



**EXPLORING AN ENGLISH TEACHER'S QUESTIONING STRATEGIES
IN THE EFL CLASSROOM INTERACTIONS: A CASE STUDY**

ADINDA IHZA PRATIWI

180210401044

ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

FACULTY OF EDUCATION

JEMBER UNIVERSITY

2023



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THESIS

Composed to Fulfil One of the Requirements to Obtain the S1 Degree
at the English Education Study Program, Language and Arts Education Department,
Faculty of Education, University of Jember

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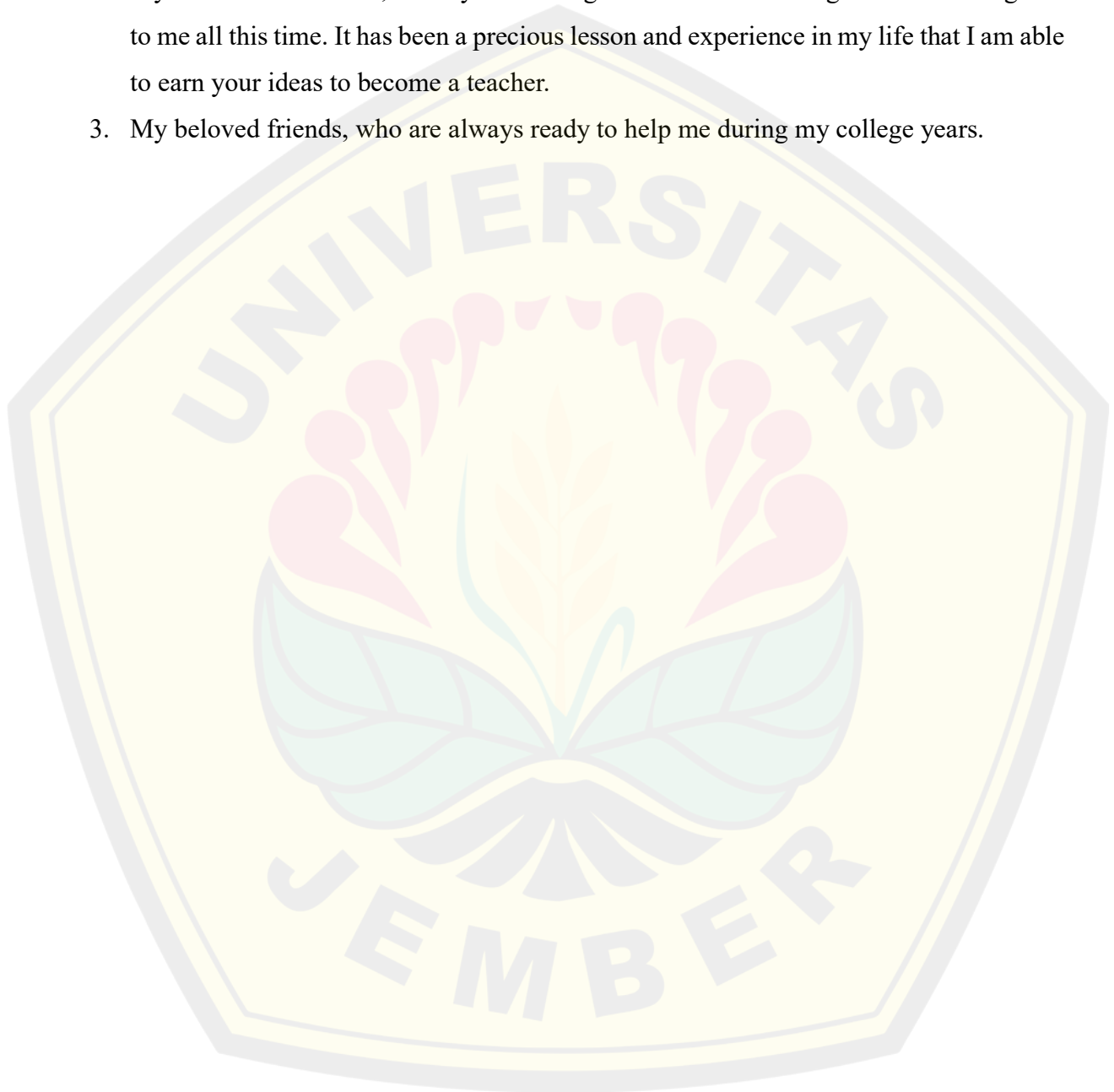
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2023

DEDICATION

This thesis is honorably dedicated to:

1. My dearest parents: Moch. Herdianto and Sri Windah, and my beloved sister: Alfira Dian Evitarinda. Thank you for all your love, support, and prayer. Thank you for always motivating and convincing me that I would be able to finish this journey and pursue my degree.
2. My honorable lecturers, thank you for the guidance and knowledge that has been given to me all this time. It has been a precious lesson and experience in my life that I am able to earn your ideas to become a teacher.
3. My beloved friends, who are always ready to help me during my college years.



MOTTO

“
*Develop a passion for learning.
If you do, you will never cease to grow*

ANTHONY J. D'ANGELO
”



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. Therefore, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work that has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, 27 January 2023

The writer,

Adinda Ihza Pratiwi
180210401044

CONSULTANT APPROVAL

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Name : Adinda Ihza Pratiwi
Identification Number: 180210401044
Level : 2018
Place of Birth : Jember
Date of Birth : October 20th, 1999
Program : English Education
Department : Language and Arts
Faculty : Education

Approved by:

Consultant 1

Consultant 2

Dr. Annur Rofiq MA., M.Sc.
NIP. 19681025 199903 1 001

Areta Puspa S.Pd., M.Pd.
NIP. 760016867

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled “Exploring an English Teacher’s Questioning Strategies in the EFL Classroom Interactions: A Case Study” is approved and accepted by the Faculty of Education, University of Jember on:

Day : Friday
Date : 27th of January, 2023
Place : The Faculty of Education, University of Jember

The Examination Committee:

The Chairperson

The Secretary

Dr. Annur Rofiq MA., M.Sc.
NIP. 19681025 199903 1 001

Areta Puspa S.Pd., M.Pd.
NIP. 760016867

The members:

- | | |
|--|----|
| 1. <u>Dr. Aan Erlyana Fardhani, M.Pd.</u> | 1. |
| NIP. 19650309 198902 2 001 | |
| 2. <u>Siti Masrifatul Fitriyah S.Pd., M.A., Ph.D.</u> | 2. |
| NIP. 19770322 200604 2 001 | |

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University of Jember

Prof. Dr. Bambang Soepeno, M.Pd

NIP. 196006121987021001

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I hope that this research will be useful not only for me but also for the readers. However, I do realize that this thesis might have some weaknesses. Therefore, any constructive criticism and suggestions will be fully appreciated.

Jember, 27 January 2023

The writer

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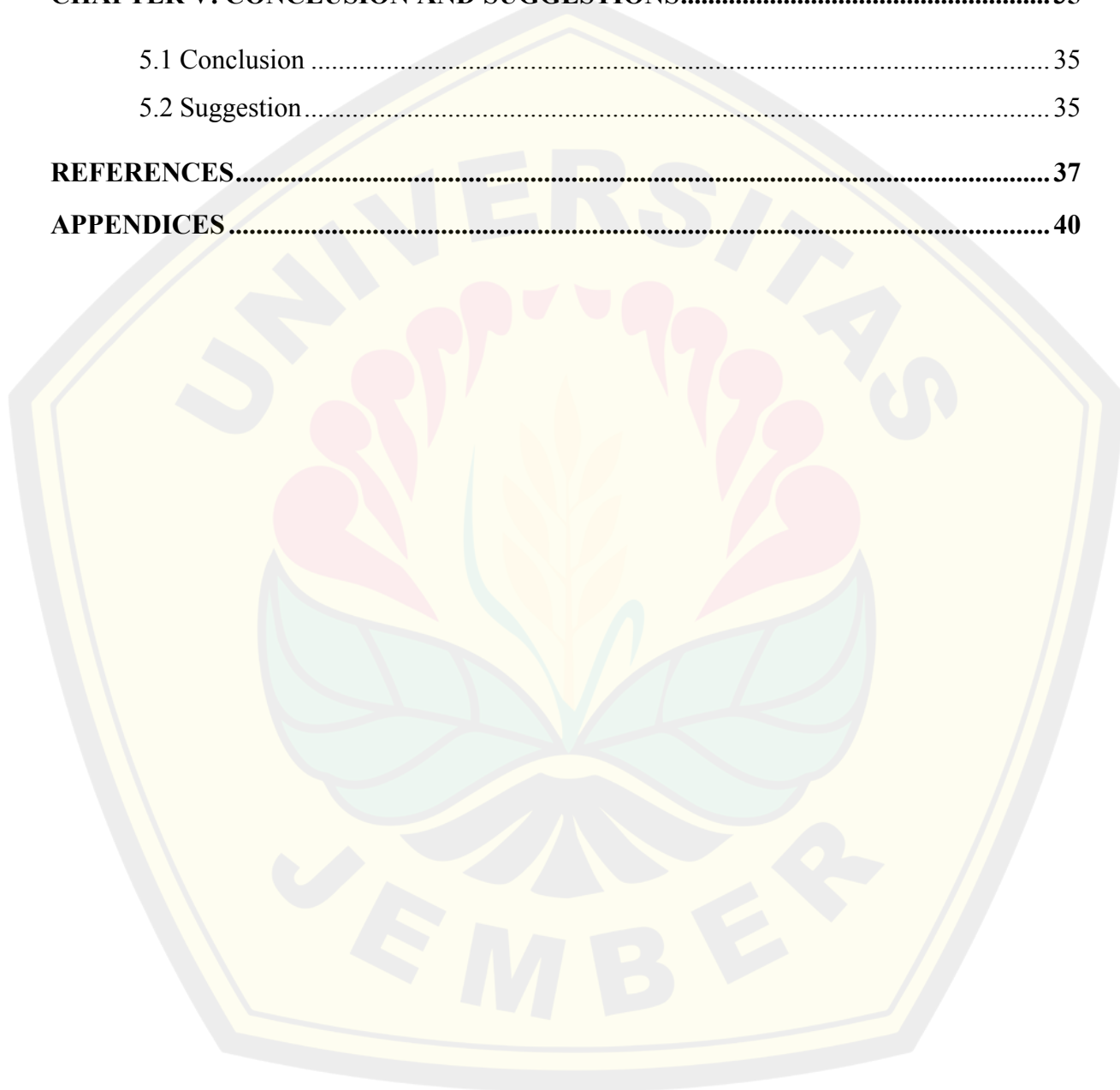
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SUMMARY

Exploring an English Teacher's Questioning Strategies in the EFL Classroom Interactions: A Case Study; Adinda Ihza Pratiwi; 180210401044;2023; 67 pages; English Education Study Program, Language and Arts Department, Faculty of Education, University of Jember.

In the classroom, usually, there is an interaction among participants in the class that involves a question-and-answer session. This type of interaction is then defined as a questioning process. Teacher question as a part of the questioning process is one of the most common things teachers usually apply in classroom interaction. It is used by the teacher as a tool to obtain or test the students' knowledge and understanding regarding what is being discussed in the class. Kauchak and Eggen (in Wangru, 2006, p.145) have listed several roles of questions in the classroom, that are; question is used to encourage verbal interaction between teachers and students, focus students' attention, evaluate students' comprehension, help to review and check essential content, stimulate students' thinking, evoke both low and high-level cognitive processes, control the social strategies of students, and encourage desirable or restrict undesirable strategies. Regarding the types of teacher questions, Richard and Lockhart (1996, pp.185-187) proposed their classification of the types of questions that are procedural questions, convergent questions, and divergent questions. Each question type mentioned has its own function in classroom interactions. Besides depending on the types of questions, the success of classroom interaction also depends on the teacher's technique in delivering the questions. According to Wu (1993, pp.55-56), five questioning techniques can promote students' desire to answer teachers' questions. There are rephrasing, simplification, repetition, decomposition, and probing.

This research aims to explore an English teacher's questioning strategies in the EFL classroom interactions. I conducted this research at one of the senior high schools in Kalisat rural area by applying the descriptive case study method that attempted to investigate the type of question that is mostly used by the teacher, find out the technique in questioning used by the teacher in delivering the questions, and explore the problems encountered by the teacher in implementing their questioning strategies. In collecting the data, I conducted classroom observations in three classes: XII MIPA 4, XII MIPA 6, and XII MIPA 7. Moreover, I also conducted an interview with the English teacher. In choosing the theory to classify the data of types of teacher questions, I used Richard and Lockhart (1996) theory because it is relevant to the research topic. This theory specifically focuses on the types of questions based on the

purpose of the questions in the classroom. By using this theory, I am able to analyse and explore teacher's questioning strategies which is very important to this research.

Based on the data analysis carried out using thematic analysis from Braun and Clarke (2006), it was revealed that the teacher used all types of questions: procedural, convergent, and divergent. More than half of the 209 questions asked by the teacher were categorised as convergent questions, making it the most used question by the teacher. Through the interview, the teacher stated that she often gave this type of question because it has the ability to attract the students' attention to answer her questions more than the other two types. For the questioning techniques, I found that the teacher also used all techniques from Wu (1993) framework: rephrasing, simplification, repetition, decomposition, and probing. The teacher said that she used these techniques in delivering her questions to make the students fully understand what she was asking about. While applying her questioning strategies, there were some obstacles that the teacher encountered. The first obstacle that she encountered came from the teacher herself. She stated that the lack of exploration regarding questioning strategy is indeed a problem for her. Besides, the students' reticence to answer the question also became the other obstacle encountered by the teacher in the classroom.

This research has some limitations; first, the research participant was limited to one English teacher. Having one teacher as the participant meant that the amount of data obtained was not large enough and less varied. Second, it was also limited to the exploration from the teacher's side. In this study, students' perceptions regarding the teacher's questioning strategies were still not investigated, so we still do not know what students think about or what strategies they think are most suitable for them. Therefore, for future researchers who are interested in conducting research on this topic, I would like to suggest them expand this research. They may include more participants and include the students' points of view regarding the teacher's questioning strategies.

CHAPTER I

INTRODUCTION

This chapter gives information about the general introduction to the topic of the research. This chapter elaborates the research background, questions, objectives, and contributions.

1.1 Research Background

In the English teaching and learning process, teacher becomes the person who serves as the controller of the classroom. They play an important role in controlling the course of learning, including all activities and interactions that occur in the classroom that involve their students (Naibaho, 2019). Because of this matter, teachers need to pay attention to how they carry out the interaction in the class. They have to make sure that the students in their classroom understand what they are saying and want to participate in the classroom interaction in order to get the information they need. However, in fact, students in Indonesia are still not used to speaking in English, even in their English classrooms (Tridinanti, 2018). This has become a problem for the effectiveness of the learning process since the students are not actively engaged. Therefore, it becomes the teacher's responsibility to solve this problem so that good classroom interaction can be built. Regarding this issue, a strategy is needed in order to achieve this goal. In relation to this, questioning is a good strategy that can be used by the teacher to engage the students' participation as well as keep track of them in the class. Boiser (2000) believed that in monitoring the extent of students' comprehension in the classroom, questioning is the most effective and easiest way for the teacher to be used in the English teaching and learning process.

Questioning as a part of Teacher Talk can be defined as an effective strategy that can be used by teachers in the classroom in order to enlarge the students' understanding related to the materials that are being discussed. As stated by Gattis (2002), questions are one of the important learning tools to help the teacher in expanding the students' knowledge. According to Shaunessy (2005), questioning strategies are also essential to stimulate students to develop their critical, creative, and higher-level thinking skills. In addition, by asking and giving questions, the interaction among all participants in the classroom, including the teacher and students, will be increased.

To achieve an effective and interactive teaching and learning process, the teacher must be able to select the best questioning strategies. Especially in the language teaching and learning process, students tend to be afraid and get anxious in speaking a foreign language (He, 2013; Al Nakhlah, 2016). This behaviour resulted in many of them being reluctant to

start a conversation using English, and their involvement in the learning process became less optimal. That is why, earlier, it was said that the best questioning strategies have to be applied. Through questioning initiated by the teacher, the students are given the opportunity to try speaking the language. Giving questions to the students also means that they are responsible for giving answers to those questions. Accordingly, they can get the exposure to the use of the English language directly through this opportunity. Many kinds of questions can be used by teachers in employing their questioning strategies. Several experts have proposed their idea regarding the types of questions, such as Long and Sato (1983), who introduced two types of questions, which are Display and Referential Questions, and Richard and Lockhart (1996), who also proposed other types of questions that are divided into three. The first is Procedural Question, the second one is Convergent Question, and then the last type is Divergent Question. Each type of question mentioned has its own function in the teaching and learning process. Starting from asking questions related to the course of learning in the classroom, asking about the core of learning materials, and also asking about more complex matters such as students' opinions.

