

**AN ANALYSIS OF TEACHER'S QUESTIONING  
STRATEGIES DURING THE CLASSROOM INTERACTION  
COVID-19 PANDEMIC AT MTS N 01 BENGKULU UTARA**

**THESIS**

**Submitted as A Partial Requirement for Degree Sarjana Pendidikan (S.Pd)  
in English Education Study Program Tarbiyah and Tadris Faculty  
UIN Fatmawati Sukarno Bengkulu**



**By:**

**Anggun Dwi Sulistiani  
SRN. 1711230102**

**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE EDUCATION  
TARBIYAH AND TADRIS FACULTY  
UIN FATMAWATI SUKARNO BENGKULU**

**2021/2022**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172

Website: www.uinfatbengkulu.ac.id

ADVISORS SHEET

Subject : Anggun Dwi Sulistiani

Nim : 1711230102

To : The Dean of Tarbiyah and Tadris Faculty  
UIN Fatmawati Sukarno Bengkulu

In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the  
advisors, we state that the thesis of :

Name : Anggun Dwi Sulistiani

Nim : 1711230102

Title : An Analysis Of Teacher's Questioning Strategies During The Classroom

Interaction in Covid -19 Pandemic At MTS N 01 Bengkulu Utara.

Has already fulfilled the requirements to be present before the board of  
examiners (munaqasah) to gain bachelor degree in english education. Thank you  
for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, 16 febrvari 2022

First Advisor

Second Advisor

  
Dr. Samsul Rizal, M.Pd

NIP. 196901291999031001

  
Anifa, M.Hum

NIP.199008142019032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172

Website: www.uinfabengkulu.ac.id

### RATIFICATION

This is to certify the thesis entitled: **An Analysis Of Teachers' Questioning Strategies During The Classroom Interaction In Covid - 19 Pandemic At MTS N 01 Bengkulu Utara** by **Anggun Dwi Sulistiani (1711230102)** has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman

**Dra. Khermarinah, M.Pd.I**

NIP. 196312231993032002

Secretary

**Sepri Yunarman, M.Si**

NIP. 199002102019031015

Examiner I

**Feny Martina, M.Pd**

NIP. 198703242015032002

Examiner II

**Valisneria Utami, M.Ed**

NIP. 198903232019032010

Bengkulu, 24 Februari 2022

Approved by the Dean of Tarbiyah and Tadris Faculty

**Dr. Mus Mulvadi, M.Pd**

NIP. 19700514000031004



**MOTTO**

*“ Believe in yourself and all that you are. Know that there is something inside  
you that is greater than any obstacle. “*

*-Christian D.Larson -*

## DEDICATIONS

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. Marseno , and Mrs. Meri Haryati. 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 , Agus Purwono Stiadi, S.sos my lovable youngest brother Aji Tri Laksono, thanks for always support me and for every single pray that you gave to me. I love you more than anything.
- ❖ My Supervisor I, Dr.Samsul Rizal,M.Pd, and my Supervisor II, Anita, M.Hum, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ My Best friends Jhodi Hady Shofian,S.H, Bebas Bacod group, and AADC group, Thanks for accompany me and support me doing this Thesis.
- ❖ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave to me.
- ❖ All of my friends at English study program in academic year 2017, thank for all the happiness we've passed together. I love you guys.
- ❖ My beloved almamater UIN Fatmawati Sukarno Bengkulu.

## PRONOUNCEMENT

I have been marked below:

Name : Anggun Dwi Sulistiani

Place, date of birth : Gunung Agung, 14 December 1999

Faculty : Tarbiyah and Tadris

Study Program : Tadris Bahasa Inggris

SRN : 1711230102

Declares that this graduating is written by researcher herself under the title “An Analysis Of Teacher’s Questioning Strategies During The Classroom Interaction in Covid -19 Pandemic At MTS N 01 Bengkulu Utara “. And it does not copy from other researcher. Theories and citations are used code of ethics of writing for graduating paper.

Bengkulu, Februari 2022



Anggun Dwi Sulistiani  
SRN. 1711230102

## ACKNOWLEDGEMENTS

Alhamdulillah, all praises 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 Teacher's Questioning Strategies During The Classroom Interaction in Covid -19 Pandemic At MTS N 01 Bengkulu Utara. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher assure 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 during the process of writing this thesis. This goes to:

1. Dr. KH. Zulkarnain Dali, M.Pd the Rector of UINFAS Bengkulu.
2. Dr. Mus Mulyadi, M.Pd the Dean of Tarbiyah and Tadris Faculty.
3. Risnawati, M.Pd the head of Tadris Department.
4. Feny Martina, M.Pd as Chief of English Education Study Program of UINFAS Bengkulu.
5. Supervisor I, Dr. Samsul Rizal, M.Pd, and my Supervisor II, Anita, M.Hum,
6. All English lecturers and administration staffs of UINFAS Bengkulu
7. All of my bestfriends, especially in English Program of UINFAS Bengkulu 2017.

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, 2022

The Researcher,

Anggun Dwi Sulistiani



## ABSTRACT

**Anggun Dwi Sulistiani. (2021). An Analysis Of Teacher's Questioning Strategies During The Classroom Interaction in Covid -19 Pandemic At MTS N 01 Bengkulu Utara.**

**Advisor I : Dr.Samsul Rizal,M.Pd**

**Advisor II : Anita,M.Hum**

The COVID-19 pandemic has changed aspects of human life around the world. This pandemic has an impact on the economic, social, political and educational systems. Many countries have decided to close schools, colleges and universities, including Indonesia. Nevertheless, teachers and students can still learn from each other and interact in the online class process. In the teaching and learning process, teachers need to know the students' abilities and the extent to which students understand the material that has been taught by asking questions. Asking questions and knowing the right questions to ask are important teaching skills for teachers. The objectives of this research was to find out the teacher's questioning strategies during the classroom interaction in covid – 19 pandemic at MTS N 01 Bengkulu Utara and to find out the teachers' reaction towards students respond by using questioning strategy. This research applied descriptive qualitative method. The data were collected from the observation checklist and interview. The data was taken from two English teachers at MTS N 01 Bengkulu Utara. The finding showed that seven grade english teacher used 18 procedural questions, 20 convergent questions and not find divergen question. Whereas eight grade English teacher used 10 prosedural questions, 22 divergent questions and 1 convergent questions. Moreover, it was also found that three modification tehcnique which are simple repeat, wait time, and use native language incorrect answer by students.

***Keywords : Teacher Questioning Strategies, Classroom Interaction, covid – 19 pandemic***

## ABSTRAK

**Anggun Dwi Sulistiani. (2021). Analisis Strategi Bertanya Guru Selama Interaksi Kelas pada Covid -19 Pandemi Di MTS N 01 Bengkulu Utara.**

**Pembimbing I : Dr.Samsul Rizal,M.Pd**

**Pembimbing II : Anita,M.Hum**

Pandemi COVID-19 mengakibatkan aspek kehidupan manusia diseluruh dunia berubah. Pandemi ini berdampak pada sistem ekonomi, sosial, politik dan pendidikan. Banyak negara telah memutuskan untuk menutup sekolah, perguruan tinggi dan universitas, termasuk negara Indonesia. Meski begitu, guru dan siswa tetap bisa saling belajar dan berinteraksi dalam proses kelas online. Dalam proses belajar mengajar, guru perlu mengetahui kemampuan siswa dan sejauh mana siswa memahami materi yang telah diajarkan dengan memberikan pertanyaan. Memunculkan pertanyaan dan mengetahui pertanyaan yang tepat untuk ditanyakan merupakan keterampilan mengajar yang penting bagi guru. Penelitian ini merupakan penelitian tentang Analisis Strategi Bertanya Guru Selama Interaksi Kelas Pada Pandemi Covid -19 Di MTS N 01 Bengkulu Utara. Tujuan dari penelitian ini adalah untuk mengetahui strategi bertanya guru pada saat interaksi kelas pada masa pandemi covid-19 di MTS N 01 Bengkulu Utara dan Untuk mengetahui reaksi guru terhadap respon siswa dengan menggunakan strategi bertanya. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dari checklist observasi dan wawancara. Data diambil dari dua guru bahasa Inggris di MTS N 01 Bengkulu Utara. Dalam proses pengambilan data peneliti melakukan observasi sebanyak 2 kali pertemuan untuk kelas VII dan 2 kali pertemuan untuk kelas VIII. Hasil penelitian menunjukkan bahwa guru bahasa Inggris kelas VII menggunakan 18 pertanyaan prosedural, 20 pertanyaan konvergen dan tidak menemukan pertanyaan divergen. Sedangkan guru bahasa Inggris kelas VIII menggunakan 10 soal prosedural, 22 soal divergen dan 1 soal konvergen. Teknik modifikasi merupakan salah satu cara penting yang harus dilakukan guru ketika siswa tidak mengerti atau tidak dapat menjawab pertanyaan. Selain itu, ditemukan juga tiga teknik modifikasi yaitu simple repeat, wait time, dan menggunakan native language.

***Kata kunci : Strategi bertanya guru, Interaksi Kelas, pandemi covid – 19***

## TABLE OF CONTENTS

### COVER

<b>PRONOUNCEMENT .....</b>	<b>i</b>
<b>MOTTO .....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>ABSTRAK .....</b>	<b>vii</b>

### CHAPTER I : INTRODUCTION

A. Background of the Study.....	1
B. Identification of the Problem .....	5
C. Limitation of the Problem .....	6
D. Research Questions .....	6
E. The Objective of the Research .....	6
F. The Significanct of the Study.....	6
G. Definition of key terms .....	7

### CHAPTER II : LITERATURE REVIEW

A. Literature Review.....	10
1. The classroom interacton .....	10
a) Definition of classroom interaction.....	10
b) Types of classroom interaction .....	12
c) The roles of teacher interaction in classroom .....	15
2. Covid - 19 Pandemic .....	19
3. Questioning stratgies .....	25
a) Definition of Questioning stratgies .....	25
b) Questioning stategiy is used.....	33
c) The application of questioning strategy .....	35
B. Previous Related Research Finding .....	37

### **CHAPTER III : RESAEARCH METHOD**

A. Research Design.....	41
B. Research subject.....	41
C. Data Collection Techniques .....	42
1. Interview .....	42
2. Observation .....	44
D. Research Instruments .....	45
E. Trustworthiness of Data .....	47
F. Technique of collecting data .....	48
G. Data Analysis Techniques.....	49
1. Data Reduction.....	50
2. Data Display.....	51
3. Drawing Conclusions and Verification.....	51

### **CHAPTER IV : FINDING AND DISCUSSION**

A. Finding .....	52
B. Disscussion.....	67

### **CHAPTER V : CONCLUSION AND SUGGESTION**

A. Conclusion .....	76
B. Suggestion .....	77
1. For english teacher .....	77
2. For the researcher .....	77

### **REFERENCES**

### **APPENDICES**

## **LIST OF TABLE**

Table 3.1 observation tally sheet types of questions.....	
Table 3.2 list of interview questions .....	
Table 4.1 types question english teachers class VII .....	
Table 4.2 types question english teachers class VIII .....	

## **LIST OF APPENDICES**

Appendix 1 : Types of Questions English Teachers

Appendix 2 : interview of The English Teachers

Appendix 3 : Online Learning Process

Appendix 4 : Documentasi

## CHAPTER I

### INTRODUCTION

#### A. Background of the research

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

However, building interaction in a classroom is still difficult. Many problems appeared in developing interaction because students get difficulty in expressing themselves in using English. Therefore, the way of teacher giving students opportunity to develop the language is important. In other words, teacher talk which is aimed to establish and maintain good communicative practice in the complex series discourse, takes a great proportion in the classroom. However, as a result of the current COVID-19, school activities have suddenly stopped, so that

interaction between students is reduced as before, because the government is currently urging each other to keep a distance from each other. Even so, teachers and students can still learn from each other and interact in the online class process.

A good teaching and learning process not only places the teacher as the only main source but also involves students in the process. Student involvement is important in every learning process because there will be very good interaction between teachers and students, so as to create an interactive classroom. Long & Sato in Ayu Erianti (2018) state that "Interactive classes are the result of reciprocal interactions between teachers and students, between students, group discussions and other class participation". According to (Liu & Zhao 2010) as cited is Ayu Erianti (2018) "Interactive classes are very efficient for students, because they can increase their language storage, have the opportunity to understand and use language easily and quickly.

However, in this condition, with online learning, the class situation becomes less interactive because there are some students who are still confused in understanding the teacher's explanation, especially in English lessons. Because in Indonesia English is a foreign language, so there are some students who do not understand the explanation from the teacher. So it is a common problem faced by teachers in passive classrooms where students are not responsive to explanations or instructions. Therefore,



teachers must improve teaching strategies to help students understand the material easily and attract students to understand what the teacher is explaining.

As though in the MTS N 01 Bengkulu Utara school, the teacher applies a questioning strategy. Questioning strategies is a strategy in teaching and learning process to find out what students know and understand about the material and involve students to be active in learning process by using a question that one of teaching tool. According to Donald and Enggen, through questions, teacher can engage students actively in the lesson in hand and challenging their thinking. Because most of the questions are provided to get an answer, thus, the used of teacher's questions will stimulate students to talk while answering the questions. At individual level, questions can be used to build the students confidence to speak. Thus, using teacher's questions will help teacher to stimulate students talks by responding the teacher's questions. By the time students respond to the teacher's questions, the classroom interaction will be created.

Chin (2007) states that questioning strategy is characterized by flexibility as the teacher adjust questioning based on students respond in order to engage student in higher order thinking .Questioning strategies are the methods used to ask students something in achieving the objectives of teaching. In the teaching and learning process, teachers need to know the

students' abilities and the extent to which students understand the material that has been taught. Raising questions and knowing the right question to ask is an important teaching skill that teachers need to be taught.

Kathleen (2015) states that there are differences between question and questioning; question is any sentence which has an interrogative form or function, while questioning is an action of asking questions. The questioning strategy is intended to give students more opportunities to think and understand what the teacher is asking and also to give them time to answer questions. So that there is interactive communication between teachers and students. especially in the application of the questioning strategy, the teacher must consider the strategy in asking questions in terms of the level of question types and asking behavior.

