

**AN ANALYSIS OF ENGLISH TEACHER'S QUESTIONS USED  
IN THE CLASSROOM INTERACTION**

(A Descriptive Qualitative conducted at SMKN 4 Bengkulu of the  
Tenth Grade *Teknik Kendaraan Ringan* (TKR) Students in the  
Academic Year 2020/2021)

**THESIS**

Submitted as a Partial Fulfillment Requirements for the degree of *Sarjana* in  
English Education Study Program



By

**SEPTRIA AMBARWATI**

**NIM.1611230008**

**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT ISLAMIC EDUCATION AND TADRIS FACULTY**

**THE STATE ISLAMIC INSTITUTE OF BENGKULU**

**2021**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADRIS**

Alamat: Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax. (0736)51172

Bengkulu

**ADVISORS SHEET**

Subject : SEPTRIA AMBARWATI

NIM : 1611230008

To: The Dean of Tarbiyah and Tadris Faculty

IAIN Bengkulu

In Bengkulu

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors,

we state that the thesis of:

Name : Septria Ambarwati

NIM : 1611230008

Title : An Analysis of English Teacher's Questions Used in the Classroom

Interaction (A Descriptive Qualitative conducted at SMKN 4 Bengkulu

of the Tenth Grade *Teknik Kendaraan Ringan* (TKR) Students in the

Academic Year 2020/2021)

Has already fulfilled the requirements to be presented before The Board of

Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank

you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, 26 Juli 2021

First Advisor,

Second Advisor,

  
Riswanto, Ph.D

  
Epdang Haryanto, M.Pd

NIP. 1972041019990310004

NIDN. 2004058601



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADRIS**  
**JURUSAN TADRIS**

Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

**RATIFICATION**

This is to certify the *Sarjana* thesis entitled “AN ANALYSIS OF ENGLISH TEACHER’S QUESTIONS USED IN THE CLASSROOM INTERACTION ( A Descriptive Qualitative conducted at SMKN 4 Bengkulu of the Tenth Grade *Teknik Kendaraan Ringan* (TKR) Students in the Academic Years 2020/2021)” by **Septia Ambarwati ( 1611230008 )** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman :  
**Dr. Ahmad Suradi, M.Ag**  
NIP. 197601192007011018

Secretary :  
**Heny Friantary, M.Pd**  
NIP. 198508022015032002

Examiner I :  
**Feny Martina, M.Pd**  
NIP. 198703242015032002

Examiner II :  
**Zelvia Liska Afriani, M.Pd**  
NIP. 1994042020180120003



Bengkulu, July 26<sup>th</sup> 2021

Approved by the Dean of Islamic and Tadris Faculty

**Dr. Zubaedi, M.Ag., M.Pd**  
NIP. 196903081996031005

## MOTTOS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

بِاللَّهِ إِلَّا تَوْفِيقِي وَمَا

Dan tidak ada kesuksesan bagiku melainkan dengan (pertolongan) Allah. **QS.**

**Huud:8**

مَنْ سَلَكَ طَرِيقًا يَبْتَغِي فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ

*“Barang siapa yang menempuh perjalanan untuk mencari ilmu maka Allah memudahkan baginya jalan menuju surga”.*

**You must dare to try if you want to get an experience, and through the process of success.**

**-Septria Ambarwati-**

## **DEDICATION**

With gratitude and all my love, this thesis is dedicated to:

- ❖ My Greatest God, Allah SWT, I really thanks to you because without your blessing, I am nothing in this world.
- ❖ My beloved parents, Mr. Amrin, S.P and Mrs. Nilawati(Almh). Thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.
- ❖ My beloved two brothers , Manggala Ade Pratama, S.P my lovable youngest brother Gillang Prasetya, thanks for always support me and for every single pray that you gave to me. I love you more than anything.
- ❖ Deeply thanks for my special partner Sahrul Alamsyah Siregar. S.H. Always given me support, advices and always listen to my chatter.
- ❖ My Supervisor I, Riswanto, Ph.D, and my Supervisor II, Endang Haryanto, M.Pd, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ My close friend, Hersa Aprianti, Pina Septiani, Fardona Nopea, Pebri Nopita Sari, Vanessa Clara Syinta, Reza Oktrisari, Windy Tari S, Fatonah H, Hapri Oktarina. Raesita Sekar Mentari. Thanks for your memorable time, attention, and your good friendship.
- ❖ My big family, you are everything that I have.
- ❖ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave to me.
- ❖ Thank you very much for all students of X TKR Students, teachers, also staff at SMKN 4 Bengkulu for your help and cooperation during my research. You made my dream comes true.
- ❖ All of my friends at English study program in academic year 2016, thank for all the happiness we've passed together. I love you guys.
- ❖ My beloved almamater IAIN Bengkulu.

## PRONOUNCEMENT

Name : Septria Ambarwati  
NIM : 1611230008  
Study Program : English Study Program  
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled “An Analysis of English Teacher’s Questions Used in the Classroom Interaction (A Descriptive Qualitative conducted at SMKN 4 Bengkulu of the Tenth Grade Teknik Kendaraan Ringan (TKR) Students in the Academic Year 2020/2021)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2021

Stated by,



Septria Ambarwati

NIM. 1611230008

## ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *An Analysis of English Teacher's Questions Used in the Classroom Interaction (A Descriptive Qualitative conducted at SMKN 4 Bengkulu of the Tenth Grade Teknik Kendaraan Ringan (TKR) Students in the Academic Year 2020/2021)*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajudin, M.Ag, M.H, the Rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.Si, the head of Tadris Department.
4. Feny Martina, M.Pd. as Chief of English Education Study Program of IAIN Bengkulu.
5. Supervisor I, Riswanto, Ph.D, and Supervisor II, Endang Haryanto, M.Pd.
6. All English lecturers and administration staffs of IAIN Bengkulu.
7. Amelia Sevanti, S.Pd, the English Teacher of SMKN 4 Bengkulu.
8. The big family of SMKN 4 Bengkulu.
9. All of my best friends, especially in English Program of IAIN Bengkulu 2016.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2021

The researcher

**Septria Ambarwati**

**NIM. 1611230008**

## ABSTRACT

Septria Ambarwati. 2021. An Analysis of English Teacher's Questions Used in the Classroom Interaction. (A Descriptive Qualitative conducted at SMKN 4 Bengkulu of the Tenth Grade *Teknik Kendaraan Ringan* (TKR) Students in the Academic Year 2020/2021). Thesis. English Education Study Program, Department Islamic Education and Tadris Faculty, The State Islamic Institute of Bengkulu.

Advisor: 1. Riswanto, Ph.D

2. Endang Haryanto, M.Pd

Based on types of teacher's question theory, types of teacher's questions have been classified in a number of ways, those are display, referential and procedural questions. Therefore, the purpose of this research was to find out the types of question the teacher tend to use in classroom interaction and what the teachers' reason in using the types of questions in classroom interaction at X TKR classroom of SMKN 4 Bengkulu. The method of this research is qualitative and the subject of this research was an English teacher of X TKR classroom, namely Amelia Sevanti, S.Pd. The results of this research show that the teacher already used the types of questions namely Display questions, Referential Questions and Procedural Questions with the teacher's reason by using those types of questions are those questions are suitable, easy to be understanding, it could be encouraging student's participation, the teacher given time to the students to answer the question will not be wasted because they are taking too much time to answer and also those questions are familiar for the students. Although actually it does not match in the reality. In conclusion, the teacher's creativity in choosing the good types of questions in teaching learning process still lack in order to gain the participation of the students in the teaching learning process.

**Keywords:** Types of Teacher's Questions, English Teacher, Classroom Interaction



## ABSTRAK

Septria Ambarwati. 2021. Analisis Jenis Pertanyaan Guru yang Digunakan di Kegiatan Interaksi Kelas. (Sebuah Deskripsi Kualitatif yang dilakukan pada siswa Teknik Kendaraan Ringan kelas satu di SMKN 4 Bengkulu di tahun akademik 2020/2021). Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.

Pembimbing: 1. Riswanto, Ph.D

2. Endang Haryanto, M.Pd

Berdasarkan teori jenis pertanyaan guru, jenis pertanyaan guru terbagi atas display, referential dan procedural questions. Oleh karena itu, tujuan penelitian ini adalah untuk mengetahui jenis pertanyaan mana yang digunakan oleh guru pada interaksi kelas dan apa alasannya menggunakan jenis pertanyaan tersebut. Metode yang digunakan pada penelitian ini adalah metode kualitatif dan subjek yang diteliti ialah seorang guru Bahasa Inggris kelas X TKR yang bernama Amelia Sevanti, S.Pd. Hasil dari penelitian ini menunjukkan bahwa guru telah menggunakan jenis pertanyaan seperti Display questions, Referential questions dan Procedural questions serta alasan guru menggunakan jenis pertanyaan tersebut adalah pertanyaan-pertanyaan itu sesuai, mudah untuk dipahami, dapat meningkatkan keaktifan siswa, siswa tidak menghabiskan waktu terlalu lama untuk menjawab pertanyaan dan juga pertanyaan-pertanyaan tersebut sudah tidak asing lagi bagi para siswa. Namun pada kenyataannya dalam proses pembelajaran berbeda. Kesimpulannya, kreatifitas guru dalam memilih jenis pertanyaan yang tepat dalam proses pembelajaran masih kurang dalam memacu keaktifan para siswa dalam proses pembelajaran.

***Kata Kunci:* Jenis Pertanyaan Guru, Guru Bahasa Inggris, Interaksi Kelas**

## TABLE OF CONTENT

<b>TITLE .....</b>	<b>i</b>
<b>ADVISORS SHEET.....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>PRONOUNCEMENT.....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>ABSTRAK .....</b>	<b>xi</b>
<b>TABLE OF CONTENT.....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>

### **CHAPTER I: INTRODUCTION**

A. Background of the study .....	1
B. Identification of the problems .....	5
C. Limitation of the problem .....	5
D. Research Questions .....	6
E. Research Objectives .....	6
F. Significances of the Study.....	6
G. Operational Definition of Key Terms .....	6

### **CHAPTER II: LITERATURE REVIEW**

A. Theoretical Description.....	9
---------------------------------	---

1. Classroom Interaction .....	9
2. Patterns of Classroom Interaction .....	19
3. Level and Types of Classroom Interaction .....	20
4. Elements of teaching effectiveness .....	22
5. Definition of Question.....	29
6. Types of Questions.....	33
7. The Function of Teacher Questions .....	42
8. Relationship among Types of Teacher Questions, the Functions of Teacher Questions and Students' Oral Responses .....	46
9. Technique of Questioning .....	47
10. Impact of teachers' open-ended questioning on student learning .....	47
B. Previous Study .....	50

### **CHAPTER III: RESEARCH METHOD**

A. Research Design.....	56
B. Research Setting.....	57
C. Subject of Research.....	57
D. Data Collection Technique.....	57
1. Observation checklist.....	58
2. Interview .....	58
3. Documentation .....	59
E. Data Analysis Technique .....	59
1. Reduction of the data .....	59
2. Display the data.....	60
3. Drawing Conclusion and Verification .....	60
F. Trustworthiness .....	61

### **CHAPTER IV: RESULT AND DISCUSSION**

A. Result .....	64
B. Discussion .....	73

**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....79  
B. Suggestion .....80

**REFFERENCES**

**APPENDICES**

## LIST OF TABLES

Table	Page
Table 1 Data displayed the data of observation .....	64
Table 2 Data displayed the data of interview .....	66

## LIST OF APPENDICES

Appendix	Page
Appendix 1 Interview sheet guidelines for English teacher of X Teknik Kendaraan Ringan (TKR) classroom at SMKN 4 Bengkulu adapted from Flander in 1970 .....	81
Appendix 2 Classroom Observation Transcript.....	82
Appendix 3 Interview transcript of the English teacher of X Teknik Kendaraan Ringan (TKR) classroom at SMKN 4 Bengkulu adapted from Flander in 1970.....	83
Appendix 4 English Teacher's Curriculum vitae .....	88
Appendix 5 Lesson Plan .....	89
Appendix 6 List of Attendance .....	92

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English as a foreign language has grown in popularity, particularly as we approach the new globalization period, and it has become a must in the field of education as an international language. It may now be taught in schools, particularly in the context of studying English; vocational high school students cannot be separated from English for vocational purposes. Teaching English in vocational education, particularly secondary education, should be undertaken, according to Widodo in Mahbub Arif (2018). Vocational students must be able to communicate in both active and passive English in order to obtain work in the global workforce. Most senior high schools in Indonesia teach English as a foreign language, including SMK N 4 Bengkulu, which is one of the country's senior high schools.

The importance of the role of the instructor in the English teaching and learning process should not be overlooked while teaching English in the classroom. Teachers' questions are part of a discussion based on classroom interaction analysis methodologies established by Moskowitz, such as the Foreign Language Interaction Analysis (FLINT) (1988). This fact offers us a basic idea of the relationship between the teacher's question and classroom interaction, implying that the discussion of the teacher's question is inextricably linked to classroom engagement. Interaction is critical for language teachers. It is referred to as the "heart of communication." Interaction, according to Brown (2001), is the interchange of thoughts,

feelings, and ideas between two or more persons, with a mutual influence on both communicators. Brown says that using questioning tactics in the teaching and learning process is one of the finest methods for teachers to be the starter and sustainer of engagement. Additionally, the usage of questions with varied forms might benefit both teachers and students in the classroom interaction. The instructor's question in the classroom have a significant function in language acquisition.

One aspect of language usage is the usage of questions. The question is considered as occupying a crucial place in linguistic processes. A question-and-answer approach is common in the classroom. The manner in which the teacher asks questions has an impact on the students' responses and critical thinking. Questioning tactics are intended to offer students more time to think about and comprehend what the instructor is asking, as well as more time to respond to the questions. As a result, the instructor and students will engage in interactive conversation. Teachers should examine the strategy in presenting questions in terms of the question type level and the asking behaviors since the student's replies are heavily influenced by the teacher's questions, particularly in the application of questioning strategy. This is significant because a well-designed questioning method used in the classroom may boost students' curiosity and interest, promote their competence, and drive them to improve their English language skills.

In the classroom, the teacher's questioning is critical for initiating teaching and learning. Teacher questions, according to Cotton, are instructional signals or stimulation that drive students to material elements to be learnt and answer



directions. In terms of the importance of teacher questions in language acquisition, teachers should be aware of the types of questions that might help students learn the target language. The importance of understanding different sorts of questions stems from the fact that some brief inquiries are more likely to prompt students to react with more sophisticated responses, give more intelligible inputs, and foster true connection. It means that the key teacher's question that arises in the classroom is whether the teacher can manage a class with balanced talks, and if the teacher can manage a class with balanced talks, then the student can balance the teacher talks by using the target language because it was the language that was used to turn the teacher in the English classroom.

Given the importance of instructors' questioning in classroom interactions, a study of instructors' questioning behavior has emerged as a critical problem. According to research on teacher questioning, teachers prefer to ask a large number of questions in the classroom for several reasons. The importance of the teacher's inquiry is exposed. In the classroom, the practice of questioning and replying is considered a method of communication that is often employed by students and teachers.

Obviously, as can be seen from the above explanation, instructors frequently use questioning in their teaching process. It is a fundamental approach used by teachers to increase classroom engagement while also stimulating pupils' language production. Unfortunately, some teachers are unaware of the need of employing proper questioning styles and strategies to assist kids who are attempting to communicate. They are unaware that their

inquiries will have an impact on student language production. Poor questioning may make classroom engagement tedious, leaving pupils hesitant to talk or demonstrate their language production skills.

The researcher has conducted a pre-observed several teaching and learning processes in *Teknik Kendaraan Ringan* (TKR) classroom at SMK N 4 Kota Bengkulu, the researcher found that the general teacher question that occurred in the class was students would participate to talk if the teacher took the initiative, encouraged, and asked them to talk. In fact, the opportunities that teachers provide for the learner to talk have a big influence on getting learners to talk in class. That is the basic reason why researchers want to know what types of talks are often used by teachers and learners take to talk during the teaching and learning process.

The reason why the researcher chose the analysis of teacher's questions used in class interaction. Therefore, the teacher must provide techniques or types of questions to students so that class interaction goes well. From the initial observation of the facts at the tenth grade of TKR students' at SMKN 4 Bengkulu, students tend to be less active and more silent. Because it could be caused by the teacher's question that is used does not vary so for this reason the reasearcher doing a study entitled "*An Analysis of English Teacher's Questions Used in the Classroom Interaction (A Descriptive Qualitative conducted at SMKN 4 Bengkulu of the Tenth Grade Teknik Kendaraan Ringan (TKR) Students in the Academic Year 2020/2021)*".

## **B. Identification of the Problems**

Based on the background of the study above, the problem can be identified as the following:

1. Lack of learner respond to teacher in teaching learning process.
2. Difficult experienced by teachers and learners in classroom interaction.
3. The learners difficult in understanding the teacher talk while studying.
4. The learners are less active in expressing opinions in class experienced by teachers in classroom interaction.

## **C. Limitation of the Problem**

Limitation of this study is only focus about the teacher experience and the questions analyzed are all English questions generated in the teaching and learning process in the *Teknik Kendaraan Ringan* (TKR) classroom at SMK N 4 Bengkulu. Because interaction in class does not only talk about learning content, all kinds of English questions will be analyzed in this study. This study analyzes the types of questions that are mostly used in classroom interactions. It also looks at the reasons and how the teacher expresses the types of questions in the teaching and learning process. Furthermore, this research is limited to tenth grade of *Teknik Kendaraan Ringan* (TKR) classroom at SMK N 4 Bengkulu.

#### **D. Research Questions**

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

1. What are the types of questions used by English teacher to interact with the students in classroom?
2. Why do the teachers use those types of questions in classroom interaction?

#### **E. Research Objectives**

Based on the research questions above, the objectives of the research are:

1. To know the type of questions used by English teacher to interact with the students in classroom.
2. To know why do the teachers use those types of questions in classroom interaction at X TKR classroom of SMKN 4 Bengkulu.