In the past few years, many studies related to teachers' questioning strategies have been conducted. For instance, Farahian and Rezae (2012) conducted a study about an English teacher's type of questions in the pre-intermediate EFL level classroom. Through five sessions of English classroom, it was revealed that the type of question that was mostly used by the teacher is closed/display questions. Out of 160 questions posed, the teacher asked a total number of 83 closed/display questions to the students. This type of question was used by the teacher with the aim of checking whether they have understood what had been taught or discussed. In addition, closed/display question was also used to check the students understanding related to grammatical point or vocabulary item. However, the researchers found that despite the types of questions posed, short answers were usually given by the students. In other words, whether the teachers asked closed/display or open/referential questions, they mainly answered them with short answers only (three or fewer words). Moreover, there was a certain time when an open/referential question posed by the teacher did not result in students' participation.

The same result was found in the study conducted by Rido (2017). By using a qualitative approach, the researcher tried to investigate the use of questioning strategies by three English teachers in three vocational schools. The findings showed that close/display question was the most frequent question asked by the teachers. One of the teachers stated that by giving display questions, it gives the students more opportunity to speak and

understand the materials. Through the observation, it was known that after this type of question was given by the teachers, the students normally gave short responses to the questions. Besides closed/display questions, the teachers also posed open/referential questions to the students. One of the teachers mentioned that open/referential question was regularly given because he wanted to promote students' critical thinking skills. Another teacher also stated that she gave this type of question in order to know how far the students have knowledge regarding the materials discussed. However, not all questions were answered well by the students. There was also a time when they gave inaudible and unclear responses to the teachers' questions.

Concerning how essential teachers' questioning strategies are in English classroom interaction, this study aims to explore the questioning strategies used by the English teacher in senior high school. However, based on the previous studies, it is known that almost all of them only focused on the exploration of the question types, without further investigation about the questioning techniques that the teacher used in delivering the questions. To fill this gap, the present study was conducted to explore further the types of questions that English teacher mostly used along with its questioning technique in delivering the question. The study was also conducted in the senior high school because almost all of the previous studies were only conducted in the general English classes and university level.

1.2 Research Questions

Strategy is defined as a general set of plans (Nickols, 2016). In this research, I explored an English teacher's questioning strategies which include two main aspects: Types of questions and techniques in delivering the questions. Based on the elaboration of the research background and research gap, the research questions of this research were formulated as follows:

1. Based on the framework of Richards and Lockhart (1996), what type of question was mostly used by the teacher in the English classroom interactions?
2. Based on the framework of Wu (1993), what questioning techniques were used by the teacher in delivering the questions?
3. Why did the teacher use those particular types of questions and questioning techniques?
4. What problems did the teacher encounter in implementing her questioning strategies?

1.3 Research Objectives

Based on the formulated research questions, the objectives of this research were:

1. To find out the type of question that is mostly used by the teacher in the English classroom interaction, based on the framework of Richards and Lockhart (1996)
2. To find out the techniques in questioning that are used by the teacher in delivering the questions, based on the framework of Wu (1993)
3. To investigate the teacher's reasons of using the particular types of questions and questioning techniques
4. To explore the problems encountered by the teacher in implementing their questioning strategies

1.4 Research Contributions

1. Practical Contribution

The findings of this study are expected to provide new insights to English teachers regarding questioning strategies. They may be able to learn more about the types of questions and techniques of conveying the questions so that the students want to participate actively in classroom interaction.

2. Empirical Contribution

The result of this research is expected to be helpful for the next researchers interested in conducting research in the same field. They can include more teachers and also students as the participants of the research. By conducting more studies with a wider area, they will have more insights and new data that will be obtained related to questioning strategies.

CHAPTER II

LITERATURE REVIEW

This chapter aims to explain the theories related to the research problems. It gives the information about classroom interaction, the concept of questioning strategies in classroom interaction, and previous studies on teachers' questioning strategies.

2.1 Classroom Interaction

The term interaction can be defined as a part of an occasion where people or things communicate with or react to each other. Brown (2001) stated that interaction is the process of exchanging thoughts, feeling, or ideas which happen between two or more people. In line with this concept, Hornbæk and Oulasvirta (2017) also stated that interaction is an act of communication and interpretation that appears and forms a cycle. From this concept, it can be simply concluded that interaction is the process or activity that occurs when the participants involved are trying to voice out their ideas to each other.

In the educational setting, interaction cannot be separated from classroom activities. Classroom Interaction is a process that always occurs during the lesson in the class between the teacher and the students, or among the students themselves. In the teaching and learning process, classroom interaction takes a role as the heart of communication, whether it is in oral or written form. Sundari (2017) stated that classroom interaction is very complex and essential since it is the centre of the language teaching and learning process. The influence that is given to the success or the failure of the teaching and learning process depends on the way how classroom interaction is carried out (Chai, 2015). Classroom interaction gives the students the opportunity to increase their language proficiency and achieve their learning goals. In addition, Kasim (2004) also stated that through interaction that happens in the classroom, students can increase their communicative ability since they are given the exposure to the target language.

Several classroom activities such as class discussion, problem-solving tasks, and also role-playing are the examples of activities that require the students to communicate with each other. In the more specific matter, Ur (1996) has also proposed several classroom interactions patterns. They are group work, close and open-ended teacher questioning, individual work, choral responses, collaboration, student initiates and teacher answers, full-class interaction, self-access, and the last is teacher talk, which is based on Ma (2006), it includes teacher

question and teacher feedback. These activities are believed to be a good chance for both the teachers and the students to make the classroom interaction runs effectively.

2.2 Questioning Strategies in Classroom Interaction

According to Nickols (2016), strategy refers to a series of general plans of actions taken with the intention of achieving one's goals and objectives. In the classroom setting, a teacher needs a strategy in order to achieve the learning objectives and increase student learning. The strategy that can be used in relation to this is questioning strategy. In the classroom, usually, there is an interaction among the participants in the class that involves a question-and-answer session. This type of interaction is then defined as a questioning process. Teacher question as a part of the questioning process is one of the most common things that teachers usually apply in classroom interactions. In general, a question can be defined as any sentence or phrase that is in the form of an interrogative that is used by someone who seeks for answers from the interlocutor. Huddleston and Geoffrey (2002) defined a question by looking at its linguistic level. At the semantics level, a question refers to a linguistic tool that is used to obtain a logical set of answers. While at the pragmatics level, they define a question as a part of speech acts which is categorised as an illocutionary action performed by the speaker in order to get information from the recipient. By looking at these definitions, it can be concluded that in the classroom interaction context, a question is a tool that is used by the teacher to obtain or to test the students' knowledge and understanding regarding what is being discussed in the class. Kauchak and Eggen (in Wangru, 2006, p.145) have listed several roles of questions in the classroom interactions, namely; encourage verbal interaction between teachers and students, focus students' attention on particular aspects or features of a topic, evaluate students' knowledge and comprehension, help to review and check essential content in a subject, stimulate thinking and the mental activity, prompt both low and high-level cognitive processes, control the social strategies of students, and encourage desirable or restrict undesirable strategies.

In this research, there are two aspects of questioning strategies that are being discussed and explored. They are types of teacher's questions and also the techniques in delivering those questions to the students.

2.2.1 Types of Question

Regarding the question type, many experts have proposed their idea about the classification of teacher's questions. Long and Sato (1983, pp. 268-286) introduced their

classification of questions that are divided into Display and Referential Question (in Rachmawaty & Ariani, 2019). Display Question refers to the question used by the teacher in the classroom that has a function to test students' basic knowledge. Here, the teacher has already known the answer of the question they asked to their students. In contrast to Display Question, Referential Question has the opposite concept. Referential Question refers to the type of question which aims to elicit students understanding by giving their answer in the form of interpretation, elaboration, or opinion about the question that is being asked. The answer might be long since the students need to put their personal thoughts in answering the question. According to Wright (2016), Referential Question is a question that the teacher themselves does not know the answer because the answer depends on each student. Since the scope of the answer is broader than display question, referential question gives a bigger opportunity for the students to put their idea into their answers.

Besides Long and Sato's theory, Richards and Lockhart (1996, pp. 185-187) also divided their classification of teacher questions into three types. The first one is called Procedural Question. This question has a relationship with classroom procedures, management, and routines. For instance, procedural question may occur in the classroom when the teacher wants to monitor the students' attendance and asks whether the students are ready to join the learning process. Another procedural question can be easily found when the teacher is asking whether the students have understood the materials, whether students' assignments have been completed, or when the teacher asks the students whether the instruction for the task is clear. The second question type is Convergent Question. It refers to the type of question that focuses on the central theme of the learning process that does not require a complex answer. Thus, the answers are usually in the form of short answers only, such as yes/no, and other short statements. Teachers pose convergent question to the students to focus more on the recalling of the information that has been learned. The last question type is called Divergent Question. In general, Divergent Question is a type of question which requires students' critical thinking or high-level answer related to the content of learning. To answer this question, the students need to give their critical information, responses, or opinion.

Based on the two theories proposed by Long and Sato (1983, pp. 268-286) and Richards and Lockhart (1996, pp. 185-187) that have been explained in the previous section, it can be seen that their explanation about the types of questions almost has the similar descriptions. The explanation about Display Question here has the similar concept to Convergent Question, and the explanation about Referential Question here has a similar concept to Divergent Question. However, there is one thing that distinguishes the two theories. In Richards and Lockhart's

theory, there is one type of question that Long and Sato's theory does not have, and that is Procedural Question. Therefore, in conducting this research, the theory proposed by Richards and Lockhart (1996, pp. 185-187) will be used.

2.2.2 Techniques in Questioning

Besides depending on the question types, the success of classroom interaction also depends on the technique that the teacher used in delivering the question they asked to their students. In general, technique is defined as a way taken to carry out a particular task. Questioning technique in this case then refers to the technique or a way used by the teacher in posing questions with the aim to elicit students' responses. As stated by Wangru (2016, p. 149), "a good teacher has the ability to use the classroom questioning strategies and know when and how to use them in different cases". By paying attention to the questioning technique, the teacher will be able to skillfully ask questions to the students in order to fulfil several teaching objectives such as promoting the success of classroom interaction, getting appropriate and high-quality responses from learners, as well as promoting students' language competence.

According to Wu's theory (1993, pp. 55-56), there are five techniques of questioning that can be used to promote students' desire to answer teacher's questions in the classroom interactions.

- a. Rephrasing. Rephrasing is an act of expressing a question in a different way. When a teacher gives the students a question, sometimes they do not understand what the question is about. To solve this problem, rephrasing is the questioning technique needed to be applied by the teacher in order to make the question easier for the students to be understood.
- b. Simplification. In simplification, the teacher emphasizes more on simplifying the questions given. In this technique, the teacher asks questions by making them more specific to the content being asked. The teacher can provide a sample or clue that focuses on the question so that students can get directions to answer the questions given.
- c. Repetition. The literal meaning of repetition is the action of repeating anything that has already been said or written. Repetition in the classroom context is when the teacher gives a question to the students and repeats it in order to make the students understand the question and then give their responses.

- d. Decomposition. In this technique, the teacher asks questions that have been broken down from the main questions that may be quite difficult for students to answer. The questions asked in this technique are in the form of simple questions that have been arranged in such a way so that students can understand the meaning of the questions.
- e. Probing. In this questioning technique, questions that have been previously asked by the teacher will be followed by one or more additional questions. This is done so that the teacher can collect more detailed answers or responses from the students. As a result, in this technique, the students are required to give their answer in the form of more detailed information.

2.2.3 The Application of Questioning Strategies in the Teaching Scenario

According to Eble (1998) in Sujariati, et. al. (2016), teacher's questions can be applied in three sessions of classroom activities, that are at the beginning of the class, in the middle of the class, and at the end of the class. The questions asked in each session might be different because each type of question has its own function to be asked to the students.

- a. Questioning at the beginning of the class. In general, the questioning strategies applied in this session have a function to check students' readiness as well as to build students' motivation before joining the classroom activities. In addition, questioning at the beginning of the class is also important to help students integrate what they have learned in the previous meeting with the materials that they are going to learn.
- b. Questioning in the middle of the class. Applying questioning strategies in the middle of the teaching and learning process in class relates to the students' knowledge gained during the learning process. Based on the function, questions asked in this session can be used as confirmation checks and clarification request. For instance, when the teacher wants to make sure that the students have already understood what they have just learned before the move to other materials or sub-topic, the teacher can pose simple questions related to the materials. In this session, the teacher can use yes/no questions, display question, or convergent questions to be asked to the students.
- c. Questioning at the end of the class. Implementing questioning strategies at the end of the class is usually used by the teacher because it is important to know the extent of students' understanding after completely getting all the materials that have been

learned. In addition, questioning after the teaching and learning process is also useful in order to evaluate students' learning outcomes. After the teaching and learning process, teacher tends to give deeper questions in order to obtain students' responses or opinions and also to develop students' critical thinking regarding the learning materials. In relation to this, therefore, referential question or divergent question is usually applied by the teacher.

2.3 Questioning Strategies in ELT Classroom

The position of English as the international language nowadays has influenced several aspects of human life, such as the economy, social, politics, and also cultural field (Brooker, 2018). Because of its important role, the demand for English education is increasing globally. It has become a necessity for people around the world, including Indonesians, to start learning this language. Learning English should start as early as possible. Several ways can be conducted to teach English, including teaching in the formal education that is school. In order to prepare and create good quality students that are hopefully able to master English and then be able to compete globally, the Indonesian government decided to apply English Language Teaching (ELT). In fact, in the educational field, English in Indonesia has been taught as a compulsory subject for many years, starting from elementary to high school.

As the major goal of teaching English is to make the students understand English so that they are able to speak the language, both the teachers and the students' roles are significantly essential. Increasing the students' English-speaking ability cannot be done if there is no interaction that happens during the English language teaching. That is why they are required to establish an interactive communication with the students (Putri, Y. D. & Reflinda, 2021). According to Liu and Zhao (2010), in the context of language learning, an interactive classroom is efficient for the students since they are able to enhance their language store. Additionally, an interactive communication in the English classroom would give the students the opportunity to comprehend as well as to use the language in real-life situations. In relation to this, it cannot be denied that questioning is essential for the success of the interaction that happens in the ELT (English Language Teaching) classroom. Instead of just conveying learning materials in one direction, teachers are also responsible in motivating the students to participate in the classroom discourse. Giving questions is the way that teachers can apply to make the students participate and speak. It can stimulate the students to be more involved in the English language learning process. Furthermore, Nashrudin and Ningtyas (2020) also believed that by applying a suitable

and appropriate questioning, the communication between the teacher and students becomes more valuable.

Questions posed by the teacher give encouragement and a chance for the students to comfortably produce the target language (Brown, 2001). Brown also stated that students may feel afraid to start a conversation or even discuss a topic using the foreign language that they are currently studying, therefore, the teacher's questions play a role in helping them deal with this situation. They do not have to take the risk of initiating the language themselves, because the teacher has already encouraged them to speak with the prompts of the questions they give.

2.4 Previous Studies on Teachers' Questioning Strategies

In the past few years, many studies have been conducted in relation to teachers' questioning strategies. To begin with, Roostini (2011) conducted a research to analyse the questioning types used by three teachers of general English classes. The class level ranged from pre-elementary to intermediate level. The result showed that display question was extensively used at the pre-elementary level, whereas referential question was more frequently used at the other two higher levels. Farahian and Rezaee (2012) in their study, tried to investigate an EFL teacher's question types in the pre-intermediate English level classroom. The findings of the study revealed that the types of questions asked by the teacher were mostly display questions, with a total number of 61. Meanwhile, the total number of referential questions was only 16 questions. This result was against the researchers' expectation since the students were pre-intermediate and learners at this stage are supposed to produce longer stretches of discourse. Still in the same year, Rezaee and Farahian conducted another study with different participants that was an EFL teacher in the upper-intermediate English level classroom. The result of the study showed that the majority of questions (35% to 54.5%) asked by the teacher in his teacher talk were the 'divergent type' which are used to encourage diverse student responses which require students to engage in higher-level thinking.

In his research, Kayaoğlu (2013) investigated two different teachers at the university level; native and non-native speaker teachers. Based on the result, it was known that the type of questions that were mostly used by both teachers were divergent questions. Furthermore, it was revealed that the total divergent questions used by the native speaker teacher were 10 questions, and the total divergent questions used by the non-native speaker teacher were 16 questions. In an attempt at exploring about teacher questioning, Jiang (2014) tried to investigate six EFL teachers in two Chinese tertiary institutions. Through classroom observation, it was reported

that the six teachers opt for convergent question. In addition, the teachers stated that convergent questions were used because the teachers wanted to check students' mastery of textual or world knowledge. Divergent questions are also given but the number is not as many as convergent questions.

Discussing about four ESL teachers' beliefs about the question type they use in the classroom at Ontario University, Farrel and Mom (2015) conducted a case study research with the participants of two novice teachers and two experienced teachers. The findings of the study revealed that the novice teachers mostly used display question when they teach in the class, in contrast with the experienced teachers that prefer to use referential questions.