After the researcher conducted pre-observations on April 20, 2021 at MTS N 01 Bengkulu Utara , which means that the researcher got the initial data, the data that the researcher collected from the teacher who taught online classes at MTS N 01 Bengkulu Utara showed that sometimes there were some students who did not understand the topic given by the teacher and in this case the students were still confused. With the discussion explained by the teacher, students are embarrassed to ask questions and sometimes students feel very silent when the teacher explains or asks about the topic being studied. So that students can not answer the questions given by the teacher. Therefore, the researcher want

to analyze the teachers about the questioning strategy in teaching English which was applied by the English teacher at MTS N 01 Bengkulu Utara, especially the English teacher class VII and class VIII.

This study thoroughly examines the teacher's questioning strategies during classroom interactions. And this study also aims to describe the teacher's strategy for asking questions during online classroom interactions.

From the background above, the researcher interest emerged in conducting research with the title **"An Analysis Of Teachers' Questioning Strategies During The Classroom Interaction In Covid - 19 Pandemic At Mts N 01 Bengkulu Utara"**.

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

Based on the research background, the following problems were identified:

1. The students are lack of understanding of the material presented online
2. The students and teacher are lack of interaction during the classroom interaction in covid – 19 pandemic
3. The students are embarrassed to ask the teacher about material they do not understand

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

The study focus to observe the teacher questioning strategies during the classroom interaction in covid – 19 pandemic at MTS N 01 BENGKULU UTARA.

### **D. Research Questions**

1. What are the types of questions used by the teachers in questioning strategies during the classroom interaction in covid– 19 pandemic at MTS N 01 BENGKULU UTARA ?
2. How the teachers' reaction towards students respond by using questioning strategy in classroom interactionin covid– 19 pandemic at MTS N 01 BENGKULU UTARA ?

### **E. The Objectives of the Research**

1. To find out the teacher's questioning strategies during the classroom interaction in covid – 19 pandemic at MTS N 01 BENGKULU UTARA
2. To find out the teachers' reaction towards students respond by usingquestioning strategy in classroom interactionduring the classroom interaction in covid– 19 pandemic at MTS N 01 BENGKULU UTARA

### **F. The Significant of the Study**

The result of this study is expected to be able to give the following benefits and information:

1. Theoretically
  - a. This research provide information and alternative to teach in the classroom. The teacher can use questioning strategies.
  - b. The results of this study are expected to be useful information for teachers in the learning process.
2. Practically
  - a. Teacher

expected to be able to add information and encourage English teachers in their teaching
  - b. Students

Researcher hope that students need to be active, creative and innovative to solve the problems they face in class.
  - c. Researcher

researcher are expected to provide information and as a source of information about questioning strategies used by English teachers in class.

## **G. Definition Of Key Terms**

1. Questioning strategies

Guest (1985) argues that questioning strategies are one of the important tools for teachers to help develop their own strategies in improving student thinking and expanding student learning. It means that teachers must also involve students in the learning

process so that students can be more active in class interactions and also students can think broadly and critically.

## 2. Classroom interaction

Hitchcock and Hughes in Brown (2001) in Ziarah (2020,p.14) say that classroom interaction is a pattern of communication between teachers and students as well as students and students. This means not only communicating between teachers and students but also between students and students in the learning process. When students interact with each other in class, there will be involvement between them in the class when the learning process takes place. students can interact and have a good relationship with each other. Through class interactions, the teaching and learning process will be better and the teacher can find out the effectiveness of the teaching style during the teaching and learning process.

## 3. Covid 19 pandemic in Indonesia

Indonesia is one of the countries affected by the Covid-19 pandemic. The COVID-19 pandemic is a disaster that is experienced by all inhabitants of the earth. All human life on earth is disturbed, including education. Many countries have decided to close schools, colleges and universities, including the Indonesian state (Syah, 2020) in journal (yunitasari ria, et al., 2020). During the Covid-19 pandemic outbreak, all teaching and learning

activities were carried out by e-Learning (online).But in these circumstances the teacher still has to carry out his obligations as a teacher, where the teacher must ensure that students can obtain information / knowledge to give to students (Aulia, 2020) .

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

This chapter discuss about literature review and previous studies. In literature review to explain about definition of questioning strategies, the classroom interaction and covid 19 pandemic in Indonesia. The literature review includes:

#### **A. Literature review**

##### **1. The classroom interaction**

###### **A. Definition of classroom interaction**

According to Brown (2001: 165) in Desi Mentari (2018) explains the term interaction "as communication of the heart; it is about communication "Interaction occurs as long as people accept each other's reactions and give action with each other anywhere and anytime. Celce (2001: 128) in Desi Mentari (2018) argues that class interaction is "the process between the participants in the language process, the teacher affect students and vice versa students influence teachers.

According to Chaudron in Kholifatur Rosyidah (2018.p.6), in this case when the teacher asks questions and students respond to what the teacher asks. Teachers and students need to



interact with each other because teachers or students cannot dominate each other. The teacher must take on a role in creating an atmosphere in the classroom to stimulate students to participate in class activities. Classroom activities can run well if the class is built with good interaction between teachers and students with verbal exchanges, questions, responses and reactions.

Classroom interaction requires teacher and student participation. The teacher's role is most important in designing assignments and monitoring the process of doing them. Whether with whole class discussions or small groups, teachers can do a lot to create interactive classrooms. Students need to think, talk, and be heard as they participate in class. They develop competencies and become critical thinkers in the classroom which provides opportunities for intensive and structured interaction among students (Bishop, 2000).

Actively the teacher usually gives a turn so that students can interact with the teacher, but sometimes students just keep quiet when the teacher asks questions. The teacher must call his name first to answer the questions, then the students will answer. This fact encourages the author to analyze the

interactions between teachers and students in class activities in covid 19.

## **B. Types of Classroom Interaction**

A teacher may have their own interaction in the class but according to Malamah-Thomas (1987: 150) as cited in Coulthard (1975) points out seven types of classroom interaction in the classroom aiming at teaching the target language as follow.

### **a) Teacher Speaking to the Whole Class**

This is a common type of interaction in the language classroom and is established when a teacher talks to the whole class at the same time (Lynch 1996: 42) in Musdalifah (2016). Furthermore, Mingzhi (2005: 59) elaborates that "This type of classroom interaction are characterized by teacher initiation , students response and teacher follow up pattern namely IRF exchange structure. "The role of teacher in this type of interaction is as a controller. This role is commonly applied when taking the roll. Telling students about information or materials, organizing drill, reading aloud and other activities related to the teacher-fronted classroom (Harmer 2001: 58) in Musdalifah (2016).

**b) Teacher Speaking to an Individual student with the Rest of Students of the Class As Hearers**

The second type of interaction Is the other common interaction which is applied in the language classroom. Dagarin points out: "Likewise the first type of interaction, this interaction is conducted when the teacher speaks to the whole class as well. However, in this interaction, the teacher expects only one student to answer. This arrangement can also be used for an Informal conversation at the beginning of the lesson or for leading students into a less guided activity. " (Lynch, 1996: 74) in Musdalifah (2016).

**c) Teacher Speaking to A Group of Members**

According to (Lynch, 1996: 80) in Musdalifah (2016), this type of classroom interaction "refers to the teacher participating students" group work. "In group work, students are assigned a task which involves collaboration and selfinitiated Language (Brown, 2001: 177) in Musdalifah (2016). In this type of classroom interaction, the teacher acts as an organizer for giving students information about what they are going to do or when

putting them into pairs or groups, and closing them when the time is over ( Harmer, 2001 58) in Musdalifah (2016).

**d) Student Speaking to Teacher**

This type of interaction refers to the students' initiation. (Lynch, 1996: 84) in Musdalifah (2016) argues that "When this occurs, it is regarded as a learner initiative, learner initiative is common in the learner-centred classroom, but rare in the teacher-fronted classroom." The students initiative to speak to the teacher is commonly happened when they do not understand clearly about the information given by the teacher, or in other word, is to ask for the clarification.

**e) Student Speaking to Student**

It is related to the pair-work activities. Unlike group work, the pair-work involves collaboration and self-initiated with only two students. Activities related to this classroom interaction, for example in performing the dialogue, or in the simulation between a speaker and a moderator. This pair-work activity has several benefits for the students. Firstly, it offers many opportunities to speak, to initiate the interaction, to practice in negotiation

meaning, and to increase their motivation to speak (Brown, 2001: 178) in Musdalifah (2016).

#### **f) Student Speaking to Group Members**

This type of interaction is related to the group work. Lynch, 1996: 89) in Musdalifah (2016). states that this interaction "can provide more opportunities for language production". However, this group-work has the weakness, especially when the teacher does it for the purpose of giving the student more opportunity to speak in the target language. The weakness is that the students will use their native language. Brown (2001: 180) in Musdalifah (2016) explains that "it is caused by the EFL students who have a common native language".

### **C. The roles of teacher interaction in classroom**

#### **1. Teacher**

The role of teacher interaction is one of important part in classroom interaction. The meaning of roles of the teacher interaction is how the teacher explains about the material with briefly to make student understand and also gives examples about material when teaching learning process. The role of teacher interaction is one of important part in classroom interaction. The meaning of roles of the

teacher interaction is how the teacher explains about the material with briefly to make student understand and also gives examples about material when teaching learning process.

As a classroom facilitator, this means that the teacher gives an activity that helps the student learn. Teachers go to class, teach students, provide homework, and do some day-to-day routine work and finish. Teaching and learning are being modified as a result of innovations in education. Rather than helping students learn or helping students learn, the concept is quite fascinating and gentle. On the basis of S It's Archana& K. Usha Rani (2017)There are six key concepts of teaching in the classroom as follows:

**a. Teacher as a Learner**

The task of the teacher is to convince the student that education meets the needs and learning needs of the classroom. The Teacher must think from the perspective of the learners before she plans to interact with the students. This means that when a teacher plans a teaching perspective, students can receive information without hesitation.

**b. Teacher as a Facilitator**

It is very important that students feel that their teachers are concerned about them and should therefore become the best facilitator for students in all aspects. As a facilitator, the teacher must direct and encourage students to learn for themselves as a self-explorer. Teachers should develop the best learning environment that reflects the life of students in social, intellectual and linguistic situations. It means that a teacher should provide a strong foundation for their personal growth as a facilitator.

**c. Teachers as an assessor**

As a teacher, assessment is one of the most important tools to extract students' knowledge by providing continuous feedback. Teacher's role is not limited to teaching a lesson. Assessing is an effective tool to make students learn perfectly. Before assessing a student, the teacher must first assess his or her own conclusions as to the extent to which the student will benefit from their correct assessment. These assessments may be carried out by means of verbal feedback, by conducting quizzes, by performing certain tasks, etc. This means that the assessment makes the

teacher plan her future teaching techniques and guide them to master their language.

**d. Teacher as a Manager**

Teacher's role as a manager is a very important and imperative role in the management of a class. The Teacher must plan well in advance on the handling of classes within the specified timeframe, covering academics as well as interpersonal skills with different teaching techniques, which is clearly a path to practical approach. An experienced teacher can manage the timing according to his own experience. This means that perfect classroom management by a teacher will lead to the success of teaching-learning methods.

**e. Teacher as an Evaluator**

Evaluation is a subjective process academic related. Teacher must be an effective evaluator while evaluating the student. True and fair evaluation should be carried out by a teacher in order to do justice to the career of a student. The student has a wide range of learning through the mistakes he has made. This means that the evaluator of a student should also focus on areas of competence rather than on weaknesses, and that positive expectations should be met by each student.



## 2. Covid - 19 Pandemic

Firdaus arista aulia,(2021) Corona virus disease 2019, or commonly known as the acronym Covid-19 is a terrible new reality caused by the SARS-CoV-2 Coronavirus which infects anyone in the world, be it babies, children, adults, elderly, pregnant women and nursing mothers. Covid - 19 has symptoms of dry cough, fever and difficulty breathing. Covid -19 spreads through droplets from the respiratory tract which are often generated when a person coughs or sneezes and allows it to spread to others around if they do not maintain health protocols. Covid -19 not only invades every line of life in the world but also has major implications for the world education which is very important for the future of the nation, especially Indonesia.Indonesia is one of the countries infected with the Covid-19 pandemic. All human life on earth is affected, including education.

As a result of the covid-19 pandemic, various policies were implemented to break the chain of spread of the covid-19 virus by the Indonesian government. One of the efforts made by the government in Indonesia is by applying an appeal to the public to carry out physical

distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, associations, and avoid meetings that involve many people. This effort is aimed at the community so that it can be done to break the chain of spreading the Covid-19 pandemic that is currently happening. Many countries have decided to close schools, colleges and universities, including the Indonesian state (Syah, 2020) in journals (yunitasari ria, et al. 2020).

When the Covid-19 outbreak broke out, all teaching and learning activities were carried out by e-Learning (online). However, in these circumstances the teacher still has to carry out his obligations as a teacher, where the teacher must ensure that students can get information / knowledge to give to students (Aulia, 2020) in journals (yunitasari ria, et al. 2020). The government provides various learning applications that can be accessed and used by teachers and students. Therefore, teachers are required to create good teaching techniques, attractive presentation of teaching materials, while students are required to play an active role in the learning process (Andri Anugrahana.2020,p.282).

## **1) Online Learning (E-learning)**

According to Dabbagh and Ritland (2005:15) online learning is an open and distributed learning system using pedagogical tools (educational aids), which is made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction.

Online learning media can be interpreted as media equipped with controllers that can be operated by the user (user), so that the user (user) can control and access what the user needs, for example downloading sources for Tenses material in English lessons. The advantages of using online learning media are independent learning and high interactivity, able to increase memory levels, provide more learning experiences, with text, audio, video and animation, all of which are used to convey information, and also provide convenience in conveying, updating content. , download, students can also send emails to other students, send comments on discussion forums, use chat rooms, to video conference links to communicate directly.