#### **F. Significances of The Study**

The result of this research is expected to give important information for the English teachers, students, and the next researchers. The significances are:

- 1. For the teachers,** the results of this study can help them to do class interactions because class interactions are very important. Knowing the types and techniques of questions is useful information for them to carry out classroom interactions.
- 2. For the students,** the results of the study are expected to contribute to motivating students in increasing student activity and responding to teacher questions.

**3. For the next researcher,** the results can be used for those who focus on analyzing questions in classroom interactions, especially in using teacher questions.

### **G. Operational Definition of Key Terms**

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

#### **1. Teacher's Question**

Questioning is one of the most popular tactics employed by instructors, according to Richards, J. C., and Lockhart, C. (1994). It is the primary manner in which teachers govern classroom engagement. In other courses, question and answer sessions take up more than half of the instructional time. In this study, it implies examining the instructor's questions, particularly the English questions supplied by the instructor, in order for the instructor to receive feedback from students while teaching and learning in class.

#### **2. Technique of Questioning**

According to Sujariati et al., (2016) Questioning tactics are methods of asking pupils questions in order to obtain information for the goal of teaching. According to Harvey (2001), the most successful questioning approach is one that encourages students to completely participate in the learning process. Students can be more involved in responding to questions from the teacher, ensuring that they comprehend the topic and mastering English language skills. In this study, the types and techniques

of teacher questions can lure students to be able to respond to a class interaction during the learning process.

### 3. Classroom Interaction

Classroom interaction, according to Chaudron (1998), includes activities such as turn-taking, questioning and replying, meaning negotiation, and feedback. In this study, classroom interaction means communication that occurs between the teacher and students where the teacher gives questions and students also respond to the teacher's questions when the teaching process is in class.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

##### **1. Classroom Interaction**

Instructors in pre-service teacher education, according to Evan Ortlieb, have opportunity to watch experienced teachers. While the new teacher is viewed as a trainee, the experienced teacher is viewed as a role model. Observation allows beginner instructors to observe what more experienced instructors or their peers do and how they do it when presenting a lesson. The following are some of the benefits of doing classroom interaction: 1) creating a vocabulary for discussing and comprehending the teaching process; 2) being aware of the ideas and decision-making processes that underpin successful teaching; 3) recognizing the differences between effective and poor classroom concepts; and 4) identifying approaches and procedures that student instructors might use in their own classrooms. Classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction interrelated.

The New Oxford Dictionary of English defines the noun “interaction” as a reciprocal action or influence. Therefore interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other. Classroom interaction is a process in which students participate in activities such as writing, reading, discussing, and solving problems that enhance

subject analysis, synthesis, and assessment. In addition, According to Brown H. D. (2001), describes the term of interaction as the heart communication, it is what communication is all about. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime including in the classroom setting. Thus, Interaction between students and teacher is fundamental to the learning process.

Cooperative learning, problem-based learning, the use of case techniques, and simulation are some ways that encourage active learning, according to Rain S. Bongolan. Students must be interested and active in the learning process in order to interact in the classroom. The teacher acts as a coach or facilitator, helping students through tasks while allowing them to direct the learning process. Instead of viewing pupils as passive consumers, classroom interaction is a teaching style that incorporates them in the learning process.

Interaction in the classroom is significant to the learners as they can understand the aim of the classroom events. According to Chaudron as cited in Dayu, interaction is viewed as significant because it is argued that only through interaction, the learner can decompose the teaching learning structures and derive meaning from classroom events. Moreover, Rivers as cited in Dayu said that interaction is important because students can increase their language store as they listen to others including both the teacher talk and output of their fellow students in discussions or problem solving tasks through interaction, and they can use all they have learned in real-life



exchanges where they express their views and use the language for communication. In this way students get the experience of using the language.

Classroom is considered as the most important place for foreign language learners to apply and practice their target language. Classroom is conceptualized to create a condition in which students can improve their ability in learning English that is for using the English for the real communication. Then, according to Allwright and Bailey (1991), stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). It can be concluded that interaction plays very important role in teaching-learning process. Interaction in the classroom is an essential part of teaching learning process.

From the statements above we know that interaction in the classroom is fundamental, because without it teaching learning process in the classroom will not exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased. Finally it can be conclude that basically interaction is a systematic and collaborative activity that requires both the addressor and addressee to exchange ideas or message and negotiate their meaning either by using verbal or non-verbal meaning.

In the field of foreign language learning, class interaction is not the same as usual interaction. This can be seen from according to experts. According to Richards (2008: 14), classroom interaction is a pattern of verbal and non-verbal communication and the types of social relationships

which occur within classroom. In the EFL class, verbal interaction means communication can be by using a speaker between the teacher and the students. Verbal interactions can occur because the teacher and students talk, while non-verbal interactions are gestures or facial expressions of the teacher and students when they communicate without using words.

Not only that, classroom interaction also gives students the opportunity to exchange information they find from sources. have an idea with class interaction, the learning process between students will be because they share knowledge or understanding with each other. This means that classroom interaction makes students not afraid to give what they know and learn it with others. Moreover, class interaction is not only a matter of participation in the teaching and learning process by giving each other knowledge about something, it can also be a matter of the relationship between one student and other students in the classroom. Khadidja emphasized that classroom interactions can make students enter into collaborative learning in which they talk and share with each other in class. This means that classroom interaction will make students get good relations with one another.

Not only that, with class interaction, students can know how important their participation in class is, teachers can also know their ability to have time to talk. not only that, classroom interaction is useful for teachers to know the process of their teaching method so that they can change their way of learning. This means that classroom interaction can

change the way teachers teach from teacher-centered to student-centered, which is very important for the Communicative approach.

a. Flanders' Interaction Analysis Categories (FIAC)

Flander's coding system consists of ten categories of communication which are said to be inclusive of all communication possibilities. Seven categories are used to categorize various aspects of teacher talk and two are used to categorize student talk. The last category is used when there is silence or confusion in the class. The seven categories assigned to teacher are again divided into direct and indirect influence. Categories 1 to 4 represent indirect influence and categories 5 to 7 represent direct influence. Indirect influence encourages student participation and freedom of action. Direct influence increases the active control of the teacher and often aims at conformity and compliance.

b. Categories a Flanders Interaction Analysis

Flanders in Allwright and Bailey classified total verbal behavior into 10 categories. Verbal behavior comprises teacher talk, student talk and silence or confusion.

1. Teacher Talk

Teacher-talk, which is subcategorized into indirect and direct influence;

2. Indirect talk

In this method of analysis, the first four categories represent the teacher's indirect influence.

1. Categorie

1: Accept feel

Accepts feeling i.e. accepting and clarifying the feeling tone of the students in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.

2. Categorie

2: Praise or encourage

Praises or encourages i.e. praises and encouraging students' action or behavior, jokes that really tension not at the expense of another individual, nodding head or saying, "uh uh" or "go on" are included.

3. Categorie

3: Accepts or uses ideas of student

Accepts or uses ideas of student i.e. clarifying, building, or developing idea suggested by students.

4. Categorie

4: Asks question

Ask question i.e. asking a question about content or procedure with the intent that a student should answer.

3. Direct talk

Next 5th to 7th categories represent the teacher's direct influence.

1. Categorie

5: Lecturing/ lectures

Lecturing/ lectures, i.e. giving facts or opinions about content or procedure; expressing own ideas and asking rhetorical questions.

## 2. Categorie

### 6: Giving directions

Giving directions, i.e. giving directions, commands, or orders to which a student is expected to comply.

## 3. Categorie

### 7 : Criticizing or justifying authority

Criticizing or justifying authority, i.e. making statements intended to change students from non-acceptable to acceptable pattern, bawling someone out, starting why the teacher is doing what he was doing, and extreme self reference.

## 4. Student- talk

Student-talk, which are subdivided into student-talk's response and student-talk's initiation.

### 1) Categorie 8 : Student-talk's response

Student-talk's response, i.e. a student makes a predictable response to teacher.

Teacher initiates the contact or solicits student's statements and sets limits to what the student says.

### 2) Categorie 9: Student-talk's initiation

Student-talk's initiation, i.e. talk by students which they initiate, unpredictable statements in response to teacher.

## 5. Silent or confusion has one category.

### 1) Categorie 10: Silence or confusion

Silence or pause or confusion i.e. pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

### c. Process of Classroom Interaction

#### Features of Classroom Interaction

School is an institution which all citizens in the industrial world have extensive familiarity, the one that frequently attracts considerable public and political attention. School is one of the public places of interaction where pupils come from broadly different origins, gather together and communicate with each other especially for the specific purpose namely learning and educational activities. Learning is seen more as a constructive process that takes place in the learner's brain but as a process of making meaning and enculturation in social practice.. The relationship between learners and teachers are more formal and remote in some educational sectors than others. Importantly, when in the classroom, with language in interaction we seek out new knowledge, acquire and seek new skills, identify understanding problems, deal with 'breakdowns' in communication, make and maintain relationships, and so on. There are four features of classroom discourse typifying much of interaction: (1) Control of the interaction; (2) Speech modification; (3) Elicitation; (4) Repair.

#### 1. Control of Interaction

Unequal roles of the participants (teachers and learners) in classroom are one of the most prominent features in any classroom, they are asymmetrical. This applies to all classrooms: primary, secondary,

tertiary, monolingual, multilingual, in adult learners, adolescents or younger who are on one side in an existence of power or authority; the person has control over existing communication patterns and can regulate interactions.

## 2. Speech Modification

Everything that occurs in the classroom requires the use of language. Language underpins every action, every activity. During Teaching-Learning activities, interaction in certain takes place in the classroom through communication. It has crucial roles then how the way a teacher deliver the material. In of the few that exist, use more limited codes from the same teacher as the spoken language of parents speaking with children. Usually, teacher speech is longer, louder, more deliberate, and uses a lot of pauses and emphasis. The teacher also uses a lot of gestures and facial expressions to help convey meaning. Those are speech modification. The modification strategies is needed to be used by teachers for a number of reasons as explained by Walsh (2011:4) as follow. The first, to ease the students' understanding.

## 3. Elicitation Technique

Elicitation techniques are the strategies used by (normally) teachers to get learners to respond. Typically, elicitation entails asking questions. question and answer routines usually dominates the classroom discourse. It is by asking questions that teachers are able to control the discourse. There are so many types of qusetions that usually take place in the classroom

- b) Content. The focus of the question may relate to personal facts, outside facts or opinions. While the value of ‘personalising’ questions cannot be denied, since it often results in increased learner investment in the discourse, Thompson argues that personalisation does not necessarily mean that real communication is taking place’ (1997:101).
- c) Purpose. The distinction here is between questions that are for display and questions that are for communication. According to Thompson, the distinction between display and referential questions is over-stated, the real issue being the extent to which teachers behave as if they know the answer to a question; genuine communication can be facilitated when teachers act as if they do not know the answer to a question or deliberately ask questions (about learners’ culture or professional background) to which they do not know the answer.

#### 4. Repair

Repair simply refers to the ways in which teachers deal with errors. According to Van Lier (1988: 276) as noted in *Exploring Classroom Discourse* by Walsh, apart from questioning, the activity that most characterises language classrooms is correction of errors’. The correction includes direct and indirect error correction and the ways in which teachers identify errors in the discourse.

#### d. Classroom Interactional Competence (CIC)

Classroom Interactional Competence (CIC) are the ways in which teachers and learners use language to mediate learning. While according to Kramsch (1986: 370) as quoted by Shane Donald in his thesis states that



interactional competence is a necessary factor in language learning in order to \_give the students a truly emancipating, rather than compensating foreign language education'. Therefore, it can be understood that interactional competence is needed as a way to ease and acquaint the students to use the language interactionally.

## 2. Pattern of Classroom Interaction

The most typical style of classroom engagement, according to Sinclair and Coulthard in Ur. The instructor normally starts an exchange by asking a question, to which one of the students responds, and then the instructor provides comments (assessment, correction, comment). According to Brown, H. D. (2001), there are several patterns in engaging in class, including:

### a. Group work

Students engage in small groups on tasks that require interaction, such as communicating information or making group decisions. The instructor observes and listens, but rarely intervenes.

### b. Individual work

The instructor assigns a task or a collection of tasks to the students, who work on them independently while the teacher monitors and assists as needed.

### c. Choral responses

In chorus, the teachers provide a model that is repeated by the entire class, or they provide a hint that is answered to in chorus.

d. Collaboration

Students complete the identical tasks as individuals, but in groups, generally in pairs, to aim to attain the greatest possible outcome. The instructor has the option of intervening or not. (Note that this is not the same as Group Work, which requires interaction as part of the work.)

e. Student initiates

In a guessing game, for example, the student asks the question and the instructor answers; however, the instructor chooses who asks.

f. Full – Class Interaction

The students discuss a topic or complete a linguistic exercise as a class; the teacher may intervene to encourage participation or oversee the class.

g. Teacher Talk

This might include a silent student response, such as writing from dictation, but there is no effort on the student's behalf.

h. Self-access Students

They select their own learning tasks and work independently.

i. Open – ended teacher

There are a variety of "correct" replies, allowing more kids to respond to each prompt.

3. Level and Types of Classroom Interaction

According to Barker (1982) divides the classroom interaction into four levels and types. They are: intrapersonal, interpersonal, group, and cultural interaction. Intrapersonal interaction is an interaction which takes place within the individual. In the classroom, self to self interaction will take one of

two forms that is teacher to self or student to self. In each case, interaction occurs within a single teacher or single student. There are two characteristics of interpersonal interaction. First, the originator and the responder are within the same individual. Consequently, correction of errors must be made by the individual involved in intrapersonal interaction, there is little problem in misinterpretation of language symbol. The example of intrapersonal interaction is a student who mumbles to himself.

Different with intrapersonal interaction, interpersonal interaction need two individuals an originator and a responder (Barker, 1982). Interpersonal interaction may occur in any face to face encounter and is an important medium of interaction in the classroom. The three form of interpersonal interaction in the classroom are teacher to student, student to teacher, and student to student. At this level interaction, the message is transmitted to a student by the teacher, to the teacher by a particular student, or from one student to another student respectively.

Concerning with the third level and type of classroom interaction, according to Barker (1982) states that group interaction is more frequently used in the classroom than any other single level of interaction. It involves the interaction between the teacher and several students, between several students and the teacher, or between student and several students. Example of group interaction in the classroom is group or class discussion, class recitation and activities involving group project. The group interaction level is different from any other levels of interaction in that the flow of message may be very irregular and have no definite pattern. Spontaneity is a key to successful group

interaction, but such spontaneity makes it difficult for the speaker to organize the message and the listener to understand the message.

The last level and types of classroom interaction, Barker (1982) states that in cultural interaction, the originator of the message is often unknown. In most of form of cultural interaction, there are number of originators who have helped to shape the cultural message. The rules of the school, rules in the discussions, laws, superstitious beliefs, folkways, cultural costumes, and art are all examples of the originators who have helped to shape the cultural message in cultural interaction. In the classroom interaction, culture can function as the originator I self to self, teacher to students or student to students" interaction.

#### 4. Elements of teaching effectiveness

Walberg collected more than 3,000 studies and then meticulously examined them to establish how essential each aspect was in student learning in Inamullah (2005), which is the most complete study of factors of teaching efficacy. He developed an inventory of weighted components from his overall list of elements that are extremely closely connected with teacher conduct in the classroom as a consequence of his findings. According to Inamullah (2005) Academic learning time, positive reinforcement, signals and feedback, cooperative learning activities, classroom environment, high order questioning, and advance organizers were among the selected features.

##### a) Academic Learning Time

Academic learning time in the classroom has emerged as an important variable, according to Walberg as cited in Dayu (2016); how efficiently lessons

are planned and how long it takes to get started, how the teacher handles digressions, off-task behavior, and discipline, and how the teacher handles transitions will all have an impact on student learning. Each classroom has its own set of rules for educational learning time, which is determined by government or school regulation. In Indonesia, each meeting is usually 45 minutes long, hence the subject is normally taught in two sessions (90 minutes).

#### b) Use of Reinforcement

The theory of reinforcement was created by B.F. Skinner. Reinforcement is the technical word in operant conditioning for the 'stamping-in' of stimulus associations and response habits that follows the experience of reward, according to Skinner as described in Dayu (2016). Skinner's theory, as well as other reinforcement approaches, were eventually applied to classrooms with the hope of increasing the frequency of productive actions while decreasing the frequency of disruptive behaviors.

Positive and negative reinforcement are the two types of reinforcement. After a desirable behavior, positive reinforcement involves giving a reward, and negative reinforcement involves eliminating an unpleasant stimulus. Positive reinforcement occurs in the classroom when teachers praise and reward pupils for good conduct. When a punishment includes rewarding experiences for good conduct, this is known as negative reinforcement. Specific praise, as opposed to broad praise, has been demonstrated to be particularly beneficial in studies. In other words, rather than saying, "Great work, class," say, "Johnny, wonderful job adding those numbers."

c) Cues and Feedback

To some extent, the use of signals and feedback may be attributed to the questioning approach. According to Harmer, as stated in Dayu (2016), the teacher gives some assistance to pupils in answering questions through cueing. While providing feedback entails not just criticizing pupils but also assessing how effectively they have completed their tasks. Furthermore, according to Dayu (2016), feedback is defined as information offered by an agent (e.g., a teacher, a peer, a book, a parent, oneself, or experience) on elements of one's performance or comprehension.

d) Co-operative Learning

Cooperative learning's efficacy is a fascinating new discovery. The major message here is the significance of using small-group approaches with cooperative goals in the classroom. A technique like this fosters student engagement while simultaneously improving academic performance. Adopting collaborative learning concepts is the most direct way to create classroom interaction.

According to Bishop, as described in Dayu (2016), in collaborative learning, the teacher creates a learning challenge or assignment, then assigns small groups of students to work cooperatively to solve the challenge. Typically, students are asked to achieve an agreement on a topic or develop a collective product. The goal of collaborative learning is to encourage peer-to-peer interaction and cooperation in order to reinforce learning and accomplishment.

#### e) Classroom Atmosphere

The ability to generate a somewhat comfortable learning atmosphere within the teaching-learning process is a key component of good teaching. One technique to create a pleasant mood is to design the classroom environment. Furthermore, classroom facilitation has an effect on students' motivation to review.