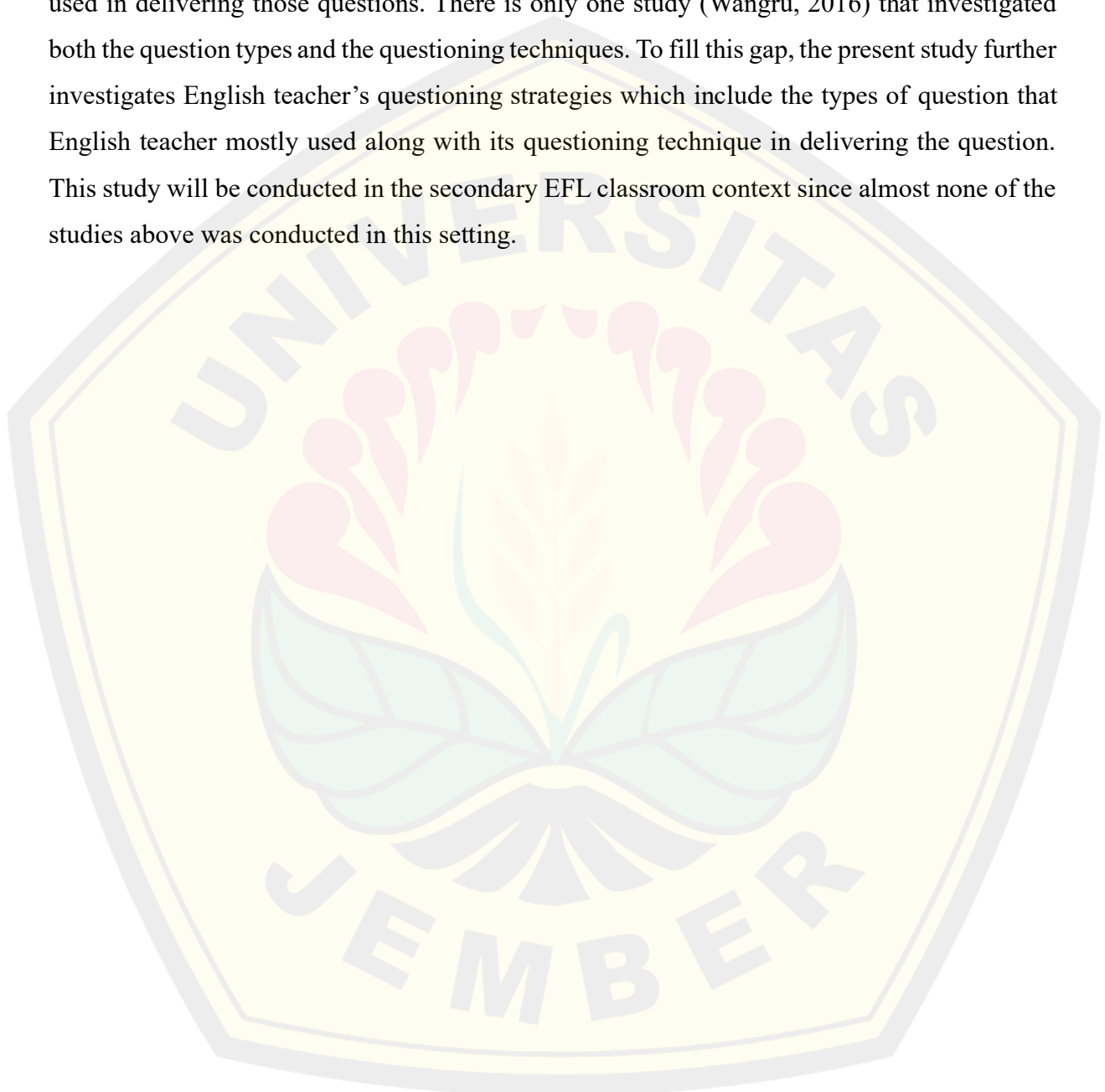
Wangru (2016) conducted a research in relation to the EFL college teachers' questioning. In his research, he investigated certain aspects including the question type and questioning techniques. The result reported that display question was the question type that was mostly used by the teachers. From five teachers, the total questions given to the students were 305, with the distribution of 265 for display question, and 40 for referential question. From the findings, it was also revealed that prompting and repetition were the techniques that are mostly used by the teachers.

Döş et al. (2016) attempted to identify questioning strategies used by 170 English teachers in the classroom of primary schools in the district of Şahinbey, Gaziantep. Based on the result, it was known that teachers mostly used divergent questions (67%) in the classroom. The teacher stated that the reason they mostly used divergent questions is to promote students' higher-level thinking skills, such as giving opinions, reasoning, and creative thinking.

Rido (2017) in his study tried to observe the questioning strategies of master teachers in Indonesian vocational English classroom. The researcher used classroom observation, video recording, and semi structured interviews as the research instruments. The findings of the study revealed that the teachers asked close-display questions which include yes/no questions the most. The teachers also used open-referential questions which include WH-form, what do you think, and how questions. In addition to this topic, Omari (2018) also conducted an analysis of the types of questions posed by 77 English teachers in public and private schools in Amman-Jordan. From the classroom observation, the researcher obtained the data about the questions given by the teachers. The result indicated that the teachers usually used the type of questions that require students to recall information (low-level, close-ended questions, and display

questions) more than questions that promote them to analyse or evaluate information (high-level, open-ended, and referential questions).

Many studies have been conducted in relation to teachers' questioning strategies in the English classroom interaction as mentioned previously. However, after reviewing all studies mentioned, the researcher realizes that almost all of them focused on the investigation of the question types, without further exploration about the questioning techniques that the teacher used in delivering those questions. There is only one study (Wangru, 2016) that investigated both the question types and the questioning techniques. To fill this gap, the present study further investigates English teacher's questioning strategies which include the types of question that English teacher mostly used along with its questioning technique in delivering the question. This study will be conducted in the secondary EFL classroom context since almost none of the studies above was conducted in this setting.



CHAPTER III**RESEARCH METHODOLOGY**

This chapter aims to discuss the method used in this research. It consists of the design of the research, the setting of the research, the participants of the research, the data collection method, and the data analysis method.

3.1 Research Design

This study aims to investigate the types of questions that are mostly used by the teacher in the English classroom interaction, find out the techniques in questioning that are used by the teacher in delivering the questions, and explore the problems encountered by the teacher in implementing their questioning strategies; therefore, qualitative research was used. According to Creswell (2012), qualitative research is used to explore a problem and develop a detailed understanding of a central phenomenon. In line with this statement, DeJaeghere et al. (2020, p.5) stated that qualitative research is useful to better understand behaviors, emotions, experiences, attitudes, opinions, perceptions of phenomena, culturally shared meaning, and social structures and relationships. The results of qualitative research cannot be generalised.

Among several designs in qualitative research, I decided to use case study method in conducting the study. According to Yin (2009), a case study is an empirical study that investigates a contemporary phenomenon in depth and in its real-life context. I decided to use case study method because it allows me to explore more about the topic of the study, so that a new deeper understanding, information and knowledge will be gained. Case Study has three different categories as classified by Yin. The first is Exploratory Case Study. It refers to the type of case study that is classified as a preliminary project focused on the exploration of the phenomenon that will later become the opening for other studies with a larger scale or scope. This study is aimed to find the variables or factors contained in a phenomenon. Second is Descriptive Case Study, which is defined as the type of case study in which the researcher's main intention is to describe a certain condition or phenomenon. The questions about a phenomenon under study are formulated and articulated in a focused and detailed manner at the outset. In this case study type, the researcher is required to start the research by presenting a descriptive theory to support the phenomenon to be described in the study. Then the last is Explanatory Case Study. This type of case study refers to the study which investigates data in detail, from the surface level to the deep level, in order to explain the phenomenon under study.

Explanatory Case Study is also a type of research that aims to examine causality between variables that explain a certain phenomenon.

Based on Yin's category of case study as explained earlier, it can be concluded that the study I conducted is categorized as Descriptive Case Study. The research that has been carried out provides the possibility for the readers to see a particular case or phenomenon through my point of view as the researcher of this study which is supported by related theory. This research explored more areas of research topic that have not been or are still little explored.

3.2 Research Context

This study was conducted in one of the senior high schools located in the eastern part of Jember city that is Kalisat rural area. This research was specifically carried out in three classes of grade XII. This school was chosen purposively because of some reasons. First, the school applies an active learning in every class, including English class. This means that in the English teaching and learning process, the teacher always provides space for the students to actively participate in the classroom activities, especially in the classroom discussion, where the teacher gives a lecture and then followed by a questioning session with the students. This kind of learning activity is needed since the researcher's intention in conducting the study is to explore the questioning strategies used by the teacher in the classroom. Second, I have access to communicate with the headmaster and the English teacher of the school. I also know the school environment quite well as I am the alumna of the school; therefore, it is easy to get the permission to conduct the study.

3.3 Research Participant

The purposeful method was applied to determine the research participants. This method was chosen because I needed to select the participants based on the research needs. According to Omona (2013), purposeful sampling is needed in order to fit the goal of the research that is being conducted, such as gaining insights about a phenomenon, individual, or event. In purposeful sampling, we usually deliberately select individuals, groups, or settings that are considered to have sufficient information to maximise the understanding of the phenomena or topic raised in the research.

In the school where my research took place, there were five teachers who taught English lessons. However, of the five teachers, one teacher was selected to be the main subject of this study. This teacher is an English teacher who teaches in grade XII and is in her late 20s or early 30s. The teacher was chosen in this case study research because she is considered as an

experienced teacher who has been teaching English for more than three years in the formal education field. Based on my preliminary observations, in proposing questions to her students, she never intimidates and always delivers the questions very well. Therefore, the students never feel pressured when communicating with her in the English classroom. Thus, it is believed that this teacher was able to provide the data that I need in this study. The classrooms that were used as the place to conduct the study were the twelfth grades because the teacher taught at this level.

3.4 Data Collection Methods

There are two kinds of data collection methods that I used in this study. They are classroom observation and interview. A detailed explanation for each data collection method is presented below.

3.4.1 Classroom Observation

Observation refers to a process of gathering data relating to the research needs, which is done by observing the subject of the research. According to Bailey (2001, p. 114), classroom observation is one of the techniques in research conducted by observing the learning activities carried out by the teacher through a systematic data collection and analysis process. By doing a classroom observation, the teaching and learning process can be observed directly in a real-time situation. In this study, I used classroom observation in order to gather the data needed about the questioning strategies used by the teacher. My role in this study is as a non-participant observer. This means that I only came to the research setting that is classroom and did not involve in the students' activities (Creswell, 2012).

I observed the activities and collected the data by recording the learning activities and used an observation guide (see Appendix 2) to write down the data gained during the observation. Here, I conducted five observations in the three different classes in order to collect as much data as possible. This is done to help me in checking whether my data were already saturated or not. When my data is saturated, then it can be said that the data that have been gathered are valid. The classes that I observed were XII MIPA 4, XII MIPA 6, and XII MIPA 7. The observations were conducted from the 25th of July 2022 until the 10th of August 2022. During these five sessions of observation, the material that was being taught by the teacher was about English Form.

3.4.2 Interview

The second technique in collecting the data is interview. According to Kvale as cited in Phillips and Stawarski (2008), interviews can secure data that are not available in performance records or data that are difficult to obtain through written responses or observation. I conducted an interview to obtain more detailed information about the teacher's point of view on their questioning strategies, including information about the problems that they face in implementing their questioning strategies. In conducting the interview, there were some stages to follow. First, identifying the interviewees. In this study, the interviewee is the English teacher. Second, selecting the type of interview. I used semi-structured interview in this study. It is chosen because it allows the possibility of any additional responses from the interviewee. An open-ended question related to teachers' questioning strategies used in the class was given to the teacher. By doing so, the teacher can give their thoughts and perspectives without being forced into limited response possibilities. Last, I recorded the interview with participant consent. I prepared a recorder to support the process. Recording the interview or the conversation is very helpful in order to give an accurate transcription of the interview.

I interviewed Miss AR on the 14th of September, 2022, located in the school library. The interview process lasted for one and a half hours, starting at 7.30 am to 9 am. In conducting the interview, Bahasa Indonesia was the language that I used during the interviews with the teacher. I decided to use Bahasa Indonesia in order to avoid misunderstandings that would arise. In addition, the teacher can also express or reveal the answers from the interview without any inhibition.

3.5 Data Analysis Method

After collecting the data, I analysed the data that had been obtained by using thematic analysis. I used the theory from Braun and Clarke (2006). According to them, there are six steps in analysing the qualitative data, as explained below.

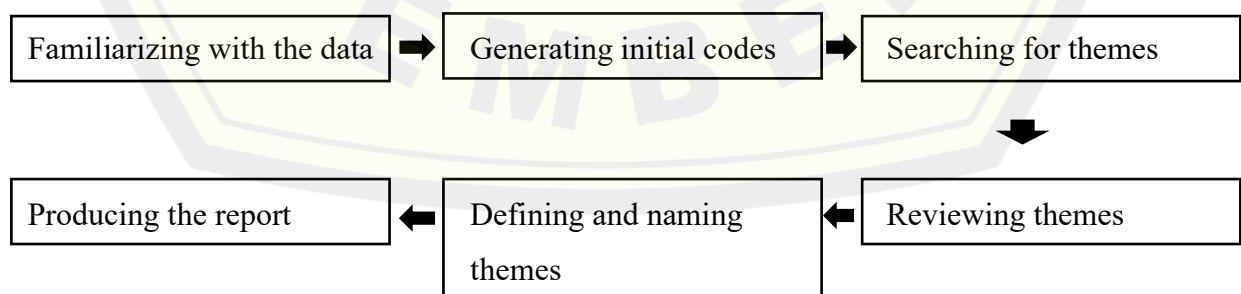


Figure 1. Six phases of Thematic Analysis (Braun and Clarke, 2006)

1. Familiarizing with the data

In familiarizing the data, I need to read and go over the data multiple times to make sure that I have fully understood the overall data that have been gathered during classroom observation and interview with the teacher. This step is the foundation in order to make a precise analysis. In doing so, the data that have been saved using a recorder are then transcribed and written into text form.

2. Generating initial codes

After getting familiar with the data, I tried to identify the main features of the data and wrote some notes about it. I use deductive coding since the codes I used were determined before this research was conducted. The codes were gained by using the theory of the topic of my research. Therefore, in this research, I started by highlighting the data I found that is in accordance with the data I need. After that, I gave a code for each colour of the highlight in order to make it easier to understand the data and go to the next step of the analysis.

Regarding the types of questions, the codes for analysing the data were obtained by looking at the definition and criteria of each type of question from the Richards and Lockhart (1996) framework. Then, for the technique in questioning, the codes were obtained by looking at the definition of each type of questioning technique from the framework proposed by Wu (1993).

3. Searching for themes

After generating initial codes of the data collected, I took a closer look at the text and began to identify and categorise similar codes to the potential themes related to my research questions. These themes formed the basis of my thematic analysis. The themes I used in this research were the name of the question types (Procedural Question, Convergent Question, and Divergent Question) and the name of the questioning techniques (Rephrasing, Simplification, Repetition, Decomposition, and Probing)

4. Reviewing themes

The fourth step in this thematic analysis process is reviewing the themes. To make the analysis more efficient, I had to make sure that the themes I had identified were appropriate and adequate for the objectives of my research. I also reviewed whether the codes that had been previously categorised into some themes were put into the right groups. This gives me the opportunity to make sure that my analysis is going in the right direction.

5. Defining and naming themes

The analysis process is continued by naming and defining the themes of the codes that have been categorised. In this phase, I started to write the name of the themes that are suitable to my research questions. After that, I defined each of them with a clear definition of each theme. This is one of the important parts of thematic analysis.

6. Producing the report

The last step of thematic analysis proposed by Braun and Clarke (2006) is producing or writing up the report of the data that have been analyzed earlier. However, before I wrote the final report, I initially checked the validity and the accuracy of the data. In ensuring the validity of the data, I used triangulation. According to Creswell (2012), Triangulation refers to the process of amplifying evidence from different individuals or participants, data types, or the method in collecting the data. Therefore, to triangulate and validate the accuracy of the data gained, here, I matched the results of each of the data from the classroom observations and interview with the teacher that has been analyzed. When the results and findings for each method drew the same conclusions, therefore, the validity of the information is established. After checking the validity and the accuracy of the data, then I started to write the final results of the findings of my research. These findings that I wrote are used to answer the research questions.

In this research, I did not generate the themes in the data analysis process. I used the themes that have been generated previously by the experts in the literature review that are Richard and Lockhart (1996).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter aims to present the finding and discussion of the data collected from the observation and interview that have been conducted by the researcher.