Furthermore, Dabbagh and Ritland said that there are three components to online learning, namely:

(a) learning models,

(b) instructional and learning strategies,

(c) online learning media.

These three components form an interactive relationship, in which there is a learning model that is structured as a social processes that inform the design of online learning environments, leading to the specification of instructional and learning strategies that specifically allow for facilitating learning through the use of learning technologies.

Below are some applications and social media that are used as online learning media:

**a. WhatsApp Messenger**

The first digital platform is Whatsapp group. This is because the use of Whatsapp groups is simpler and easier to use. Teachers can send various things such as materials, evaluation questions, and explanations via video or voice notes. Whatsapp groups are also able to facilitate two-way learning through video call services. Through this service, students and teachers can meet face-to-face in the process of delivering material and delivering assignments, even with a limited number of students.

WhatsApp is one of the communication media that is familiar to our ears and is even very popular and is the platform that we use today for both personal and social interests. This application is almost owned by all gadget users. Besides being able to be used to communicate remotely, this platform can also be used as a supporting medium in the learning process, such as during the current pandemic. This platform is a tool used to carry out long-distance communication in the form of conversations using text, images, sound and video. WhatsApp is able to connect with our friends and family who are anywhere and anytime when we have a good network that is able to be a supporter for us to access it (Roida, 2020).

#### **b. Zoom**

Zoom is a meeting application with video and screen sharing with the number of participants up to 100 members and even up to 1000 more who can join in this application. This video conference application has a duration of time when we have meetings with other people. However, this application is very helpful for those who want to have direct discussions using a virtual room because it has a large enough space capacity in one meeting. Zoom is a

communication application using video so that when it is used for the learning process, we will feel that we are face to face directly because we are able to see people who are far away by turning on the camera that we have in using this zoom platform (Astini, 2020).

### **c. Youtube**

YouTube is a popular video sharing website where users can upload, watch and share video clips for free. Founded in February 2005 by 3 former PayPal employees, namely Chad Hurley, Steve Chen and Jawed Karim. Generally, videos on YouTube are video clips of movies, TV, and videos created by users themselves. (Tjanatjantia.Widika, 2013) One of thea service from Google, facilitates its users to upload videos and can be accessed by other users from all over the world for free.

The advantages of the YouTube application are as follows:There is no time limit for uploading videos. This is what distinguishes YouTube from other applications that have a minimal amount of time, such as Instagram, Snapchat, and so on. With this application, teachers can send and share videos about subject matter to students.

### **3. Questioning strategies**

#### **a. Definition of Questioning Strategies**

Annisa Astrid, et al (2019, p.93) The questioning strategy is one of the most important things in the teaching and learning process. Guest (1985) in sujariati (2016) stated that that questioning strategies are one of the important tools for teachers to help develop their own strategies in improving student thinking and expanding student learning.

Questioning strategies can advice students learn and improve their achievement. Daniels (1997), Gallagher (1985), Letzter (1982), Parker (1989), Pollack (1988), and Schwartz (1996) suggest that questioning strategies are essential for the growth of higher order, critical, and creative thinking skills. it is also important to acquire knowledge.

The term strategy questioning comes from two worlds, question and strategy. Question means asking something for information.moreover, Cotton, K (1998) in Ayu Erianti (2018) defined question as any sentences that has an interrogative form or function. In the another definition, Linch (1991) defined that a question is an

interrogative expression or command used to obtain information or to test knowledge.

Nashruddin & Ningtyas (2020, p.5) Questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. Questioning is a process that always occurs in a process of communication, including in the learning process. Questioning skill is an expression or question that is uttered by teacher as a stimulus to emerge the responds from learners (Cotton, 1989). For teachers, questioning skill is a very important skill to master. It is because, through this skill, teacher can create the learning situation more meaningful. According to Cotton (1989), the learning process will be very dull, if the teacher explains the materials in hours without interspaced with questions, either just provocation question, or analysis question.

According to Gaither (2008) in Nashruddin & Ningtyas (2020,p.7) one of the most important things in the teaching and learning process is to use a questioning



strategy. This gives tutors the opportunity to find out what students know and understand, and it allows students to seek clarification and help. This means that the teacher can find out what students know and what they don't understand, namely through question and answer.

According to Harvey (2000) in Sujariati (2016) said that the questioning strategy is most effective when it allows students to be fully involved in the learning process. He stated that while lessons are being planned, it is very important for teachers to think about the types of questions that will be asked of students. So the question and answer strategy will help teachers be more effective in giving questions according to student needs and the types of questions that will be fully involved in student interactions.

Ellis, Wood and Anderson (Shahrill, 2013), explained that "From the time of Plato" and Socrates, and probably before, the use of questioning by teachers stimulates students' thinking in classrooms". Learning with the technique of the teacher questioning students with exploring questions will guide and stimulate students in thinking. Furthermore, Snell and Brown

(Rao, 2009) stated "Described prompting as a majorcategory of antecedent strategies teachers can use to successfully teach various skills and behaviors to students". Learning by asking questions that explore and guiding students, is one of the strategies that can be used by teachers in efforts to achieve success in the learning process.The way in which the teacher asks and responds to questions has influence on the learning process, learning outcomes, and improving students' thinking (Mauigoa & Tekene, 2006). Therefore, teachers are expected to master the skill of asking questions which is useful for creating effective learning, because in almost every stage

In learning, teachers are required to ask questions, and the quality of questions asked by teachers will determine the quality of students' answers. Questioning skills This is a method that teachers can use to ask students questions. According to Ningrum (2013,p.55) the use of a questioning strategy in continuous learning will provide many benefits for students, teachers, and the effectiveness of learning activities.

Rahim (2008,p.116) states that the use of questioning strategies in learning activities can help teachers improve the quality and quantity of student responses in class. Rahim (2008:116) also describes that the questioning strategy consists of:

#### 1. Wait Time

The Questioning strategy with waiting time is the time provided by the teacher to give students the opportunity to think before responding. This strategy is very necessary if you want learning to be active. If the teacher uses a questioning pattern with a waiting time strategy from a time limit of one second to three or up to five seconds after giving a question, it will make a lot of changes that occur in the classroom (Sadker in Rahim, 2008,p. 116). The changes in question are as follows:

- a. Increased frequency of questions from students
- b. Students are serious in answering questions
- c. Students' analytical and synthesis power increases
- d. Students show enthusiasm and confidence in responding to questions.

## 2. Reinforcement

Reinforcement is a compliment given to students. In the learning process teaching and, the teacher as a motivator agent must be able to make students feel comfortable and happy. Therefore, teachers need to use an approach so that students feel praised. One approach that teachers can use is to give awards or rewards. Moore (in Rahim, 2008:117) says that reinforcement includes two categories, namely verbal and nonverbal categories. Generally, the praise given by the teacher to students is verbal reinforcement. Verbal reinforcement is very easily done by the teacher to give praise to the students, because teachers only use words like yes, good, and others.

Rahim (2008,p.117) stresses that strengthening nonverbal more influential than verbal reinforcement, for reinforcement nonverbal referring to the message of the message physical that can make the students' responses spontaneously. Nonverbal reinforcement is conveyed by the teacher through cues such as eye contact, facial expressions, and the teacher's position standing in class. The reinforcement strategy is very well done, because in addition to

making students happy with the praise given, it can also increase student participation in the learning process.

### 3. Probing question

Questions posed using reinforcement and waiting time strategies were conducted to increase student participation. In addition, teachers can also ask questions using a digging question strategy. The digging question strategy was carried out to improve the quality of answers and develop their previous answers. Because, digging questions involve students' responses and try to encourage students to think through their answers more completely and clearly. Rahim (2008,p.119).

### 4. Equality of Interaction

According to Rahim (2008,p. 120) says that generally teachers admit that they give the same treatment to all their students. Therefore, teachers need to be fair by giving equal rights or equal interaction to all students in the learning process. Based on several theories related to the questioning strategy presented above, Rahim's (2008,p.110) is the reference for analyzing the data of this study.

According to Richard and Lockhart (1994) there are three types of questions:

1) Procedural Questions

Questions do not focus on the material. Procedural questions relate to class procedures and routines. In procedural questions students can answer using short answers such as yes or no. Procedural questions to improve student understanding and classroom interaction.

2) Convergent Questions

In convergent questions, students can answer questions based on the material that has been explained by the teacher. Convergent questions can encourage students to respond to questions based on the main topic or material. Answers to convergent questions are short answers, such as: yes, no. Convergent questions involve students to stay focused on the material that has been explained or delivered by the teacher and focus on remembering previous information.

### 3) Divergent Questions

Questions can encourage students to answer questions in higher order thinking. Different questions can encourage students to answer questions based on experience, knowledge and information. This means that students can answer questions with more complex sentences and long answers. Divergent questions also require students to analyze something based on their knowledge and information.

#### **b. Questioning Strategy is used**

Many reasons why teachers should give some questions to their students. Either the questions are addressed to an individual student or the whole class in their classroom. The teachers used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited vocabulary. The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process.

Different researchers provide various reasons why this is so. For example, Ellis (1992) proposes two reasons why teachers ask questions in their classrooms. First, questions require responses and, therefore, they serve as a means of obliging learners to contribute to the interactions. Learner's responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted. It has been found that questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior (Young 1992., Richards & Lockhart 1994). It means that teacher's questions are not only a means of obliging teacher-talk to guide the students' attention but also adjudge students to be more active and focus on a particular topic, so we can check and control the students' understanding.

Adler (1982: 88-89) said, —Teachers pose questions to students in order to engage them and elicit deeper-level thinking about the subject under discussion to the art of asking questions is one of the basic skills of good teaching.



Questions serve to develop students' interest in a topic and to motivate students to become involved in lessons supporting their construction of meaning. Teachers often use questions as a means to evaluate students' preparation or lack thereof. Additionally, questions are used to review and summarize previous lessons and assess achievement of instructional goals or objectives. Most importantly, teachers use questions to develop critical thinking skills and nurture insights by exposing new or related relationships. The purposes are generally pursued in the context of classroom recitation, defined as a series of teacher questions, each eliciting a student response and, on occasion, a teacher reaction to that response (Dillon, 1982).

### **c. The Application of Questioning Strategy**

#### **a) Questioning at the beginning of the class**

Addressing questioning before teaching and studying material is effective for students who have/are high ability, and/or known to be interested in the subject matter. Eble (1988) argues that some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparations. In the beginning of a class, giving question as

opening questions in a conversation can make easy for the students to answer, and does not force them to reveal too much about themselves.

**b) Questioning in the middle of the class.**

Questioning in the middle of the class is very effective in producing achievement, it gains more than instruction carried out without questioning students. According to Eble (1988), students perform better on lesson items that are previously asked as recitation questions than on items they have not been exposed to before. . Asking questions during teaching and learning processes is positively related to learning facts. Based on the functions, the question in this session can be as confirmation checks and classification requests.

**c) Questioning at the end of the class.**

Questioning students at the end of the class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether they have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Eble (1988) argues that

open/closed questions, or other types of questions can also be used by teachers in completing the target learning.

#### **D. Previous related research finding**

The first research was conducted by KholifaturRosyidah (2018)”.the result showed that analysis of teacher questions used in class interactions in grade 11 at Ma'arif Nu Prambon-Sidoarjo Junior High School. Class interaction is part of the communication between teachers and students that occurs in the classroom. To interact with students in class, teachers and students need to talk. Interaction can be balanced if teachers and students have the same opportunity to speak in class. One type of teacher talk to create a balanced interaction is to use a questioning strategy to encourage students to respond to the subject matter. This is what influenced researchers to conduct research at SMK Ma'arif Nu Prambon, to be precise in the Multimedia-3 class. Teachers in Multimedia-3 class find it difficult to interact with students in class. Therefore, he always tries to ask questions to students to encourage student responses in order to create interactions in the classroom.

The similarity of the current study with previous research is similar in explaining the analysis of teacher questioning strategies during classroom interactions. But there

are also differences from previous researchers. This previous research focused on analyzing teacher questions used in class interactions, whereas my research focused on analyzing teacher questioning strategies during classroom interactions in the Covid -19 Pandemic.

The second research was done by Ayu Erianti, Et al (2018).” an analysis of teachers’ questioning strategies in elt (english language teaching) the classroom interaction at eleventh grade sma muhammadiyah 1 unismuh makassar”. This research deals with teacher questions in senior high school English classroom. The study was conducted to answers three of problem statement. The study was conducted at SMA Muhammadiyah 1 UNISMUH Makassar with the descriptive qualitative method. The study was carried out by observing, interview and taking video recordings of 1 English teacher and 15 students. The researcher takes 2 class in one meeting consist of 90 minutes each class. The result showed that procedural (13%), display (74%) and referential (13%) questions were found in the type of teacher questioning strategies used. However, the reason why teacher used the types of the question is according to the function of the question type.

The similarities between the current study and the previous study are similar in examining teacher's questioning,

but there are also differences from previous researchers. This previous study analyzed teacher questioning skills during offline class interactions while my research was an analysis of teacher questioning strategies during class interactions in the Covid-19 pandemic.

The third research was conducted by “Dian Ekawati.(2019) “An Analysis of Teachers' Questioning Strategies During the Classroom Interaction at SMAN 4 Makassar ”. This research applied descriptive qualitative method. The English teachers actively using questioning strategies in the classroom interaction that they were asked the question to check about the students understanding about the previous material, to attract the students' attention, to support the students to contributions in the class and also to motivate the students to learn. And the reason why the English teacher used their questioning strategies is according to the function of the questioning strategy types.

The similarities between the current study and the previous study were similar in strategic terms and were similar in analyzing strategic teachers' questioning. But there are also differences from previous researchers. This previous study analyzed direct class interactions while my research was an

analysis of teachers' questioning strategies during the classroom interaction in covid - 19 pandemic.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The method of this study is qualitative and classified as a descriptive qualitative study. According to Sugiyono (2015, p.9) This research is a type of field research (field research) with qualitative research methods. Qualitative research methods are research based on the philosophy of postpositivism, used to research on natural object conditions, where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive / qualitative and the research results emphasize the meaning more than generalization.