A cheerful environment may make a classroom more enjoyable to be in and, as a result, a simpler and more stimulating place to learn. It is straightforward to implement, and it can have a good impact on student progress. Furthermore, when a teacher establishes a favorable classroom environment, pupils learn more effectively. In order for optimum learning to occur, each student must feel safe and valuable in the classroom. The next sections will show you how to build a healthy classroom environment.

##### 1) Create a Positive Physical and Emotional Atmosphere

To begin, the instructor sets an example for the students. The positive caring attitude of the instructor and the attentive development of the physical environment are the starting points for change. After that, greet each student with a grin and a personal greeting at the start of each lesson. Assist each student in feeling valued and setting a pleasant tone for the class.

Then, to avoid confusion and tension, organize the classroom cleanly and carefully. At all times, the instructor and pupils must know where to obtain books and supplies. Then, develop lessons that allow students to actively engage in the learning process, and arrange the desks to match the students' and lessons' needs.

After that, instruct pupils on how to develop quantifiable academic and behavioral objectives. Recognize achievement of the objectives through stickers, snacks, public announcements, and certificates. Finally, look for and capitalize on pupils' skills. Include exercises in the teacher's lesson plans that will allow each student to feel a sense of accomplishment.

## 2) Create a Positive Classroom Discipline System

Allow students to participate in the creation of classroom rules to give them a sense of ownership over the discipline process. The rules and sanctions should be posted in the room. Following that, follow the regulations and apply the punishments in a fair and consistent manner. Then, by rewarding positive actions with a reward system, utilize negative consequences seldom.

Then, as part of the teacher's lesson plan, incorporate right conduct and accountability education. Allow no blame games and hold each kid accountable for her behavior. Then, in private, punish the students. This shows respect for the pupil and shields him or her from public disgrace. Finally, provide regular praise to the pupils and find something nice to say about each one.

## f) Higher Order Questions

A higher-order question is one that demands the student to evaluate and give a reasoned response rather than just repeating the teacher's words. To put it another way, there is no predetermined factual answer to the issue.

## g) Advance Organizers

The application of the logical method is the final competence. The key idea or primary concepts to be covered are communicated to the learner in advance. On the one hand, advance organizers have been found to assist



students in focusing their attention on the most important themes. The effect, on the other hand, is positive but not very substantial, indicating a standard deviation improvement of roughly 25%. In all likelihood, an advance organizer is an excellent way to keep a class focused.

#### h) Direct Instruction

Direct education is, in essence, highly regimented. The instructor breaks down the content into little chunks, employs advance organizers, double-checks for comprehension, has students answer in a sequential sequence, and gives instant feedback on their responses.

#### i) Indirect Teaching

Several characteristics of successful teaching have received a lot of attention. The notion of "indirect instruction," as proposed by Flander, was one of them. Indirect teaching is typically defined as having a minimum amount of teacher talk and a maximum amount of student talk, a minimum lecture and a maximum amount of discussion, a focus on independent student learning, frequent student praise, frequent use of student ideas and inclusion of student ideas in discussion, and frequent student to student interaction. As seen in the table below:

Number	Types of teacher and Learner talk	Indicator	Data
1. Teacher Indirect talk	Accepts feeling	1 The teacher greeting the students 2 The teacher asking the students condition	

	Praise or encouragement	<p>3 The teacher accepts the students feeling where he feels that the students should not be punished</p> <p>4 The teacher encouraging students to continue</p> <p>5 The teacher trying to give them confidence</p> <p>6 The teacher confirming that the answer is correct</p>	
	Accepts or uses ideas of students	<p>7 The teacher clarifying the idea of the student</p> <p>8 The teacher interpreting the idea of the student</p> <p>9 The teacher summarizing the idea of the student</p> <p>10 The teacher rephrasing the idea of the student</p>	
2. Teacher direct talk	Asking questions	11 The teacher asking question to which the answer is anticipated	
	Lecturing / lecture	<p>12 The teacher Giving facts or opinions about content or procedure expression of his own ideas</p> <p>13 The teacher giving his own explanation, or asking rhetorical questions</p> <p>14 The teacher Giving facts or opinions about content or procedure expression of his own ideas</p> <p>15 The teacher giving his own explanation, or asking rhetorical questions</p>	
	Giving direction	<p>16 The teacher giving direction</p> <p>17 The teacher giving request</p> <p>18 The teacher giving command</p> <p>19 The teacher directing various drill</p>	
	Critizing or justifying authority	<p>20 The teacher dissatisfaction with what students doing</p> <p>21 The teacher rejecting the behavior of the students</p>	

3. Student response talk	Students talk response	22 The learners Talk in response to teacher 23 Communicating criticism 24 Displeasure 25 Annoyance rejection by word or intonation	
	Student talk initiation	26 The learners asking thoughtful questions 27 Students are free to develop opinions and lines of thought, such as asking wise questions	
	Silence or pause or confusion	28 The students have short periods of silence and period of confusion in which communication cannot be understood by the observer	

#### j) The Democratic Classroom

Students are given greater control and responsibility in democratic classrooms and schools than in authoritarian systems. Students must be able to handle freedom responsibly if they are required to learn how to live in a democracy.

#### 5. Definition of Question

A question can be defined in a variety of ways. According to Hornby (1995), a query is a statement that expresses or feels uncertainty about something and asks for knowledge. According to Meriam-Webster (n.d.), a question is any sentence that has an interrogative form and is intended to assess knowledge. According to that definition, a question is a remark that is intended to test someone's knowledge, get information, or stimulate someone's brain to produce any word as a response.

In classroom settings, teacher questions are defined as instructional cues or stimuli that expose students to the content elements to be learned (Azerefegen, 2008). It has become an essential part of instruction in that it allows teachers to monitor students' competence and understanding as well as increase thought-provoking discussion (Critelli & Tritapoe 2010). Questions serve many purposes, such as: provoking students and making them listen carefully, analyzing their thoughts and thinking critically, and initiating discussion and reviewing material. The importance of questioning cannot be underestimated. Burns (1985), for instance, deems that questioning is important in establishing a classroom atmosphere conducive to the development of students' mathematical thinking. Hence, it is not surprising that questioning has been thought to be a good measure of a teacher's quality for nearly a century (Stevens, 1912).

In a classroom exercise, a question plays a vital function. Teachers can gain students' attention in the teaching and learning process by asking questions. In Zohrabi et al., Arifin is referenced (2014). Questioning plays a vital function in the language classroom because it allows students to have intelligible information, stimulates students to develop language production (output), and promotes classroom engagement.

Nordquist (2015) defines question as a meaningful linguistics unit (sentence) or utterance which has interrogative sense, meaning that it is intended to get some information or responses from the listener or reader. The form of question is not only in form of interrogative by using question word, auxiliary verb, and tag, but also in form of declarative sentence with rising

intonation. Furthermore, there are many discussions of the use of teacher questions in teaching learning process in EFL classroom context. Cotton (2011) states classroom questioning has long and venerable history since Socrates, the Greek philosopher, with his method of questioning or also known as Socratic method guides the students by challenging assumptions, exposing contradictions, and leading to new knowledge and wisdom. Subsequently, it can be used as a tool to create and maintain communication. In the classroom context, it is commonly implemented by teacher in order to encourage student responses and to check students' understanding about the material which has been studied.

Long and Sato (1983) state that question is a linguistic expression used to make a request for information. So, the information requested maybe provided in the form of an answer. Cotton (1989) defines question as any sentence which has an interrogative form or function. In classroom settings, teacher's questions are defined as instructional cues or stimuli. Teacher's questions deliver the subjects that will be learned to students, give directions about what they are going to do and how to do it. Questioning is a universally used activation technique in teaching, mainly within the Initiation-Response-Feedback pattern.

Note that teacher questions are not always realized by interrogatives. For example, the question: "What can you see in this picture?" may be expressed by the statement: "We'll describe what is going on in this picture.", or by the command "Tell me what you can see in this picture". So perhaps a question, in

the context of teaching, may be best defined as a teacher utterance which has the objective of eliciting an oral response from the learners.

All educators, no matter what level, need to be able to craft and create at least the basic types of questions. There are some types of questions that teachers can use in teaching. Based on the research conducted by Bardovi-Harlig, Mossman, and Vellenga (2014) it was found that, based on the grammatical form, there are two types of questions; closed questions and open questions. Closed question is question that requires yes/ no answer. Open question is a type of question that needs wider information or answers. This type uses question words, such as what, why, where, when, why, and how. Based on the objective of the question, the major types of questions fall into four categories, namely managerial, rhetorical, closed, and open question (Breen & Candlin, 1987). Managerial questions are questions which keep the classroom operations moving; rhetorical questions used to emphasize a point or to reinforce an idea or statement; closed questions used to check retention or to focus thinking on a particular point; and open questions used to promote discussion or student interaction.

According to Smith (2012), classroom interaction is the patterns of verbal and non-verbal communication and the types of social relationship which occur within classroom. The study of classroom interaction may be a part of studies of classroom discourse, teacher talk and second language acquisition. Unal and Unal (2012) stated that classroom interaction covers classroom behaviors such as turn taking, questioning and answering, negotiating of meaning and feedback.

Additionally, Richard and Lockhart (2011) state that there are some reasons why questions widely used by teachers as teaching technique. Firstly, questions stimulate and maintain students' interest. Besides, they encourage students to think and focus on the content of the lesson. Next, they enable a teacher to clarify what a student has said. Then, they enable a teacher to elicit particular structures or vocabulary items. After that, they enable teachers to check students' understanding. Lastly, they encourage student participation in a lesson.

## 6. Types of Questions

Teacher questions have been classified in a number of ways, Bloom and his colleagues have proposed six types of questions which are included in Bloom's taxonomy of educational objectives. Each level of question needs to be answered in different level of thought by learners. Below are the explanations of each type of question in Bloom's Taxonomy.

### 1. Knowledge question

These types of questions test the students' ability to memorize and to recall terms, facts and details without necessarily understanding the concept. Common question words used are: choose, define, find, how, label, list, match, name, omit, recall, relate, select, show, spell, tell, when, where, which, who, why. Here are the following example of knowledge questions:

- a. Can you spell the word see?
- b. Who is your best friend?

### 2. Understanding

These questions test the students' ability to summarize and describe in their own words without necessarily relating it to anything. Common question words used are: describe, classify, compare, contrast, demonstrate, explain, extend, illustrate, infer, interpret, outline, relate, rephrase, show, summarize, translate. Below are the example of understanding questions:

- a. Describe in your own word the meaning of school!
- b. Translate the meaning of lunch into Bahasa Indonesia!

### 3. Application

Application questions encourage students to apply information heard or read to new situation. Common question words used are: apply, build, choose, construct, develop, experiment, identify, interview, organize, plan, select, solve, utilize. Here is the example of application question: a. How would you use mobile phone?

### 4. Analysis

These questions encourage students to examine and break material into parts, describe patterns and relationships among parts, to subdivide information and make inferences and find evidence to support generalization. Common question words used are: analyze, assume, categorize, classify, compare, conclusion, contrast, discover, dissect, distinguish, divide, examine, function, inference, inspect, list, motive, relationships, simplify, survey, take part in, test for, theme. Below is the example of analysis question:

- a. What is the function of dictionary?



## 5. Synthesis

These questions encourage students create something new by using a combination of ideas from different sources to form a new whole. Common question words used are: adapt, build, change, choose, combine, compile, compose, construct, create, design, develop, discuss, elaborate, estimate, formulate, happen, imagine, improve, invent, make up, maximize, minimize, modify, original, originate, predict, propose, solution, solve, suppose, test, theory. Here is the example of synthesis question:

- a. How would you improve your English vocabulary?

## 6. Evaluation

Evaluation questions encourage students to develop opinions and make judgment about issues based on specific criteria. Evaluation questions do not necessarily have a single correct answer. They require the student to judge the merit of an idea, a solution to a problem, or an aesthetic work. They may also ask the student to offer an opinion on an issue. Following are some examples of different kinds of evaluation questions. Common question words used are: agree, appraise, assess, award, choose, compare, conclude, criteria, criticize, decide, deduct, defend, determine, disprove, dispute, estimate, evaluate, explain, importance, influence, interpret, judge, justify, measure. Here are the example of evaluation questions:

- a. What is your opinion about your school?
- b. Can you explain how rainbow occur?

In addition, Wilson (2014) examined teacher questions and classified them into five types.

### 1. Factual

Factual questions are questions which has either right or wrong answers of the question. The questions are given straightforward based on fact or awareness. The answer can be verified by referring to the text or other learning materials. Here are the example of factual question:

- a. What is the name of Junior's dog?
- b. What did junior's sister want to be when she grew up?

### 2. Convergent

Convergent questions are questions which are given in order to get students' responses. Short answer often appears as the response to these questions, such as "yes" or "no", or other short statements. Here are the example of convergent questions:

- a. What is your favorite movie?
- b. What is in that container?
- c. What are you doing?
- d. What time does library open?
- e. Would you like a cup of coffee?

### 3. Divergent

Divergent questions allow students higher level thinking to answer the questions. The students are demanded to produce their own information rather than review to the previous lesson. Below are the examples of divergent questions:

- a. How can we use this battery?
- b. How was your school today?
- c. What did you do at school?
- d. What could you put in the container?
- e. If we go outside and find an animal with six legs, what will it look like?

#### 4. Evaluate

Students need to achieve high level of cognitive or emotional judgment to response evaluative questions. Usually an answer is examined at various levels and from different point of view before the answerer comes at newly modified information or conclusion. Here are the example of evaluate question:

- a. What are the differences between traditional dance and modern dance?
- b. What are the similarites between public school and private school?

5. Combinations These are the questions that mix any combination of the type of questions above. Here is the example of combinations question:

- a. Do you belief in ghost? What do you think about people who belief in ghost?

Furthermore, types of teacher questions can also be categorized into display and referential question or also known as Long and Sato theory.

### 1. Display Question

Display questions are types of questions which the teacher has already known the answers of the questions. It is used to check students' understanding about the lesson that they have studied. Some teachers give their students the information before asking questions to their students. For example, a teacher holds a dictionary and she said this is a dictionary. After that the teacher asked to the students "what is this?" and the students can easily find out the answer of that question. This type of questions only test something of the students' memory, not their comprehension. This type of questions are the most common question asked by the teacher during teaching and learning process. Moreover, display question commonly can be found in English textbooks. Here are the examples:

a. A: Who is Denise talking to?

B: She is talking to her mother.

b. Teacher: Can you speak Japanese? Student: Yes, I can.

c. A: These are nice pants!

B: Can I try them on?

A: This is a nice sweater!

B: Can I try it on?

d. A: What is it?

B: It's a car.

e. A: Who is it?

B: It's Sandra.

f. A: Whose car is it?

B: It's Sandra's.

## **2. Referential Question**

Referential questions are types of questions that teacher actually does not know the answer of the questions. Teacher really wants to know particular information from students. These questions commonly elicit long response from students. This type of question is not only focus solely on the form but also based on the meaning. The teacher can utilize referential question to encourage as much student-generated speech in the lessons as possible. For instance, a teacher holding up a pen and said "This is my pen. Where is yours?" (pointing to a student). Here the student may either hold up his pen and answer "Here is mine!" or "This is my pen," or at least show that he understands by making an appropriate gesture. Furthermore, referential question commonly exist in a real communication, included classroom interaction. The following are the examples of referential question:

- a. How do you usually spend your weekend?
- b. Why do you look so happy today?
- c. Did you have a good time on your holiday?
- d. What do you think about your school?

## **3. Procedural Question**

A procedural question is a question that serves many purposes and is also utilized as a teaching procedure at the start of the procedure. "How are you today?" for example.

According to Ellis (1994), display questions are more likely to be closed, whereas referential questions are open. Furthermore, both display and referential questions can cover the divergent and convergent question types proposed by Richard and Lockhart (1996). According to Ozcan (2010), a display question, also known as a convergent question, is a closed-ended question in which students are not expected to provide new information because the question only requires an answer based on the text, whereas a referential question, also known as a divergent question, is an open-ended question in which students are expected to provide a more complex and longer response.

“Display question” is defined by Shomoosi as “those inquiries for which the instructor already knows the answer; such questions are typically posed for comprehension checks, confirmation checks, or clarification requests.” This means that these types of questions ask for knowledge that the instructor already possesses.

The referential question, on the other hand, is a form of question asked by Lightbown and Spada that the instructor does not know the answer to. The teacher is looking for specific information from the students. Referential questions, according to Wikipedia, are those for which the solution is unknown. Students frequently respond with a lengthy response to this question. This issue not only focuses on the message, but also on giving pupils the opportunity to express themselves freely and generate output in the target language. Furthermore, according to Shomoosi (2004), “referential questions are ones for which the instructor does not know the answer.” Such inquiries

may necessitate student interpretations and conclusions." It indicates that a referential inquiry allows pupils to express themselves freely and generate an output in the target language.

Few studies appear to focus particularly on guiding questions. According to Kawanaka and Stigler (1999), these questions guide students to discuss problems and derive mathematical concepts and procedures, thereby functioning to guide students to use mathematical concepts and procedures to solve problems.

Ortenzi (2002) mentions leading or helping questions, which also could be classified as guiding. When a student is not sure how to solve or proceed with the problem, the teacher may lead the student with a question such as 'which method do you need to use now?' Ortenzi (2002) added, however, that through this kind of questioning the teacher may lead students into convergent thinking the way the teacher wants them to think. Similarly, with helping questions when the student has a problem with choosing between two methods for adding something, the teacher can intervene and help the student by saying, for instance, 'I think this method is a good choice here, isn't it?' In these three question typologies (guiding, leading, and helping), there is a partial overlap. Guiding questions are similar to leading questions, which can promote student thinking. Helping questions provide more direct information from the teacher when the student encounters difficulty.

As Myhill and Dunkin (2002) pointed out, "Just like a good barrister, a good teacher knows how to use questions for maximum impact" on students. Our understanding of the topic of questioning should be advanced and the

amount of attention given to it should continue, focusing on important instructional processes such as guiding students and probing their understanding.

## 7. The Functions of Teacher Questions

Brown (2007) propose four functions of teacher questions in the classroom interaction.

