same type in questioning. The data analysis aimed at finding out the information of teacher’s questioning in English classroom interaction.

The first question was asking about whether the teacher give a clear questions according to the learning references to students in giving questions. The first teacher said that “ Yeah, I give a clear questions according to the learning references, because when you giving learning process without references students are not understand”, and the second teacher said that “yes, of course. Why should it be clear, beacuse students can easily understand from what I convey”. Based on the answer from the first teacher, the second teacher and the third teacher above, the result shows that the teacher basically have the similar answer, all the teacher give a clear questions according to the learning references to students in giving questions.

The second question was asking about how the teacher ask students to focus in giving questions. The teachers answer indicated that they have different answer. The first teacher said that “I ask focus the students in learning by means asking questions to students through the media I use in the learning process, and the second teacher said that “so that students to focus, first I give example of the learning that I gave, it can be an example of a unique example so students are more interested and can make students want to interaction in the from of questions and answer”.

The third question was asking about whether the teacher ask students sequentially/randomly? How the teacher choose students to ask. The first teacher said that “I ask the question to students by sequentially and after that I ask students by randomly. Then, how do I choose students to ask, so I saw from the student who were able or could in answering the questions that I gave so that students who don't understand or exceed their friends and then i continue other questions to students who don't understand, and the second teacher said that “so, I asked the students fro seeing which students pay attention and understand what I convey. So, I choose the students by randomly. The point is that other students also want and pay attention”.

The fourth question was asking about whether in giving questions to students, how much time is available for students to answer questions. The first teacher said that “No, I don't give a certain waiting time to students to answer the questions I gave, and the second teacher said that “No, I don't give wait time to answer the

questions. Because for students who already understand must be a long and uncertain answer. While students who do not understand when I ask must answer briefly”.

The fifth questions was asking about whether the teacher expect from students by trying to ask questions in English learning classroom. The teacher said “I hope students achieve the goals of the learning that I convey English learning classroom”, and the second teacher said that “I expected was that students easily understand from what I conveyed in asking questions in classroom and so that students continue to learn English”.

The sixth question was asking about whether the teacher in English learning ask questions from low level to a high cognitive levels?” the teacher said that “I ask questions from low level to high levels, because not all students can afford and understand the questions I gave”, and the second teacher said that “yes, of course. From a low level to high level because not all students have the same ability. So, I give basic things in the learning process to make them understand”. Based on the answer from the first teacher, the second teacher and the third teacher above, the result shows that the teacher basically have the similar answer, all the teacher ask questions from low level to a high levels.

The seventh question was asking about whether the teacher difficulties do students experiences when she ask them. The first teacher said that “factors that make some students difficulties or less understanding in the learning process is the lack of understanding of the vocabulary that students have, so that some students are less and difficult to understand what I said. But from the learning English in classroom can improve students abilities and interest in teaching”, and the second teacher said that “the difficulties of students in learning English is the lack of vocabulary possessed by students. So, when I was asking and I was teaching I lid in Indonesian so they understand what I mean”.

Based on the information statements, the researcher summarizes that:

- 1) The English teacher ask question to the students by giving a clear questions according to the learning references
- 2) All of the English teachers uses the same type in ask question, that is display question.

3) The teacher said that difficulties experienced by being in the learning process were the lack of vocabulary that some students have.

4.2 Discussion

After analyzing the data at the findings, the researcher presents the discussion of data. This section presents the result of data analysis of observation and interview related to the theory in chapter II. Furthermore, this section aims to find out the teacher questioning style in English classroom interaction. Generally, based on the information that had been displayed on tables in findings, the researcher found that all English teachers used display questioning.

Questions as an important technique used by the teacher to promote classroom interaction have an important say in the matter. The aims of teacher questioning are, make the students focus on the lesson, checking the student ability and understanding. In learning process, the teacher explains the material and sometimes asks the simple questions to the students to know the students' understanding, how far the students know the material and sometimes the teacher giving cue to the students before answering the question.