According to Danim (2002, p.51) descriptive qualitative research, namely data collected in the form of words, pictures, not numbers. Even if there are figures, they are only as a support. The data obtained included interview transcripts, field notes, photos, personal documents and others. This study aims to describe the teacher's questioning strategy during class interactions during the covid 19 period at MTS N 01 Bengkulu Utara.

#### B. Research Subject

The subjects in this study were English teachers at MTS N 01 Bengkulu Utara. The researcher decided to conduct research in this school

because the researcher had conducted pre-observation and the researcher found that in this school the teacher used questioning strategies during the classroom interaction in the covid 19 pandemic. So the data needed by this study could be obtained from this school. location is on Jl.A.K. New coral gani 2 . The researcher conducted research with 2 English teachers who teach in grades VII and VIII. The data collection technique was taken using a purposive sampling technique which was based on the researcher's considerations regarding which sample was the most appropriate.

The researcher decided to choose 2 teachers at this school because there are only 3 English teachers at this school, and class VII and VIII teachers who use questioning strategies during the classroom interaction in the covid 19 pandemic.

### **C. Data Collection Techniques.**

To obtain data in this research, the researcher used techniques, namely:

#### 1) Interview

According to Mamik (2015,p.108) an interview is a planned direct meeting between the interviewer and the interviewee to provide / receive certain information. Interview is a technique of obtaining data by holding direct conversations between the interviewer who asks the question and the interviewee who answers the question. Sugiyono explained that the interview is a meeting of two people to exchange



information and ideas through question and answer techniques that produce meaning construction on a particular topic. It means an interview is a conversational activity between the interviewer and the interviewee with the aim of obtaining some information.

There are several forms of interview, namely:

- a. Structured interview, namely the interviewer has prepared interview material in advance.
- b. Unstructured interview, that is, when the topic of discussion is taken by the interviewee.
- c. Semi-structured interview is a form of interview that has been prepared, but it gives freedom to respondents to submit their own discussion topics during the interview.

In this study, the researcher used structured interview. because the interviewer has prepared the material he wants to ask so that the interview process is easier to do. To avoid losing important information during the interview, the researcher also provided a recorder to record the answers of the interviewees.

So it can be concluded that the interview is a conversation between two or more people and takes place between the informant and the interviewer to give and receive

certain information. In this study, the function of the interview is to check the data and ensure its validity.

## 2) Observation

According to Mamik (2015,p.104) observation is a collection technique that requires researcher to go down to the field to observe directly.

Observation is also a data collection technique that has specific characteristics when compared to other techniques, namely interviews and questionnaires. Observation is basically an activity to get information through the sense of sight. Because they have to look directly, the researchers must go directly into the field.

The researcher conduct observations in the MTS N 01 BENGKULU UTARA environment. Things that be observe are how the teacher and student question and answer process in class interactions during Covid 19 and what the teacher's questions to students look like.

Researcher observe directly by observing, checking and observing the actual situation in the classroom. Researcher pay attention to how teachers manage teaching activities, such as how teachers start the learning process, how teachers ask students and how students respond to questions from teachers, and closing activities.

So it can be concluded that observation is one way of collecting data or activities on a process carried out by someone with the aim that someone can feel and then understand knowledge about a phenomenon.

#### **D. Research Instruments**

The research method used is observation and interviews. The aim is to identify the questioning strategies used by teachers during the COVID-19 pandemic. Through observations and interviews, researchers can find out about the types of questioning strategies used by English teachers during class interactions in the covid-19 pandemic.

In this research, the researcher used one of the instruments which included observation checklist. The table observation checklist based on types of questions baesed on Richard and Lockhart (1994).

**Table 3.1 Observation Tally Sheet types of questions:**

<b>No</b>	<b>Type of Questions</b>
1.	Procedural Questions
2.	Convergent Questions

3.	Divergent Question
----	--------------------

List of interview questions:

**Table 3.2 List of interview questions**

No	Questions
1	What are the obstacles you face when teaching English during the Covid-19 pandemic?
2	How often do you ask questions during the learning process during the Covid-19 pandemic?
3	What do you think of the role of questions in the learning process?
4	What kind of questions do you usually use to teach in class?
5	What kind of questioning strategy do you use when teaching in class during the Covid-19 pandemic?
6	Why the strategy you are using can make it easier for you when teaching in class during the Covid-19 pandemic?
7	What kind of problems did you feel when asking questions in class during the Covid-19 pandemic?
8	How can you build interaction in the classroom by using the strategy of asking questions during the Covid-19 pandemic?
9	What technology, application, or platform did you use to teach

	English in your class during the Covid-19 pandemic?
<b>10</b>	What is your reaction to students who are right and wrong when answering a question?

### **E. Trustworthiness of Data**

In terms of checking the validity of the research data, there are criteria for the validity of the data which be formulated correctly. Every data obtained by researcher is not always correct in accordance with the existing reality. Therefore, researcher must check whether the data to be obtained is valid or not. The detection technique is that in this study there must be credibility as evidenced by the extension of participation, persistence of observations, triangulation, peer checking of reference adequacy, the existence of certainty criteria with detailed description techniques.

To ensure the validity of the data, researcher use triangulation as a technique to check the validity of the data, where the meaning of triangulation is a technique of checking the validity of data by using something other than the data to check or as a comparison of the data. According to Sugiyono, in triangulation there are three strategies, namely:

1. Source tringulation is done by checking the data that has been obtained from several sources.

2. Technique triangulation is done by checking data to the same source with different techniques, for example data obtained by interview, then checked by observation, documentation and questionnaires. in this study the data obtained from observation and then examined by interviews.
3. Time tringulation, namely data collected by interviewing techniques in the morning when the source is still fresh, has no problems, will provide more valid data so that it is more trivial

To get valid data by triangulation, the researcher will use three strategies. That is, source triangulation is done by checking the data that has been obtained through several sources. After that, technical triangulation is done by checking data from the same source with different techniques. The data was obtained by means of observation, namely by looking directly at the learning process carried out by the English teacher. Then it checking by interview, the researcher interviewed the English teacher. And time triangulation, the researcher collected data by interview technique in the morning when the source was still fresh so that the researcher could get clearer data.

#### **F. Technique of Collecting Data**

In this study, several steps were applied with the aim of obtaining data from the beginning to the end of the teaching and learning process. Therefore, researcher conducted interviews, and observation checklists to

obtain data for this study. In the process of collecting data in this study, the researcher used the following procedures to obtain data:

- 1) The researcher joined the whats-app group which was used as a learning medium at MTS N 1 Bengkulu Utara.
- 2) The researcher recorded the question activities used by the English teacher in the question strategy and the teacher's reaction to student responses by using the question strategy in class interaction in the covid-19 pandemic at MTS N 1 Bengkulu Utara in academic year 2021.
- 3) Researcher conducted interviews with two teachers English MTS N 1 Bengkulu Utara.
- 4) Researcher identify the types of questions used by the teachers in questioning strategies and the teachers' reaction towards students respond by using questioning strategy in classroom interaction in covid – 19 pandemic in the classroom based on interview checklists, notes and observations.

#### **G. Data analysis techniques**

Data analysis Techniques means conducting studies to identify the structure of a phenomenon. Data analysis is the process of searching and systematically arranging data obtained from interviews, notes from field results, and documentation, by organizing data into categories, describing them into units, conducting sitens, compiling into patterns, choosing which ones are important and which ones which will be studied, and make

conclusions so that they are easily understood by oneself and others, (sugiyono.2015,p.244).

The researcher need to get the qualitative description of types of questions used by the teachers in questioning strategies , the percentage of it was calculated by used the following purposed by Sudijono (2011) as Cited in Hikmah (2019, p. 40).

$$P = F/N \times 100\%$$

Where : P= Percentage of item

F= Frequency of utterances for each category

N= Total Number Of Utterances

According to Miles and Huberman (1994,p. 10) there are steps in data analysis. They are data reduction, data display, and conclusion drawing and verification. so that there are three steps that must be taken, namely:

#### 1) Data Reduction

Data Reduction refers to the process of simplifying, summarizing, selecting, focusing, abstracting, and transforming data in field notes or written transcripts. So this data reduction is a simplification of the data that has been collected to make it easier. In



this study, the data collected from the research instruments included observation sheets and interviews.

## 2) Data Display

In this step, the researcher developed and arranged information, description to take conclusion and action. At this stage the researcher displays the data not only in general but specifically and clearly. Therefore, the researcher compiled the data in a good descriptive form to make it easier to understand.

## 3) Drawing Conclusions and Verification

After completing reducing data and displaying data, the last step to analyze the data in this study is to draw conclusions. At this stage the researcher concludes the research results based on the problem formulation and research objectives.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the results and discussion of this research. Here the researcher presents the data that has been analyzed and interviews in detail about the teacher's asking strategy during class interactions in the covid-19 pandemic and the teacher's reaction to student responses by using the strategy of asking questions in class interactions during class interactions in covid-19. Researchers conducted this research at MTS N 1 Bengkulu Utara from October 9 to November 6, 2021. Data were obtained through observation and interviews. Observations were made in the seventh and eighth grades. Observations were made for four meetings, two meetings in seventh grade and two meetings in eighth grade.

The first meeting held in seventh grade which will be held on October 13, 2021 can be seen in appendix 3. The second meeting held on October 27, 2021 can be seen in appendix 3. The first meeting held in grade eight will be held on October 19, 2021 can be seen in appendix 3. and The second meeting which was held in the eighth grade was held on November 4, 2021, which can be seen in appendix 3. The data on the interview for the seventh grade teacher conducted on October 29, 2021 was obtained after the observations were completed in two meetings in class. While the interview data for class VIII teachers conducted on November 5, 2021 were also obtained after observing in two meetings in

the classroom. Interview data were held to validate the data, because the subjects were two English teachers who taught in grades VII and VIII. .

## **A. FINDING**

This chapter presents the results and discussion of this research. In here the researcher presents the data that had been analyzed and interview in detail about An Analysis Of Teachers' Questioning Strategies During The Classroom Interaction In Covid - 19 Pandemic At Mts N 01 Bengkulu Utara. The data was gotten form the observation and interview.

### **1. The teacher's questioning strategies during the classroom interaction**

In conducting this research, the researcher conducted an online class analysis. In learning activities at MTSN 01 Bengkulu Utara, teachers and students used the WhatsApp application as a learning medium when learning online. In conducting research to analyze learning activities, researchers are members of the whats-app group. In analyzing learning, researchers followed the process of learning activities from the beginning of the lesson to the end of learning English.

In learning activities, teachers and students use written messages to build interaction during learning. During the learning process, the researcher analyzed the teacher's questioning strategies. During the learning process at the beginning of the lesson, the teacher greets students and asks their feelings. This activity of asking feelings is

carried out by English teachers to build students' learning motivation and increase students' self-confidence in learning. Here the English teacher is aware of the importance of implementing teaching concepts in the classroom, namely as a facilitator for students.

After the teacher and students greet each other and ask each other their feelings, then the teacher provides learning materials to students. Next, the teacher asks students' knowledge about the material they are studying before being explained by the teacher. After students give their opinions, the teacher explains in detail about the material they are learning.

When students respond to questions given by the teacher or students give opinions about the material studied in learning activities, the English teacher acts as an evaluator who justifies if the answers or students' opinions are not correct. So it can be said that the English teacher applies one of the teaching concepts in the class on the basis of S It's Archana & K. Usha Rani (2017), namely the teacher as an evaluator.

During the learning process, the English teacher manages the time and uses it very well. The starting hours of lessons must also be in accordance with the learning schedule and during online learning activities the teacher gives a tolerance of 10 minutes to wait for students who have not taken part in learning to remember online

learning. Here also the English teacher acts as a manager to manage the class.

In the process of learning English, the teacher does not only carry out his role as a teacher, but here the teacher carries out his role as an assessor, where the teacher in every lesson the teacher always gives quizzes, and gives assignments to students to add value. The English teacher is also very concerned about students who are not actively submitting assignments, so the English teacher warns students who have not submitted assignments and have never answered quizzes by displaying the English teacher assessment sheet to students in the WhatsApp group.

While the researcher analyzed teacher questioning strategies during the classroom interaction in learning activities, the researcher found that the English teacher applied four teaching concepts in the classroom Based on S It's Archana& K. Usha Rani (2017), namely the teacher as facilitator, teacher as evaluator, teacher as manager and teachers as assessors. In the learning process, researchers also found many teacher activities that asked students to ask questions so that students were more active in online learning activities. While the higher speech by students is a specific student response to the teacher. This can be seen from the data obtained from the observation checklist as follows:

**a. Data from observation checklist**

In conducting observations to obtain data in this study, the researcher used the theory from Richard and Lockhart (1994) about there are three types of questions as a reference in analyzing teacher's questioning strategies during the classroom interaction in the covid – 19 pandemic during online learning. there are three types of questions: (1) Procedural Questions,( 2 ) convergent Questions, ( 3 ) Divergent Questions.

Tabel 4.1

The total number of types of questions english teachers class VII

No	Types of Questions	Meeting		Total number
		1	2	
1.	Procedural	12	6	18
2.	Convergent	10	10	20
3.	Divergent	–	–	0

**Teacher A ( English Teacher class VII )**

The English teacher who teaches in grade VII and was observed by the researcher on October 13 and October 27, 2021, and interviewed at the school office on October 29, 2021. The first point analyzed by the researcher was What are the types of

questions used by the teachers in questioning strategies during the classroom interaction in covid – 19 pandemic and the teachers' reaction towards students respond by using questioning strategy in classroom interaction in covid – 19 pandemic . questioning strategies used by English teachers in the classroom. Based on observations during the teaching and learning process, the researchers found that teachers used several strategies to ask questions during class interactions in covid 19.

Table 4.1 states that the seventh grade English teacher at MTS N 01 Bengkulu Utara uses a questioning strategy by using questions during class interactions in the covid 19 pandemic. As explained in the table, all types of questions used in the first and second meetings have differences. This means that there are types of questions that are often used by teachers. There were 38 questions found in the two meetings. The classification will be explained below.