4.1 Findings

In finding the answer for the research questions, I conducted observations in the English classrooms and interview with the English teacher in order to obtain the data I needed. There are total five sessions of observations that have been conducted during July-August. The classrooms that were being observed were XII MIPA 4, XII MIPA 6, and XII MIPA 7. The classrooms were chosen because the English teacher teaches in those classes. In observing the classroom interaction, I used a recorder to record the classroom with the consent of the teacher. After I conducted the observation, I wrote down the transcript and started the analysis of the data that had been gathered.

The following will present the findings of all classroom observations regarding the types of questions that are used by the teacher in the classroom and also the types of techniques in delivering those questions.

4.1.1 Types of Questions used by the Teacher

Based on the result of the observations, it was known that the English teachers used the three types of questions in the classroom interaction, that are Procedural Question, Convergent Question, and then Divergent Question. From five sessions of observation, the teacher asked a total of 209 questions to the students. The result of the observation is shown in the table below.

Table 4.1
Total number of Types of Questions used by the teacher

No.	Types of Questions	Observation					Total
		1 st	2 nd	3 rd	4 th	5 th	
1	Procedural Question (PQ)	16	5	6	2	5	34
2	Convergent Question (CQ)	58	19	12	22	39	150
3	Divergent Question (DQ)	5	6	0	8	6	25
Total Questions		79	30	18	32	50	209

As can be seen in the table, the three types of questions were used consistently by the teacher since the first observation to the fifth observation. The number of questions asked in every meeting is different. In the first meeting, there were 79 questions asked by the teacher. In the second meeting, 30 questions were asked. In the third meeting, there were 18 questions. Then, in the fourth meeting, there were 32 questions asked. After that, for the last meeting, the teacher asked 50 questions (*see Appendix 2 to see the details regarding the results of the observation of types of questions*).

The number of each type of question is also different. For the first question type, that is Procedural Question. Procedural Question is a type of question that has a relationship with classroom procedures, routines, and management. By looking at the table, it was found that from the five sessions of observation, the teacher used a total number of 34 Procedural Question to the students during classroom interaction.

Excerpt 1.

Miss AR : Do you bring the name tag?

Students : Forget Miss

Miss AR : You can make right now, using your own paper

Excerpt 2.

Miss AR : Sampai sini, tentang nama bisa dipahami? (So far, about name, is it understood?)

Students : Bisa

Excerpt 3.

Miss AR : Is anyone absent today? Ada yang tidak masuk hari ini?

Students : Banyak, diabsen saja Miss

(See the details in Appendix 2, containing the results of observation 1 regarding the types of questions)

The conversations above are some of the examples of Procedural Question asked by the teacher during the first meeting or the first observation. Here, in the first excerpt, we can see that the teacher asked the students about their classroom routine, that is using the name tag for every participant in the class. The teacher asked whether the students brought their name tags before they started the lesson. She asked, “*Do you bring the name tag?*” to the students and then they answered, “*Forget, Miss*” which means that they did not bring their name tag. After that, the teacher asked the students to make the name tag right

after. In the second excerpt, the teacher asked the students whether they understand the materials or not. The students answered the teacher's question by saying "Bisa". This means that the students have already understood the materials given by the teacher. Then, for the third excerpt, the teachers gave questions regarding the students' attendance. She asked whether there is anyone that did not attend the class on that day. All the questions written above have relationship with classroom procedures, routines, and also management. That is why, these types of questions are categorised as Procedural Question.

Moving to the second question type that is Convergent Question. Convergent Question is the type of question that focuses on the central theme of the learning process that does not require a complex answer. The answers are usually in the form of short answers such as yes/no, and other short statements. In the table 4.1, it is revealed that the teacher used the total number of 150 questions during the five sessions of observation. This means that more than a half of the total questions asked by the teacher in the classroom are Convergent Question. It is marked as the most used question among the three types of questions. The excerpts below are some of the examples of Convergent Question used by the teacher.

Excerpt 4. (See the details in Appendix 2, containing the results of observation 2 regarding the types of questions)

Miss AR : Sudah pernah tahu di dalam formulir ada instruksinya atau tidak? (Have you ever known that there are instructions in the form?)

Students : Belum Bu, sudah

Excerpt 5. (See the details in Appendix 2, containing the results of observation 4 regarding the types of questions)

Miss AR : What is the important question that should be on the job application form? Apa pertanyaan yang harus ada di formulir melamar pekerjaan?

Students : Personal details, what is your name

Miss AR : Personal details. What else?

Students : Education

Excerpt 6. (See the details in Appendix 2, containing the results of observation 5 regarding the types of questions)

Miss AR : What kind of activity do you usually do in the bank? Biasanya ngapain di bank? Apa aja aktivitas yang kalian lakukan kalau di bank?

Students : Menabung, isi formulir, mengambil uang, menabung, ngisi formulir

In the fourth excerpt, we can see that the topic of the lesson was about Form. Here, the teacher asked the students a simple question related to the central theme of the learning material, which is Form. She asked whether the students had ever known about instruction in the form. This question does not require a complex nor long answer from the students. That is why, after the teacher gave that question, some of the students only answered it with “*Belum*”, which means they have not known yet, and some others answered “*Sudah*”, which means that they have known already.

In the fifth excerpt, the topic was still about Form, specifically job application form. Here, the teacher asked “*What is the important question that should be on the job application form? Apa pertanyaan yang harus ada di formulir melamar pekerjaan*”. The teacher’s intention in asking this question was to check the students’ knowledge about the topic of learning. Then, the students answered the question with some short answers such as “*Personal details*” and “*Education*”.

In the sixth excerpt, the teacher gave a question to the students about the kind of activity that they usually do in the bank. This question is categorised as Convergent Question since it does not need to be answered with such a long answer. Similar to the previous excerpt, the students were only required to answer the question with a short answer. Thus, when the teacher asked this question, the students answer it with some short answers. For instance, “*Menabung*”, “*Isi formulir*”, and “*Mengambil uang*”.

Then the last question type is Divergent Question. Divergent question is the type of question that usually needs students’ critical thinking. This question encourages the students to give their opinion, judgement, or explanation. Based on the table, it is known that from all sessions of observation, the teacher used a total number of 25 questions to the students. The examples of divergent questions used by the teacher are presented below.

Excerpt 7. (See the details in Appendix 2, containing the results of observation 2 regarding the types of questions)

Miss AR : Tujuannya adalah yang mengisi, the one who will write the form, has the same understanding, punya pemahaman yang sama ketika mengisi formulir. Nah contohnya tadi ya, kalian sudah kerjakan itu, ada yang harus saya revisi, ada yang sudah benar. Berarti pemahaman mengisinya tidak sama kan

Students : Iya

Miss AR : Nah gimana caranya biar sama isinya semuanya. What do you think? What is that? Ada yang tahu? (How do you make it all the same? What do you think? Anyone knows?)

Excerpt 8. (See the details in Appendix 2, containing the results of observation 4 regarding the types of questions)

Miss AR : Do you think which form, in form 1, form 2, form 3, that mostly complete? Yang paling lengkap menurut kalian yang mana? (Which one is mostly complete in your opinion?)

Students : Form 3

Excerpt 9. (See the details in Appendix 2, containing the results of observation 4 regarding the types of questions)

Miss AR : What do you think guys if you want to apply job, kalau kalian mau lamar kerja terus ditanya references, ini harus diisi apa, maksudnya apa? (What do you think guys, if you want to apply job, then you are asked for the references, what should you fill in, what does it mean?)

Students : Eee, data diri

Miss AR : Data diri kan sudah ada di personal data, personal information

In the conversations above, we can see that the teacher asked questions to the students that are still about form. In all of the examples presented above, the teacher wanted to know students' opinions towards the question. That is why the teacher asked, "*What do you think?*" in her questions. This indicates that the teacher wanted the students to express their opinion or idea based on their own thinking. Therefore, in answering these questions, the students need to think deeply and carefully before giving their answers.

4.1.2 Questioning Techniques used by the Teacher in Delivering the Questions

After analysing the type of question that is mostly used by the English teacher, here, I am going to present the results of the analysis regarding the questioning techniques used by the teacher in delivering the questions to the students. As has been elaborated in the earlier chapter, it is known that Wu (1993, pp 55-56) has classified the techniques in questioning into five types. They are Rephrasing, Simplification, Repetition, Decomposition, and Probing.

After collecting the data through five observations, it was revealed that the teacher used all the types of questioning techniques. However, the number of each type is different. The following table shows the result of the observations.

Table 4.2
The number of Techniques in Questioning used by the Teacher

No.	Technique in Questioning	Observation					Total
		1 st	2 nd	3 rd	4 th	5 th	
1	Rephrasing	1	1	0	2	0	4
2	Simplification	0	1	0	0	0	1
3	Repetition	5	0	2	0	4	11
4	Decomposition	1	0	0	1	0	2
5	Probing	0	0	0	1	0	1

From the table above, it can be seen that the teacher used all the techniques in questioning during the overall observations I conducted. The technique that the teacher used the most is Repetition with a total number of 11. On the other hand, there are two techniques that are rarely used by the teacher, which are Simplification and Probing. The findings of each questioning technique will be presented below.

1. Rephrasing

Rephrasing refers to the technique when the teacher expresses a question in another way. In doing so, the teacher may change one or some words in the question with the synonyms or change the arrangement of the words. Below is one of the examples of rephrasing techniques used by the teacher.

Miss AR : Apa kira-kira? Marital status (What is the meaning of marital status?)

Students : Status pernikahan

Miss AR : Iya, statusnya ya. Ada apa saja biasanya? (Yes, the status. What are there usually?)

Students : Lajang, jomblo, janda

Miss AR : What is the option? Kira-kira apa aja, what kind of option?

Students : Lajang, gitu itu Bu, pelajar, belum kawin, single

(See the details in Appendix 3, containing the results of observation 1 regarding the techniques in questioning)

In the example above, the teacher was asking about marital status. After knowing the meaning of marital status, then, the students were given question about what options that are usually appear. Firstly, the teacher asked *“Iya, statusnya ya. Ada apa saja biasanya?”* which means *“Yes, the status. What are there usually?”*. The word ‘there’ here refers to marital status. Some of the students answered *“Lajang, jomblo, janda”*. Since the students still seemed in doubt, the teacher then asked a question again by rephrasing it to *“What is the option? Kira-kira apa aja, what kind of option?”*. It can be seen that the teacher here asked three questions with the same meaning with different utterance. It changed from asking *“what are there usually?”* to *what is the option?”* and finally to *“what kind of option?”*. After that, the question was followed by the students answer.

2. Simplification

Simplification is the questioning technique where the teacher focuses more on simplifying the question. This is done so that the students can understand what the question is about. The teacher can give a sample or clue in posing the question while doing this questioning technique.

Miss AR : Di bawah, perhatikan. Di bawah sendiri itu ada tulisan “Your signature”.

Artinya apa? What does it mean? (At the bottom, there is “Your signature”.

What does “Your signature” mean?)

Miss AR : What is signature?

Students : Tanda tangan

(See the details in Appendix 3, containing the results of observation 2 regarding the techniques in questioning)

In the example above, the teacher asked about the meaning of “Your Signature” to the students. While posing the questions by using simplification technique, the teacher used the mix of Indonesian Language and English. In the first attempt, the teacher said *“Di bawah sendiri itu ada tulisan “Your Signature”. Artinya apa? What does it mean?”*. The students looked confused and did not answer the question. After that, the teacher simplified the question to *“What is signature?”*, and the students answered it with *“Tanda tangan”*.

3. Repetition

In the questioning context, repetition has a meaning of repeating question that has already been asked by the teacher in hope that the students will answer the question given. The teacher can repeat the same question for more than two times. Based on the result of the observation, it is revealed that this questioning technique is the most used technique by the teacher. Here are the two examples of repetition

*Miss AR : Now, my question is, **have you ever filled in the form?***

*Miss AR : **Have you ever filled in the form?** Apakah kalian pernah mengisi formulir?*

Students : Sering, yes, pernah, yes, I do

Miss AR : Yes, I do ya, I ever, or I did

(See the details in Appendix 3, containing the results of observation 1 regarding the techniques in questioning)

In the example above, the teacher wanted to know whether the students ever have filled in the form or not by asking “*Have you ever filled in the form?*”. However, the students did not give their responses and stay silent. Because of this, the teacher then repeated the exact same question to the students. After repeating the question two times, the students finally answered the questions.

*Miss AR : **Do you still remember what did you learn last week?***

Students : Eee, form

*Miss AR : Iya, **do you still remember what did you learn last week?** Masih ingat apa yang dipelajari minggu lalu?*

Students : Yes, no, ya

Miss AR : Apa aja?

Students : Form, form sama instruksi, tips

(See the details in Appendix 3, containing the results of Observation 3 regarding the techniques in questioning)

In this example, the teacher used repetition as the technique of questioning again in asking question to the students. The teacher asked, “*Do you still remember what did you learn last week?*”. After the teacher posed this question, the students seemed hesitant to answer the question. The teacher who knew that her students did not answer the question clearly then asked the same question again. After repeating the questions, all the students answered the question together loudly and clearly, so the teacher finally got the answers she wanted.

4. Decomposition

The fourth questioning technique is Decomposition. In this questioning technique, the teacher reformulates the question that may be difficult to answer. It is done by breaking the main question down into two or more parts so that it can make the students easier to understand and answer the questions.

Teacher : **Walaupun tinggal di Indonesia, apakah kalian pernah mengisi formulir dalam Bahasa Inggris?** (*Even though live in Indonesia, have you ever filled in a form in English?*)

Students : *No., no, never, belum*

Teacher : *Sure?*

Students : *Sudah sudah*

Teacher : **Atau kalian pernah, have you ever go to the bank? Bikin rekening, pernah?** (*Have you ever made an account?*)

Students : *Pernah*

Teacher : **Disuruh ngisi formulir nggak?** (*Were you asked to fill in the form?*)

Students : *Iya*

Teacher : **Formulirnya berbahasa Indonesia apa berbahasa Inggris?** (*Does the form is written in Bahasa Indonesia or English?*)

Students : *Bahasa Indonesia ada Bahasa Inggrisnya*

Teacher : *Iya Bahasa Indonesia ada Bahasa Inggrisnya*

(See the details in Appendix 3, containing the results of observation 1 regarding the techniques in questioning)

The example above is one of the examples of decomposition technique used by the teacher during the classroom interaction. As can be seen, the teacher decomposed her initial question into three parts. The teacher first asked, “*Apakah kalian pernah mengisi formulir dalam Bahasa Inggris?*” which means that have the students ever filled in an English form. After giving this question, only a few students answered. They answered it with “*No, never, belum*” vaguely with a low voice. The teacher then asked “*Sure?*” to clarify their answers. Then, the students gave different answer which is “*Sudah sudah*”. Seeing not all of her students understand and answer the question, the teacher then broke down the initial question. She continued to ask “*have you ever go to the bank? Bikin rekening, pernah?*” which then answered by “*Pernah*” by the students in unison. They started to seem more confident in answering the second question. Then, the teacher asked again, “*Disuruh ngisi formulir nggak?*” and “*Formulirnya berbahasa Indonesia apa berbahasa Inggris?*”. The students finally answered the third question with “*Bahasa Indonesia ada Bahasa Inggrisnya*”. With this answer, it indicates that the students actually ever filled in an English form. Then, the teacher’s initial question is answered.

5. Probing

The last technique is Probing. In this technique, the questions that have been asked by the teacher will be followed by one or more addition questions. The reason to do this technique is because the teacher wants to gain some more detailed and specific answer from the students. Here is the example of probing technique that is used by the teacher.

Teacher : What do you think guys? Is it easy or not about the job application? Lebih sulitkah kalau mengisi tentang formulir melamar pekerjaan ketimbang mengisi formulir pendaftaran sekolah? (Is it more difficult to fill in a job application rather than a school application form?)

Teacher : Lebih mudah yang mana? (Which one is easier?)

Students : Eee, pendaftaran sekolah

Teacher : Apa yang membuat formulir job application lebih sulit? (What makes job application form is more difficult?)

Students : Karena kita belum masanya

(See the details in Appendix 3, containing the results of observation 4 regarding the techniques in questioning)

From the example above, we can see that the teacher asked the students' opinion about filled in a job application form, whether it is easy and whether it is more difficult rather than filling in a school application form. The teacher also asked which one of them is easier. The students then answered the question by saying, "Eee, pendaftaran sekolah". After the teacher received the answer, she wanted to know more about the detailed reason that makes job application more difficult by asking "Apa yang membuat formulir job application lebih sulit?". Then, the students gave their responses with "Karena kita belum masanya", that means "because we do not have the experience".

4.2 Discussion

In the English teaching and learning process, interaction plays an essential role to make the classroom alive. Brown (2001) stated that interaction is a process consisting of an exchange of thoughts, ideas, or feelings that mutually form a collaboration involving two or more people. A reciprocal relationship between the parties is something that results from a process of interaction. In the classroom context, interaction cannot be separated from the learning process. In the classroom, the learning is not only teacher-centred but also must involve the active role of the students. While presenting the materials, the teacher needs to build good communication between them and the students. Through the interview, the teacher as the participant in this

research, said that interaction is really important since it is one of the ways of communication. Besides delivering the materials, the teacher is also required to pay attention to the communication and interaction in the class.