1. Give students the drive and the opportunity to produce language contentedly because EFL student generally afraid of initiating classroom interaction without any stimulus from the teacher. Silent students will get a great chance to communicate if appropriate type of questions are addressed to them.

2. Set off some stimulus for students to communicate and interact each others. One question may be all that is needed to start a discussion; without the initial question, the students will be hesitant to start the process.

3. Give the instructor immediate feedback about student comprehension. After posing a question, a teacher can use students' response to diagnose content difficulties, grammatical or pronunciation problem.

4. Provide opportunities for students to find out what they think by hearing what they say toward teacher questions.

Donnal & Eggen (1989) as cited in Ping (2011) emphasized three main characteristics of the function of question which are generalized as follows.

### 1. Motivational function

The question used at the beginning of the class can draw students' attention immediately, which may contribute to the success of the lesson.



During the lesson, teacher's question can help students participate actively in that it can provide impetus and opportunities for students to promote their thinking and develop them to discover their own opinions about different things.

Furthermore, it can also serve to initiate the chain reaction of the interaction between teachers and students or students and students.

## 2. Diagnostic function

It is the traditional and basic function of question. It can give the instructor immediate feedback about students comprehension. Teachers always use question to evaluate how well the students' learning is and to find out what problems they still have. Therefore, through questioning, a teacher can evaluate the current state of student thinking identifying not only what students know but also gaps and misconceptions.

## 3. Instructional function

Unlike the motivational and diagnostic function, instructional function of question emphasizes helping students learn the new contents in the lessons. Question can be used to guide students to understand the new materials better and more deeply.

Moreover, it can make students pay attention to the information of materials. Dealing with the purposes of teacher questions, Cotton (2011) writes variety some purposes emerge from teacher's questions, they are :

1. To develop interest and motivate students to become actively involved in lessons.

2. To evaluate students' preparation or check on homework.

3. To develop critical thinking skill and inquiring attitudes.
4. To review and summarize previous lessons.
5. To nurture insights by exposing new relations.
6. To assess achievement of instructional goals and objectives.
7. To stimulate students to pursue knowledge on their own.

Furthermore, Cohen et.al. (2004) give in depth purpose of teacher's questions in the classroom. They suggest the purpose of teacher's questioning based on several learning stages in the classroom.

1. In the introduction stage, teacher' questions are used to establish human contact; to assist in establishing set induction devices; to discover what the class knows; to revise previous work; to pose problems which lead to the subject of the lesson.

2. In the presentation stage, teacher's questions are used to maintain interest and alertness; to encourage reasoning and logical thinking; to discover if students understand what is going on.

3. In the application stage, teacher's questions are used to focus and clarify; to lead the students to make observations and draw inferences for themselves; to clear up difficulties, misunderstandings and assist individual student.

4. In the last stage (conclusion) teacher's questions are used to revise the main point of the lesson; to test the result of the lesson, the extent of students understanding and assimilation; to suggest further problems and related issues.

From the elaboration above, it can be concluded that teacher questions have significant role in the classroom interaction. It can give numerous

benefits for students' language production, classroom interaction, and the objective of language classroom.

**Purposes of Teacher's Questions** There are many purposes why the teachers ask a question to their students. Ma (2008) says that questioning serves two purposes, those are to introduce students to a topic and to check or test student's ability of understanding, or practical skills of language. Furthermore, Willan (1991) argues that questions are used to stimulate students' participation, to conduct review material previously read or studied, to stimulate discussion of a topic, issue, or problem, to arouse students' interest, and to support students' contributions in class. Additionally, Blosser (2000) writes some purposes for teachers give questions to the students are help students review, check on comprehension, stimulate critical thinking, encourage creativity, encourage discussion and also control classroom activities.

Furthermore, Cotton (1988) argues that teacher pose question to their students in the classroom have many purposes, they are to develop interest and motivate students to become actively involved in lessons, to evaluate students' preparation and check on homework, to develop critical thinking skills and inquiring attitudes, to review and summarize previous lessons, to assess achievement of instructional goals and objectives, and also to stimulate students to pursue knowledge on their own.

**The Importance of Teachers' Questions in Classroom Interaction** Beside its various functions, questions can also contribute a lot to the classroom interaction structure. As a two-way interaction, questioning has its potential to

stimulate students' interaction, thinking and learning. The use of questions can thus change the way of teacher monologue and involve students in the active classroom interaction, which helpful to the development of their language competence (Ma, 2008).

As a matter of fact, in the traditional classroom, teachers dominate the interaction and speak most. This interaction pattern is likely to inhibit students' opportunities to use language for communication (Yang, 2010). However through questioning, teachers open the chance for their students to use and practice their language.

As an implication of one of the functions of the questions proposed by Morgan and Saxton (cited in Brualdi in Meng, 2012) that is to allow students to express their ideas and thoughts, at that time students practice and use the target language. However, a question arises is how many time and words that the students practice when answering the questions from the students; whether or not the questions open a wide range opportunity to the students to use the target language in classroom. This can be answered by referring back to the type of the questions frequently used by the teacher, and it is one of the concerns of this study.

#### 8. Relationship among Types of Teacher Questions, the Functions of Teacher Questions and Students' Oral Responses

Types of teacher's questions, purposes of teacher questions and students' oral responses have a good relationship. Chaudron (1988) states that student's target language production (students' oral responses) in form of correct and meaningful responses might be assisted by teacher's question. It

was based on some second language studies which concerned with teacher questions and students' target language production. Chaudron (1988) adds that in order to keep students' attention, elicit students' verbal responses, and assess students' learning progress, teacher's questions represent as a primary tool.

Furthermore, a study that has been done by Brock (2004) on the effect of teacher's questions on students' language production revealed that students' responses for teacher's referential questions were significantly longer and syntactically more complex. However, Shomoosi (2004) claims that display- closed questions sometimes produce longer responses (five-minute answer) from students. From the explanation above, we can see that there is different result of studies on the effect of either display questions or referential questions to students' language production. This difference basically can be understood since each research is hold in different place with different participants. This difference means that the study on teacher question or classroom questioning is still worth investigated.

## 9. Technique of Questioning

According to Sujariati et al. (2016), Questioning tactics are methods of asking pupils questions in order to obtain information for the goal of teaching. According to Harvey (2001), the most successful questioning approach is one that encourages students to completely participate in the learning process. Students can be more involved in responding to questions from the teacher, ensuring that they comprehend the topic and mastering English language skills. In this study, the types and techniques of teacher questions can lure

students to be able to respond to a class interaction during the learning process.

In order to gather the students' replies, the teacher may need to use specific questioning strategies. There are nine questioning approaches, according to William Willen (1991) in his book "Questions Skills, for Teachers." (1) Develop essential questions that provide the class structure and direction. (2) Ask questions in a clear and explicit manner. (3) Ask questions that are appropriate for the student's ability level (4) Ask questions logically and sequentially (5) Ask questions on a variety of levels (6) Follow up on student responses (7) Allow students time to think before responding (8) Use questions that encourage broad student participation (8) Encourage student questions. Those techniques can be used in asking types of questions in teaching learning process that may be related or even opposed to the material.

10. Impact of teachers' open-ended questioning on student learning

A number of studies have reported a positive impact of teachers' open-ended questions on students' learning, particularly language achievements (i.e., Conezio and French 2002, deRivera et al. 2005; Wasilk et al. 2006; Whitehurst et al. 1994). For instance, Wasik and colleagues (2006) trained Head Start teachers to ask open-ended questions and to focus on abstract language skills such as predicting, analyzing and inferring, during storybook reading. The results showed children in the intervention classrooms not only engaged in conversations but also expressed and elaborated on their ideas, feelings, and reactions to stories and activities. At the end of the year, children in the intervention classrooms performed better than children in control classrooms on

both receptive and expressive language tests. However, empirical studies on the impact of open-ended questioning on students' cognition is rare and sparse.

Furthermore, although many researchers generally supported teachers' questions directed toward eliciting high cognitive level tended to produce students' responses requiring higher level thinking, some researchers suggested a low degree of correspondence between the cognitive level of teachers' questions and the cognitive level of students' answers (i.e., Dillon 1982; Mills et al. 1980). The most common scheme used for categorizing the cognitive levels of teacher question and student response in literature is Bloom's taxonomy (1956). Lower-level questions were classified when students were asked to name or list information by recalling data (Knowledge) or interpret information based on prior learning (Comprehension). Higher level questions correspond to four categories: Application (applying the facts to other situations), Analysis (reasoning ideas into logical patterns of understanding), Synthesis (constructing new ideas from what is known), and Evaluation (valuing what is implicit in our thinking). Farrar (1986) pointed out the low rate of cognitive correspondence between teacher question and student response could be occurred from insufficient consideration of context in the practice of coding cognitive levels of questions. In order to explore the complex functions of questions, she suggested the value of qualitative research methodology including micro-ethnographic analysis of transcripts despite the limited power for generalization and the dependency on researchers' intuitions and interpretations on the phenomenon. This study is exploratory in nature and used a qualitative approach.

The purpose of the study is to describe discourse patterns with a focus on teachers' use of open- and closed-ended questions and the prek children's replies to the two types of questions in science activities. We investigate three aspects: (1) situational conditions, such as types of science activities and group settings under which open- and closed-ended questioning occur, (2) cognitive levels evident in students' responses to these two types of questions, and (3) the students' language use in their responses.

## **B. Previous Studies**

There are many researchers which investigated the types of question and the technique of questioning in the English Classroom. The first is research from Qashoa in 2012, who examined the effect of teacher question types and syntactic structures on EFL classroom interaction. In this study, Qashoa found that in three classrooms, the total number of questions was 105 questions, 62% were display question while only 38% were referential question. In terms of the length of students' responses, students produced longer answer towards referential questions rather than display question. Then, concerning to the syntactic structures, all of teachers mostly used WH-questions rather than other syntactic structures. The differences in the title of the researcher with this research lies in the variables, sample and place of research. Meanwhile, the equation analyzes the types of teacher questions and this study is also a qualitative study.

The second is research from Dos, Bay, Aslansoy, Tiryaki, Cetna, and Duman in 2016, which proposed to analyze the teacher's questioning strategy. The question types which analyzed were divergent and convergent question,



they found that teachers have not already known the questioning types, so the teacher just delivered questions as checking what the students just learned not to check whether their students understand and comprehend the lesson and the relation with what they have learned before. Dös, B and Bay et. al also found that teachers generally used probing questions, prolonged waiting time and did not ask vague questions. The differences in the title of the researcher with this research lies in the variables, sample and place of research. Meanwhile, the equation analyzes the types of teacher questions and this study is also a qualitative study.

The third is research from Abarca in 2004, she described the interaction process that took place in an English as a Foreign language (EFL) classroom at a public high school in the province of Alajuela, Costa Rica. The result of the study showed that the teacher-student interaction and student-student interaction is based on a question and answer pattern. The teacher regulates and limits students' participation through the use of different activities which do not stimulate meaningful learning. Students interact among themselves by using Spanish. The study suggests to varying the classroom activities to enhance students' learning. The differences in the title of the researcher with this research lies in the type of research, the variables, samples and research sites.

The fourth is research from Snell in 1999. The students in the class were unresponsive and avoid interaction with the teacher. They didn't respond voluntarily to the instructor's questions and did not participate in class discussions. They also never asked the teacher questions outside one-on-one

situations. The differences in the title of the researcher with this research lies in the type of research, the variables, samples and research sites. The teacher received little oral feedback. The teacher wanted the students to be more demonstrative and more overtly communicative in their feedback. He wanted them to ask questions make comments, and to respond with nods and shakes of the head, with sounds of agreement or sounds of understanding. He wanted them to be both reactive and proactive.

The sixth previous related studies with this research is an analysis written by Putri in 2014, entitled "*An Analysis of Classroom Interaction by Using Flander Interaction Analysis Categories System (FIACS) Technique at SMPN 13 Kota Bengkulu in 2013/2014 Academic Year*".

This research is related to the interaction in the classroom by using Flander Interaction Analysis Categories System (FIACS) Technique. With the formulation of the problem of how much talking time did teacher and students spend during classroom interaction at SMPN 13 Kota Bengkulu in 2013/2014 academic year, what were teacher's and students' characteristics during classroom interaction at SMPN 13 Kota Bengkulu in 2013/2014 academic year and what was the correlation between the teacher and the students talk time and students' and teacher's characteristics during classroom interaction at SMPN 13 Kota Bengkulu in 2013/2014 academic year. This thesis used a qualitative research design; especially an analysis. Data obtained from several sources, including class observation and recording.

The similarities between this thesis with this research are the study is related to the interaction in the classroom, it means this thesis is focused on

the classroom interaction. This thesis is also used qualitative research design, and the data of this thesis is obtained from observation.

The seventh previous related studies with this research is an analysis written by Dayu in 2016, entitled "*A Study on Teacher-Student's Interaction of English Subject in the Classroom (An Analysis at the VIII<sup>th</sup> Grade of SMPN 12 Muko-Muko in the Academic Year of 2015/2016)*".

This research is related to the interaction in the classroom between teacher and students. With the formulation of the problem of how is the teacher-student's interaction of English subject in the classroom used by teachers at SMPN 12 Muko-Muko. This thesis used a qualitative research design; especially an analysis. Data obtained from several sources, including class observation, interview, and documentation.

The similarities between this thesis with this research are the study is related to the interaction in the classroom between teacher and students. This thesis also used qualitative research design, and the data of this thesis is obtained from several sources, including class observation, interview. After that, the next similarity is the formulation of the problem of how is the teacher-student's interaction of English subject in the classroom.

The eighth previous related studies with this research. Firstly, a study written by Nurmasitah in 2010, entitled "*A Study of Classroom Interaction Characteristics in a Geography Class Conducted in English: The Case at Year Ten of An Immersion Class in SMA N 2 Semarang*".

This research is related to the characteristic of interaction in the classroom. With the formulation of the problem of how is the classroom interaction

characteristics and to find out whether or not the English interactions as used for teach Geography at year ten of Immersion Class at SMAN 2 Semarang have met teaching effectiveness elements. This thesis used a qualitative research design; especially a case study. Data obtained from several sources, including class observation, and questionnaire.

The similarities between this thesis with this research are the study is related to the interaction in the classroom. This thesis also used qualitative research design specifically a case study, and the data of this thesis is obtained from several sources, including class observation, and questionnaire.

The differences between this thesis with this research are this thesis did not obtained data from interview.

Based on the preliminary investigation, the students seemed to generally understand the teacher's questions. It was felt that there was something else that kept the students from responding voluntarily in the class-teacher dialogues. The hypothesis of the research was that by teaching the students that class interaction with the English teacher is not only acceptable, but normal, useful, and beneficial, it was believed that the students would become more interactive with the teacher in teacher-class interaction. Following the hypothesis, two steps were taken to implement a plan: (1) the teacher distributed an explanatory paragraph about "rules" for asking questions in class in English speaking countries, (2) the teacher reminded the students of the "rules" at the beginning of each subsequent class and further encouraged them to become more active in the class when the instructor was talking.

In conclusion, some progress was definitely made. The students did interact with the teacher by nodding, some did answer the instructor's questions, and on their own initiation, even asked questions before the class. There seems to have been some success in instructing and reminding and then expecting the students to become more interactive with the teacher. ESL teachers in Japan are not just teaching a language, but also a culture, and this includes instructing the sociolinguistics appropriate for the native English-speaking classroom.

The similarity between this research with the other researches is the object of the research that is type of teacher's questions and this study is also a qualitative study. All of the researches try to analysis type of teacher's questions in second language learning. The differences between this research with the other researchers are the subject of the research, variable, place of research, data sources and the scope of the research.

.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study is categorized as a descriptive qualitative technique. The research is descriptive qualitative in nature, with the researcher presenting data in words and descriptive form. Qualitative research, according to Creswell (1988), is an understanding inquiry process built on diverse methodological traditions of inquiry that investigates a social or human problem. Furthermore, Ahmadi, R. (2014) noted that qualitative methods are employed when the goal of the research is to explain a phenomenon, and the data utilized include opinions (interviews), behavior, and documents that are not examined using statistical patterns. Teachers' questions and the tactics used to conduct classroom interaction in the teaching learning process are the subjects of this study. This study employs qualitative methodologies, which implies that the information gathered comes from interview transcripts, field notes, video recordings, and an observation checklist rather than numbers. The goal of a qualitative study is to provide an in-depth, detailed, and full description of the factual reality of a phenomena. In this study, the descriptive research is done in the classroom, and the main point of this research is to collect the data onto descriptive way. Qualitative research uses natural environment as a source of data on events that occur in the classroom, researchers go to these locations to understand and study the situation. The research was conducted at the time the interaction took place at the scene using descriptive research methods. It describes the phenomenon in the classroom, such as the interaction between

teacher and students while asking and responding questions on X TKR of SMK N 4 Kota Bengkulu.

### **B. Research Setting**

This research had been carried out in SMKN 4 Bengkulu, at X TKR classroom. The researcher done the research at this school around a month. There is a reason why the researcher choosen SMKN 4 Bengkulu as the research setting, this school is a vocational school that should create the good and competent students to be ready to work when they finished their study, so if the students became less active in the classroom activity then how could they could understand the learning well and transform it in the real life, so it should be known well what caused it refer to the characteristic of this vocational school.

### **C. Subject of Research**

In this section the research subject was an English teacher of SMK N 4 Kota Bengkulu. There are 2 TKR classes but it only took a class that include an English teacher. There are two reasons why the researcher choosen TKR classroom. The first is because the teacher tends to use teacher's questions as the way to interact with the students. The second is that the students have low participation in the classroom. Thus, the teacher used teacher's questions to stimulate and increase the students' interaction in the classroom.