47.36% of the questions in the classroom are included into procedural questions. In other words, there are 18 procedural questions asked by the teacher. From 18 questions found, 12 procedural questions were found in the first meeting. While in the second meeting, there were 6 questions asked by the teacher (see appendix 1) One of them was by asking about news and class

absences. For example, how are you today? Are you all active? Are you all absent? Where are the others? and asked to check if the students are ready to join the English class. This can be seen in the question are you ready to learn English? and can we start now? All of these procedural questions were asked as contradicting the learning content. The content of the questions is not related to English material, especially in management class or class procedures.

The second type of question used in this study is a convergent question. 47.36% of the questions in the classroom are included into procedural questions. 52.63% in other words, there are 20 convergent questions. Of the 20 questions, 10 of them were found at the first meeting. At the second meeting there were 10 questions found during the teaching and learning process (see appendix 1 ). All of the questions were used to ask the students about the content of the lesson, which needs short answer and non-higher level thinking. For instance, yesterday we discussed about the tell of the days material, haven't we? Already understand about the material tell of the days? Anyone know what the tell of the day is? Is the selfie answer correct? What is the meaning of "Friday" ? , the question was also asked to remember the previous information, It was asked to ask students to remember the previous information before moving on to the next material.



Divergent questions were to encourage the students to response based on their own knowledge, but in this research the researcher didn't find the VIII grade english teacher used Divergent Questions.

Tabel 4.2

The total number of types of questions english teachers class VIII

No	Types of Questions	Meeting		Total number
		1	2	
1.	Procedural	5	5	10
2.	Convergent	13	9	22
3.	Divergent	–	1	1

#### **Teacher B ( English Teacher class VIII )**

The English teacher who teaches in class VIII and was observed by the researcher on October 19 and November 4, 2021, and interviewed at the school office on November 5, 2021. The first point analyzed by the researcher was What are the types of questions used by the teachers in questioning strategies during the classroom interaction in covid – 19 pandemic and the teachers' reaction towards students respond by using questioning strategy in classroom interaction in covid – 19 pandemic . questioning

strategies used by English teachers in the classroom. Based on observations during the teaching and learning process, the researchers found that teachers used several strategies to ask questions during class interactions in covid 19.

Table 4.2 states that the VIII grade English teacher at MTS N 01 Bengkulu Utara uses a questioning strategy by using questions during class interactions in the covid 19 pandemic. As explained in the table, all types of questions used in the first and second meetings have differences. This means that there are types of questions that are often used by teachers. There were 33 questions found in the two meetings. The classification will be explained below.

30.30% of the questions in the classroom are included into procedural questions. In other words, there are 10 procedural questions asked by the teacher. From 10 questions found, 5 procedural questions were found in the first meeting. While in the second meeting, there were 5 questions asked by the teacher(see appendix ) . One of them by asking the news and class absences. How are you today? All healthy right? Why are so many still absent? Are all absent? How many students in this class? Why didn't Arsandi and Fitria come in? All of these procedural questions were asked as contradicting the learning content. The

content of the questions is not related to English material, especially in management class or class procedures.

The second type of question used in this study is a convergent question. 66.66% in other words, there are 22 convergent questions. From 22 questions, 13 of them were found in the first meeting. At the second meeting there were 9 questions found during the teaching and learning process (see appendix 1). All of the questions were used to ask the students about the content of the lesson, which needs short answer and non-higher level thinking. For instance, what was the last material yesterday about? Anyone remember what a text description is? Does anyone know what we're learning about today? Did you ever study descriptive text in class VII yesterday? Anyone know what a text description is? which others? What is the structure of the text description? Then, what else ? So far understand? Questions are also asked to remember previous information, It is asked to ask students to remember previous information before moving on to the next material.

The third type used in this study is Divergent questions. 3.03% in other words, there is 1 Divergent question found in the second meeting. For example, 'If you still remember, can you explain a little about the description of the budget text? It happens

when students ask about the material. Therefore, divergent questions are given to measure students' understanding by asking questions that can provide their own opinion.

#### **b. Data from interview**

In collecting data through interviews, the researcher took data from two English teachers. First, the researcher interviewed the VII grade teacher on October 29, 2021. Then the researcher continued by interviewing the VIII grade teacher on November 5, 2021. Based on the research data that was finding by the researcher see at appendix 2.

## **2. Teacher's Reaction towards Students' Responses**

Based on research in grades seven and eight, students responded to the teacher's questions using short words and simple sentences. Most of the responses given by students were correct, but there were still some wrong answers. The analysis of teachers' reactions to students' correct and incorrect responses will be explained below.

### **a. Teacher's reaction towards students' correct answer**

Clark and Star (1986) theory as cited in Rafika YunioN p.( 2020 ) stated that there are six ways teachers can react towards students. There are rephrasing or rewording answers, comparing the answer with another student, encouraging others (students) for giving another answer, rewarding students' answers, giving further questions from the answer before, and giving students time to think

further. Based on the teacher's interview results in this research, there are two ways that are used by the teacher to react towards students' correct answers, they are encouraging others (students) for giving another answer and rewarding students' answers.

### **Teacher A ( English Teacher class VII )**

#### **Meeting 1**

Teacher : ada yang tau bahasa inggris “ Rabu” apa?

Zaskia : Wednesday miss

Teacher : Very good. What about the others?

Students : Wednesday miss

Teacher : Great! Wednesday

#### **Meeting 2**

Teacher : bahasa inggris' Menit apa?'

Students : minute miss

Teacher : yaah that right

### **Teacher B ( English Teacher class VIII )**

#### **Meeting 1**

Teacher : does anyone know what the purpose of the descriptive text is?

( *ada yang tau tujuan dari deskritive teks apa*)

Dea : to describe something sir

(untuk menggambarkan sesuatu sir)

Teacher : That's really good.

### **Meeting 2**

Teacher : what is a greeting card?

( *apa itu greeting card* )

Students : kartu ucapan sir

Teacher : yeah good job

The teacher said that when students answer the questions correctly, she often rewards them by saying —thanks or —good are included in encouraging others (students) for giving another answer, and —That's really good is included in rewarding students' answers. The purpose is to motivate the students and he hopes that the students won't be afraid of answering the questions. Besides rewarding, the teacher also encourages other students for giving another answer. It is also for motivating students to complete the previous answer to become a truly correct answer. It is indicating that motivate the students is important, especially when the students answer with the correct answer. It can increase students' motivation to answer the next questions and more focus on the teaching-learning process.

b. Teacher's reaction towards students' incorrect answer

Modifying questions play a significant role to help students understand the teacher's questions and answer them. In this research, the researcher found some teacher's reactions in observation class and interview results after asking questions in English, and the students cannot answer or do not understand the questions. The modifying techniques are used by the teacher in class, they are Simply repeated, Rephrased, Wait-time (pause), and use Native Language.

a) Simply Repeated

**Teacher A ( English Teacher class VII )**

Teacher : does anyone know what we're talking about this week?

*(ada yang tau materi kita minggu ini apa?)*

Students : don't know sir

*(nggak tau sir)*

Teacher : masa enggak tau ,kan kemaren sir udah kasih tau

Students : lupa sir

Teacher : hayo diingat dulu,tell...

Students : tell of the days

Teacher :yes,tell of the days

**Teacher B ( English Teacher class VIII )**

Teacher : apa b,inggrisnya ' Hari dan bulan?

Students : day

Teacher : day dan apa hayoo,coba diingat dulu kan,days dan month

Students : day and month

During observation in class, the researcher only found some of the simply repeated techniques that are used by the teacher. After asking questions, the teacher often waited for students for answering the questions and then she repeated the question again until there is student answered the question, but if there is no student answering the question.

b) Wait Time

Teacher : struktur greeting card ada 3 yaitu ?receiver ,terus

Students : receiver,sender

Teacher :terus apa lagi ?

Students : receiver,body and sender

The teacher said that when students do not understand or cannot answer the questions, she often used three of four modification techniques, they are repeating the question, give students more time to think the answer, and use native language. This modification technique is commonly used by the teacher in class during observation. Wait-time (pause) used by the teacher in class during observation, after giving a question to the students, the teacher gave one until five seconds for students to answer the question. If there is no student answering the question, the teacher moved to the other modification techniques.

c) Use Native Language



Teacher : Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajari kemaren?

Students : Deskriptive teks sir

The teacher used this modification technique is to make the questions clear. During the observation, after asking questions, the teacher often directly translates it into Bahasa, so the students can directly answer the questions without thinking about the meaning of the questions. The teacher said that when students do not understand or cannot answer the questions, she often used three of four modification techniques, they are repeating the question, give students more time to think the answer, and use native language. The teacher has his own reason why used those three-modification techniques. First is repeating the questions, the teacher wants to make students memorize the words mean. Second is giving students more time to think the answer, he wants to let the students train their thought to answer using English and improve their speaking and arranging the words. The last is using native language, the teacher said that sometimes she uses native language to make the students easy to understand and memorize the words.

## **B. Discussion**

It is not surprising to see the big number of questions asked by the teachers during teaching-learning process, since questioning is considered as one of the most influential teaching strategies. It is supported by Annisa

Astrid, et al (2019, p.93) The questioning strategy is one of the most important things in the teaching and learning process.

Questioning is essential tool to enhance education in general and language teaching. Question in language classrooms plays a significant role in promoting learners' language proficiency. Enhancing students' language proficiency by questioning, teacher use different types of questions to make teaching effective, and the effectiveness of learning is if students are actively involved in the process. After getting the data of the teacher's questions , this research analyzed the type of question that tends to be used by the teacher and techniques used while giving the questions in the classroom interaction. After the result of the research question presenting on the research finding, then the data are discussed in the discussion.

Based on the results of data collection obtained from checklist observations and interviews that have been conducted by researchers. Next, the researcher presents the discussion in this section to explain the results of the research that has been carried out by the researcher on the VII and VIII grade teachers of MTS N 01 Bengkulu Utara where this research is a questioning strategy analysis. Researchers use the theory of Richard and Lockhart (1994) as a guide in conducting observations. When conducting research in four learning activities, researchers analyzed the types of questions used by the teachers in questioning strategies during the classroom interaction in the covid – 19 pandemic. During learning

activities, English teachers and students use the WhatsApp application to conduct online learning

### **1. The kinds of teacher questioning strategies during the classroom interaction in covid – 19 pandemic at MTS N 01 BENGKULU UTARA**

In this discussion, the researcher discusses the results of the research findings and some theories about the strategies for asking the teacher in the interaction class to answer the research questions in chapter I. The results of the research questions are presented in the research findings and the data are discussed in the discussion. The research question is the types of questions used by the teachers in questioning strategies during the classroom interaction in covid – 19 pandemic at MTS N 01 BENGKULU UTARA and teachers' reaction towards students respond by using questioning strategy in classroom interaction in covid – 19 pandemic at MTS N 01 BENGKULU UTARA by English teachers grades VII and VIII.

The researcher made observations in grades VII and VIII in two meetings each. Based on the theory of Richard and Lockharts (1994) that there are three types of questions. First are procedural questions, convergent questions, and divergent questions. Two of the three types of questions were used by the VII grade English teachers and three types of questions were used by the VIII grade English teachers.

The researcher found that there were 38 questions in two meetings in class VII and 33 questions in two meetings in class VIII. Of the 38 questions, there were 18 (47.36%) procedural questions and 20 (52.63%) convergent questions used by grade VII teachers, and of the 33 questions, there were 10 (30.30%) procedural questions, 22 (66.66%) convergent questions and 1 (3.03%) divergent questions used by class VIII teachers. Of the types of questions, Richard and Lockhart (1994) show that procedural questions and convergent questions are mostly used by English teachers. The procedural questions posed by the English teacher with the class routine, the questions are not related to the material, are used by the English teacher what will happen in the classroom to check the assignment and whether the task is clear. From the table, it can be seen that the most dominant types of questions are convergent questions which found 20 questions used by class VII teachers and 22 questions used by class VIII teachers.

Convergent questions are dominant because convergent questions encourage students to answer questions based on the material. In convergent questions, students can answer questions based on previous material or information. Convergent questions only need short answers such as yes no questions and short statements. Convergent questions can encourage students to answer questions based on the main topic or material. In convergent questions, students can answer questions based on the material that has been explained by the teacher. Convergent

responses to questions are short answers, such as: yes, no, or short statements. Convergent questions do not involve students to think at a higher level, but to involve students to stay focused on the material that has been explained or presented by the teacher and focus on remembering previous information.

Convergent questions become the first order of types of questions used by English teachers during the teaching and learning process during the covid 19 pandemic, because the convergence of questions is about content related to the material explained by the English teacher, so the English teacher always uses the type of convergent question. The purpose of the English teacher asking questions to students is to check students' understanding, whether students understand about the material, to test students and to try students to speak comfortably.

While procedural questions as an introduction in class related to class management. In procedural questions students can answer with short answers. Procedural questions are the second type of question used by English teachers during the teaching and learning process because procedural questions in class serve as an introduction to class related to class management. Procedural questions relate to class procedures and routines. Procedural questions do not focus on the material. Procedural questions are used by teachers to check student

assignments and instructions for new assignments. In procedural questions students can answer using short answers such as yes or no.

When the English teacher uses procedural and convergent questions, students can easily answer questions correctly because students answer based on previous questions or information and confirm previous answers, students only use short answers such as yes no questions or short statements. Based on Richard and Lockharts (1994), divergent questions encourage students to answer questions in higher order thinking. This can encourage students to answer questions based on their own knowledge, but students must answer questions with long answers. But for the seventh grade students, the researcher did not find the teacher using divergent questions, while the eighth grade students found one divergent question. Students are interested in answering procedural and convergent questions because students can answer questions correctly. While the questions diverge, students should spend more time thinking about the answers.

It could be concluded that the types of procedural questions and convergent questions can control the class rather than divergent questions. Because divergent questions need to answer questions with higher order thinking. Based on the interview, the English teacher said that questions can measure students' understanding of the material.