To make an interactive teaching and learning process in the classroom, applying a suitable strategy becomes a crucial part. Questioning is one of the strategies that can be used by the teacher in order to achieve this goal. Questioning refers to the strategy used where the teacher raises questions during classroom interactions, from the beginning to the end of the class. It is an important key in classroom interactions because by giving questions to the students, the teacher can engage the students and increase their participation in the teaching and learning process. As Al-Zahrani and Al-Bargi (2017) proposed that through questions, teachers will be able to encourage students to talk, and verbal interaction between them in the classroom can be facilitated. The production of students' verbal interaction can be in the form of words, sentences, or longer utterances in a conversation. In fact, by asking questions, students can be introduced to more exposure to English so that it becomes more relevant to them. According to Ma (2008), questioning is a common thing used in the English class, which has the purpose that is usually to check students' understanding of whether they have understood what has been taught or not. Questioning can also help teachers to get the information they need. For instance, when the teacher wants to check students' readiness or when they want to monitor the extent of the students' comprehension related to the learning materials that are being discussed during the class. By using questioning strategies, those kinds of information can be gained. Moreover, it is also used to develop students' engagement as well as to promote students' creative thinking during the classroom interactions.

In order to achieve a successful questioning strategy, it is crucial for the teacher to pay attention to the main thing of questioning, which is the question itself. As Gattis (2002) argued that questions are an essential learning tool used by the teachers to help students broaden their knowledge. Question has several different types, especially in the classroom context. Richard and Lockhart (1996, pp. 185-187) have proposed their classification of teacher's types of questions. In their theory, they divided the types of questions into three different types. The first one is Procedural Question, the second one is Convergent Question, and then the last one is Divergent Question. Each type of question mentioned earlier has its own function in the classroom. For procedural questions, it is used when the teacher wants to get information regarding classroom management, routines and procedures. For convergent question, it is usually used when the teacher wants to focus on the main theme of the learning process. Then

for divergent question, it is used when the teacher wants the students to give their responses that is usually in the form of long answers such as opinion or judgement.

From the findings of the research that has been presented in the previous part, it was discovered that the teacher used all the types of questions proposed by Richard and Lockhart (1996, pp. 185-187) during the teaching and learning process. It is not surprising to see a quite big number of questions that the teachers asked. During five classroom observations conducted in three different classes of grade XII, the teacher posed a total number of 209 questions to the students (See Table 4.1). This number consists of the sum of the three types of questions. After I analysed the questions, it was revealed that Convergent Question has the biggest number, followed by Procedural Question, and Divergent Question in the last position. Based on these findings, it can be interpreted Convergent Question is mostly used by the teacher in the classroom. This result is in line with previous studies conducted by other researchers (Erlinda, R. & Dewi, S. R., 2014; Astrid et al., 2019). Regarding this, the teacher was asked about is there any exact reason for her to use this type of question more than the other two types. The teacher stated that she posed questions according to the classroom condition. Convergent question is mostly used because it is the type of question that is most likely to get the students' answer. She realised that convergent question could attract students' attention more. The teacher did not want to force them to use other type of question too often that may be quite difficult for the students to answer because she worried that the students might not be able to answer it. Although it is still not fully effective, however, through the classroom observations, it can be seen that the students were more engaged to the learning process when they were given questions in the form of a convergent question. As has been explained, rather than a long and complicated answer, a convergent question only needs a simple answer such as yes/no, or other short answers. In addition, the teacher also said that this type of question is also used as a bridge in delivering the materials or activity. As a result, the participation of the students in the class can run well.

Besides convergent question, procedural question was also used by the teacher during the teaching and learning process. Based on the data, procedural question holds the second level of the question used by the teacher in the terms of quantity. During the classroom interaction, it can be seen that the teacher usually used this type of question when she asked about classroom activity that includes classroom management, routines, and procedures. In the findings earlier, I have attached some examples of procedural questions posed by the teacher. For instance, the teacher asked, *"Do you bring the name tag?"* which means that the question has the purpose of helping the teacher to know if the students bring their name tag. In this case,

the question asked has a relationship with their classroom routine, which is bringing a name tag for every participant in the class. When they were given this type of question, most of the students gave their responses.

Then, the last type of question used by the teacher was divergent question. Among the three of the question types, divergent question has the least number. The teacher rarely gave this question to the students during the teaching and learning process. There are only 25 questions that were delivered out of 209 questions. From the observation, it can be seen that when divergent question was given to the students, they looked quite difficult to answer the questions.

Regarding the techniques of questioning that were used by the teacher, it was known from the data that has been analysed that the teacher used the five techniques from Wu (1993) theory. As has been explained, Wu (1993) stated that to elicit verbal responses from the students, the teacher can apply some techniques namely Rephrasing, Simplification, Repetition, Decomposition, and Probing. During the interview, the teacher said that she used these techniques in delivering her questions to make the students fully understand what is she asking about. She further explained that the use of these techniques adapts to the material that was being discussed. For example, at the beginning of a lesson, the teacher may often ask questions using repetition or rephrasing technique. Then, in the middle of the learning process or when the teacher conveys the core material, and the students do not understand, the teacher automatically has to change the questioning technique again, for example, she may change it to using decomposition technique. As stated earlier, the essence of the teacher's reason for using these techniques is so that students understand the questions that the teacher asked. If this can be achieved, communication and interaction in the classroom can be easier because the teacher and the students understand each other.

Among the five techniques, I found that the teacher used repetition technique the most. This finding is in line with the study conducted by Wu (1993) and Fitriati, Isfara, & Trisanti (2017). Fitriati et al. in their study stated that repetition appeared to be the teachers' favourite strategy in order to stimulate students' responses. They also explained that repetition was used by the teacher because the students did not respond to the teacher's questions. Therefore, the teacher needed to repeat her questions to make sure that the students understood her question. Regarding this, a similar condition was found in the current study. Based on the observations, sometimes, the students did not answer the teacher's questions. When this happened, most of the time, the teacher then applied the repetition technique. The teacher said that the reason why repetition was the technique she used most often was because it was used to get students'

attention. The teacher added that especially when the English lesson is in the final hours of school and the material might be considered less interesting for students, repetition is indeed needed so that they pay attention and can answer the teacher's questions. In addition, the teacher's pronunciation might become another factor. Students might not understand the teacher's pronunciation when asking questions, which resulted in students not answering and the teacher having to repeat the question. In conclusion, the teacher used repetition in order to make the students pay attention to the teacher's question and to make sure that they understand the question asked.

In addition to the techniques used by the teacher in delivering the questions, based on the observations, it was revealed that while using the Rephrasing technique, the types of questions asked by the teacher were both convergent and divergent questions. For the Simplification technique, the teacher used it when she delivered a Convergent question to the students. Then, for Repetition technique, the types of questions that were usually asked by the teacher were Convergent Questions. The teacher often gave convergent questions by using repetition techniques since the students sometimes did not answer the teacher's question, as explained in the earlier part. Next, while utilizing Decomposition technique, the questions posed by the teacher were in the form of both Convergent and Divergent Questions. Decomposition is a technique where the teacher's initial question were broken down into two or more questions in order to make the students understand. In this case, it can be seen in the fourth observation that the teacher's initial question was in the form of Divergent Question. Then, since the students looked confused to answer it, the teacher continued to broke down the initial question into four parts of questions that were in the form of Convergent Question. After applying this technique, the teacher finally gets the desired answer to the initial question asked before. For the last, that is Probing technique. The types of questions posed by using this technique were also both Convergent and Divergent Question. Still in the fourth observation, the teacher asked the two types of question interchangeably by utilizing Probing technique.

When implementing her questioning strategies to the students, it cannot be denied that some problems were encountered by the teacher. From the interview with the teacher, it was found that the problems can arise from both parties, the teacher and also the students. When looking at the teacher's side, she realized that sometimes she did not explore more regarding the variations of her questioning, whether it is the question types or the questioning technique. She said that sometimes the questions she delivered did not explore and provoke the students to use their logical thinking. This then affected on the students themselves. In addition to not using their logical thinking, students' curiosity about the material being discussed also does not

continue. Besides the problem from the teacher's side, the teacher also found some problems that came from the students themselves. She explained that the condition of the majority of the students is the major problem she encountered. It is known that the classroom that she taught were nearly the end of the school time. Moreover, the time of these classes is after sports lesson and after break time. During this time, the students already seemed tired. These conditions then affect the condition of the students' learning readiness. Other than that, the English lesson itself is also become the problem. The teacher revealed that among other lessons, English might be the lesson that the students may not be interested in. Because of this, the students might feel less motivated during the teaching and learning process. Another thing that the teacher identified as a problem is the students did not fully understand English. The teacher even stated that to make them understand, it is not enough if the question is asked only once. All of the problems mentioned resulted in the same condition; the students were sometimes reluctant to answer the teacher's questions.

Regarding this issue, I further asked about what steps do the teacher take to overcome the problems she encountered. She stated that she wants to focus first on improving self-capacity. She wants to read and learn more about questioning strategies, that include the technique and the question type. She added that she maybe could try to arrange how the questions could be structured according to learning process. For example, what kinds of question to use at the beginning of the class, what questioning techniques need to be used in the middle of the class, or what kinds of questions to use if the teacher wants to encourage students' thinking to be at the high order thinking skill level.

By discussing the findings of this study, finally, all research questions can be answered clearly. As noted in the beginning of this research, most of the studies that have been conducted related to this topic only focused on one limited area which is types of questions. Thus, apart from investigating the types of questions, this study has also attempted to investigate other area that is still under-explored, which is the technique that the teacher used in delivering the questions. However, I realized that this study still has some limitations as well. First of all, the research participant was limited to one English teacher. A larger number of teachers would probably be more beneficial in order to get more data. Second, the study was also limited to the exploration from the teacher's point of view. In this study, students' perceptions regarding the teacher's questioning strategies were still not investigated. Therefore, it is hoped that future researchers would be able to conduct research by further investigating the limitations of this research.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, I present the conclusion of the research that is gained from the data that has been analysed. I also give some suggestions for English teachers and other researchers related to this topic.

5.1 Conclusion

In regard to the research question about the types of questions mostly used by the English teacher, firstly, it can be concluded that the teacher used the three types of questions that are Procedural Question, Convergent Question, and Divergent Question. These types of questions are proposed by Richard and Lockhart (1996). From the total number of 209 questions asked by the teacher, more than half of them were questions that are categorised as Convergent Question, which makes it the most used question by the teacher. This question is often given to the students because it is more able to attract the students' attention to answer rather than the other two types.

For the questioning techniques, it is known that the teacher also used all five techniques from Wu (1993) framework, which are Rephrasing, Simplification, Repetition, Decomposition, and Probing. The teacher confessed that these techniques were used in order to make the students have a full understanding of the meaning or the intent of the questions asked. Additionally, she also stated that by using these techniques, she and the students could understand each other well about what was conveyed so that communication and interaction in class became easier.

In applying her questioning strategies, obstacles surely cannot be avoided. The obstacles encountered by the teacher came from two sides. The first obstacle came from the teacher herself. She admitted that the lack of exploration regarding questioning strategy is indeed a problem for her. The other obstacles then came from the students. When they were given questions, sometimes, they did not give any responses to the teacher. Some factors may be the reasons that this situation happened. It can be because of students' learning readiness, students' motivation in learning English, and the lack of students' knowledge about English.

5.2 Suggestions

After conducting the research, analysing the data, and discussing the findings, I would like to give my suggestions that are hopefully to be useful both for English teachers and other researchers. For the English teachers, firstly, I would like to suggest English teachers to expand

their knowledge regarding questioning strategies. As mentioned by the participant of this research that one of the problems that she encountered while implementing her questioning strategies is the lack of self-exploration by the teacher regarding how questioning should be carried out. Since this could also happen to English teachers out there, especially teachers who teach in the EFL classroom context, I hope that they have awareness of how important the role of questioning to the students is. It is their obligation to know which strategies that are suitable for their students. In fact, it is undeniable that questioning is a strategy that can make the interaction in the classroom increase. That is why, the teacher must explore more especially about the types of questions, how to deliver them to the students, and when certain types of questions should be asked. The second suggestion I would give to the teachers is the teachers can formulate questions before the teaching and learning activities begin. The teachers may see in advance what material will be presented, and then plan what kind of questions are likely to be asked in class.

For the other researchers that are interested in conducting research in the similar topic, I would like to suggest them to expand more the research. Considering the limitations that this research has as mentioned previously, it is suggested for them to include the deficiencies that have not yet been investigated in this study. For the first, I suggest them to include more than one teacher to be selected as the participants of the research. Having more than one teacher as the participants of the study allows researchers to gain more data both in terms of quantity and in terms of the variety of data obtained. By doing so, they may be able to make a comparison about the results that come from different teachers. In addition, since this research only studied about the teacher's side, for the future researcher, they may include the students' point of view regarding the teachers' questioning strategies. For example, the students can be interviewed regarding the reasons of what makes them show a certain attitude or response when the teachers ask them questions.

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APPENDICES

Appendix 1.

Research Matrix

Title	Problems	Variable	Indicators	Data Resources	Research Method
Exploring English Teacher's Questioning Strategies in EFL Classroom Interaction: A Case Study	<ol style="list-style-type: none"> 1. What types of questions are mostly used by the teacher in the English classroom interaction? 2. What questioning techniques are used by the teacher in delivering the questions? 3. Why does the teacher use those particular types of questions and 	English Teacher's Questioning Strategies	<ol style="list-style-type: none"> 1. Types of teacher's questions according to Richards and Lockhart (1996): <ol style="list-style-type: none"> a. Procedural Question b. Convergent Question c. Divergent Question 2. Techniques in Questioning according to Wu's Theory (1993): 	<p>Research Subject:</p> <p>One of the English teachers in SMA Negeri Kalisat.</p>	<p>Research Design:</p> <p>Case Study</p> <p>Type of the Data:</p> <p>Qualitative data in the form of teacher's interrogative utterances and interview transcription.</p> <p>Data Collection Method:</p> <ol style="list-style-type: none"> a. Classroom Observation

	<p>questioning techniques?</p> <p>4. What problems does the teacher face in implementing their questioning strategies?</p>		<p>a. Rephrasing</p> <p>b. Simplification</p> <p>c. Repetition</p> <p>d. Decomposition</p> <p>e. Probing</p> <p>3. The problems that are faced by the teacher may include students' reticence, lack of students' knowledge (Jiang, 2014), and students' low self-confidence (Wangru, 2016).</p>		<p>b. Interview</p> <p>Data Analysis</p> <p>Method:</p> <p>Thematic Analysis</p> <p>Braun and Clarke (2006).</p>
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Appendix 2.

1. Observation 1

Teacher's Name : Miss AR

Class : XII IPA 6

Topic/Material : English Form

Date/Time : Monday, 25th July 2022 / 08.30 – 09.50

Observation Results of Types of Questions

The table below showed the results of the observation regarding the types of questions posed by the teacher during the first observation.

