



AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGIES AND STUDENTS' RESPONSES IN ENGLISH CLASSROOM INTERACTION

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Abstrak: Penelitian ini bertujuan untuk mengetahui strategi bertanya guru dan juga untuk mengetahui respon siswa terhadap pertanyaan yang diberikan oleh guru didalam interaksi kelas bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif yang didalamnya meliputi metode kualitatif deskriptif. Subjek dari penelitian ini adalah guru dan 66 siswa kelas 8 dari SMPN 1 Trenggalek. Penelitian ini dilakukan dengan observasi dan pengambilan video rekaman. Observasi catatan lapangan dan kuesioner juga digunakan sebagai instrumen untuk mengumpulkan data. Berdasarkan temuan dari pengambilan instrumen diatas, peneliti menemukan tujuh poin dari strategi bertanya guru seperti guru menggunakan beberapa tipe pertanyaan dalam menanyai siswa, guru menanyai siswa dalam semua sesi pembelajaran, guru menggunakan jeda waktu (wait time) ketika bertanya kepada siswa dan lain-lain. Penemuan penelitian yang kedua adalah respon siswa dimana kebanyakan respon siswa adalah dalam bentuk bahasa target (bahasa Inggris) yang diaplikasikan dengan chorus responses (respon yang dilakukan secara serentak oleh siswa). Hasil dari penelitian ini dapat diaplikasikan oleh siswa untuk merespon pertanyaan guru agar siswa lebih aktif dalam mengikuti aktivitas pembelajaran di dalam kelas. Juga disarankan kepada guru untuk mengembangkan strategi mengajar mereka, jadi siswa dapat memperoleh proses pembelajaran terbaik.

Kata Kunci: Interaksi Kelas Bahasa Inggris, Respon Siswa, Strategi-Strategi Bertanya Guru.

Abstract: This research was aimed to know the strategies of question used by the teacher and also to know students' response to the questions given by the teacher in English classroom interaction. This research was used qualitative research design concerning with descriptive qualitative method. The subjects of this research were the teacher and 66 of eight grade students of SMPN 1 Trenggalek. The study was done by observing and taking video recordings. Observation field note and questionnaire were also used as the instruments to gather the data. Based on the findings of instruments above, the researcher found seven points of teacher's questioning strategies such teacher used some types of question in questioning the students, the teacher was questioning the students in all session of teaching, the teacher used wait time when she was questioning the students, and vice versa. The second research findings were students' responses that showed the most responses were in the target language form applied with chorus responses. The result of this research can be applied by students to response teacher's question as a way to get more active to join the classroom activities. It is also suggested to the teachers to develop their teaching strategies, so, the students could gain the best learning process.

Keyword: English Classroom Interaction, Students' Responses, Teacher's Questioning Strategies.

INTRODUCTION

One of the aspects that should be considered by teachers is choosing the best suitable strategy used to interact with their students. Meanwhile, Silver, Strong & Perini (2008) mentioned, "Strategies are the different types or styles of plans that teachers use to achieve the goal of teaching". It means that the use of a good strategy in the classroom can make students understand the material and also reaches a good achievement. Asking a lot of questions related to the lesson to get the students' response is one of the strategies done by the teacher, so it allows students to be dominant in the classroom activity by answering the teacher's question and speaking up using their foreign language. Last time, in the learning process, teachers still dominate to guide the classroom activity rather than the students. It means that the teacher as a subject and the student as an object. But now, in the application of the 2013 curriculum, it should be better for the teachers to take them as a facilitator rather than dominate the classroom, so it allows students more be active and creative. Based on the reason above, teachers should have a good communication strategy to interact with their students in transferring their material and getting students' response.

Asking question is kind of communication strategies done by the teacher to the student and vice versa. In teaching learning process especially teaching English as a foreign language, communication strategy can be done by teachers by applying questioning strategies. Meanwhile, Cotton (1988) stated, "Teacher questions are used as stimuli that extend to students the content elements to be learned". It means that questioning strategies are the important one to be applied by teachers because it is very useful. Besides as the way to ask the material to the students, it also helps the teacher to know the ability of each student, to know how far the students' understanding about the material that has been taught, and also to know the students' achievement before or/and after the class. Thus, it needs the teacher's initiator to make those benefits are really useful.

Creating an interactive classroom is one of the teacher's roles as an initiator of the interaction. Brown (2007: 218) said that the most important key to creating an interactive language is the initiation of interaction by the teacher. By creating an interactive classroom, hopefully, it can help teachers improving the questioning strategies in the classroom.

Actually, questioning strategies were one of the teaching strategies that was very commonly used by teachers, but, they did not understand yet the effective elements of questioning strategies. As a teacher, he/she has to be sure that the questions which are

given to the students can stimulate students' response and avoids students' confusion in the learning process. Shaunessy (in Sari,2014) argued that questioning strategies are needed for the growth of critical, creative, and higher level thinking skills. Higher level thinking skill or also called higher order level thinking skill (HOTS) is a way to developing and assessing the students' thinking skills, so, it needs the special strategy in giving a question to stimulate students' creative, critical, and have higher level thinking. To stimulate students' HOTS, it can be realized by giving students' support at the beginning of the lesson to get students' confidence. In other words, asking and answering questions in vice versa between students and teacher is better than the process is dominated by the teacher. Therefore, teachers are expected to be facilitators who support the students, so that the students will be confidence and comfort in the learning process.