2. Teachers' reaction towards students respond by using questioning strategy in classroom interaction in covid-19 pandemic

a. Teacher's reaction towards students' incorrect answer

Teacher's questioning is one of the ways to increase students' productive skills. However, teacher's questions are not always clear and sometimes make students confuse and make them think that the questions are ambiguous. Thus, the teacher should modify the questions to make it clear. As Chaudron (1988) said that teachers should modify the questions when students do not understand the questions by rephrasing or rewording the questions.

Tsui (1995) explained that the teacher should remember when students cannot answer the questions, he/she should repeat the questions, but when the answer or response is not coming even after repetition, the teacher should modify the questions. Therefore, the forth of modification techniques that are simply repeating, rephrasing, using wait-time (pauses) and using native language may serve some purposes. It ensures students hear and understand the questions and it also gives the other students to think about the questions and possible answer to it.

From data finding, the teacher uses three of the four to modify the questions, namely, simple repeat, wait time, and use native language.

b. Teacher's Reaction towards Students' Correct Answer

Based on the finding, the teacher must give a reaction that is in accordance with the response and the situation presented. Based on Amdeselasse (1999), students can answer some of the answers correctly or incorrectly. Therefore, the teacher must react according to the student's response.

Based on the results of interviews, teachers usually praise students' correct answers by saying "thank you" or "good", but when students give wrong answers, the teacher usually repeats the question and gives students more time to think about the answer. If the student still cannot answer the question, he modifies the question into Indonesian, so that the student can understand the question clearly. Richard & Lockhart (1999) stated that teachers can praise students who answer correctly by saying "Good", "Yes, that is right" or "Yes, very good answer". if the student shows the wrong answer, then the teacher can answer by saying "No, that's not quite right.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the research and discussion in chapter four, the researcher made several conclusions about the types of questions used by the English teacher in grades VII and VIII of MTs N 1 Bengkulu Utara, class interaction when the English teacher used a questioning strategy for grade VII and VIII MTsN students. 1 Bengkulu Utara. The researcher concluded that the seventh grade English teacher uses two of three types of questions, namely procedural questions, and convergent questions. and the class VIII English teacher used all three types of questions. They are procedural questions, convergent and divergent questions.

There is a teacher's reaction to student responses, The first is the teacher's reaction to the student's incorrect answer, namely by using a modification technique which is one of the important ways that teachers must do when students do not understand or cannot answer questions. In this study the researchers found that the English teachers in grades VII and VIII only used three modification techniques, namely, repetition, wait time, and use native language. The second was the teacher's reaction to the students' correct answers, namely the teacher would give praise to the students' correct answers. by saying "thank you" or "good",

## **B. Suggestions**

After doing the research, interpreting the data and discussing the result, the researcher would like to suggest her experiences in conducting this research. It is expected that the result of the study gives useful contributions to the teaching-learning process, especially in teaching and speaking skills for English teachers and other researchers. There are some suggestions for English teacher and another researcher has a similar topic as follows :

### **1. For English Teacher**

The English teacher is advised to frequently uses questioning strategies and knowing the types of questions extensive. Because asking questions can help the students to create their critical thinking, improve their speaking skill, improve their vocabulary, can increase their confidence. The English teacher must know the level of each students so the English teacher easily to apply questioning strategies. The English teacher can always build the classroom interaction so the classroom always active and should keeping the student's attention and control the classroom. And also the English Teacher expected to try use all of the questioning strategy (Procedural, Convergent and Divergent Question) in the class.

### **2. For other Researcher**

For other researchers who want to research similar topics about questioning strategies. It better if analyze the questioning strategies in

classroom interaction that supports higher order thinking skill based on the newest curriculum.

## REFERENCES

- Astrid, A., Amrina, R. D., Desvitasari, D., Fitriani, U., & Shahab, A. (2019). The Power Of Questioning: Teacher's Questioning Strategies In The Efl Classrooms. | Irje| Indonesian Research Journal In Education|, 91-106.
- Azwar, S. (2004). Metode Penelitian Cetakn 5. Yogyakarta: Pustaka Belajar.
- Chaudron, Craig. Second Language Classroom: Research on Teaching and Learning ( Cambridge : Cambridge University Press,1988)
- Clark,H.L-S.I.Star.Secondary and middle school Teaching Method. New York: Macmillan Publishing Company,1986
- Durkin, D. (1979). Teacher's Questioning Strategy Behaviors And Esl Classroom Interaction Pattern. Humanities And Social Sciences Journal . 2 (2) : 127-121
- Ekawati, D. (2019). An Analysis of Teachers' Questioning Strategies During the Classroom Interaction at Sma N 4 Makassar.
- Erianti, A., Akib, E., & Baso, F. A. (2018). An Analysis of Teachers' Questioning Strategies in Elt (English Language Teaching) the Classroom Interaction At Eleventh Grade SMA Muhammadiyah 1 Unismuh Makassar. Exposure Journal, 7(1), 58-70.
- Iskandarwassid, D. S. (2008). Strategi Pembelajaran Bahasa. Bandung: Pt. Remaja Rosdakarya.
- Ma, X. (2008). The Skills of Teacher's Questioning In English Classes. International Education Studies, 1(4), 92-100.
- Meng, J., Zhao, T., & Chattouphonexay, A. (2012). Teacher Questions in a Content-Based Classroom For Efl Young Learners. Theory and Practice In Language Studies, 2(12), 2603.

- Mentari, D. (2018). *An Analysis of Teacher's Questioning Strategies During The Classroom Interaction At SMK Muhammadiyah 3 Makassar (A Descriptive Quantitative Research)*.
- Nashruddin, N., & Ningtyas, P. R. (2020). *English As Foreign Language (Efl) Teacher's Questioning Strategies In Classroom Interaction*. *Utamax: Journal of Ultimate Research And Trends In Education*, 2(1), 5-11.
- Ndun, L. N. (2015). *Teacher Question In the Junior High School English Classroom*. Yogyakarta: Universitas Sanata Dharma Yogyakarta.
- Nisa, S. H. (2014). *Classroom Interaction Analysis in Indonesian Efl Speaking Class*. *English Review: Journal of English Education*, 2(2), 124-132.
- Niza, A. K. (2017). *An Analysis on Teachers' Questioning Strategies in Classroom Interaction (Doctoral Dissertation, Universitas Negeri Makassar)*.
- Putri, Y. M. (2019). *An Analysis Of Teacher's Questioning Skill In Teaching English At Sman 1 Kubu (Doctoral Dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau)*.
- Rahim, F. (2008). *Pengajaran Membaca Di Sekolah Dasar*. Jakarta: Bumi Aksara.
- Rosyidah, K. (2018). *An Analysis Of Teacher's Questions Used In Classroom Interaction At 11th Grade Of Smk Ma'arif Nu Prambon (Doctoral Dissertation, Uin Sunan Ampel Surabaya)*.
- Schreiber, J. E. (1967). *Teachers' Question-Asking Techniques In Social Studies*. The University of Iowa.

Sugiyono.2015 .Metode Penelitian Kualitatif Kuantitatif dan R&D. Bandung:  
Alfabeta

Sujariati, S., Rahman, A. Q., & Mahmud, M. (2016). English Teacher's Questioning Strategies In Efl Classroom At Sman 1 Bontomarannu. *Elt Worldwide: Journal of English Language Teaching*, 3(1), 107-121.

Suryati, N. (2015). Classroom Interaction Strategies Employed By English Teachers At Lower Secondary Schools. *Teflin Journal*, 26(2), 247-264.

Syafitri, T. R. (2021). Wajah Baru Pendidikan Negeriku. Dampak Covid-19 Terhadap Kebijakan Pendidikan Di Indonesia: Antara Idealisme Dan Realitas. Vol.11.p.135

Sydiaha, D. (1961). Bales' Interaction Process Analysis of Personnel Selection Interviews. *Journal of Applied Psychology*, 45(6), 393.

Wilén, W. W. (1991). *Questioning Skills For Teachers* Washington Dc: National Education Association.

Wood, A. T., Dan Anderson, C. H. (2001). *The Case Study Method: Critical Thinking Enhanced By Effective Teacher Questioning Skills*.

Yang, H. (2017). A Research on The Effective Questioning Strategies in Class. *Science Journal of Education*, 5(4), 158-163.

Ziarah. (2020). An Analysis of Teacher' S Questioning Strategies During The Classroom Interaction Ziarah Nim Te161841 English Education Program

Faculty Of Education And Teacher Training State Islamic University Sulthan  
Thaha.

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



Appendix 1 : Types of questions english teachers

The total number of types of questions english teacher class VII

NO	Type of Questions	The English Teacher's Questions	Number of Occurrences	Percentage(%)
1.	Procedural Questions	<ul style="list-style-type: none"> <li>a) How are you today?</li> <li>b) Udah aktif semua ?</li> <li>c) Sudah absen semuanya ?</li> <li>d) Yang lain ini mana ?</li> <li>e) Kemaren kenapa Rega nggak masuk ?</li> <li>f) Zha zha udah sehat?</li> <li>g) Semuanya sudah siap untuk belajar b.inggris hari ini ?</li> <li>h) Tugas kemaren siapa yang belum kumpul?</li> <li>i) Sudah ditonton link YT yang miss kirim barusan ?</li> <li>j) Kenapa Rizki baru gabung group ?</li> <li>k) Sudah siap kan?</li> <li>l) Sudah belajar kemaren ?</li> <li>m) Good morning,How are you today?</li> <li>n) Sehat semua kan?</li> <li>o) Udah gabung group semua kan?</li> <li>p) Rahmat sudah mengumpulkan tugas yang kemaren?</li> <li>q) So far so good?</li> <li>r) Do you understand?</li> </ul>	18	47,36%
2.	Convergent Questions	<ul style="list-style-type: none"> <li>a) Kemaren kita udah bahas tentang materi tell of the days blum ?</li> <li>b) Sudah paham tentang materi tellof the days?</li> <li>c) Ada yang tau apa itu tell of</li> </ul>	20	52,63%

		<p>th days?</p> <p>d) Apakah jawaban selfia benar ?</p> <p>e) What is the meaning of “ Friday” ?</p> <p>f) Bagaimana kita mengatakan hari “ Rabu “ dalam b.inggris ?</p> <p>g) Sekarang udah paham kan apa saja days the week ?</p> <p>h) Jika ada yang belum paham silahkan ditanyakan ?</p> <p>i) Ada yang masih ingat tentang materi kemaren ?</p> <p>j) Bahasa inggris nya “ hari dan bulan “ apa?</p> <p>k) Ada yang masih ingat tentang materi yang kita pelajari kemaren?</p> <p>l) Ada yang tau materi kita hari tentang apa?</p> <p>m) Apa itu telling the time?</p> <p>n) Yang lainnya mana,kenapa dari tadi yang jawab cuman Aurel,zivana,salsabila dan Rehan?</p> <p>o) Link tentang materi nya sudah ibu bagikan barusan,udh ditonton dan dipahami belum tentang materi telling the time?</p> <p>p) Bahasa indonesia nya “o’clock apa ?</p> <p>q) Kalau bahasa inggrisnya “ menit “ apa ?</p> <p>r) What is the meaning of “ half ” ?</p> <p>s) Sekarang udah paham kan cara membaca jam dalam bahasa inggris ?</p>		
--	--	--	--	--

		t) Ada yang tau gimana cara baca “sekarang jam 08.00” ?		
3.	Divergent Question	-	-	-

The total number of types of questions nglish teacher class VIII

NO	Type of Questions	The English Teacher’s Questions& The Student’s Answer	Number of Occurrences	Percentage(%)
1.	Procedural Questions	a) Good morning,How are you this morning ? b) Udah absen semua ? c) Jumlah siswa dikelas ini berapa? d) Kenapa Arsandi sama fitria nggak masuk? e) sudah siap untuk belajar b.inggris hari ini ? f) How are you today? g) Sehat semua kan? h) Kenapa masih banyak yang belum absen? i) Udah semua absennya? j) Berarti hari ini masuk semua ya?	10	30,30 %

2.	Convergent Questions	<ul style="list-style-type: none"> <li>a) Ada yang tau hari ini kita belajar materi tentang apa?</li> <li>b) Kemaren kelas VII udah pernah belajar deskriptif teks?</li> <li>c) Ada yang tau apa itu deskriptif teks?</li> <li>d) yang lain mana?</li> <li>e) Structure dari deskriptif teks apa aja?</li> <li>f) Terus apa lagi ?</li> <li>g) Sampai sini paham?</li> <li>h) Ada yang tau tujuan dari deskriptif teks?</li> <li>i) Ada yang tau Siapa nama yang ada didalam contoh deskriptif teks?</li> <li>j) What is meaning "identification and deskripsi in Indonesia?</li> <li>k) Apa warna rambut Tukul Arwana?</li> <li>l) Bahasa Inggris nya "hitam" apa?</li> <li>m) Ada yang ingin ditanyakan?</li> <li>n) Materi terakhir kemaren tentang apa?</li> <li>o) Ada yang masih ingat apa itu deskriptif teks?</li> <li>p) Finish ?</li> <li>q) Apa itu greeting card?</li> <li>r) What is the meaning "Receiver" in Indonesia?</li> <li>s) Sudah paham semuanya?</li> <li>t) Ada yang mau</li> </ul>	22	66,66 %
----	----------------------	--	----	---------