### **D. Data Collection Technique**

Classroom observation provided the essential data, such as the teacher's words when asking questions. Observation is a primary approach of getting data into qualitative, according to Ary (2016). As a result, the researcher spent

roughly two meetings closely observing the classroom. In addition, this study employed a non-participant observation study. The researcher gave a presentation in class but did not engage in the classroom activities. The researcher utilized an observation checklist in conjunction with a field note to learn about the different sorts of questions and strategies used in the classroom while monitoring the teaching-learning process. The researcher also recorded what was going on in the classroom via video recording. After doing the classroom observation, the researcher interviewed the instructor to double-check and obtain more information. The following are the details for each instrument:

a. Observation Checklist

Observation is a method of gathering information that may be utilized to get a complete picture of a situation. Through observation, the researcher was able to gather the needed data by watching a teacher and a student in the class have a conversation. The researcher took field notes based on Lightbown's idea of sorts of inquiries. It focuses on the teacher types of questions used in the classroom interaction.

b. Interview

When conducting a survey in this study, the researcher employed a structured close interview to attain a better response rate. Most interviews, according to Vein Gay, have a semi-structured style, in which demand structured questions are followed by clarifying teacher or open questions.

The interview done to the English teacher of X TKR classroom, and the interview done before finish the teaching and learning process. This interview



conduct to gain a spoken respond from the participants. The functions of interview in this research was to cross check the data and to make sure that the data from the observation were really valid. In this research, the researcher applied an interview with the teacher. There is interview sheet for English teacher (*see appendix1, page 81*).

#### c. Documentation

A valuable source of information in qualitative research can be documentation. Documentation can be written and pictured by someone that can be used to obtain informations. So, the function of documentation method is to make credible the result of observation or interview.

In this technique the researcher collected the data by taking pictures of lesson plan, syllabus, and photos that showed the research process in the classroom as a document that used in the research. In this study the researcher wrote the notes that contains of discussion in the teaching and learning process to get the accurate information about what the teacher and students talking about in the class, recording process conducted in a time and each lesson recorded in accordance with the lesson plan and syllabus used by the teacher when teaching the students as a technique for capturing natural interactions.

### **E. Data Analysis Techniques**

The researcher used use the analysis technique by Miles and Huberman (1994), the technique defined analysis as consisting of:

#### 1. Reduction of the Data

The reduction steps in this research are: resume of the result of the data that have been collected from the instrument of the research, including the

observation sheet, interview sheet and also documentation based on three indicators of each instrument which means the interaction in the tenth-grade classroom of X TKR students with the teacher. Reduction refers to resume the data, choosing the main things, focusing on the important things and look for the theme of the research. Next steps of this activity would be selecting, focusing, and making simpler the resource data that collected.

## 2. Display the Data

Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. Data display means the process to simply the data in the form of sentence, narrative, diagram, chart, matrix or table. Display the data is the collection of information which arranged and gives possibility to get the conclusion and take the action. In making the data could be displayed in the best understanding, this displayed to: Display the documentation data, interview data, and observation data that reduced into table form and described the data in a good narrative text. Hence, the researcher arranges the data in good table in order to be easier to understand.

## 3. Drawing Conclusion and Verification

On this research, drawing the conclusion would do by comparing between observation data, interview data, and documentation data. It can change if the researcher does not discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. Observation data was forceful by interview

data also documentation data as to validating all the data that have been collected. In this research, the researcher makes conclusion from the data display. Verification means the processes which are able to answer the research question and research objectives and also the goals and significances of the research. In qualitative research, the characteristic of conclusion is temporary.

In short, the steps in analyzing the data are: (1) the researcher collects the data through interview, observation and documentation. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem. (2) After selected the data, the researcher displayed those data into good table. (3) After displaying data, the conclusion is drawn. Moreover, to get validity of data, the interview is supported by documentation also observation data.

#### **F. Trustworthiness**

Because there are several approaches employed by researchers in qualitative research to make the research data valid, the validity of the study's results is vital in a research. As a result, the researcher employed triangulation to double-check the data's veracity.

Triangulation is a methodology for determining the reliability of data. Sutopo disclosed four types of triangulation approaches in Kasiyan (2015): 1) Data triangulation, 2) Investigator triangulation, 3) Theoretical triangulation, and 4) Methodology triangulation.

### 1. Data Triangulation

Data triangulation is the process of a researcher rechecking and comparing information obtained from several forms of data in order to reduce bias in the outcome. Comparing the results of an interview, documentation, and observation, for example.

### 2. Investigator Triangulation

The capacity to confirm results through investigators without previous discussion or consultation improves investigator triangulation dramatically. In order to reduce bias, it is especially crucial in data collection, reporting, and analysis.

### 3. Theoretical Triangulation

The use of a theory to verify a condition or event is known as theoretical triangulation. Its purpose is to look at a situation or phenomena from a different angle. Indeed, the more varied they are, the more likely they are to highlight various difficulties or worries; the many ideas do not have to be identical or compatible.

### 4. Methodological Triangulation

Methodological triangulation entails employing a variety of techniques to investigate a situation or phenomena. Its goal is to reduce prejudice and inconsistencies. The key strength of methods triangulation is its capacity to disclose important inconsistencies or essential features that could have gone unnoticed in the analysis if only one method or data gathering methodology had been used.

After learning about the four forms of triangulations, the researcher decides to use data triangulation to assess the study's data validity. In this case, the researcher tried many sources to obtain the same data until it was found to be free of bias. It indicates that in order to determine the validity of the data in this study, the researcher not only did observations but also performed an interview, followed by documentation, and finally compared the same data obtained to verify this study.

**CHAPTER IV**  
**RESULT AND DISCUSSION**

**A. Result**

**1. Data Display**

This chapter shows the result about the data analysis of the English teacher and students' classroom interaction on the Tenth-grade TKR students of SMKN 4 Bengkulu in the academic year 2020/2021. The data was gotten from the observation, interview and documentation. The observation data was gotten after held a classroom observation at the X TKR classroom. The interview data was gotten after held an interview to an English teacher, as its research used data triangulation, as the subjects is an English teacher.

1. Types of Questions

a. Data from Observation

For the observation data, the researcher had observed X TKR classroom interaction that contained an English teacher and students on February 23rd, 2021 at 4 p.m. The data code collected displayed refer to the types of questions defined by Lightbown and Spada in the table below:

Table 1.  
Data displayed the 3 data of observation.

No	Types of Questions	Indicator	Interpretation	Data code	Frequency of data
1	Display question	The teachers know the answer and which are designed to elicit or display particular structures.	Ok my students, this afternoon we study about how to write down the short message and easy to be understood for many people ok. It can be formal and informal message ok. You can write down by	<b>2</b>	<b>1</b>

			typing / hand writing. <i>Do you know what is it?</i>		
2	Referential Questions	The questions that the teachers do not know the answers to, and can gain various subjective information.	Nah, jadi dari penjelasan mam, mam tanya ya, <i>why there is no one asking also answer my questions? Are you still there my students?</i> apakah kalian mengerti dengan apa yang mam sampaikan? Any question so far? Ada pertanyaan tentang materi memo, boleh ditanyakan.	3	1
3	Procedural Questions	The question which serves several functions and also used as teaching routines for the beginning of the process.	Assalamu'alaikum, good afternoon my students, welcome back in English today. Well my students, <i>how are you this afternoon?</i> I hope you are in good condition and ready to study English with me. OK my students before we begin our classroom, please write your name in this group for your attendance list ok, I give you 10 minutes ok, I give you 10 minutes.	1	1

In the table above, the researcher displayed the 3 data code collected from the observation in the form of table namely the types of questions used by the teacher in the teaching and learning process including display questions with 1 data code, referential questions 1 data code, and procedural questions 1 data code with each of them have the frequency of the data appeared in the observation 1 time by each types of questions.

## b. Data from Interview

For the interview data, the researcher had interviewed an English teacher named Amelia Sevanti on February 13th 2021 at 2.10 p.m. The data collected displayed in the table below:

Table 2.

Data displayed the 10 data of interview to the teacher.

No	Questions	Data
1.	What is the method that you always use in English classroom?	<b>4</b>
2.	Do you always use lecturer method in English classroom interaction?	<b>5</b>
3.	How far the effectiveness of your teaching learning process in the classroom?	<b>6</b>
4.	What kind of questions that you always gave to your learners?	<b>7</b>
5.	There are close and open question, could you please mention those types of questions that you always gave to your learners based on what you have chosen or mentioned?	<b>8</b>
6.	What are your reasons in using the types of questions in classroom interaction?	<b>9</b>
7.	How far the effectiveness of your learners in asking question?	<b>10</b>
8.	How many percent do you speak in the English classroom?	<b>11</b>
9.	What are your responses to the students who cannot answer your question?	<b>12</b>
10.	Do you give rewards or praises if there are students who can answer questions or respect the statement?	<b>13</b>

## 2. Data Interpretation

The researcher had displayed the data summary in the form of table above in which 3 data code from observation including types of questions namely display questions, referential questions 1, and procedural questions also Data code 7 and 9 from interview. In the following data below, the researcher showed the interpretation of each data that was gotten from those observation and interview that displayed in the table form of the data display



above in which have relation with the research objective to answer this research's formulation of the problem.

#### 1. Data from Observation

For the observation data, the researcher had observed X TKR classroom that contained students and an English teacher on February 23rd, 2021 at 4 p.m. and researcher got three data (Data code 2,3, and 1) that related to the theory types of questions by Lightbown and Spada used by English teacher to interact with the students in classroom as the research objective to answer this research's formulation of the problem.

#### **Data 2:**

*T: Ok my students, this afternoon we study about how to write down the short message and easy to be understood for many people ok. It can be formal and informal message ok. You can write down by typing / hand writing. **Do you know what is it?** (see appendix 2, page 82)*

Data shown as the English teacher uses a type of questions by Lightbown and Spada and ask to the students about their understanding and at the same time the teacher already know the answer of the question and which are designed to elicit or display particular structures, it answered this research's formulation of the problem namely **display questions** as one of the types of questions used by English teacher to interact with the students in classroom.

#### **Data 3:**

*T: Nah, jadi dari penjelasan mam, mam tanya ya, **why there is no one asking also answer my questions? Are you still there my students?** apakah kalian mengerti dengan apa yang mam sampaikan? Any question so far? Ada pertanyaan tentang materi memo, boleh ditanyakan. (see appendix 2, page 82)*

Data shown as the English teacher uses a type of questions by Lightbown and Spada and ask to the students and at the same time the teacher do not know the answer to and can gain various subjective information, it answered this research's formulation of the problem namely **referential questions** as one of the types of questions used by English teacher to interact with the students in classroom.

### **Data 1:**

*T: Assalamu'alaikum, good afternoon my students, welcome back in English today. Well my students, **how are you this afternoon?** I hope you are in good condition and ready to study English with me. OK my students before we begin our classroom, please write your name in this group for your attendance list ok, I give you 10 minutes ok, I give you 10 minutes. (see appendix 2, page 83)*

Data shown as the English teacher uses a type of questions by Lightbown and Spada and ask to the students and at the same time it serves several functions and also used as teaching routines for the beginning of the process, it answered this research's formulation of the problem namely **procedural questions** as one of the types of questions used by English teacher to interact with the students in classroom.

### 2. Data from Interview

For the interview data, the researcher had interviewed an English teacher named Amelia Sevanti on February 13th 2021 at 2.10 p.m. Then, researcher got a data that related to the theory types of questions used by English teacher to interact with the students in classroom by interviewing the

teacher (Data 7) and the other data interpretations that gained from the interview will be displayed below the Data code 7.

**Data 7:**

*T: OK for the example, do you understand? If they are not answering, I have prepared by asking why you guys do not answer my questions? or if you do not understand yet why do not you ask me questions? Any question so far? Can you comprehend the materials? And so on (See Appendix 3, page 86)*

Data shown as the English teacher uses several questions and ask to the students who does not understand yet to ask question to her and it answered this research's formulation of the problem namely the types of questions by Lightbown and Spada used by English teacher to interact with the students in classroom, it also related to the data from observation that means these questions applied in the classroom activity.

**Data 4:**

*R: Thank you very much mam for your time, then I will ask you some questions. For the first question is, what is the method that you always use in English classroom?*

*T: I use combination methods. Group work, Discovery Learning, and Discussion, but I always use discovery learning method. (See Appendix 3, page 85)*

Data shown as the English teacher mentioned the method she always uses in English classroom.

**Data 5:**

*R: Thank you mam, for the next question is do you always use lecturer method in English classroom interaction?*

*T: No, because it is not good for student classroom (See Appendix 3, page 57)*

Data shown as the English teacher responding the question about whether she always uses lecturer method in English classroom.

**Data 6:**

*R: Alright mam, the next question is How far the effectiveness of your teaching learning process in the classroom?*

*T: 50:50 (See Appendix 3, page 85)*

Data shown as the English teacher responding the question about how far the effectiveness of her teaching learning process in the classroom.

**Data 7:**

*R: Thank you mam, the next question is what kind of questions that you always gave to your learners?*

*T: OK for the example, do you understand? If they are not answering, I have prepared by asking why you guys do not answer my questions? or if you do not understand yet why do not you ask me questions? Any question so far? Can you comprehend the materials? And so on. (See Appendix 3, page 86)*

Data shown as the English teacher mentioned the kinds of questions she always gave to her learners in the classroom.

**Data 8:**

*R: Thank you mam, the next question is, There are close and open question, could you please mention those types of questions that you always gave to your learners based on what you have chosen or mentioned?*

*T: For opening section is greetings. For example, Good morning my kids... How are you today? Are you ready to study English? Any body knows what are we going to learn today? And for Closing section, for example Thank you for your attention. Any question so far? Can you understand the materials? (See Appendix 3, page 86)*

Data shown as the English teacher mentioned the types of questions she always gave to her learners in the classroom.

**Data 9:**

*R: Thank you very much for your explanation mam, alright for the next question is What are your reasons in using the types of questions in classroom interaction?*

*T: Those questions are suitable, easy to be understanding, it could be encourage students participation, my given time to them to answer the question will not be wasted because they are take too much time to answer and also those are familiar for the students (See Appendix 3, page 86)*

Data shown as the English teacher mentioned the reason on why she always uses those types of questions in the classroom.

**Data 10:**

*R: OK mam, the next question is how far the effectiveness of your learners in asking question?*

*T: 30 percent (See Appendix 3, page 86)*

Data shown as the English teacher mentioned the effectiveness of the questions asked by the learner in the classroom.

**Data 11:**

*R: Yes mam, the next question is How many percent do you speak in the English classroom?*

*T: 50:50 (See Appendix 3, page 87)*

Data shown as the English teacher mentioned how many percent she speak in English in the classroom.

**Data 12:**

*R: Alright mam, the next question is What are your responses to the students who cannot answer your question?*

*T: Giving them advice, like you have to study again in your house or short and simple advice (See Appendix 3, page 87)*

Data shown as the English teacher mentioned her responses to the students who cannot answer her questions in the classroom.

**Data 13:**

*R: Thank you mam, this is the last question, it is about do you give rewards or praises if there are students who can answer questions or respect the statement?*

*T: Yes, of course. By praising them good job, excellent, good or nice, camkoha and so on. That's it, thank you (See Appendix 3, page 87)*

Data shown as the English teacher answer the question whether she give rewards or praises if there are students who can answer questions or respect the statement in the classroom.

2. Teacher reasons in using the types of questions

Researcher also got a data about teacher's reasons in using the types of questions in classroom interaction by interviewing the teacher (Data 9).

**Data 9:**

*R: Thank you very much for your explanation mam, alright for the next question is what are your reasons in using the types of questions in classroom interaction?*

*T: Those questions are suitable, easy to be understanding, it could be encourage students participation, my given time to them to answer the question will not be wasted because they are take too much time to answer and also those are familiar for the students. (see appendix 3, page 86)*

Data shown as the English teacher tells the reasons in using the types of questions in classroom interaction.

### 3. Documentations

Documentation of a record of activities that have occurred can be in written or visual form. In this study, the researcher used several types of documentation, such as the results of pictures, curriculum vitae, lesson plans, student attendance lists and including their scores.

The first documentation researcher conducted an observation and filled out the observation checklist. Then, the researcher collected data using interview sheets. The researcher also documented by taking several pictures during the teaching and learning process. In this study, the researcher followed the teaching and learning process in one learning material.

## **B. DISCUSSION**

Based on the research finding conveyed by the researcher above, there are components which are discussed in the research finding. The components consist of types of questions used by English teacher to interact with the students in classroom interaction at SMKN 4 kota Bengkulu also teacher's reasons in using the types of questions in classroom interaction.

In the first step in this research, the researcher conducted observation by observation checklist. During the observation, the researcher acted as an observer in the classroom that did not interrupt the teaching and learning process. Researcher observer every activity of the learning process and observe how teachers question used in the classroom. The researcher conducted the research for one month. The researcher examines, analyzes

and observes the teacher while teaching in the classroom, from the beginning to the end of learning. The next step is interviewing English teacher in class.

The researcher conducted interviews with the teacher. In the process, the researcher asked a number of question that should be answered by the teacher. The data obtained from the classroom observation also by interview to the English teacher. The types of questions used by the teacher gained from the observation including Display questions that mean the teachers know the answer and which are designed to elicit or display particular structures. As the interpretation showed “Ok my students, this afternoon we study about how to write down the short message and easy to be understood for many people ok. It can be formal and informal message ok. You can write down by typing / hand writing. *Do you know what is it?*” (see appendix 2, Data code 2 on page 82)

The second types of questions used by the teacher gained from the observation including Referential questions that mean it is the questions that the teachers do not know the answers to, and can gain various subjective information. As the interpretation showed “Nah, jadi dari penjelasan mam, mam tanya ya, *why there is no one asking also answer my questions? Are you still there my students?* apakah kalian mengerti dengan apa yang mam sampaikan? Any question so far? Ada pertanyaan tentang materi memo, boleh ditanyakan.” (see appendix 2, Data code 3 on page 83)

The third types of questions used by the teacher gained from the observation including Procedural questions that mean it is the question which serves several functions and also used as teaching routines for the beginning



of the process. As the interpretation showed “Assalamu’alaikum, good afternoon my students, welcome back in English today. Well my students, *how are you this afternoon?* I hope you are in good condition and ready to study English with me. OK my students before we begin our classroom, please write your name in this group for your attendance list ok, I give you 10 minutes ok, I give you 10 minutes.” (see appendix 2, Data code 1 on page 82)

There is also gained a data from interview to the English teacher that mentioned the types of questions uses by the teacher. The data mentioned below:

*R: Thank you mam, the next question is what kind of questions that you always gave to your learners?*

*T: OK for the example, do you understand? If they are not answering, I have prepared by asking why you guys do not answer my questions? or if you do not understand yet why do not you ask me questions? Any question so far? Can you comprehend the materials? And so on. (See Appendix 3, Data code 7 on page 86)*

At this time, the teacher also explained the reason why she using the types of questions in classroom interaction, she mentioned that *Those questions are suitable, easy to be understanding, it could be encourage students participation, my given time to them to answer the question will not be wasted because they are take too much time to answer and also those are familiar for the students.*(see appendix 3, Data code 9 on page 86)

From what was obtained through observations and interviews conducted by researcher, it was found that there was a different result although she uses the types of questions she mentioned. When the teacher was interviewed, she mention a reason why she uses those types of question *as it could be encourage students participation.*

As according to the theory by William Willen (1991) about the Question Skill for Teacher, there are nine questioning techniques, one of them is use questions that encourage wide student participation, but in reality, and when applied in the classroom interaction those questions did not encourage the student's participation.