No.	QUESTIONS	TYPES OF QUESTIONS			Time
		PQ	CQ	DQ	
1	Do you bring the name tag?	✓			00:00:01
2	Bisa dipahami ya? (<i>Is it understood?</i>)	✓			00:04:02
3	Have you ever filled in the form?		✓		00:04:28
4	Have you ever filled in the form? Apakah kalian pernah mengisi formulir?		✓		00:04:35
5	What kind of form did you fill in?		✓		00:04:57
6	What kind of form did you fill in?		✓		00:05:03
7	What kind of form?		✓		00:05:09
8	Jenis formulir apa biasanya? (<i>What kind of form?</i>)		✓		00:05:12
9	Oh absensi, Google form?		✓		00:05:33
10	Dulu waktu masuk SMA Kalisat ngisi formulir nggak? (<i>When you entered SMA Kalisat, do you fill in the form?</i>)		✓		00:05:45
11	And where? When or where do you usually fill in a form?		✓		00:05:56
12	When and where do you usually fill in a form? Kapan dan dimana biasanya kalian mengisi formulir?		✓		00:06:08
13	Terus apa lagi? Others? (<i>And then what are the others?</i>)		✓		00:06:36
14	Other place?		✓		00:06:47
15	What else? Dimana lagi? Public place		✓		00:07:02
16	How about, what do you think? In the hospital?		✓		00:07:10
17	So, ya, formulir itu fungsinya untuk apa? What do you think? (<i>So, what is the function of a form?</i>)			✓	00:07:33
18	Oke, my next question is, have you ever filled in English form?		✓		00:09:04
19	Even you are in Indonesia, have you ever filled in English form?		✓		00:09:15
20	Walaupun tinggal di Indonesia, apakah kalian pernah mengisi formulir dalam Bahasa Inggris? (<i>Eventhough live in Indonesia, have you ever filled in a form in English?</i>)		✓		00:09:23
21	Sure?		✓		00:09:37

22	Pernah? Pernah kemana? (<i>Have you? What form?</i>)		✓		00:09:46
23	Atau kalian pernah, have you ever go to the bank? Bikin rekening, pernah? (<i>Have you ever made an account?</i>)		✓		00:10:03
24	Disuruh ngisi formulir nggak? (<i>Were you asked to fill in the form?</i>)		✓		00:10:17
25	Formulirnya berbahasa Indonesia apa berbahasa Inggris? (<i>Does the form is written in Bahasa Indonesia or English?</i>)		✓		00:10:18
26	Kemudian, apa lagi? (<i>Then, what else?</i>)		✓		00:10:43
27	Pernah menemukan? (<i>Have you ever found it?</i>)		✓		00:11:07
28	Kalau di Bahasa Indonesia seperti data pribadi ditanya apa biasanya? (<i>In a form written in Bahasa Indonesia, what are usually asked about personal data?</i>)		✓		00:11:21
29	What is your first name?		✓		00:12:42
30	How about the last name?		✓		00:12:57
31	How many words in your name?		✓		00:13:13
32	Disini ada yang punya marga? (<i>Does any of you here has a family name?</i>)		✓		00:14:02
33	What is your family name?		✓		00:14:07
34	Kamu ada berapa kata? (<i>How many words are there in your name?</i>)		✓		00:15:26
35	Kemudian kamu punya nama keluarga? (<i>Then, do you have family name?</i>)		✓		00:15:34
36	Sampai sini, tentang nama bisa dipahami? (<i>So far, about name, is it understood?</i>)	✓			00:18:28
37	Who knows what is the difference between four of these?			✓	00:19:01
38	Oke, ada yang mau menambahkan? (<i>Anyone wants to add?</i>)	✓			00:19:40
39	Oke, any others? Any other answer? Ada yang mau menambahkan?	✓			00:19:54
40	Bisa dipahami ya? (<i>Is it understood?</i>)	✓			00:22:00
41	Oke bisa dipahami? Any questions? Ada yang mau ditanyakan?	✓			00:24:38
42	If you fill in English form, how do you usually write your address?		✓		00:26:34
43	Oke, kalau misalnya di Bahasa Inggris, gimana jadinya? (<i>How is it in English?</i>)		✓		00:27:27
44	Apa lagi biasanya? Yang kurang di address? (<i>Then what else is missing in the address?</i>)		✓		00:31:06
45	Kemudian apa lagi? Kode pos, apa kode pos Bahasa Inggris-nya? Ada yang tau? (<i>What is "kode pos" in English?</i>)		✓		00:31:35
46	Oke, sampai address, sampai sini, bisa dipahami? (<i>Okay, so far, is it understood?</i>)	✓			00:32:22
47	Biasanya apa lagi kalau di form yang ditanyakan? (<i>What else is usually asked in the form?</i>)		✓		00:32:28
48	Ada yang lahirnya di luar negri? (<i>Is there any of you who was born overseas?</i>)		✓		00:34:46
49	Kemudian, what else? Setelah birth, date of birth, what else? What kind of question that they ask? Biasanya apa yang ditanyakan lagi?		✓		00:35:18

50	Contact person udah, what else? Apa kira-kira biasanya yang ditanyakan di formulir? Ini basic ya, very basic (<i>What is usually asked on the form?</i>)		✓		00:36:40
51	Apa kira-kira? Marital status (<i>What is the meaning of marital status?</i>)		✓		00:37:04
52	Iya, statusnya ya. Ada apa aja biasanya?		✓		00:37:09
53	What is the option? Kira-kira apa aja... What kind of option?		✓		00:37:22
54	Single, apa lagi?		✓		00:37:42
55	What is gender?		✓		00:39:45
56	Kalau kita apa nationality-nya? (<i>What is our nationality?</i>)		✓		00:41:22
57	Any questions?	✓			00:42:55
58	Can I erase this? Boleh saya hapus?	✓			00:43:09
59	Is anyone absent today? Ada yang tidak masuk hari ini?	✓			00:44:49
60	If I want to make registration form to enrol in SMA Kalisat, there are some questions that I want to know, so what kind of vocabulary, what kinds of words that they usually want to ask?		✓		00:49:34
61	Ada lagi? (<i>Any other?</i>)		✓		00:50:21
62	Any other? Ada lagi?		✓		00:51:01
63	Now, who wants to try?	✓			00:51:28
64	Oke, what do you think? Kalau misalnya ngisi formulir pembuatan kartu perpustakaan kira-kira data apa saja yang dibutuhkan? (<i>What do you think? When we fill in the form to make library card, what data might be needed?</i>)			✓	00:52:52
65	Kata Cici ada first name, last, address, email, phone number. Do you agree? (<i>Cici says there are first name, last, address, email, phone number</i>)		✓		00:52:52
66	Or maybe you have another opinion?			✓	00:53:09
67	Do you agree with Cici? Or any other opinion?		✓		00:53:21
68	Setuju sama jawaban Cici? (<i>Do you agree with Cici's answer?</i>)		✓		00:53:25
69	Now, if I want, or if you want to go somewhere and you to book online ticket, go somewhere and you want to book train online ticket? What kind of questions do you usually fill in?		✓		00:53:36
70	Kira-kira pertanyaannya apa saja? Misalnya mau, the basic questions, kalau booking tiket lah. Tiket booking kereta aja deh. Apa kira-kira? (<i>What questions that might be asked? For example, if... the basic questions, if we want to book a ticket, a train ticket, what are the questions?</i>)		✓		00:54:02
71	Who wants to try?	✓			00:54:39
72	So, does everyone agree with Yuvan's answer?		✓		00:55:47
73	What do you think?			✓	00:56:24
74	Yuvan pernah naik kereta belum? (<i>Yuvan, have you ever been on train or not?</i>)		✓		00:56:27
75	Bisa ya? (<i>You can do it, right?</i>)	✓			00:56:50

76	Udah ada bukunya kan buku catetannya? (<i>You have the note book, right?</i>)	✓			00:57:45
77	Are you happy today?	✓			01:05:18
78	What did you learn? What did you learn from today's material?		✓		01:05:24
79	What did you learn from today's material? Kita belajar apa hari ini?		✓		01:06:11
Total	79 questions	16	58	5	

Adapted from Wangru (2016)

Notes:

PQ = Procedural Question

CQ = Convergent Question

DQ = Divergent Question

2. Observation 2

Teacher's Name : Miss AR

Class : XII IPA 7

Topic/Material : English Form

Date/Time : Tuesday, 26th July 2022 / 13.40 – 15.00

Observation Results of Types of Questions

The table below showed the results of the observation regarding the types of questions posed by the teacher during the second observation.

No.	QUESTIONS	TYPES OF QUESTIONS			Time
		PQ	CQ	DQ	
1	Berarti kira-kira apa lagi yang penting dari sebuah form? Dari sebuah formulir, application? (<i>So, what else is important about a form?</i>)			✓	00:02:19
2	What is the important thing, the first important thing in the form? Apa yang harus ada di sebuah formulir, selain hanya biodata itu? Apa ya kira-kira?			✓	00:02:27
3	What do you think? What is it?			✓	00:03:29
4	What do you think? What is the important thing in the form? Selain sebuah data (<i>Other than a data</i>)			✓	00:04:49
5	Nah gimana caranya biar sama isinya semuanya. What do you think? What is that? Ada yang tahu? (<i>How do you make it all the same. What do you think? Anyone knows?</i>)			✓	00:05:23
6	Sudah pernah tau di dalam formulir ada instruksinya atau tidak? (<i>Have you ever known that there are instructions in the form?</i>)		✓		00:06:01
7	Apa kira-kira bunyi instructions di formulir itu? (<i>How do the instructions on the form sound/what is it?</i>)		✓		00:06:08

8	Kemudian apa lagi biasanya? (<i>And then what else?</i>)		✓		00:06:21
9	What else?		✓		00:06:38
10	Cara nulisnya ya biasanya. Harus ditulis misalnya “Capital letters”, “Tidak boleh tegak bersambung” Kemudian ini harus dicoret apa dilingkari. Betul tidak? (<i>The way how we write. For example, “Capital letters”, “Please print”, and then whether it must be crossed or circled. Right?</i>)		✓		00:06:43
11	Yang pertama, who wants to read the first sentence? Ada yang mau membaca kalimat pertama? Raise your hand please	✓			00:11:27
12	Who wants to read number 3?	✓			00:12:02
13	Berarti bukan kesalahan yang bikin formulir ya? (<i>Then, it is not the formulir maker’s fault, right?</i>)		✓		00:15:25
14	Kemudian, yang ketiga. “Delete where applicable”. Apa maksudnya? (<i>Then the third, “Delete where applicable”. What does it mean?</i>)		✓		00:16:07
15	Kemudian yang keempat. “Please print”. Apa ya kira-kira? (<i>Then the fourth, “Please print”. What does it mean?</i>)		✓		00:16:47
16	Join apa join? (<i>What is “join”?</i>)		✓		00:17:28
17	Ada nggak formulir yang begini? (<i>Is there a form like this?</i>)		✓		00:17:54
18	Kalau circle, what is circle?		✓		00:20:10
19	Apa yang harus dilingkari? (<i>What to circle?</i>)		✓		00:20:12
20	Ada yang mau ditanyakan? Any questions?	✓			00:20:32
21	What is driving licence?		✓		00:24:07
22	“She has visual disability” What does it mean?		✓		00:24:25
23	Di bawah, perhatikan. Di bawah sendiri itu ada tulisan “Your signature”. Artinya apa? What does it mean?		✓		00:26:12
24	What is signature?		✓		00:26:28
25	Sudah semua? Have you done? Sudah semua ya?	✓			00:38:19
26	Oke, before I end the lesson, what do you think guys?			✓	00:48:34
27	What did you learn from today’s material? Apa yang sudah kalian pelajari hari ini?		✓		00:48:34
28	Ee... yang kemaren, yang kemaren dulu. Kemaren belajar apa? (<i>What did you learn yesterday?</i>)		✓		00:48:56
29	So, what did you learn from today’s material?		✓		00:49:23
30	Any questions? Before I end the lesson ada yang mau ditanyakan?	✓			00:50:14
Total	30 questions	5	19	6	

Adapted from Wangru (2016)

Notes:

PQ = Procedural Question

CQ = Convergent Question

DQ = Divergent Question

3. Observation 3

Teacher's Name : Miss AR

Class : XII IPA 4

Topic/Material : English Form

Date/Time : Monday, 1st August 2022 / 12.05 – 13.25

Observation Results of Types of Questions

The table below showed the results of the observation regarding the types of questions posed by the teacher during the third observation.

No.	QUESTIONS	TYPES OF QUESTIONS			Time
		PQ	CQ	DQ	
1	How are you today?	✓			00:00:52
2	Sudah siap? Are you ready for today guys?	✓			00:01:21
3	Do you still remember what did you learn last week?		✓		00:01:36
4	Iya do you still remember what did you learn last week? Masih ingat apa yang dipelajari minggu lalu?		✓		00:01:42
5	Nama game-nya adalah Fly Swatter ya. Bahasa Indonesianya adalah? (<i>The game's name is Fly Swatter. What is Fly Swatter in Bahasa Indonesia?</i>)		✓		00:02:06
6	Swatter, ada yang tau Bahasa Indonesianya? (<i>Swatter, does any one of you know what is it in Bahasa Indonesia?</i>)		✓		00:02:50
7	Oke, can we start? Bisa dimulai?	✓			00:10:03
8	Yang benar apa? (<i>Which one is correct?</i>)		✓		00:12:06
9	Tapi apa yang akan didiskusikan? (<i>But what will be discussed?</i>)		✓		00:15:48
10	What is the function?		✓		00:15:35
11	Kalian yang menentukan sendiri atau saya yang menentukan? (<i>Do you want me to decide it or you want to decide it yourself?</i>)	✓			00:17:38
12	How many sections do the job application form have?		✓		00:23:37
13	Kemudian, what are they?		✓		00:24:12
14	What is the similar thing from the three of them?		✓		00:24:12
15	What is the different thing from the three of them?		✓		00:24:12

16	Do you read any instruction on the form?		✓		00:24:12
17	Bisa dipahami? Sudah tau apa yang bisa didiskusikan? (<i>Is it understood? You have known what you are going to discuss, right?</i>)	✓			00:25:29
18	Oke, have you done guys? Sudah selesai?	✓			01:00:20
Total	18 questions	6	12	-	

Adapted from Wangru (2016)

Notes:

PQ = Procedural Question

CQ = Convergent Question

DQ = Divergent Question

4. Observation 4

Teacher's Name : Miss AR

Class : XII IPA 6

Topic/Material : English Form

Date/Time : Wednesday, 3rd August 2022 / 10.05 – 11.25

Observation Results of Types of Questions

The table below showed the results of the observation regarding the types of questions posed by the teacher during the fourth observation.

No.	QUESTIONS	TYPES OF QUESTIONS			Time
		PQ	CQ	DQ	
1	How's life? How are you today?	✓			00:01:05
2	Berapa orang yang kurang personal? (<i>How many groups are still lacking members?</i>)	✓			00:01:57
3	Do you think which form, in form 1, form 2, form 3, that mostly complete? Yang paling lengkap menurut kalian yang mana? (<i>Which one is mostly complete in your opinion?</i>)			✓	00:42:27
4	Dari setiap aplikasi itu atau formulir itu, dari tiga formulir itu yang punya kesamaan apa saja? Apa saja kesamaannya? What do they have? (<i>From each application or form, from the three of those, what are the similar things?</i>)		✓		00:42:50
5	What's the next? The same things? Apa lagi yang sama? (<i>What are the other similar things?</i>)		✓		00:42:52
6	Kemudian apa lagi yang sama kira-kira? (<i>Then, what are the other things that might be similar?</i>)		✓		00:44:34
7	What is the similar from three of them?		✓		00:45:01
8	What about the other things? Ada lagi yang sama? (<i>Are there any other similar things?</i>)		✓		00:45:23
9	Apa itu yang tidak ada di formulir pertama? (<i>What is not in the first form?</i>)		✓		00:45:45

10	Yang beda apa itu selain professional skill? <i>(What is the other thing that is different other than professional skill?)</i>		✓		00:47:23
11	What else? What is the different thing?		✓		00:47:39
12	Kemudian apa lagi? <i>(Then, what else?)</i>		✓		00:48:02
13	Do you have any difficulties on finding the vocabulary?		✓		00:50:17
14	Kalau references itu artinya apa? <i>(What is the meaning of references?)</i>		✓		00:50:49
15	Iya maksudnya apa? <i>(Yes, what does that word mean?)</i>			✓	00:50:44
16	Kalau yang lain, menurut kalian references itu apa kalau di job application? <i>(For the others, in your opinion, what do references mean in a job application?)</i>			✓	00:51:20
17	What do you think guys if you want to apply job, kalau kalian mau lamar kerja terus ditanya references, ini harus diisi apa, maksudnya apa? <i>(What do you think guys, if you want to apply job, then you are asked for the references, what should you fill in, what does it mean?)</i>			✓	00:52:02
18	What do you think kalau dilihat dari pertanyaannya? <i>(What do you think if you look at the questions?)</i>			✓	00:52:24
19	Ada kesulitan apa lagi? Kosa kata apa lagi yang mungkin kalian tidak paham maksudnya, selain references? <i>(Do you have any other difficulties? What other words that you might not understand the meaning, other than references?)</i>		✓		00:56:40
20	Cici you say there is difficulty, what is that?		✓		01:07:11
21	What else?		✓		01:07:46
22	And my next question, how about the job application itself?			✓	01:08:17
23	Apakah kalian sudah pernah sebelumnya melihat formulir melamar pekerjaan dalam Bahasa Inggris? <i>(Have you ever seen a job application that is written in English?)</i>		✓		01:08:23
24	So that was the first time?		✓		01:08:34
25	What do you think guys? Is it easy or not about the job application?			✓	01:09:01
26	Lebih sulitkah kalau mengisi tentang formulir melamar pekerjaan ketimbang mengisi formulir pendaftaran sekolah? <i>(Is it more difficult to fill in a job application rather than a school application form?)</i>		✓		01:09:01
27	Lebih mudah yang mana? <i>(Which one is easier?)</i>		✓		01:09:16
28	Apa yang membuat formulir job application lebih sulit? <i>(What makes job application form is more difficult?)</i>			✓	01:09:22
29	what if, kalau misalnya setelah lulus ada yang mau bekerja terus formulir berbahasa Inggris, udah mulai bisa ngisi apa nggak? <i>(If someday after you graduated, you seek for a job and then you are given a job application in English, can you fill in it or not?)</i>		✓		01:09:34

30	What did you get from today?		✓		01:10:03
31	What is the important question that should be on the job application form?		✓		01:10:17
32	What else?		✓		01:10:32
Total	32 questions	2	22	8	

Adapted from Wangru (2016)

Notes:

PQ = Procedural Question

CQ = Convergent Question

DQ = Divergent Question

5. Observation 5

Teacher's Name : Miss AR

Class : XII IPA 4

Topic/Material : English Form

Date/Time : Wednesday, 10th August 2022 / 13.40 – 15.00

Observation Results of Types of Questions

The table below showed the results of the observation regarding the types of questions posed by the teacher during the fifth observation.