		<p>ditanyakan?</p> <p>u) Tugasnya udh dikirim ke Whatsaap sir semua?</p> <p>v) Halim tugasnya mana?</p>		
3.	Divergent Question	a) Kalau masih ingat,coba jelaskan sedikit tentang deskriptife teks	1	3, 03 %

		anggarin?		
--	--	-----------	--	--

### Teacher's Reaction towards Students' Responses

No	Teacher's Reaction towards Students' Responses	
1.	Teacher's reaction towards students' correct answer	<p><b>Teacher A ( English Teacher class VII )</b></p> <p>a) Meeting 1            Teacher : <i>apa kalian tau bahasa inggris " Rabu " apa?</i>            (Do you know what "Wednesday" is in English?)            Zaskia : Wednesday miss            Teacher : Very good. What about the others?            Students : Wednesday miss            Teacher : Great! Wednesday</p> <p>b) Meeting 2</p> <p>Teacher : <i>apa bahasa imgggris "menit"?</i>  <i>(what is the english "Minute "?)</i>            Students : minute miss            Teacher : yaah that right</p> <p><b>Teacher B ( English Teacher class VIII )</b></p> <p>a) Meeting 1</p> <p>Teacher : does anyone know what the purpose of the descriptive text is?  <i>( ada yang tau tujuan dari deskritive teks apa)</i>            Dea : to describe something sir            (untuk menggambarkan sesuatu sir)            Teacher : That's really good.</p>

		<p><b>b) Meeting 2</b></p> <p>Teacher : what is a greeting card?  <i>( apa itu greeting card )</i></p> <p>Students : <i>kartu ucaPan sir</i></p> <p>Teacher : yaah good job</p>
2.	Teacher's reaction towards students' incorrect answer	<p>a) Simply Repeated</p> <p>Teacher A ( English Teacher class VII )</p> <p>Teacher : does anyone know what we're talking about this week?  <i>( ada yang tau materi kita minggu ini apa? )</i></p> <p>Students : don't know sir  <i>( nggak tau sir )</i></p> <p>Teacher : <i>kenapa nggak tau, kemaren kan udah dijelaskan</i></p> <p>(why don't you know, yesterday it was</p>

		<p>explained)</p> <p>Students : <i>lupa sir</i></p> <p>Teacher : <i>hayo diingat dulu, tell...</i></p> <p>Students : tell of the days</p> <p>Teacher : yes,tell of the days</p> <p>Teacher B ( English Teacher class VIII )</p> <p>Teacher : <i>apa b.inggrisnya ‘ Hari dan bulan?</i></p> <p>what is the english for 'day and month?</p> <p>Students : day</p> <p>Teacher : <i>day dan apa,coba diingat dulu</i></p> <p>Students : day and month.</p> <p>b) Wait Time</p> <p>Teacher : <i>struktur greeting card ada 3 yaitu ?receiver ,terus?</i> (There are 3 greeting card structures, namely ?receiver, continue?)</p> <p>Students : receiver,sender</p> <p>Teacher :<i>terus apa lagi ?</i></p> <p>Students : receiver,body and sender</p> <p>c) Use Native Language</p> <p>Teacher : Okay, what is our last lesson? <i>Apa pelajaran terakhir yang kita pelajaran kemarin?</i></p> <p>Students : Deskriptive teks sir</p> <p>Teacher : what is greeting card?</p> <p>Teacher :<i>Apa itu greeting card</i></p>
--	--	---



		Students : kartu ucapan sir
--	--	-----------------------------

## Appendix 2 : interview of the english teachers

### Interview transcript of the english teacher class VII

Name : Niastari,S.Pd

Age : 25 years old

R : assalamualaikum warahmatullahi wabarakatuh,in advance thank you miss for your time. Let's go straight to the first question, What are the obstacles you face when teaching English during the Covid-19 pandemic?

T: okayy, if according to miss the obstacle is less effective in giving an explanation of the material to students when learning online. and students also sometimes find it difficult to understand the material described.

R : Do you often ask questions during the learning process during the Covid-19 pandemic?

T : yes Often, because according to Miss, if we ask questions during learning, students will be motivated to answer the questions asked.

R : What do you think about the role of questions in the learning process?

T : Its role is very important, because we can find out students' understanding of the material that has been given

R : What kind of questions do you usually use to teach in class?

T : usually i ask students about how they are, are they ready or not to learn, ask about the material that I have given. good even though learning it online

R : What kind of questioning strategy do you use when teaching in class during the Covid-19 pandemic?

T : The questioning strategy I use is to ask students questions that they might be able to answer, but when they are silent when I ask a question, then I will repeat the question and wait a few seconds for them to answer it, when they can answer it I will ask more questions to find out whether they understand or not about the material being studied.

R : Can the strategy you use make it easier for you when teaching in class during the Covid-19 pandemic?

T : I think the questioning strategy that I use during online learning is very helpful and makes it easier for me to find out students' understanding

R: . Do you have problem when asking questions in class during the Covid-19 pandemic?

T : The problem I experienced when asking questions in class was that I couldn't ask students questions with long answers, so I could only give easy questions and short answers.

R : Can the strategy of asking questions build interaction in the classroom during the Covid-19 pandemic?

T: okay, by asking questions to students, it can build students' motivation in answering questions and there is class interaction between teachers and students even though it's only a little

R : What technology, application, or platform did you use to teach English in your class during the Covid-19 pandemic?

T : The application that I use to teach is the WhatsApp application

R: What is your reaction to students who are right and wrong when answering a question?

T : my reaction when students answer the question correctly then I will praise the student with words so that they feel appreciated and happy. what I have taught

R : okay miss thank you for the time and answer, thank you miss, wassalamu'alaikum wr.wb

## Appendix interview transcript of the english teacher class VIII

Name : Yudianto Agung,S.Pd

R : Assalammu'alaikum wr. wb.

T : Wa'alaikumsalam wr wb.

R : so I'm here to ask about the strategy of asking teacher to student in class interaction sir

T : yes,please

R : What are the obstacles you face when teaching English during the Covid-19 pandemic?

T : okay, the problem is that it is less effective during the learning process and the lack of student responses to the questions I ask

R : Do you often ask questions during the learning process during the Covid-19 pandemic?

T : In the teaching and learning process, there will certainly be people who ask questions and answer them. when the teacher asks questions to students, it aims to check students' understanding and also to test, test students whether they already know or not about the material I ask.

R : What do you think about the role of questions in the learning process?

T : I think the question is very important, because questions can motivate students in the learning process and through questions we can check students' understanding of the material that has been given.

R : What kind of questions do you usually use to teach in class?

T : The questions I often ask students are related to the material being studied and ask whether they already understand or not about the material

R : What kind of questioning strategy do you use when teaching in class during the Covid-19 pandemic?

T : To ask questions in class, I usually ask questions using what, for example asking the meaning of vocabulary. For example what is greeting card in Indonesia

R : Can the strategy you use make it easier for you when teaching in class during the Covid-19 pandemic?

T : Yes, asking questions makes it easier for students to understand the lessons that I will convey. Although not all students understand my question. However, that is my job as a teacher, which is to teach them to understand and know what they should learn.

R: . Do you have problem when asking questions in class during the Covid-19 pandemic?

T : The difficulty that I face in asking questions is that I have not been able to ask higher order questions, which I often use are low level questions. Because when I give easy questions, sometimes there are still many students who can't answer. Even though I have repeated this question many times and asked them.

R : Can the strategy of asking questions build interaction in the classroom during the Covid-19 pandemic?

T: The questioning strategy is very important. So various forms of strategies must be created by the teacher so that there is interaction between students and teachers when learning online.

R : What technology, application, or platform did you use to teach English in your class during the Covid-19 pandemic?

T : if for the application used by the teacher at MTS N 01 is the whatsapp application, but sometimes I also use the youtube application, namely by uploading videos about the material and students can learn the material about the lesson.

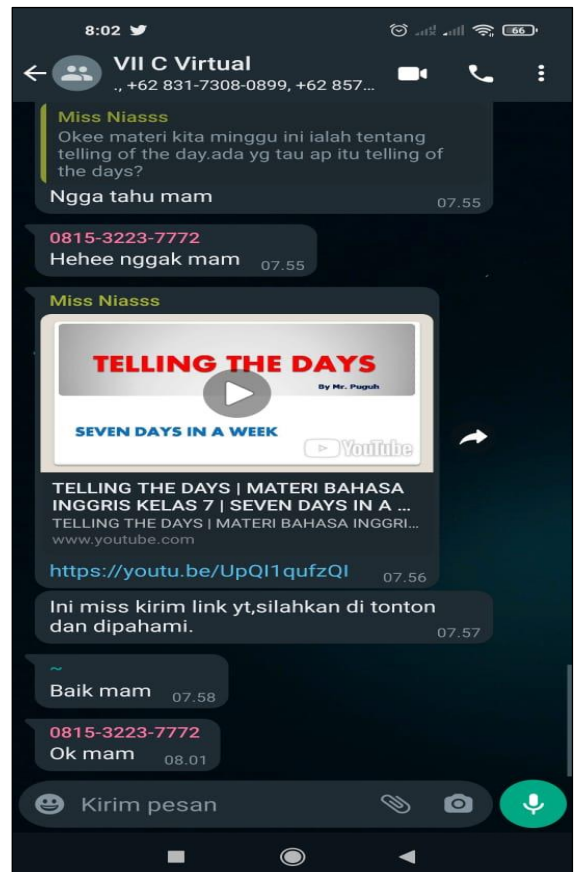
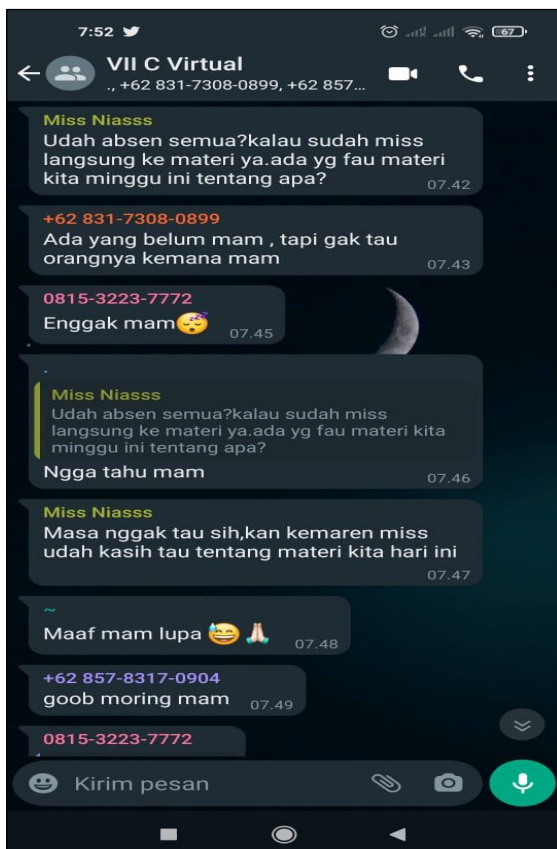
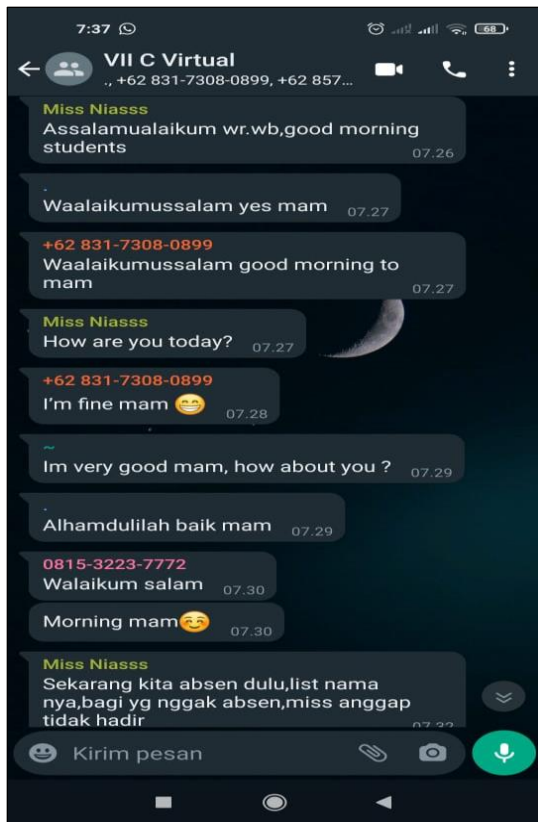
R: What is your reaction to students who are right and wrong when answering a question?