In teacher questioning in English classroom interaction, there are two types of strategies, that is display questioning and referential questioning. However, in this research, the teachers mostly used display questioning. Of the 6 statements, the first teacher used the 4 statements on the display questioning. The first statement is the teacher gives clear questions with vocabulary understood by students, before asking the students the first teacher explains the material and then gives questions in English but with vocabulary that is easy for students to understand and then the teacher switches with Indonesian because not all students understand English because these students are still beginner (low level) and then asks the students randomly. The second is the teacher gives references of learning before asking students, in this section before the teacher asks students, the teacher gives brief explanations and provides references to students clearly, then asks students. The third is the teacher asks questions to make students focus in learning, in this stage the first teacher wants students to focus and pay attention so that students understand what the teacher asks, and the teacher makes the students focus in learning by means asking questions to students through the media used in the

learning process. And the last time the teacher asks the answers of students alternately/random, the first teacher ask the question to students by sequentially and after that the teacher ask students by randomly. The first teacher used this method so as not only to focus on one students could also answer questions. While in the referential questioning there were only 3, the first is the teacher asks questions from the students, the first teacher asks question from students so that there is interaction between students and teacher so that the learning process in the classroom can complement each other, the second is the teacher asks the students to giving opinion explain or clarify, in this point the teacher provide opportunities for students to express their opinion by pointing to the students, and the teacher increase interaction in learning process.

The second teacher used 5 statements in the display questioning. The first statement is the teacher give clear questions with vocabulary understood by students, the second teacher provide an explanation should it be clear, and interspersed with Indonesian then asks the students because students can easily understand from what the teacher convey. The second statements is the teacher give a references of learning before asking students, in this stage before asks question the teacher give some sample and give a brief explanation to student so that student can easy to answer the question. The third is the teacher asks questions to make students focus in learning, why the teacher want the students focus so that students understand more quickly, so it can be more interested and can make students want to interaction in the form of questions and answer. The fourth is the teacher gives short wait time to the students to answer question, the second teacher gives a waiting time to the students approximately 1 - 2 minutes so that students can think and train students' abilities to interaction in class room. The last is the teacher demanded the students to find out the correct answer, after giving questions to students, the second teacher ask students to find the correct answer. But when the answers given by the students were not quite right then the question was asked to other students. While in the referential questioning only 2 statements, that is the teacher gives long wait time to the students to answer question, in this section after the teacher provide a long waiting time so that students can have the opportunity to think and express their opinions, and the

teacher increase interaction in learning process . From this research, the researcher can conclude that by using a display questioning strategy to students, this can be effective and increase interaction between students and teachers or student and students.

In this research, the researcher found that the teacher used display questioning more than referential questioning. This research was related to the finding from Muhammad Z, Massoud Y. N (2014) this research will focus on display questioning, and this research was related to the finding from Siliwangi, I. (2018) that the questioning from the teacher was more dominant than student questions. As for the results found by the researcher, the teacher is more likely to ask questions to students who are more active and have a high understanding, so that other students are motivated to actively answer the questions from the teacher. From the data, the researcher can analyzed that the questioning gives positive effect for the student. The question asks the teacher do not determine the number of student answer.

From every interaction that was carried out in the classroom, the researcher found that in the questions and answer process between teacher and students in the classroom, asking questions with a display questions was mostly found in the classroom interaction. Brock (1998) found that the learners responded with significantly longer and more syntactically complex utterances to display questions than to referential questions. When teachers use display questions, students are more likely to produce complex target language structure and their output is more likely to be produced in naturalistic settings. Learner was attain a much higher proficiency. Therefore, teachers are expected to employed more display questions.