No.	QUESTIONS	TYPES OF QUESTIONS			Time
		PQ	CQ	DQ	
1	Do you still remember what we learn on the last meeting?		✓		00:00:55
2	Ok, guys, my question for today, do you ever go to the bank?		✓		00:02:13
3	Have you ever gone to the bank? Pernah ke bank?		✓		00:02:27
4	What did you do? What did you do in the bank?		✓		00:02:49
5	Kenapa money-nya? (<i>What happens to the money?</i>)		✓		00:03:10
6	Berarti punya tabungan? (<i>So, you have a saving account?</i>)		✓		00:03:20
7	Okay. How much money do you have in the bank? Sudah berapa uangnya?		✓		00:03:22
8	Ok, how about the others?		✓		00:03:38
9	Who does ever go to the bank?		✓		00:03:42
10	What kind of activity do you usually do in the bank?		✓		00:03:50
11	Biasanya, orang-orang kalau di bank, the people in the bank, what kind of activity that they do in the bank?		✓		00:04:30
12	How many of you has an account in a bank?		✓		00:05:11

13	When you go to the bank and do the activity in the bank, ketika kalian pergi ke bank dan melakukan salah satu aktivitas yang ada di bank, for example, making account, saving the money, or take out the money, ngambil uang, nabung, bikin akun, bikin rekening, do they give you a form?		✓		00:05:49
14	Dikasih apa biasanya? (<i>What do they usually give?</i>)		✓		00:06:19
15	Kalau ngambil uang apa yang dikasih? (<i>If you want to take out money, what do they usually give you?</i>)		✓		00:06:22
16	Terus, kalau misalnya mau nabung? (<i>Then, for example, if you want to save?</i>)		✓		00:06:42
17	Buku tabungan aja? Gak usah ngisi apa-apa? (<i>Is it only saving book? Do you need to fill in something or not?</i>)		✓		00:06:47
18	Ngisi apa? (<i>What did you fill in?</i>)		✓		00:06:51
19	Oke, so, can you mention what institution or what bank that issued the form?		✓		00:11:33
20	Do you know what is the meaning of issued?		✓		00:11:58
21	What is that guys?		✓		00:12:04
22	Ya, what institution that issued the form? The first form, institusi apa		✓		00:12:19
23	What institution that issued the form, the first form?		✓		00:12:31
24	Who said Tidy Bank?	✓			00:13:28
25	Now, do you know what is the name or who is the name of the customer?		✓		00:13:32
26	Are you sure?	✓			00:14:16
27	How do you know that the customer is Amalia Nindi Astuti?		✓		00:14:30
28	Kalau yang di kanan, M. Yoga Prabowo itu apa? (<i>On the right, who is M. Yoga Prabowo?</i>)		✓		00:14:43
29	Approved, approved by, apa artinya? (<i>What does "approved by" mean?</i>)		✓		00:14:58
30	Oke, what do you think, why did Amalia fill out the form?			✓	00:15:55
31	Why did Amalia fill out or fill in the form? My question is Why			✓	00:16:02
32	Kenapa Amalia mengisi slip itu? Why? (<i>Why did Amalia fill in the slip?</i>)			✓	00:16:18
33	And what would happen if Amalia did not fill in the form?			✓	00:16:47
34	What would happen? What do you think?			✓	00:16:55
35	What would happen itu pertanyaannya adalah apa yang akan terjadi, what would happen... if Amalia did not fill in the form?			✓	00:16:58
36	How do you know that it is sixty dollars?		✓		00:17:31
37	Sixty, how do you know guys, kenapa bisa tau kalau mau ambil 60 dollar?		✓		00:17:40
38	Oke, now which bank that issued the form?		✓		00:20:16
39	Who is the customer?		✓		00:20:24

40	Does Mr. Muhammad Yoga Prabowo save his money using cash or check?		✓		00:20:50
41	How do you know?		✓		00:21:01
42	Do you know check, right?		✓		00:21:20
43	How much money that Mr. Muhammad Yoga Prabowo want to save?		✓		00:22:46
44	How do you say \$53769?		✓		00:23:01
45	Oke, now, who wants to say this money in English? Raise your hand	✓			00:25:14
46	My question is, when, when does the slip is printed out?		✓		00:26:45
47	Do you still remember what does it mean, "please print"?		✓		00:28:59
48	Do you still remember guys?		✓		00:29:32
49	Any questions about the form?	✓			00:30:50
50	Do you have any questions guys related with the form in the bank?	✓			01:05:32
Total	50 questions	5	39	6	

Adapted from Wangru (2016)

Notes:

PQ = Procedural Questions

CQ = Convergent Questions

DQ = Divergent Questions

Appendix 3.

1. Observation 1

Teacher's Name : Miss AR

Class : XII IPA 6

Topic/Material : English Form

Date/Time : Monday, 25th July 2022 / 08.30 – 09.50

Observation Results of Techniques in Questioning

The table below showed the results of the observation regarding the technique in questioning utilized by the teacher during the first observation.

NO.	TECHNIQUES IN QUESTIONING	OCCURANCE		EXAMPLES	DESCRIPTION
		YES	NO		
1	RPH	✓		Teacher: Iya, statusnya ya. Ada apa aja biasanya? (<i>Yes, the status. What are there usually?</i>) Students: Lajang, jomblo, janda Teacher: What is the option? Kira-kira apa aja, what kind of option?	The teacher rephrases the initial question into another question that has the same meaning
2	SIM		✓		
3	REP	✓		Teacher: Have you ever filled in the form? Teacher: Have you ever filled in the form Teacher: What kind of form did you fill in? Teacher: What kind of form did you fill in? Teacher: What kind of form? Teacher: Jenis formulir apa biasanya? (<i>What kind of form usually?</i>) Teacher: And where? When or where do you usually fill in a form? Teacher: When and where do you usually fill in a form? Kapan dan dimana biasanya kalian mengisi formulir? Teacher: Oke, my next question is, have you ever filled in English form? Teacher: Even you are in Indonesia, have you ever filled in English form? Teacher: Walaupun tinggal di Indonesia, apakah kalian pernah mengisi formulir dalam Bahasa Inggris? (<i>Eventhough live in Indonesia, have you ever filled in a form in English?</i>)	The teacher gives questions by repeating the exact same questions to the students

				<p>Teacher: What did you learn? What did you learn from today's material?</p> <p>Teacher: What did you learn from today's material? Kita belajar apa hari ini?</p>	
4	DCO	✓		<p>Teacher: Walaupun tinggal di Indonesia, apakah kalian pernah mengisi formulir dalam Bahasa Inggris? (<i>Eventhough live in Indonesia, have you ever filled in a form in English?</i>)</p> <p>Teacher: Atau kalian pernah, have you ever go to the bank? Bikin rekening, pernah? (<i>Have you ever made an account?</i>)</p> <p>Teacher: Disuruh ngisi formulir nggak? (<i>Were you asked to fill in the form?</i>)</p> <p>Teacher: Formulirnya berbahasa Indonesia apa berbahasa Inggris? (<i>Does the form is written in Bahasa Indonesia or English?</i>)</p>	The teacher breaks down the initial question into more than two questions
5	PRO		✓		

Notes:

RPH = Rephrasing

SIM = Simplification

REP = Repetition

DCO = Decomposition

PRO = Probing

2. Observation 2

Teacher's Name : Miss AR

Class : XII IPA 7

Topic/Material : English Form

Date/Time : Tuesday, 26th July 2022 / 13.40 – 15.00

Observation Results of Techniques in Questioning

The table below showed the results of the observation regarding the technique in questioning utilized by the teacher during the second observation.

NO.	TECHNIQUES IN QUESTIONING	OCCURANCE		EXAMPLES	DESCRIPTION
		YES	NO		
1	RPH	✓		Teacher: Berarti kira-kira apa lagi yang penting dari sebuah form? Dari sebuah formulir, application? (<i>So, what else is important about a form?</i>) Teacher: What is the important thing, the first important thing in the form? Apa yang harus ada di sebuah formulir, selain hanya biodata itu? Apa ya kira-kira? (<i>What should be in a form other than just a biodata?</i>)	The teacher rephrases the initial question into another question that has the same meaning
2	SIM	✓		Teacher: Di bawah, perhatikan. Di bawah sendiri itu ada tulisan "Your signature". Artinya apa? What does it mean? (<i>At the bottom, there is "Your signature". What does "Your signature" mean?</i>) Teacher: What is signature?	The teacher asks question by simplifying the initial question
3	REP		✓		
4	DCO		✓		
5	PRO		✓		

Notes:

RPH = Rephrasing

SIM = Simplification

REP = Repetition

DCO = Decomposition

PRO = Probing

3. Observation 3

Teacher's Name : Miss AR

Class : XII IPA 4

Topic/Material : English Form

Date/Time : Monday, 1st August 2022 / 12.05 – 13.25

Observation Results of Techniques in Questioning

The table below showed the results of the observation regarding the technique in questioning utilized by the teacher during the third observation.

NO.	TECHNIQUES IN QUESTIONING	OCCURANCE		EXAMPLES	DESCRIPTION
		YES	NO		
1	RPH		✓		
2	SIM		✓		
3	REP	✓		Teacher: Do you still remember what did you learn last week? Teacher: Iya, do you still remember what did you learn last week? Masih ingat apa yang dipelajari minggu lalu? Teacher: Nama game-nya adalah Fly Swatter ya. Bahasa Indonesia-nya adalah? <i>(The games's name is Fly Swatter. What is Fly Swatter in Bahasa Indonesia?)</i> Teacher: Swatter, ada yang tau Bahasa Indonesia-nya? <i>(Swatter, does any one of you know what is Fly Swatter in Bahasa Indonesia?)</i>	The teacher gives questions by repeating the exact same questions to the students
4	DCO		✓		
5	PRO		✓		

Notes:

RPH = Rephrasing

SIM = Simplification

REP = Repetition

DCO = Decomposition

PRO = Probing

4. Observation 4

Teacher's Name : Miss AR

Class : XII IPA 6

Topic/Material : English Form

Date/Time : Wednesday, 3rd August 2022 / 10.05 – 11.25

Observation Results of Techniques in Questioning

The table below showed the results of the observation regarding the technique in questioning utilized by the teacher during the fourth observation.

NO.	TECHNIQUES IN QUESTIONING	OCCURANCE		EXAMPLES	DESCRIPTION
		YES	NO		
1	RPH	✓		<p>Teacher: Kemudian apa lagi yang sama kira-kira? (<i>Then, what are the other things that might be similar?</i>)</p> <p>Teacher: What about the other things? Ada lagi yang sama? (<i>Are there any other similar things?</i>)</p> <p>Teacher: Kalau yang lain, menurut kalian references itu apa kalau di job application? (<i>For the others, in your opinion, what do references mean in a job application?</i>)</p> <p>Teacher: What do you think guys if you want to apply job, kalau kalian mau lamar kerja terus ditanya references, ini harus diisi apa, maksudnya apa? (<i>What do you think guys, if you want to apply job, then you are asked for the references, what should you fill in, what does it mean?</i>)</p>	The teacher rephrases the initial question into another question that has the same meaning
2	SIM		✓		
3	REP		✓		
4	DCO	✓		<p>Teacher: Do you think which form, in form 1, form 2, form 3, that mostly complete? Yang paling lengkap menurut kalian yang mana? (<i>Which one is mostly complete in your opinion?</i>)</p> <p>Teacher: Dari setiap aplikasi itu atau formulir itu, dari tiga formulir itu yang punya kesamaan apa saja? Apa saja kesamaannya? (<i>What do</i></p>	The teacher breaks down the initial question into more than two questions

				<p>they have? <i>(From each application or form, from the three of those, what are the similar things?)</i></p> <p>Teacher: What's the next? The same things? Apa lagi yang sama? <i>(What are the other similar things?)</i></p> <p>Teacher: Apa itu yang tidak ada di formulir pertama? <i>(What is not in the first form?)</i></p> <p>Teacher: Yang beda apa itu selain professional skill? <i>(What is the other thing that is different other than professional skill?)</i></p>	
5	PRO	✓		<p>Teacher: What do you think guys? Is it easy or not about the job application?</p> <p>Lebih sulitkah kalau mengisi tentang formulir melamar pekerjaan ketimbang mengisi formulir pendaftaran sekolah? <i>(Is it more difficult to fill in a job application rather than a school application form?)</i></p> <p>Teacher: Lebih mudah yang mana? <i>(Which one is easier?)</i></p> <p>Teacher: Apa yang membuat formulir job application lebih sulit? <i>(What makes job application form is more difficult?)</i></p>	The teacher gives question to the student and then the initial question is followed by other question

Notes:

RPH = Rephrasing

SIM = Simplification

REP = Repetition

DCO = Decomposition

PRO = Probing

5. Observation 5

Teacher's Name : Miss AR

Class : XII IPA 4

Topic/Material : English Form

Date/Time : Wednesday, 10th August 2022 / 13.40 – 15.00

Observation Results of Techniques in Questioning

The table below showed the results of the observation regarding the technique in questioning utilized by the teacher during the fifth observation.

NO.	TECHNIQUES IN QUESTIONING	OCCURANCE		EXAMPLES	DESCRIPTION
		YES	NO		
1	RPH		✓		
2	SIM		✓		
3	REP	✓		Teacher: Ok, guys, my question for today, do you ever go to the bank? Teacher: Have you ever gone to the bank? Pernah ke bank? Teacher: Ya, what institution that issued the form? The first form, institusi apa (<i>What institution</i>) Teacher: What institution that issued the form, the first form? Teacher: Oke, what do you think, why did Amalia fill out the form? Teacher: Why did Amalia fill out or fill in the form? My question is Why Teacher: And what would happen if Amalia did not fill in the form? Teacher: What would happen itu pertanyaannya adalah apa yang akan terjadi, what would happen if Amalia did not fill in the form?	The teacher gives questions by repeating the exact same questions to the students
4	DCO		✓		
5	PRO		✓		

Notes:

RPH = Rephrasing

SIM = Simplification

REP = Repetition

DCO = Decomposition

PRO = Probing

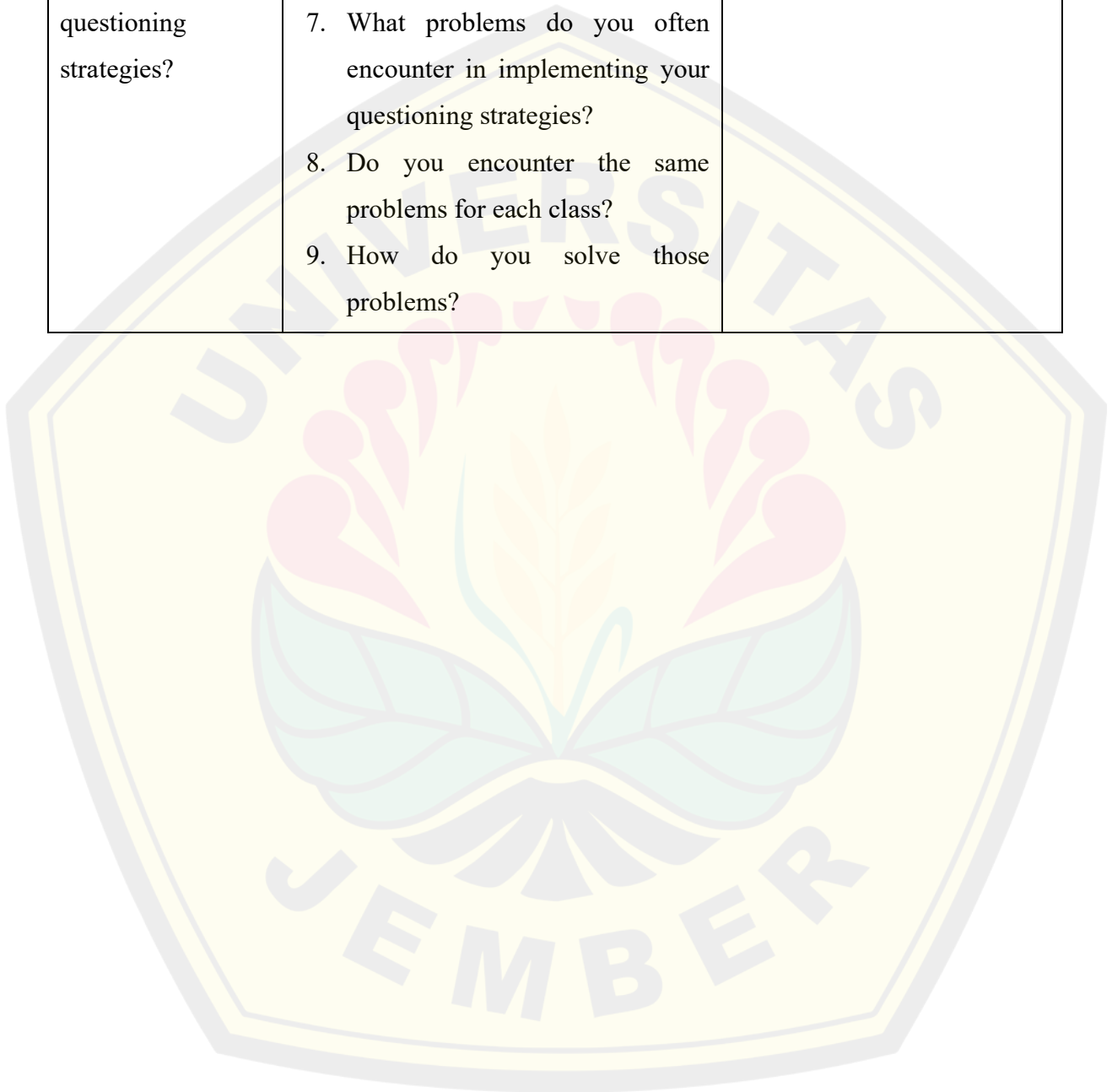


Appendix 4.