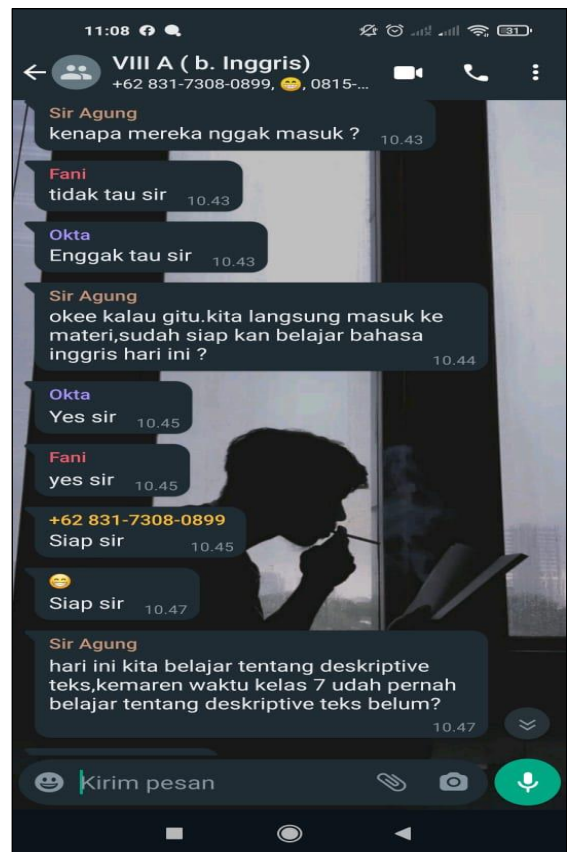
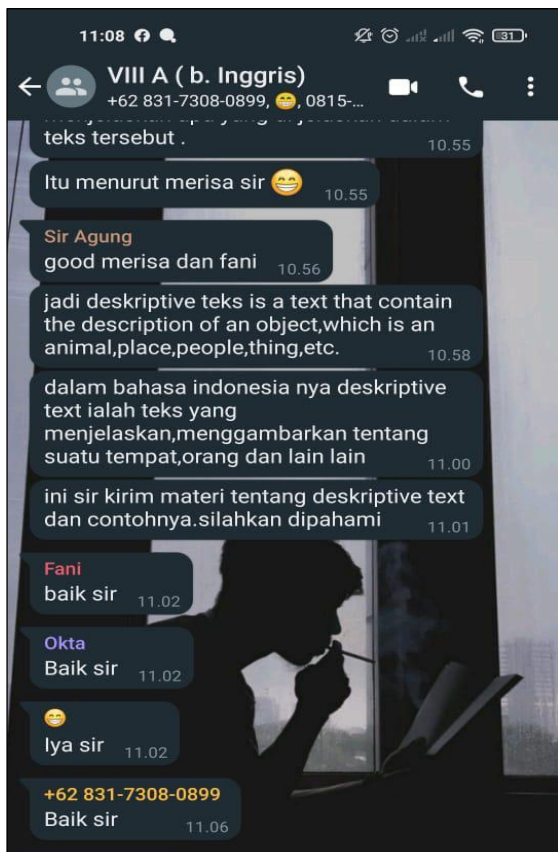
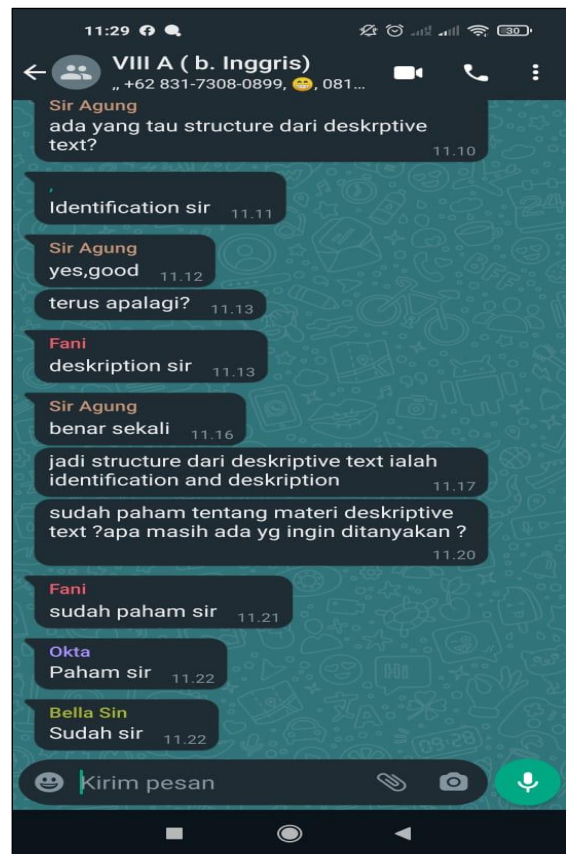
T : Usually if the student has answered the question correctly, I will give a reward in the form of words such as thanks and good, for student answers that are not correct, I usually repeat the question, I give time to think about the answer to the question and use native language actually, but sometimes If I use the native language, I still have to translate it into the language first so that the student understands a question that I give.

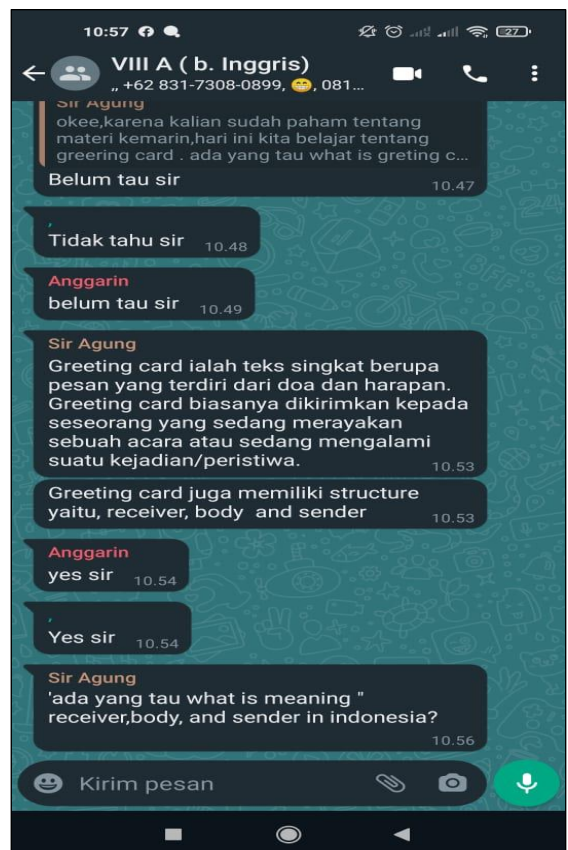
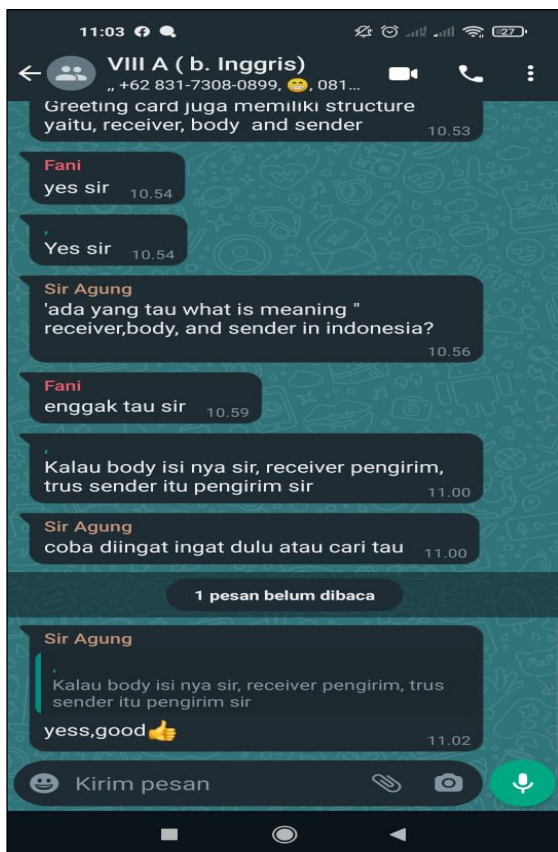
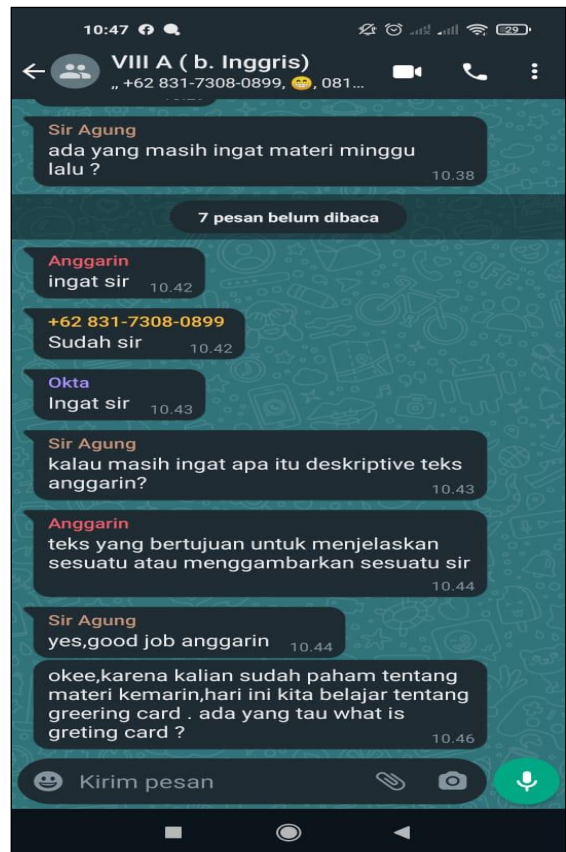
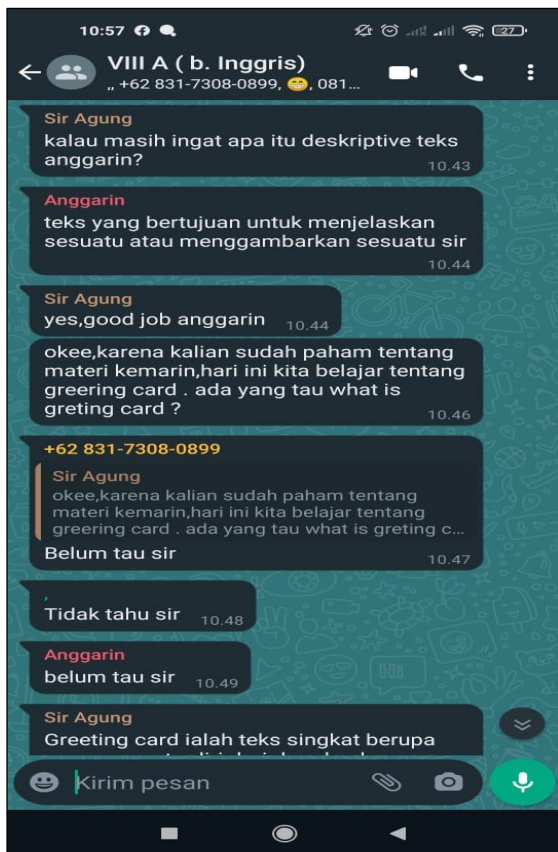
R :oke Sir , thanks for your time and answer, wassalamu'alaikum wr.wb

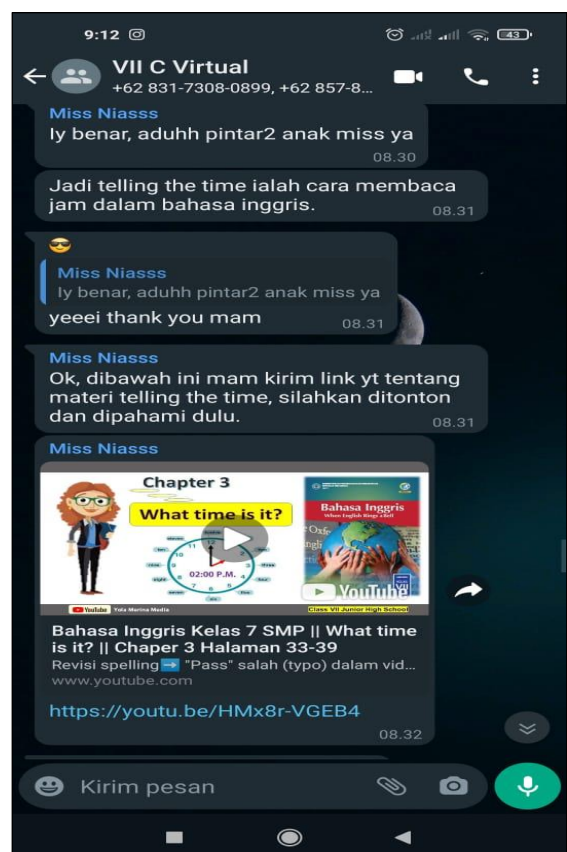
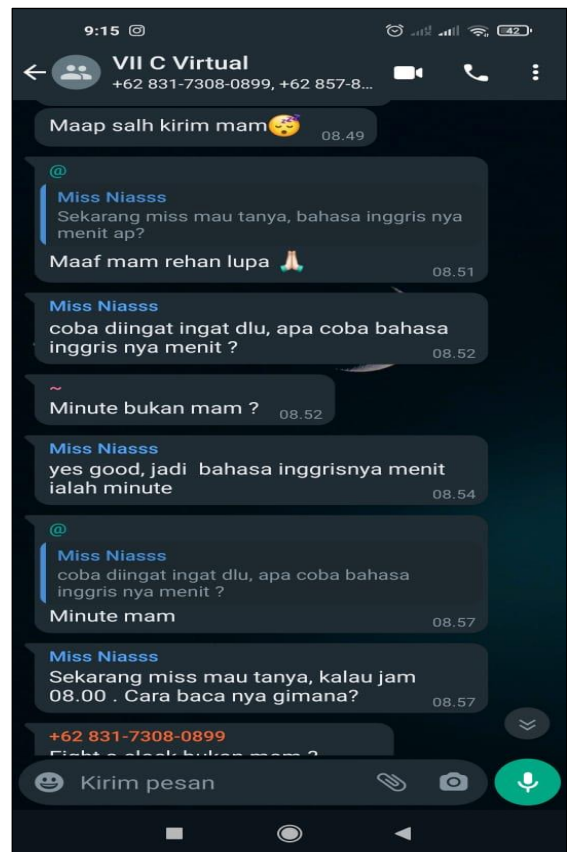


### Appendix 3: online Learning Process









Appendix 4

**Interview with English Teacher class VIII**



## Interview with English Teacher class VIII



13/01 2022  
Hanura Febriani

# ek Turnitiin Anggun\_TBI

## ORIGINALITY REPORT

**19%**  
SIMILARITY INDEX

**18%**  
INTERNET SOURCES

**4%**  
PUBLICATIONS

**3%**  
STUDENT PAPERS

## PRIMARY SOURCES

 <a href="http://eprints.iain-surakarta.ac.id">eprints.iain-surakarta.ac.id</a> Internet Source	<b>9%</b>
 <a href="http://digilibadmin.unismuh.ac.id">digilibadmin.unismuh.ac.id</a> Internet Source	<b>2%</b>
 <a href="http://journal.unilak.ac.id">journal.unilak.ac.id</a> Internet Source	<b>1%</b>
 <a href="http://repository.iainbengkulu.ac.id">repository.iainbengkulu.ac.id</a> Internet Source	<b>1%</b>
 <a href="http://eprints.ums.ac.id">eprints.ums.ac.id</a> Internet Source	<b>1%</b>
 <a href="http://digilib.uinsby.ac.id">digilib.uinsby.ac.id</a> Internet Source	<b>1%</b>
 <a href="http://e-theses.iaincurup.ac.id">e-theses.iaincurup.ac.id</a> Internet Source	<b>&lt;1%</b>
 <a href="http://repository.uin-suska.ac.id">repository.uin-suska.ac.id</a> Internet Source	<b>&lt;1%</b>
 <a href="http://www.online-journal.unja.ac.id">www.online-journal.unja.ac.id</a> Internet Source	<b>&lt;1%</b>