Lightbown and Spada (2013) stated that display question is teacher ask the question that they know the answer. As we know in the classroom interaction that have observed, the teacher asks some questions that related to the material and the topic in that day, but the situation in the classroom interaction it did not show any feedback as it did not encourage the students participation.

Same as the types of question named display questions by Lightbown and Spada mentioned, the types of questions namely Referential Questions which is the teacher ask questions that the teachers do not know the answers to, and can gain various subjective information also Procedural questions which means the question asked serves several functions and also used as teaching routines for the beginning of the process did not gather any feedback and encourage the students participations in classroom.

It shows that the types of questions by Lightbown and Spada used by the teacher did not encourage the student's participation, as Harvey (2001) stated that questioning technique is the most effective when it allows pupils to become fully involved in the learning process. It really different to the situation in the classroom interaction when observed. It means, the types of questions used by the teacher is not good enough as it cannot encouraging the

student's participation to be actively contribute in the teaching learning process. In conclusion, it is in line with the theory by Harvey as mentioned before, so it is strengthening his theory as the right questioning technique used by the teacher it will affect the students to be involved in the learning process actively.

From the result of interview and observation, it can be concluded that there are three types of questions that are applied by the teacher in the teaching and learning process, namely Display questions, Referential Questions and Procedural Questions. Meanwhile, in the interview, the teacher said the reason why she using the types of questions in classroom interaction, such as *Those questions are suitable, easy to be understanding, it could be encourage students participation, my given time to them to answer the question will not be wasted because they are take too much time to answer and also those are familiar for the students.*

The findings found in this research were the existence of the types of questions that still used by the teacher in the teaching learning activity although it did not gave a good effect into the teaching learning process to make the students become actively in the classroom activity.

It was concluded that in this study, the teacher does not used good questioning technique in which the good types of questions. It means that the teacher has implemented bad classroom management. As According to Jacoby & Ochs as cited in Dayu (2016), Co-construction is defined as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning

reality." As all the participants have the responsibility to construct a successful and appropriate interaction for a given social context.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This research focused on identified the types of questions and the teacher reason on used the types of questions. It was found the existence of the types of questions used by the teacher in the teaching learning activity namely Display questions, Referential Questions and Procedural Questions although it did not gave the good effect into the teaching learning process to make the students become actively in the classroom activity.

As the teacher's reasons on why the teacher used those types of questions are those questions are suitable, easy to be understanding, it could be encouraging student's participation, teacher's given time to the students to answer the question will not be wasted because the students are taking too much time to answer and also those types of questions are familiar for the students. Although actually it did not match in the reality. Then, the teacher's creativity in choosing the good types of questions in teaching learning process still lack in order to gain the participation of the students in the teaching learning process.

#### **B. Suggestion**

From the explanation of the conclusions, the researcher provides several suggestions for student teachers and researchers

1. For students

The students could be more actively while in the teaching learning process with following all the procedure and process that conducted by the teacher.

2. English teacher

The teacher can improve her strategies in teaching English especially in selecting and using the good types of questions.

3. The researcher

The researcher wishes that other researcher could conduct this research in wildest area. The next researcher can also conduct the researcher about teacher's questions used by English teacher in teaching learning process.

## REFERENCES

- Ahmadi, R. (2014). *Metodologi Penelitian Kualitatif*. Yogyakarta: Ar-Ruz Media.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy, 2nd edition*. New York: Longman.
- Cahudron, C. (1998). *Second Language Classrooms- Research on Teaching and Learning*. Los Angeles: Cambridge University Press.
- Chaudron, C. (1988). *Classroom Research: Recent Methods and Findings, in Gabriele Kasper. Classroom Research-AILA Review*.
- Creswell, J.W. (1988). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publication.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Harvey. (2001). *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Pers.
- Hornby, A. S. (1995). *Oxford Advanced Learner's Dictionary (5th ed)*. Oxford: Oxford University Press.
- Kasiyan. (2015). Kesalahan Implementasi Teknik Triangulasi Pada Uji Validitas Data Skripsi Mahasiswa Jurusan Pendidikan Seni Rupa FBS UNY, *imaji*, Vol. 13, No. 1. Retrieved on Februari 2015.
- Lightbown, P. M. & Spada, N. (2013). *How languages are learned (4th ed)*. Oxford: Oxford University Press.
- Mahbub A. (2018). English Teaching in Vocational High School: A Need Analysis, *JEELS*, Vol. 5, No. 2. Retrieved on November 2015
- Miles, M. B., Huberman, M. (1994). *Qualitative Data Analysis: an expanded sourcebook (2nd ed.)*. New Delhi: SAGE Publication.
- Noor, J. (2011). *Metodologi Penelitian Skripsi, Tesis, Disertasi, dan KaryaIlmiah*. Jakarta: Kencana Prenada Media Group.
- Özcan, S. (2010). *The Effects of Asking Referential Questions on the Participation and Oral Production of Lower Level Language Learners in Reading Classes*. Turkey: Middle East Technical University. Unpublished Thesis.
- Dayu, R. E. (2016). *A Study on Teacher-Student's Interaction of English Subject in the Classroom*. (Thesis). English Education Study Program of Tarbiyah and Tadris, Department Islamic Education and Tadris Faculty, The State Islamic Institute, Bengkulu.

- Richards, J. C. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
- Richards, J. C. & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Shen, P. & Yodkhumlue, B. (n.d). *Teacher's Questioning and students' Critical Thinking in College EFL Reading Classroom, The 8th International Postgraduate Research Colloquium: Interdisciplinary Approach for Enhancing Quality of Life IPRC Proceedings (online) available at: bsris.swu.ac.th/iprc/8th/044\_53\_9\_Pingshen.pdf*.
- Shomoossi, N. (2004). *The effect of teacher' questioning behavior on efl classroom interaction: A classroom research study*. The Reading Matrix, 4(2), 96-104.
- Sujariati, et.al., (2016). "*English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu*". ELT Worldwide, Vol. 3. No. 1, 107. Retrieved on April 2016
- Wasi'ah, N. (2016). "*A Study of Teacher Talk in Classroom Interaction at An Islamic Senior High School*". OKARA journal of language and Literature, Vol. 1. No. 34, Summer 2016.
- Webster, M. (n.d). Retrieved January 13, 2018 from <http://www.merriam-webster.com/dictionary/question>.
- William W. W. (1991). *Questioning Skills, for Teachers*. Washington, D.C: National Education Association.
- Zohrabi, M., Notash, Y. M & Khiabani, S. Y. (2014). *Teacher's use display question vs. referential question across different proficiency levels*. *Journal of International Journal of Applying Linguistics & English literature*. Australia: Australian International Academic Centre. 3(2).



**A  
P  
P  
E  
N  
D  
I  
C  
E  
S**

**Appendix 1: Interview sheet guidelines for English teacher of X Teknik  
Kendaraan Ringan (TKR) classroom at SMKN 4 Bengkulu adapted from  
Flander in 1970**

Name :

Age :

Date/Time :

---

No	Questions	Answer
1.	What is the method that you always use in English classroom?	
2.	Do you always use lecturer method in English classroom interaction?	
3.	How far the effectiveness of your teaching learning process in the classroom?	
4.	What kind of questions that you always gave to your learners?	
5.	There are close and open question, could you please mention those types of questions that you always gave to your learners based on what you have chosen or mentioned?	
6.	What are your reasons in using the types of questions in classroom interaction?	
7.	How far the effectiveness of your learners in asking question?	
8.	How many percent do you speak in the English classroom?	
9.	What are your responses to the students who cannot answer your question?	
10.	Do you give rewards or praises if there are students who can answer questions or respect the statement?	

## Appendix 2: Classroom Observation Transcript

Subject : English Class : X TKR

Date : February 23, 2021/ 4 p.m.

*T: Assalamu'alaikum, good afternoon my students, welcome back in English today. Well my students, how are you this afternoon? I hope you are in good condition and ready to study English with me. OK my students before we begin our classroom, please write your name in this group for your attendance list ok, I give you 10 minutes ok, I give you 10 minutes. (Data 1)*

*T: Ok my students, this afternoon we study about how to write down the short message and easy to be understood for many people ok. It can be formal and informal message ok. You can write down by typing / hand writing. Do you know what is it? (Data 2)*

T: Ok, jadi sore ini kita akan mempelajari tentang tulisan pendek ya. Short message yang mudah dipahami banyak orang. Jadi pesan pendek ini singkat padat, resmi dan tidak resmi. Jadi kalian bisa menulis pesan ini dengan diketik atau tulis secara langsung.

T: The function of memo is for remind someone about asking something, suggestion, instruction, messaging or any jobs.

T: Jadi fungsi memo itu untuk mengingatkan for someone atau menegaskan suatu hal atau urusan. Adapun isi dari memo bisa dalam bentuk permintaan, instruksi atau perintah, pemberitahuan atau saran ataupun tugas tertentu.

T: So, the goal of memo is to asking information atau bantuan atau petunjuk kepada orang yang berkompeten.

T: My students, memo consist of several parts structure among others, the first is addresses or receiver, second is content and the last is sender ok.

T: Jadi anak-anak mam sekalian, maksudnya memo itu terbagi dari bagian-bagian seperti penerima, isi memo tersebut, misal pesan kepala sekolah kepada guru, lalu siapa pengirimnya.

T: Ada dua jenis memo anak-anak, formal dan informal memo. Formal memo seperti sekolah, company. Yang informal memo bisa seperti pesan kalian ke teman, ayah, ibu, kakak kalian.

*T: Nah, jadi dari penjelasan mam, mam tanya ya, why there is no one asking also answer my questions? Are you still there my students? apakah kalian mengerti dengan apa yang mam sampaikan? Any question so far? Ada pertanyaan tentang materi memo, boleh ditanyakan. (Data 3)*

T: Itu ada beberapa contoh memo formal dan informal yang mam kirimkan dalam bentuk gambar. Mam kasih kalian waktu 10 menit untuk melihat dan mempelajari bentuknya.

T: Baiklah ya, daripada mam menunggu tanpa jelas dari kalian, jadi kalian juga tidak ada yang bertanya ya, mam anggap kalian sudah mengerti jika kalian tidak bertanya. Jadi selanjutnya mam kasih kalian tugas, tugas kalian yaitu mencari atau membuat 2 memo formal dan 2 memo informal, jadi jumlahnya 4 ya. Jadi tugas kalian ini kirim japri ke WA mam tulis di buku kalian ok, mam tunggu tugasnya.

T; Well students if no questions or discussion anymore we end our meeting this afternoon. Ok thank you very much for your attention and see you next week, have a nice day and Wassalamu'alaikum.

**Appendix 3: Interview transcript of the English teacher of X Teknik Kendaraan Ringan (TKR) classroom at SMKN 4 Bengkulu adapted from Flander in 1970**

Name : Amelia Sevanti

Date/Time : February 13th, 2021/2:10 p.m.

Age : 36 Years old

---

R : Assalamualaikum warahmatullahi wabarakatuh

T : Waalaikumsalam warahmatullahi wabarakatuh

R : Thank you very much mam for your time, then I will ask you some questions. For the first question is, what is the method that you always use in English classroom?

T : *I use combination methods. Group work, Discovery Learning, and Discussion, but I always use discovery learning method. (Data 4)*

R : Thank you mam, for the next question is do you always use lecturer method in English classroom interaction?

T : *No, because it is not good for student classroom (Data 5)*

R : Alright mam, the next question is How far the effectiveness of your teaching learning process in the classroom?

T : *50:50 (Data 6)*

R : Thank you mam, the next question is what kind of questions that you always gave to your learners?

T : *OK for the example, do you understand? If they are not answering, I have prepared by asking why you guys do not answer my questions? or if you do not understand yet why do not you ask me questions? Any question so far? Can you comprehend the materials? And so on (Data 7)*

R : Thank you mam, the next question is, There are close and open question, could you please mention those types of questions that you always gave to your learners based on what you have chosen or mentioned?

T : *For opening section is greetings. For example, Good morning my kids... How are you today? Are you ready to study English? Any body knows what are we going to learn today? And for Closing section, for example Thank you for your attention. Any question so far? Can you understand the materials? (Data 8)*

R : Thank you very much for your explanation mam, alright for the next question is What are your reasons in using the types of questions in classroom interaction?

T : *Those questions are suitable, easy to be understanding, it could be encourage students participation, my given time to them to answer the question will not be wasted because they are take too much time to answer and also those are familiar for the students (Data 9)*

R : OK mam, the next question is how far the effectiveness of your learners in asking question?

T : *30 percent (Data 10)*

R : Yes mam, the next question is How many percent do you speak in the English classroom?

T : **50:50 (Data 11)**

R : Alright mam, the next question is What are your responses to the students who cannot answer your question?

T : ***Giving them advice, like you have to study again in your house or short and simple advice (Data 12)***

R : Thank you mam, this is the last question, it is about do you give rewards or praises if there are students who can answer questions or respect the statement?

T : ***Yes, of course. By praising them good job, excellent, good or nice, camkoha and so on. That's it, thank you (Data 13)***

R : Thank you very much mam for your responses, Wassalamualaikum warahmatullahi wabarakatuh

T : Waalaikumsalam warahmatullahi wabarakatuh



#### **Appendix 4: English Teacher's Curriculum vitae**

Nama : Amelia Sevanti, S.Pd

Jenis kelamin : Perempuan

Tempat tanggal lahir : Bengkulu, 7 mei 1984

Alamat : Bumiayu 3

Pekerjaan : Guru

#### **Educational background**

SDN 42 kota Bengkulu Tahun 1990 – 1996

SMPN 4 kota Bengkulu Tahun 1996 – 1999

SMAN 1 kota Bengkulu Tahun 1999 – 2002

Universitas Muhamadiyah Bengkulu (UMB) Tahun 2002 – 2006

## Appendix 5: Lesson Plan

### RENCANA PROSES PEMBELAJARAN

Mata pelajaran : Bahasa Inggris  
Kelas/ semester : X/ 2  
Sekolah : SMKN 4 BKL  
Alokasi waktu : 8x45 menit  
Materi pokok : Memo, Menu, Schedule, Sign

#### A. Kompetensi dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.9 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk memo, menu, schedule dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja, sesuai dengan konteks penggunaannya di dunia kerja.	3.9.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari memo, menu dan schedule. 3.9.2 Menentukan struktur teks dan unsur kebahasaan dari memo, menu, schedule and sign.
4.9 Menyusun teks khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (signs) lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.	4.9.1 Menulis memo, menu dan schedule sesuai dengan struktur teks dan unsur kebahasaan sesuai konteks. 4.9.2 Melengkapi dan mendemonstrasikan ungkapan meminta dan memberi informasi berbagai macam <i>sign</i> sesuai dengan konteks yang diberikan.

#### B. Tujuan pembelajaran

- Setelah mempelajari materi ajar, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari menu, schedule dan sign.
- Setelah mempelajari materi ajar, peserta didik dapat menentukan struktur teks dan unsur kebahasaan dari menu, schedule dan sign.
- Setelah mempelajari materi ajar, Peserta didik dapat menulis memo, menu dan schedule sesuai dengan struktur teks dan unsur kebahasaan sesuai konteks.
- Setelah mempelajari materi ajar, Peserta didik dapat melengkapi dan mendemonstrasikan ungkapan meminta dan memberi informasi berbagai macam *sign* sesuai dengan konteks yang diberikan.

### C. Kegiatan pembelajaran

#### **Pertemuan 1:**

- Peserta didik diberikan sebuah tayangan video pembelajaran tentang memo.
- Peserta didik diminta untuk mengamati tayangan video tersebut.
- Setelah menonton video, guru dan peserta didik melakukan tanya jawab/ diskusi mengenai materi memo.
- Siswa di minta membuat ringkasan materi dari video pembelajaran.
- Siswa mengerjakan latihan yang diberikan guru.

#### **Pertemuan 2:**

- Peserta didik diberikan sebuah tayangan video pembelajaran tentang menu.
- Peserta didik diminta untuk mengamati tayangan video tersebut.
- Setelah menonton video, guru dan peserta didik melakukan tanya jawab/ diskusi mengenai materi Menu.
- Siswa di minta membuat ringkasan materi dari video pembelajaran.
- Siswa mengerjakan latihan yang diberikan guru.

#### **Pertemuan 3:**

- Peserta didik diberikan sebuah tayangan video pembelajaran tentang schdule.
- Peserta didik diminta untuk mengamati tayangan video tersebut.
- Setelah menonton video, guru dan peserta didik melakukan tanya jawab/ diskusi mengenai materi schedule.
- Siswa di minta membuat ringkasan materi dari video pembelajaran.
- Siswa mengerjakan latihan yang diberikan guru.

#### **Pertemuan 4:**

- Peserta didik diberikan sebuah tayangan video pembelajaran tentang sign.
- Peserta didik diminta untuk mengamati tayangan video tersebut.
- Setelah menonton video, guru dan peserta didik melakukan tanya jawab/ diskusi mengenai materi sign.

- Siswa di minta membuat ringkasan materi dari video pembelajaran.
- Siswa mengerjakan latihan yang diberikan guru.