In this strategy related to the theory by David (2007:41) investigating the difference between the distribution of teachers' use of display and referential questions and also the effects of teachers' questioning behavior on ESL classroom interaction. He found that language teachers' use of display questions is much greater than their use of referential questions. The study also revealed that display questions encourage language learners, especially beginners by stimulating interest and resulting in greater active participation in lessons.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the finding and discussion at the previous chapter, the researcher found the type of teacher questioning of English teachers at learning process as the first teacher and the second teacher used display question and referential question, but all of the teacher used more the display questions. The researcher concluded the English teachers at SMPN 1 Malangke Barat used more display questioning because students in Junior High School is the beginner (low level) and it makes the students easily to answer the teachers' questions, the students can answer directly and practice. In the first teacher there are 6 questions that are used in the display questioning statement that is "do you all understand what I want to do?, can you translate statement number 1 into Indonesian, what is the answer to question number 1?", and tells what the picture above is about?, the sample question on the referential question that the first teacher gave was "what do you think about the picture?, and have you understood my explanation?", and there are 2 questions the first teacher conveyed in referential questioning. While for the second teacher there are 5 questions that the teacher uttered that is how are you today? you guys already understand the material that I explain ?, who can answer question no 1 ?, How much more time do you need? What is the correct answer to the question on the board? . When teachers use display questions, students are more likely to produce complex target language structure and the study also revealed that display questions encourage language learners, especially beginners by stimulating interest, resulting in greater active participation in lessons, the researcher can analyzed that the questioning gives positive effect for the student. Based on the analysis, by applying questioning strategies, the teacher can check the students' progress in comprehending the materials, check the students' knowledge of related materials, an

5.2 Suggestions

Considering the conclusion above, the researcher gives some suggestions, as follow:

1. The English teachers at SMPN 1 Malangke Barat are suggested to give more questions to the students. So the students can be active and focus to the lessons, but teachers still have to switch with Indonesian in the teaching process, so that students more understand.
2. For students, they should pay attention and more focus in the learning process and students must master more english vocabulary in order to understand and answer the question the teacher puts forward.
3. For the next researcher who want to conduct the similar research, are suggested to increase the research time and get the more sample, to observe what questions the teacher gives to students and the amount of question.

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APPENDICES

APPENDIX I
OBSERVATION CHECKLIST

Refer to the learning process of teachers-students in the classroom, then give (✓) sign in the appropriate circumstances!

Name of Teacher :
Class :
Date :

| Types of teacher questioning | Teacher style in giving questioning | Teacher | | Note |
|------------------------------|--|---------|----|------|
| | | YES | NO | |
| Display | <ol style="list-style-type: none"> 1. The teacher gives clear questions with vocabulary understood by students. 2. The teacher give a references of learning before asking students. 3. The teacher asks question to make students' focus in learning 4. The teacher asks the answers of students alternately/random 5. The teacher gives short wait time to the students to answer question 6. The teacher demanded the students to find the correct answer | | | |
| Referential | <ol style="list-style-type: none"> 1. The teacher asks questions from the students 2. The teacher asks the students to giving opinion, explain or clarify 3. The teacher gives questions in a sequential 4. The teacher gives long wait time to the students to answer question 5. The teacher increase interaction in learning process | | | |

Source : Rahmah, Z. (2018). *An Analysis of Teacher's Display Questions and Referential Question in Eleventh Grade at Man Insan Cendekia Jambi*. English Unja, 1–20.

APPENDIX II

INTERVIEW

Name of Teacher :

Class :

Date :

1. Do you give a clear questions according to the learning references?
2. How do you ask students to focus on the questions you give?
3. Do you ask students sequentially/randomly? How do you choose students to be ask?
4. In giving questions to students, how much time is available for students to answer questions?
5. What do you expect from students by trying to ask questions in English learning classroom?
6. In English learning do you ask questions from low level to a high cognitive levels?
7. What difficulties do students experinces when you ask them?

First Teacher

OBSERVATION CHECKLIST

APPENDIX I OBSERVATION CHECKLIST

Refer to the learning process of teachers-students in the classroom, then give (✓) sign in the appropriate circumstances!

Name of Teacher : *SANAFIRAH MUSU, S.Pd*
Class : *7B*
Date : *Senin, 7 September 2020*

| Types of teacher questioning | Teacher style in giving questioning | Teacher | | Note |
|------------------------------|---|---|--|------|
| | | YES | NO | |
| Display | <ol style="list-style-type: none">1. The teacher gives clear questions with vocabulary understood by students.2. The teacher give a references of learning before asking students.3. The teacher asks question to make students' focus in learning4. The teacher asks the answers of students alternately/random5. The teacher gives short wait time to the students to answer question6. The teacher demanded the students to find the correct answer | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | |
| Referential | <ol style="list-style-type: none">1. The teacher asks questions from the students2. The teacher asks the students to giving opinion, explain or clarify3. The teacher gives questions in a sequential4. The teacher gives long wait time to the students to answer question5. The teacher increase interaction in learning process | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | |

Source : *Rahmah, Z. (2018). An Analysis of Teacher's Display Questions and Referential Question in Eleventh Grade at Man Insan Cendekia Jambi. English Unja, 1-20.*

Second Teacher

OBSERVATION CHECKLIST

APPENDIX I OBSERVATION CHECKLIST

Refer to the learning process of teachers-students in the classroom, then give (✓) sign in the appropriate circumstances!