Interview Schedule

Research Questions	Interview Questions	Response
<p>Why does the teacher use those particular types of questions and questioning techniques?</p>	<ol style="list-style-type: none"> 1. Based on the results of observations, it is known that you often use <i>(type of question)</i> in your classroom interaction. Are there any specific reasons for you to use that type of question frequently? 2. How effective is the role of <i>(type of question)</i> for increasing the interaction in the classroom? 3. Based on the result of observations, it is known that you use <i>(types of questioning techniques)</i> when delivering questions to students. Why do you choose to use those questioning techniques? 4. Among the questioning techniques that you use, there is one type of technique that you use most often to deliver questions, that is <i>(type of questioning technique)</i>. Is there any specific reason for you to use it frequently? 5. On the other hand, there is also one type of technique that you rarely use, that is <i>(type of</i> 	

	<p><i>questioning technique</i>). Is there any specific reason for you to use it rarely?</p>	
<p>What problems does the teacher encounter in implementing their questioning strategies?</p>	<p>6. Do you encounter any problems or obstacles in implementing your questioning strategies to the students?</p> <p>7. What problems do you often encounter in implementing your questioning strategies?</p> <p>8. Do you encounter the same problems for each class?</p> <p>9. How do you solve those problems?</p>	



Appendix 5.

Interview Transcript

Teacher's Name : Miss AR
 Date : 14th September, 2022
 Time : 07.30 – 09.00

Researcher	Good morning
Miss AR	Iya good morning mbak
Researcher	How are you today?
Miss AR	Good. A little bit busy but so far so good
Researcher	Jadi disini saya ingin mewawancara perihal cara bertanya Ibu, questioning strategies-nya, menindaklanjuti dari observasi yang kemarin
Miss AR	Baik
Researcher	Jadi, menurut Ibu, seberapa pentingkah interaksi antara guru dan siswa di kelas?
Miss AR	Itu kalau dibilang seberapa penting berarti tingkatan ya, level pentingnya, sangat penting. Karena itu one of the way of communications ya. Karena kita tugasnya eee.... Tidak hanya delivering material, tap ikan juga ya itu tadi, berkomunikasi berinteraksi. Jadi, sangat penting menurut saya, tidak hanya satu arah, tapi dua arah. Siswa juga merespon, kemudian saya juga merespon, terus saya bertanya siswa juga bertanya, gitu. Sangat penting kalau diaplikasikan di kelas
Researcher	Kemudian, dalam proses mengajar dan belajar, apakah anda sering mengajukan pertanyaan kepada siswa?
Miss AR	Sering bertanya. Terutama jika memang itu dikaitkan untuk menggali eeee, apa ya, kebutuhan saya untuk ini, delivering material, mengajar. Kaya, misalnya kalau di awal, udah seberapa tau tentang ini, udah pernah dengar belum tentang ini. Kan kaya gitu di awal. Jadi, kalau ditanya seberapa sering, ya sering. Karena memang itu kebutuhan supaya terjadi atmosfer mengajar yang kondusif ya, yang enak gitu
Researcher	Selanjutnya, menurut Ibu, apakah pertanyaan mempunyai peran penting di dalam interaksi yang terjadi di dalam kelas?
Miss AR	Tentu, mbak. Penting. Kaya sederhana saja ya misalnya yang paling sering ditanyakan mungkin “bisa dipahami nggak?” itu kan to make sure I teach very well gitu kan. Jadi, dengan pertanyaan seperti itu saja, itu mampu, apa biasanya, mampu mempengaruhi kondisi di kelas gitu. Kalau misalnya anak-anak itu “nggak paham Miss” berarti kan saya mau tidak mau harus merubah apa yang sebelumnya sudah direncanakan, atau apa yang sudah saya lakukan kaya gitu. Jadi, sangat penting pertanyaan itu disampaikan dalam proses belajar mengajar

Researcher	Baik. Selanjutnya, berdasarkan hasil dari observasi, diketahui bahwa anda sering menggunakan Convergent Question di dalam interaksi kelas. Apakah ada alasan spesifik bagi anda untuk menggunakan jenis pertanyaan tersebut dengan sering?
Miss AR	Sebenarnya tidak ada alasan yang spesifik ya. Jenis pertanyaan, kalau jenis pertanyaannya itu saya mengacu pada situasi di kelas sih. Karena masing-masing anak itu kondisi di kelas nggak sama. Jadi, kadang saya juga memperhatikan bagaimana situasi atau kondisi anak juga. Kalau misalnya saya terlalu memaksakan untuk bertanya jenis yang lain, takutnya siswa juga nggak nyampe di pertanyaan itu. Jadi, sebenarnya tidak ada alasan spesifik kenapa kemudian menjadi dikategorikan sebagai pertanyaan yang divergent (guru salah menyebutkan term yang seharusnya convergent), karena saya melihat situasinya anak-anak sama kondisinya anak-anak mungkin lebih condongnya ke pertanyaan yang jenis seperti itu
Researcher	Anak-anak lebih sering menjawab ketika diberikan pertanyaan seperti itu ya Bu
Miss AR	Iya, iya
Researcher	Kemudian, seberapa efektif peran Convergent Question dalam meningkatkan interaksi di dalam kelas?
Miss AR	Seberapa efektif, kalau bilang efektif atau tidak, saya rasa belum sepenuhnya efektif. Karena kadang siswa itu masih cenderung ignorance ya. Sebenarnya tidak Sebagian besar sih, sebagian kecil saja. Jadi kadang saya masih harus berpikir atau memutar otak untuk mengganti pertanyaan gitu ya. Jadi, kalau tolak ukurnya efektif atau tidak efektif, mungkin di sebagian kelas efektif tapi di Sebagian kelas belum efektif. Cuman selama ini, pertanyaan-pertanyaan itu bisa jadi bridging, jembatan, untuk penyampaian materi, untuk penyampaian aktivitas gitu. Efektifnya mungkin bisa dilihat dari situ, tapi kalau untuk secara keseluruhan, misalnya untuk meng-explore ee... apa ya... sampai untuk pada tujuan kompetensi dasar, sampai untuk mencapai tujuan pembelajaran belum 100% efektif sih. Jadi hanya sekedar bridging anak-anak paling tidak eee, kondisi kelas, kondisi pembelajaran saya, materi yang akan saya sampaikan itu bisa berjalan gitu
Researcher	Kemudian, berdasarkan hasil observasi, diketahui bahwa anda menggunakan Teknik Repetition, Rephrasing, Decomposition, Simplification dan Probing ketika menyampaikan pertanyaan kepada siswa. Mengapa anda memilih untuk menggunakan teknik bertanya tersebut?
Miss AR	Emm, alasannya ya mbak ya, Ini menyesuaikan dengan materinya yang akan diberikan, dan step pembelajaran, step prosedur, step kegiatan pembelajaran itu. Jadi kalau misalnya di awal gitu saya mungkin akan sering banyak bertanya di eee, teknik yang repetition, mungkin yang rephrasing. Kalau di bagian misalnya saya delivering materials, saya mungkin menjelaskan gitu, kemudian anak-anak masih tidak mengerti pertanyaan saya, otomatis saya harus mengulang lagi. Jadi kaya apa,

	decomposition lagi, merubah pertanyaan. Iya sebenarnya intinya alasannya bagaimana saya, tujuannya ya intinya bagaimana anak-anak itu sebenarnya paham apa yang saya sampaikan, apa yang saya tanyakan, dan saya juga bisa memahami dengan pertanyaan itu saya bisa paham, saya bisa mengerti kondisi siswa, gitu. Jadi, apa ya mbak, interaksinya itu saya butuh jawaban, mereka juga butuh jawaban dari saya juga gitu pemahaman dari saya. Jadi intinya ya alasannya ya untuk saling mengerti aja, mempermudah komunikasi itu, di kelas, mempermudah interaksi dan komunikasi itu. Jadi, kalau contohnya kalau yang decomposition, jadi misalnya anak-anak nggak paham, harus saya rubah gimana pertanyaannya itu bisa dipahami begitu, untuk memastikan kondisi siswa juga bahwa mereka paham
Researcher	Lalu selanjutnya, diantara teknik bertanya yang anda gunakan, ada satu jenis Teknik bertanya yang paling sering anda gunakan, yaitu Repetition. Apakah ada alasan spesifik bagi anda untuk menggunakannya dengan sering?
Miss AR	Itu alasannya apa ya, untuk getting attention aja. Anak-anak itu kalau kebetulan yang di jam-jam rawan ya di jam-jam terakhir, jam terakhir kemudian materinya mungkin tidak begitu menarik gitu, jadi, atau kadang pronunciation say aitu atau apa ya, pronunciation saya nggak begitu jelas, biasanya yaitu, saya repeat, saya ulangi terus, sampai anak-anak itu pay attention gitu untuk make sure itu. Jadi sering di-repeat diulang gitu. Karena kadang satu kali disini untuk Bahasa, full Bahasa Inggris anak-anak pasti masih kesulitan. Dua kali tiga kali baru bisa jawab
Researcher	Selanjutnya, sebaliknya, ada juga satu jenis teknik bertanya yang jarang anda gunakan, yaitu Simplification dan Probing. Apakah ada alasan spesifik bagi anda untuk menggunakannya dengan jarang?
Miss AR	Tidak ada sih mbak, natural. Kadang saya nggak menyadari bahwa itu jarang saya tanyakan. Maksudnya nggak pernah pake teknik itu. Eeee, mengikuti, balik lagi ke pertanyaan yang sebelumnya, saya bener-bener ngikutin, ngeliat kondisi di kelas, ngeliat kondisi siswanya juga. Ya itu diluar kontrol saya ya. Kalau jarang pakai yang eee, probing dan apa tadi simplification. Iya mungkin itu salah satu kelemahan sih weakness atau saya tidak menyadari hal itu
Researcher	Sekarang, apakah anda menemukan masalah ataupun tantangan dalam mengimplementasikan strategi bertanya anda kepada siswa?
Miss AR	Iya. Eee, sejujurnya ini benar-benar, ini kaya pengalaman pertama juga sih mbak. Bahwa ternyata bertanya itu ada jenisnya, kemudian juga ada tekniknya di kelas gitu. Jalau kalau emm, masalahnya itu terkadang di variasi bertanyanya yang gak terlalu saya eksplor lebih banyak sih ya. Kadang ada pertanyaan-pertanyaan itu yang gak sampe menggali pada logic, apa ya, iya logika berpikir, gak sampai pada memancing bagaimana siswa itu menggunakan logika berpikirnya gitu. Sebenarnya mungkin di, mungkin pada kenyataannya, di perilakunya, atau di aktivitas atau tindakannya itu memang memaksa siswa untuk berpikir

	secara logis tapi saya nggak pernah sampe punya strategi khusus bikin pertanyaan yang untuk memancing ke arah sana. Jadi mungkin permasalahannya sih, iya saya kurang banyak di variasi pertanyaannya sih. Dan efeknya iya itu tadi tidak banyak memancing siswa untuk menggunakan logika berpikirnya atau ter-, apa ya, jadi curious kadang, curiosity-nya itu gak berlanjut gitu. Itu tantangannya
Researcher	Sekarang masalah apa saja yang sering anda temukan dalam mengimplementasikan strategi bertanya anda? Mungkin dari sisi siswanya
Miss AR	Aa... ini ya mungkin kondisi mayoritas siswa disini. Kebetulan yang diobservasi itu di beberapa kelas itu jamnya juga jam-jam yang sudah siang ya. Mungkin anak-anak juga lelah gitu kan. Kadang kalau anak-anak jaman sekarang itu "Kok tanya terus sih Miss" kaya gitu kan ya. Jadi mungkin kalau anak sini itu, anak SMA Kalisat itu mungkin eee, belum, bukan belum ya apa ya mbak Namanya juga anak-anak kondisinya juga memang berpengaruh dan Bahasa Inggris bukan mata pelajaran yang diminati gitu kan, menjadi tantangan gitu, momok gitu juga kadang. Jadi itu mungkin mempengaruhi kondisi siswa dalam di kelas. Jadi ya mau tidak mau biasanya saya yang harus lebih ekstra mendorong motivasi, memancing gitu. Dan, apa, kadang yaitu yang memang nggak bisa dihindari adalah kondisi jam pelajaran sih yang terlalu siang. Biasanya juga setelah olahraga anak-anak, habis istirahat gitu kan. Jadi, waktu istirahatnya itu masih mempengaruhi kondisi kesiapan belajarnya
Researcher	Berarti kesiapan belajarnya ya Bu yang membuat siswa menjadi kadang kalau dilontarkan pertanyaan kadang nggak jawab
Miss AR	Iya kesiapan belajarnya itu
Researcher	Kemudian, apakah anda menemukan masalah yang sama pada tiap kelas?
Miss AR	Nggak, ndak sih mbak. Di beberapa kelas itu ada yang responnya bagus, responsive. Karena itu tadi, kesiapan belajarnya juga tidak sama, dan interest ke sastra Inggris atau mata pelajaran Bahasa Inggris itu di beberapa kelas itu eee beda-beda
Researcher	Kemudian sekarang yang terakhir, bagaimana anda mengatasi/memecahkan masalah tersebut?
Miss AR	Emm, mungkin mau belajar lagi ya mbak. Peningkatan kapasitas lagi. Dari apa yang mbak Adinda lakukan, observasi, dari penelitiannya mbak Adinda ini malah saya yang ingin belajar tentang itu. Jadi nanti itu mungkin tindak lanjutnya saya mau lebih banyak baca-baca dulu bahwa proses bertanya itu ada tekniknya, ada berbagai macam dan mungkin itu bisa mempengaruhi kondisi belajar mengajar di kelas. Nah nanti saya akan lihat dengan bagaimana kondisi siswa saya di sehari-hari, di kelas gitu kan. Baru di, mungkin di materi selanjutnya atau di RPP selanjutnya saya bisa coba susun terlebih dahulu bagaimana pertanyaan-pertanyaan itu bisa struktural sesuai dengan tingkatan prosesnya. Misalnya kalau di

	<p>awal itu harus pakai pertanyaan yang seperti apa, kemudian kalau di pas pelajaran itu harus pake Teknik pertanyaan yang bagaimana, kalau mau memancing untuk sampe di pada tingkat High Order Thinking Skill itu harus pake pertanyaan yang seperti apa dan bagaimana menutup itu, mungkin yang menutup ya saya itu jarang sekali menutup itu dengan pertanyaan yang kualitasnya bagus gitu loh. Selalu pasti pertanyaannya itu tadi ya sifatnya repetition ya gitu ya sama apa ya itu ya, yang lain gitu ya. Jadi mungkin dari situ saya coba susun dulu intinya, ya intinya saya akan tingkatkan kapasitas diri saya dulu perihal questioning technique itu</p>
Researcher	<p>Kalau yang mungkin sudah pernah ibu terapkan tadi kan katanya masalahnya itu tentang kesiapan belajarnya siswa, mungkin ibu, sepertinya saya pernah, kalau tidak salah, pernah memberi game pas waktu awal pelajaran, itu apa juga mempengaruhi antusiasme siswa?</p>
Miss AR	<p>Aaa, iya bisa. Itu kadang bisa mempengaruhi antusiasme siswa. Dikasih game dulu ya, dikasih ice breaking dulu. Iya itu bisa, Cuma sekarang kadang kendalanya kadang kita bingung ya ice breaking tuh harus dikasih apa yang sesuai dengan materi atau nggak gitu, harus relevan atau nggak itu yang kadang masih ambigu sih. Cuma ya kadang emang dikasih, diberikan sih mbak</p>