D. Penilaian :

- Sikap : Menunjukkan sikap tekun dalam belajar, tanggung jawab dalam tugas dan disiplin waktu dalam mengumpulkan tugas.
- Pengetahuan : Penilaian pengetahuan melalui soal pilihan ganda/ essay.
- Keterampilan : Penilaian keterampilan melalui presentasi secara langsung.

Mengetahui,  
Kepala Sekolah

Dr. PAIDI, M.TPd  
Nip : 197101011999031012

Bengkulu, 4 – januari - 2021

Guru Mata Pelajaran

Amelia Sevanti, S.Pd  
Nip : 198405072010012016

## Appendix 6: List of Attendance

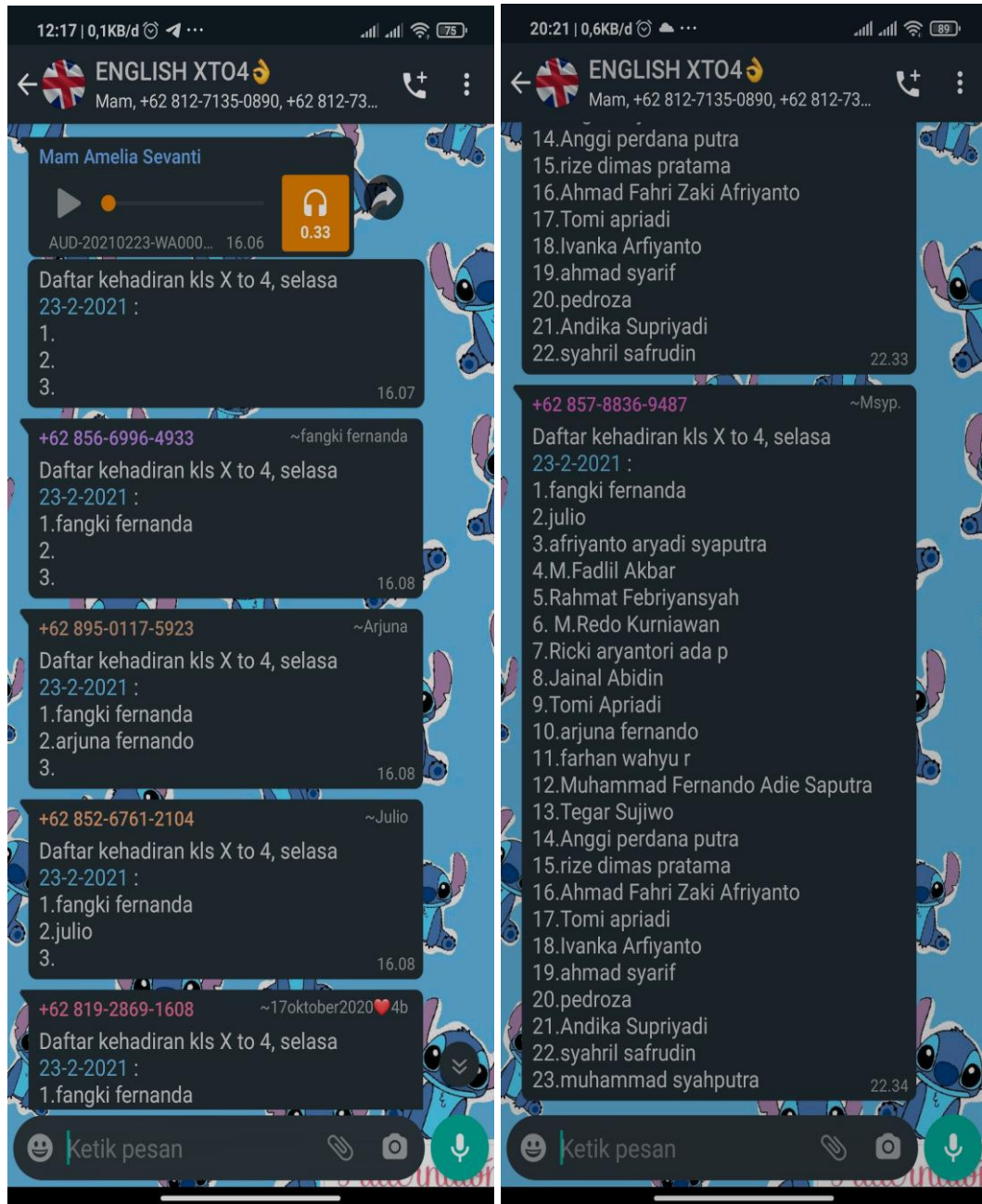
### DAFTAR KEHADIRAN SISWA

MATA PELAJARAN : BAHASA INGGRIS  
KELAS : X TO 4

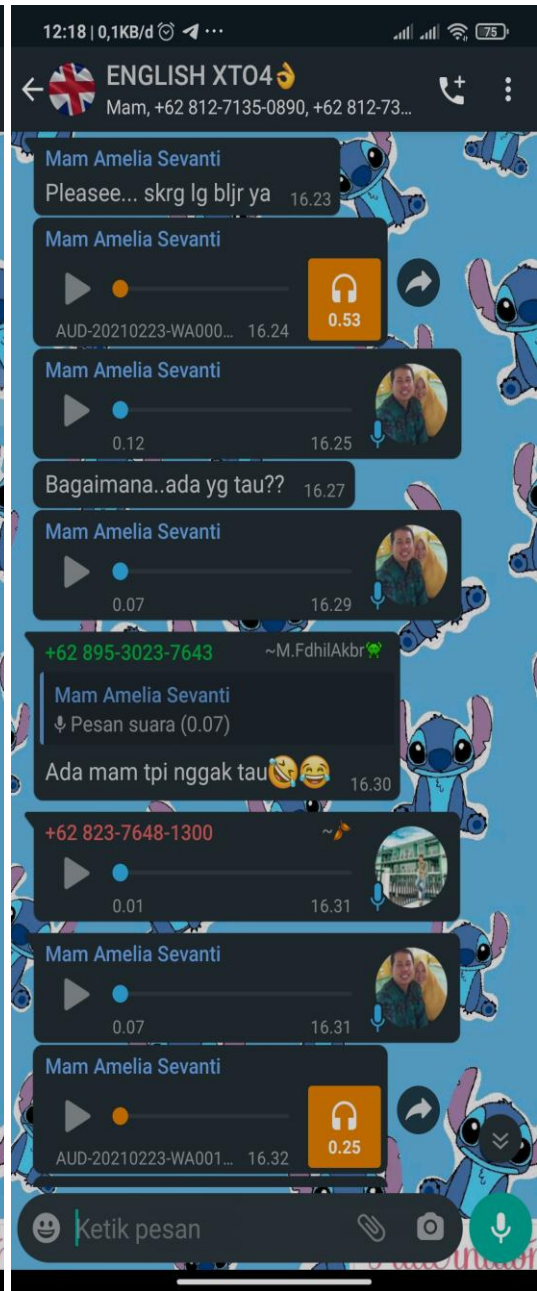
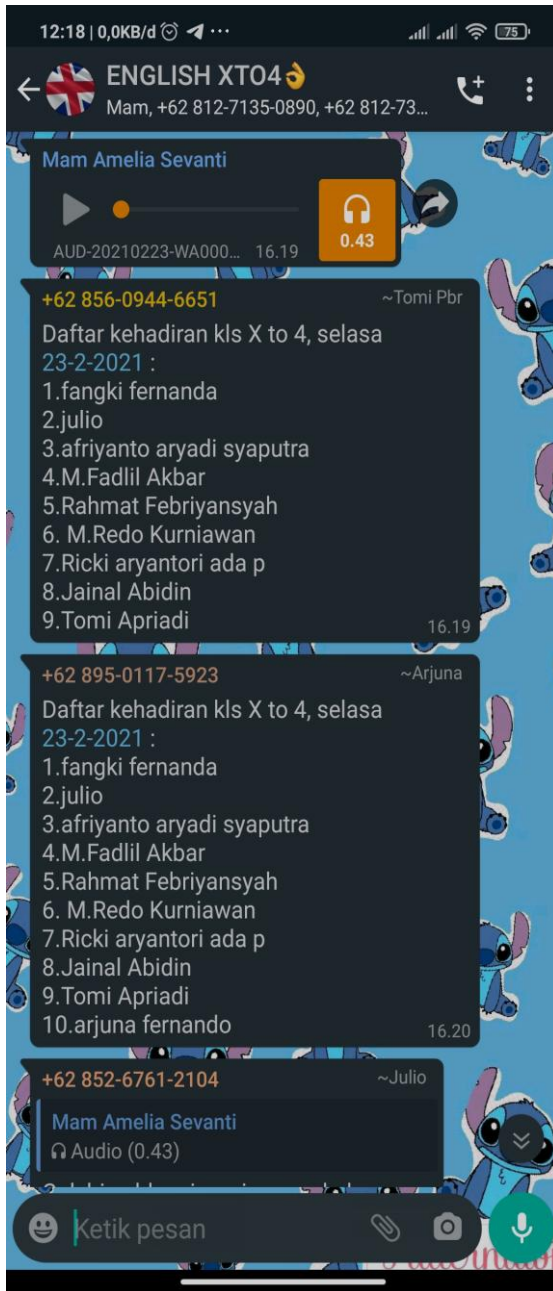
No	NAMA	KELOMPOK	HARI/ TANGGAL																
			5 / 1	1 / 1	1 / 1	2 / 1	2 / 2	9 / 2	1 / 2	2 / 2	1-13 / 3								
1	Anggi Perdana	A		A	*	*	*	*	*	M	*								
2	Arjuna Fernando	A	*	A	A	A	A	A	A	I	*	M							
3	Ahmad Fahri	A	*	A	A	*	A	*	N	*	I								
4	Anggestiyo	A	*	A	A	*	A	A	G	*	D								
5	Ahmad Syarif	A	*	A	A	A	A	A	G	*									
6	Andika Supriyadi	A	*	*	*	A	*	*	U	*	S								
7	Afriyanto Aryadi	A	*	*	*	*	A	*		*	E								
8	Dero Rangga	A	*	A	A	A	A	A	G	*	M								
9	Fangki fernanda	A	*	A	A	A	A	A	A	*	E								
10	Farhan wahyu	A	*	*	*	A	*	*	N	*	S								
11	Fajri hermawan	A	*	A	A	A	A	A	J	*	T								
12	Ivanka Arfiyanto	A	*	*	*	A	A	*	I	*	E								
13	Julio	A	*	A	A	A	*	*	L	*	R								
14	Jainal abidin	A	*	*	*	*	*	*		*									
15	M. Fadil atallah	A	*	A	A	A	A	A		*									
16	M. Fadlil akbar	A	*	A	A	A	A	A		*									
17	M. Redo. K	B	*	A	*	*	*	*	*										
18	M. Fernando adi	B	*	A	A	A	*	*	*	M									
19	M. Syaputra	B	*	A	A	A	A	A	*	I									
20	Prenki adevio	B	*		A	A	A	A	*	N									
21	Pedrosa	B	*	*	A	A	*	*	*	G									
22	Rendi Juli	B	*	*	*	A	A	*	*	G									
23	Rize Dimas	B	*	*	*	*	*	*	*	U									
24	Rizky Sabillah	B	*	A	A	A	A	A	*										
25	Rafhipan suNil	B	*	*	A	A	A	*	*	G									
26	Ricki ariantori	B	*	*	A	A	A	*	*	E									
27	Reno saputra	B	*	A	A	A	A	A	*	N									
28	Rahmad febriansyah	B	*	*	A	*	*	*	*	A									
29	Sahril S	B	*	A	A	*	*	*	*	P									
30	Tegar sujiwo	B	*	A	A	A	A	A	*										
31	Tomi a	B	*	A	A	A	A	A	*										
32	Wegi Wiranto	B	*	A	A	A	A	A	*										
33	ANIS	B	*	A	A	A	A	A	*										

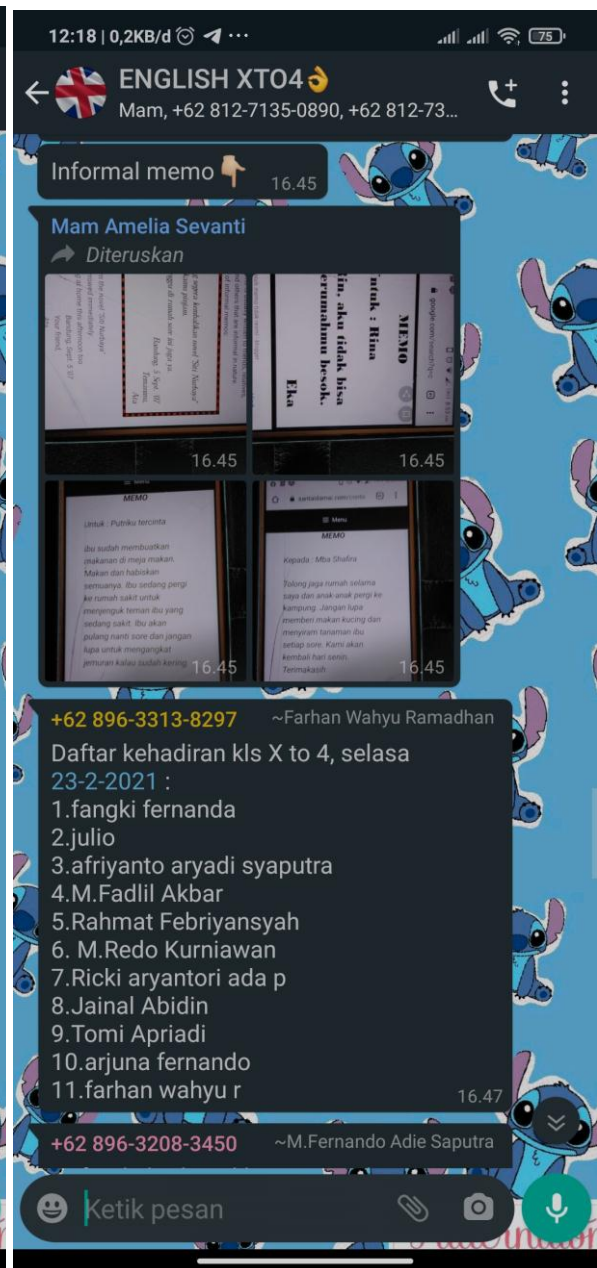
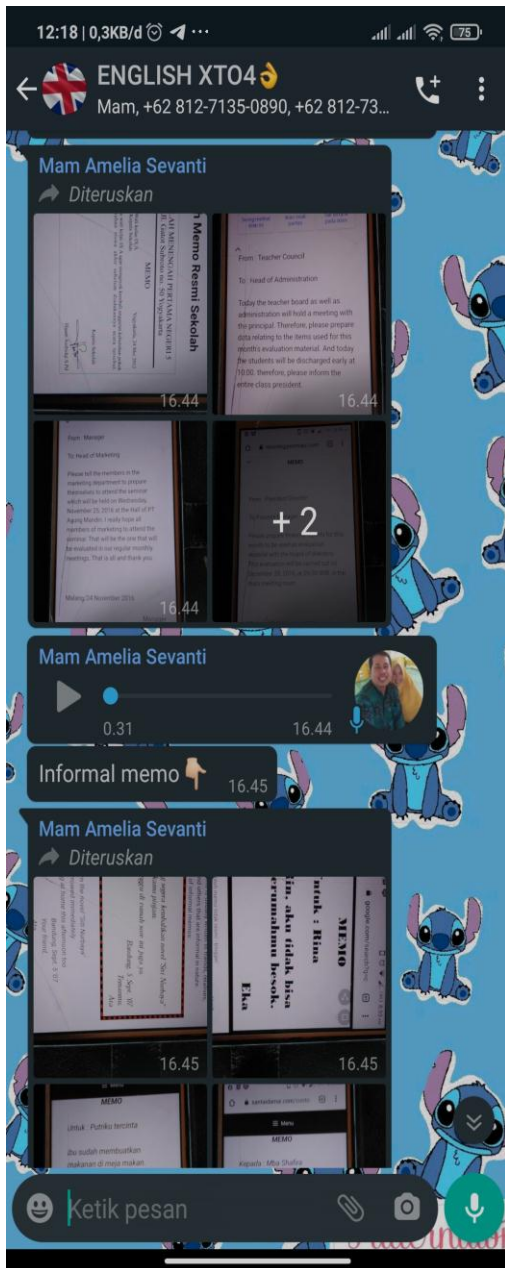
# DOCUMENTATIONS