Name of Teacher : NUFUINDA, S.pd

Class : 7A

Date : Selasa, 8 September 2020

| Types of teacher questioning | Teacher style in giving questioning | Teacher | | Note |
|------------------------------|--|---------|----|------|
| | | YES | NO | |
| Display | 1. The teacher gives clear questions with vocabulary understood by students. | ✓ | | |
| | 2. The teacher give a references of learning before asking students. | ✓ | | |
| | 3. The teacher asks question to make students' focus in learning | ✓ | | |
| | 4. The teacher asks the answers of students alternately/random | | ✓ | |
| | 5. The teacher gives short wait time to the students to answer question | ✓ | | |
| | 6. The teacher demanded the students to find the correct answer | ✓ | | |
| Referential | 1. The teacher asks questions from the students | | ✓ | |
| | 2. The teacher asks the students to giving opinion, explain or clarify | | ✓ | |
| | 3. The teacher gives questions in a sequential | | ✓ | |
| | 4. The teacher gives long wait time to the students to answer question | | ✓ | |
| | 5. The teacher increase interaction in learning process | ✓ | | |

Source : *Rahmah, Z. (2018). An Analysis of Teacher's Display Questions and Referential Question in Eleventh Grade at Man Insan Cendekia Jambi. English Unja, 1-20.*

APPENDIX III TRANSCRIPTION

First Teacher

Name of Teacher : Sanariah Mussu, S.Pd

Class : 7B

Date : senin, 7 september 2020

Transcribe of interview

1. Yeah, I give a clear questions according to the learning references, because when you giving learning process without references students are not understand.
2. I ask focus the students in learning by means asking questions to students through the media I use in the learning process.
3. I ask the question to students by sequentially and after that I ask students by randomly. Then, how do I choose students to ask, so I saw from the student who were able or could in answering the questions that I gave so that students who don't understand or exceed their friends and then i continue other questions to students who don't understand.
4. No, I don't give a certain waiting time to students to answer the questions I a gave.
5. I hope students achieve the goals of the learning tthat I convey English learning classroom".
6. I ask questions from low level to high levels, because not all students can afford and understand the questions I gave".
7. Factors that make some students difficulties or less understanding in the learning process is the lack of understanding of the vocabulary that students have, so that some students are less and difficult to understand what I said. But from the learning English in classroom can improve students abilities and interest in teaching.

Second Teacher

Name of Teacher : Nurlinda, S.Pd

Class : 7A

Date : selasa, 8 september 2020

Transcribe of interview

1. Yes, of course. Why should it be clear, because students can easily understand from what I convey
2. So that students to focus, first I give example of the learning that I gave, it can be an example of a unique example so students are more interested and can make students want to interaction in the form of questions and answer.
3. So, I asked the students from seeing which students pay attention and understand what I convey. So, I choose the students by randomly. The point is that other students also want and pay attention
4. No, I don't give wait time to answer the questions. Because for students who already understand must be a long and uncertain answer. While students who do not understand when I ask must answer briefly
5. What I expected was that students easily understand from what I conveyed in asking questions in classroom and so that students continue to learn English
6. Yes, of course. From a low level to high level because not all students have the same ability. So, I give basic things in the learning process to make them understand.
7. The difficulties of students in learning English is the lack of vocabulary possessed by students. So, when I was asking and I was teaching I used Indonesian so they understand what I mean.