## Documentation 1. Classroom Observation



*Teacher greeting students and checking students' attendance*







## Contoh Memo Resmi Sekolah

SEKOLAH MENENGAH PERTAMA NEGERI 5  
Jl. Gatot Subroto no. 50 Yogyakarta

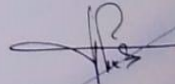
### MEMO

Kepada : Wali kelas IX A  
Dari : Kepala Sekolah

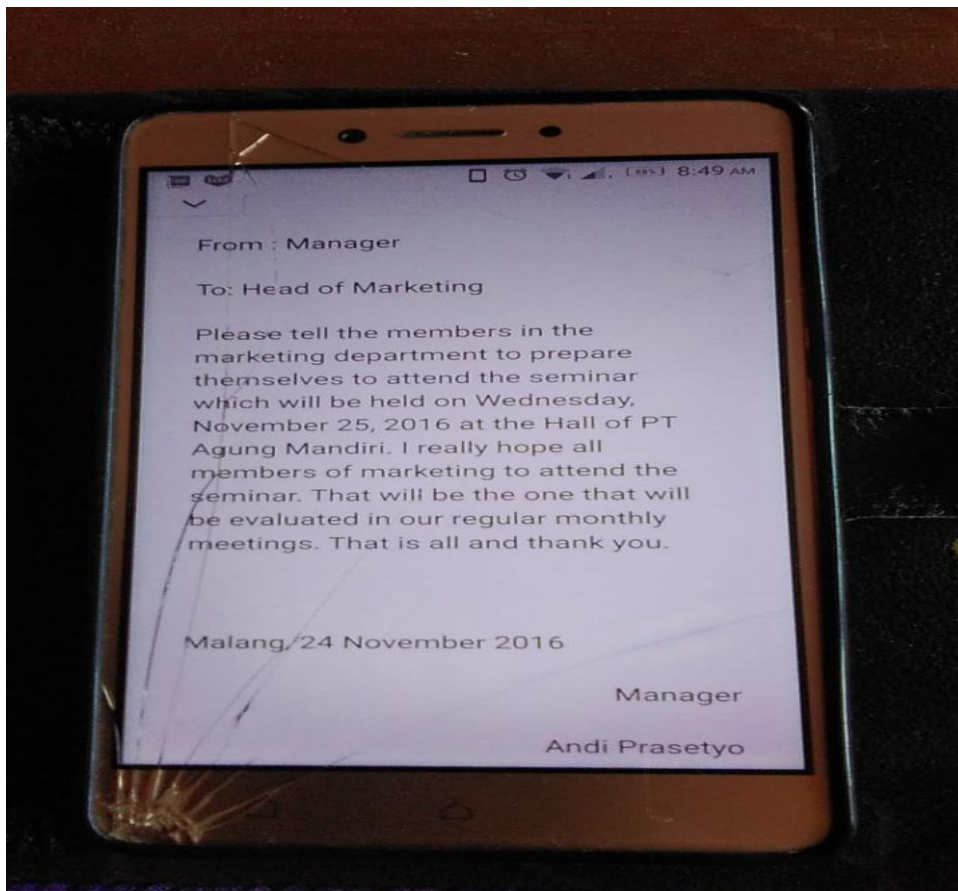
Yogyakarta, 24 Mei 2012

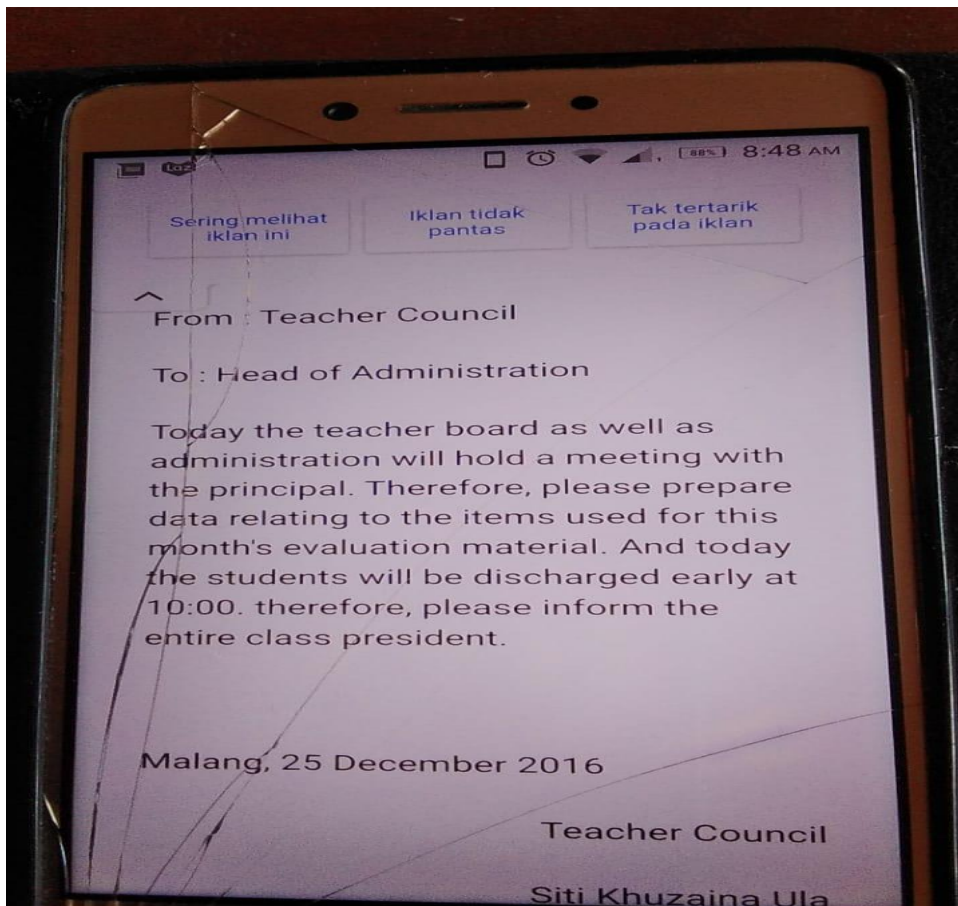
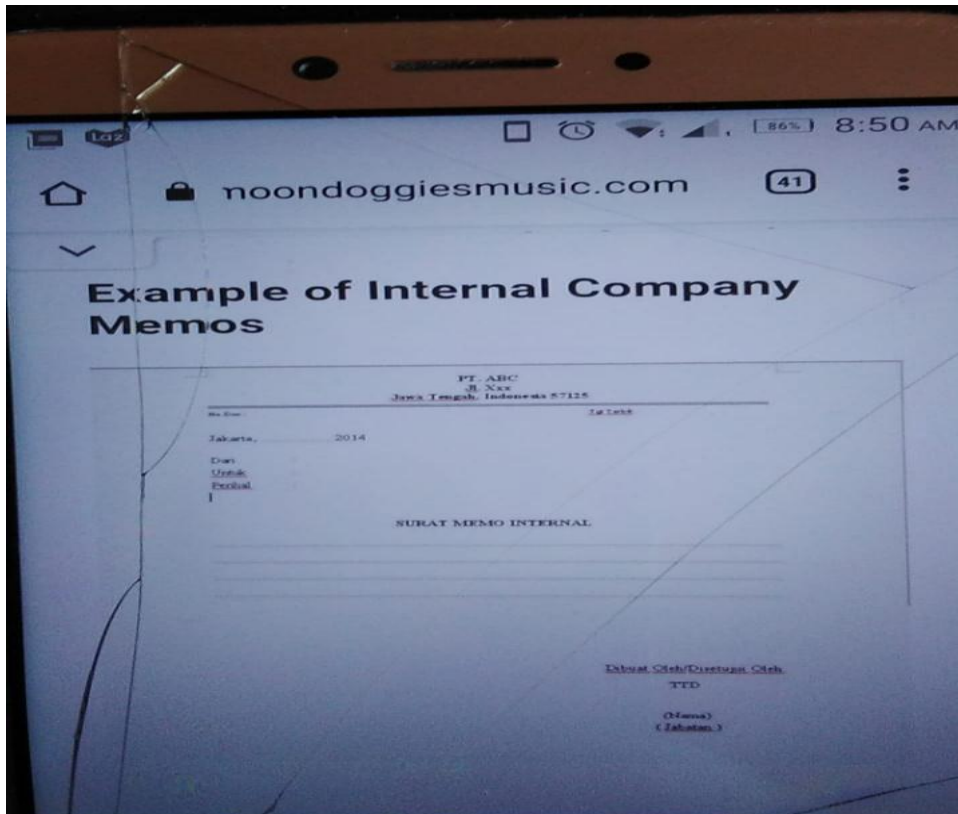
Dimohon kepada wali kelas IX A agar mengecek kembali anggaran kebutuhan pokok panitia perpisahan siswa akhir sebelum diadakannya acara tersebut. Terima kasih.

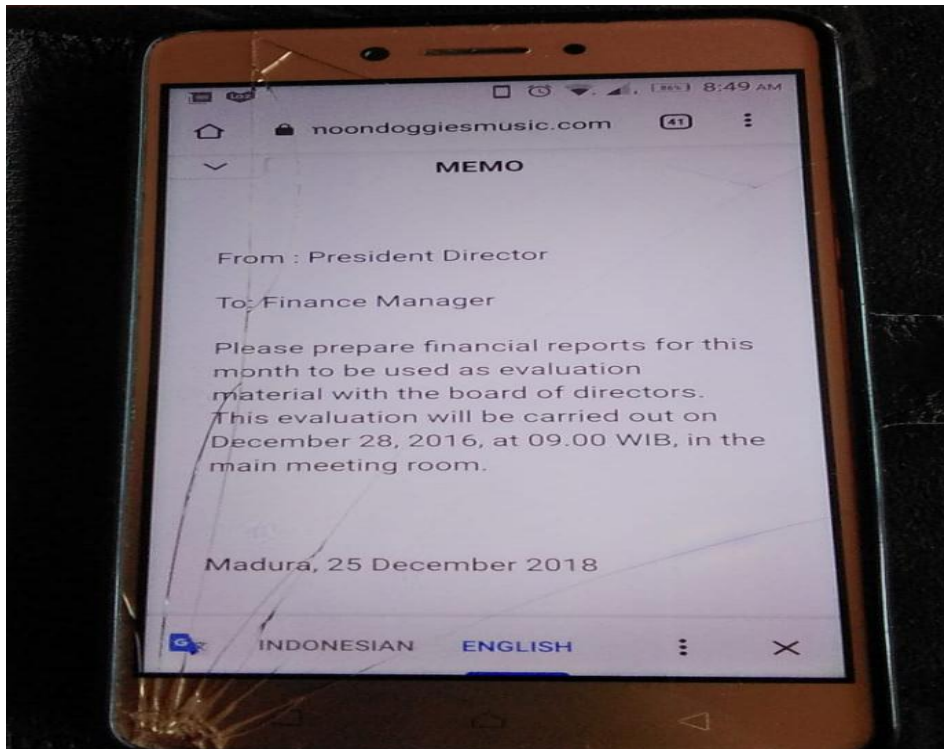
Kepala Sekolah

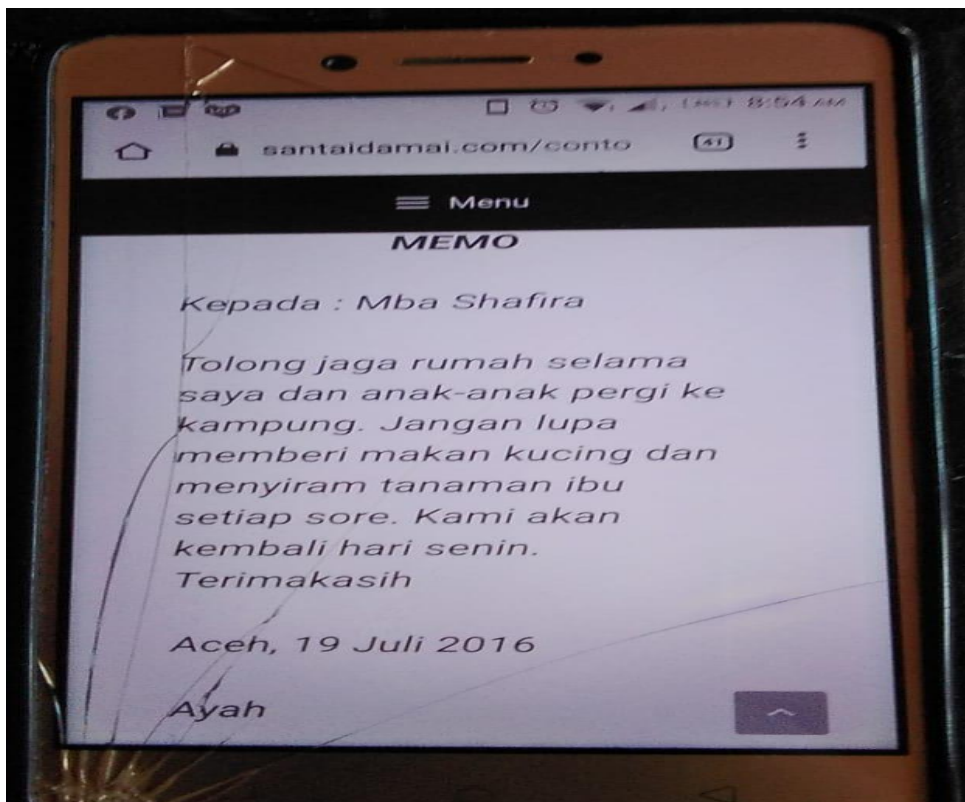
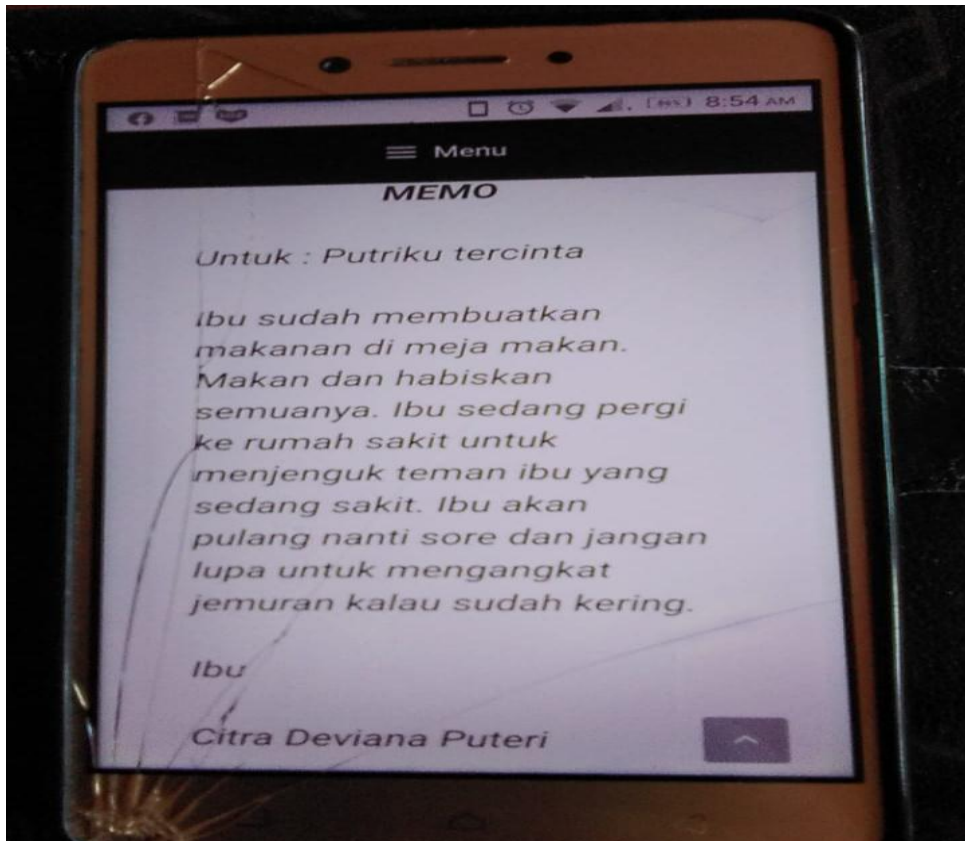


Hasan Asshidqi S.Pd









This memo is usually written to friends, relatives, parents, and others that are informal in nature.

Examples of informal memos:

*Abie,*

*Tolong segera kembalikan novel "Siti Nurbaya" yang kamu pinjam.*

*Kutunggu di rumah sore ini juga ya.*

*Bandung, 5 Sept. '07*

*Temammu,*

*Ata*

*Abie,*

*please return the novel "Siti Nurbaya" that you borrowed immediately.*

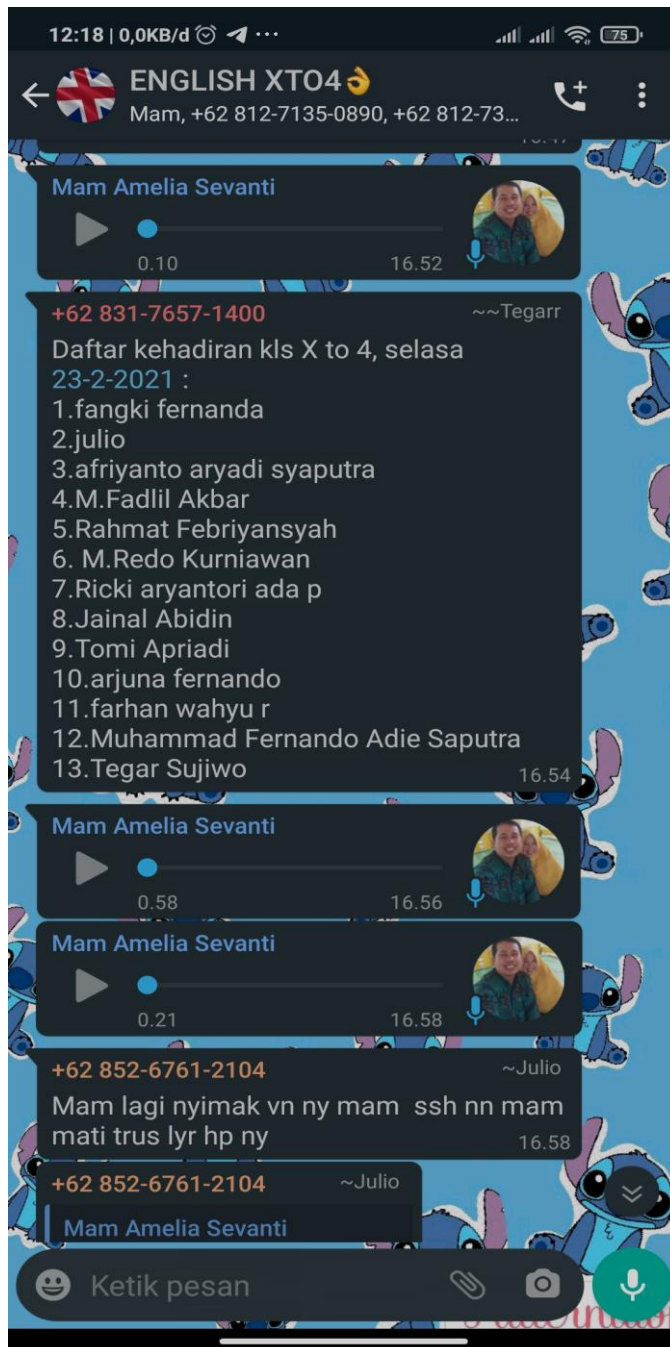
*I'll be waiting at home this afternoon too*

*Bandung, Sept. 5 '07*

*Your friend,*

*Ata*

*Teacher explain the materials to the students in the class*



*Teacher asking some questions about materials to check the students' understanding*

## Documentation 2. Interview with English Teacher



**Documentation 3. Interview with students**