DOCUMENTATION

1. Observation the first teacher in class VII B



2. Observation the second teacher in class VII A



3. Interview the first teacher



4. Interview the second teacher





UNIVERSITAS COKROAMINOTO PALOPO
FAKULTAS KEGURUAN DAN ILMU KEPENDIDIKAN

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
NOMOR: 047/D/FKIP-UNCP/I/2020
TENTANG
PENETAPAN DOSEN PEMBIMBING PENELITIAN DAN PENULISAN SKRIPSI

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : Bahwa dalam rangka pelaksanaan penelitian dan penulisan skripsi bagi mahasiswa, maka dipandang perlu menetapkan dosen pembimbing.
- Mengingat : 1. Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi;
3. Keputusan Mendiknas No.095/D/O/2005 tanggal 06 Juli 2005 tentang Status Terdaftar Universitas Cokroaminoto Palopo;
4. Statuta Universitas Cokroaminoto Palopo.
- Memperhatikan : Pengajuan judul skripsi **Sdr. Riska Abdullah NPM 1601404013** Program Studi Pendidikan Bahasa Inggris dengan tema "Classroom".

MEMUTUSKAN

- Menetapkan :
Pertama : Menunjuk Dosen Pembimbing Skripsi mahasiswa tersebut diatas
Sri Damayanti, S.S., M.Hum. (Pembimbing I)
Rahmawati Upa', S.Pd. I., M.Pd. (Pembimbing II)
- Kedua : Surat Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan apabila dikemudian hari terdapat kekeliruan didalamnya akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Palopo
Pada Tanggal : 11 Januari 2020

Dekan,

Dr. Rusdiana Junaid, M. Hum., MA.
NIP. 19680624 199403 2 003

Tembusan disampaikan dengan hormat kepada:

1. Rektor UNCP
2. Ketua Program Studi
3. Yang bersangkutan
4. Arsip



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Tlp. 0471-23421 Website <http://www.uncp.ac.id>

Nomor : 002/FKIP-UNCP/IX/2020
Lampiran : -
Perihal : Permohonan izin melakukan penelitian

Palopo, 2 September 2020

Kepada Yth.
Kepala UPT SMPN 1 Malangke Barat
di-
Tempat

Dengan Hormat,
Sehubungan dengan pelaksanaan penelitian bagi yang tersebut dibawah ini:

Nama : Riska Abdullah
NIM : 1601404054
Tempat/Tanggal Lahir : Kampung baru, 6 Januari 1998
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Alamat : Jalan Pajalesang
Tempat Penelitian : UPT SMPN 1 Malangke Barat
Waktu Penelitian : Bulan September 2020

Dimohon kesediaan Bapak/Ibu untuk menerbitkan surat izin melakukan penelitian di instansi yang Bapak/Ibu pimpin guna menyusun karya ilmiah (Skripsi) yang berjudul **"An Analysis Of Teacher Questioning In English Classroom Interaction At SMPN 1 Malangke Barat."**

Atas bantuan dan kerjasamanya, kami ucapkan terima kasih.

Dekan FKIP,



R. S.
Dr. Rusdiana Junaid, M. Hum., M.A. ♀
NIP. 19680624 199403 2 003

Tembusan disampaikan kepada yang terhormat:

1. Rektor UNCP (Sebagai Laporan)
2. Arsip



**PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN
UPT SMP NEGERI 1 MALANGKE BARAT**

Alamat : Jl. Andi Nyiwi No. 25 Amassangan Desa Pao Kec. Malangke Barat Kab. Luwu Utara (92957)

SURAT KETERANGAN

Nomor : 421.3/109/UPTSMPN1/Mlk-B/IX/2020

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 1 Malangke Barat Kec. Malangke Barat Kabupaten Luwu Utara, menerangkan bahwa :

N a m a : **RISKA ABDULLAH**
N I M : 1601404013
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Keterangan : Telah melakukan Penelitian dengan menggunakan Observation check list dan Interview.

Mahasiswa tersebut benar – benar melaksanakan kegiatan Penelitian di UPT SMP Negeri 1 Malangke Barat, pada Tanggal 07 s/d 08 September 2020 dengan judul Penelitian :

"An Analysis Of Teacher Questioning In English Classroom Interaction At SMPN 1 Malangke Barat".

Demikian Surat Keterangan ini kami buat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.



Malangke Barat, 08 September 2020

ANDI MASNIKA, S. Pd

NIP. 19820817 200502 2 006