The researcher had some reasons to hold this study. The first reason, it is important to examine what kinds of strategies are effective to be used to interact with students and help them acquire the target language better. The second reason is the researcher also interests to know the response of the students for each question to find out which question is suitable to them. In sum, the researcher not only wanted to analyze the questioning strategies used by the teacher, but also interested to know the students' responses for each questioning strategies.

Based on the background of the research above, the focus of the research can be formulated as follows: "What strategies of questions does the teacher use in the daily practices in English classroom interaction in the eighth-grade students of junior high school 1 Trenggalek in the 2017/2018 academic year? and how do the students respond to the questions given by the teacher in English classroom interaction in the eighth-grade student of junior high school 1 Trenggalek in the 2017/2018 academic year?"

In line with statement of the focus research mentioned above, the objectives of research are to know the strategies of questions used by the teacher in English classroom interaction in the eighth grade students of junior high school 1 Trenggalek in the 2017/2018 academic year and to know the students' response to the questions given by the teacher in English classroom interaction in the eighth grade students of junior high school 1 Trenggalek in the 2017/2018 academic year.

This study is expected to give the benefits for educational field. The first, from the theoretical aspect, the result of this study is expected to give any contributions for additional knowledge related to the questioning strategies. The second, from the practical aspect, the result of this study is expected to be useful for the students, teachers, writer, and other researchers. To the students, the result of this study can be used by students

to know the questioning strategies and to respond to the teacher's question. To the teachers, the result of this study can enrich their knowledge about questioning strategies, to understand kinds of questioning strategies that are suitable for teaching and learning process and appropriate to students' response. To the writer, the result of this study can be used by the writer as the classroom observation activity to know the questioning strategies that commonly used by the teacher in classroom activities. To the other researchers, the results of this study can be used as the reference to do field the research related to the questioning strategies.

RESEARCH METHOD

The research design that is used in this study is the qualitative research design concerning with descriptive qualitative method. Wahyuni (2012: 1) states that "Qualitative research is an inductive approach and its goal is to gain a deeper understanding of a person's or group's experience". Meanwhile, the descriptive qualitative method is designed to describe the data as the real condition or the fact (it does not give the variables, manipulation or changing the variables (Sukmadinata, 2016: 73). In this research, qualitative data is focused on the description of conversation analysis of the teacher's questioning strategies and students' responses in English classroom interaction.

In qualitative research, the researcher is as a key instrument (Sugiyono, 2010: 306). In this study, the researcher collects data by observing the setting and interviewing the subject that may give the information about the questioning strategies and students' responses. Besides that, the researcher is accompanied by someone who records the teaching and learning process. In sum, the researcher's role in this research is a participant observer to gather the data during the observation.

The researcher is interested to conduct this research in SMPN 1 Trenggalek that is located at Jln. Dr. Soetomo No. 10, Ngantru, Trenggalek. In this research, the subjects are the teacher and the students in the eighth grade. The researcher chooses one of English teacher and 66 students as the subject of the research and to be a sample of this study.

The steps of qualitative research are the research process done by the researcher as the activity guide starting from research's planning until research's reporting. In this research, the research procedure is done by using the theory from Ary et al (2010: 31) which mentions that there are seven procedures to do during research namely selecting a problem, reviewing the literature on the problem, designing the study, collecting the data, analyzing the data, interpreting the findings and stating conclusions, and reporting

results.

The data of this study are utterances and conversations between teacher and students during the learning process. Based on utterances and conversations, the researcher tries to analyze the teacher's questioning strategies and students' responses during English classroom interaction. The source of data of this research is the English teacher and 66 students in the eighth grade of junior high school 1 Trenggalek.

The researcher gains the data by doing observation and giving questionnaire. The observation is done in the field study by recording (videotaping) the subject of the research. The use of videotaping is to record all the teacher's and students' talk during the English foreign language learning process. The researcher records a week lesson in the two classes of eighth-grade students of SMPN 1 Trenggalek. The researcher is also interested to use field note to make a note related to the students' responses in the teacher's question. The questionnaire is designed for the teacher and the students concerning with open and closed-ended question type.

Based on the observation through videotaping, the researcher analyzes the data by following the steps suggests by Ary et al (2010: 481). Those steps are (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing. It means that the researcher copied the data from the camera into the laptop and transcribes the utterances into the words. Then the researcher organizes each utterance based on each suitable category. After familiarizing the utterances, the researcher makes codes and categorizes it. In this step, the researcher reads all utterances' transcription and starts to code the data. The researcher then makes the list to all code words and grouped it into similar data. The last, the researcher interprets and represents the data based on the result of the analysis. In analyzing the data from students' questionnaire, the researcher analyzes it quantitatively in the form of Likert Scale. The responses are in the form of statements related to supportive ideas or opinion (Sugiyono, 2017: 93) as reflected in four categories of responses by scoring each item in the scale, they are Always (A=4), Sometimes (S=3), Rarely (R=2), and Never (N=1). The next, criteria are set to interpret the result of the computation. Because the questionnaire consists of 20 statements, the calculation of score range is elaborated as follows:

$$\text{Maximum score} = 20 \times 4 = 80 \times 66 = 5280$$

$$\text{Minimum score} = 20 \times 1 = 20 \times 66 = 1320$$

Based on the range score above, the total score can be categorized into four categories as follows:

Table 1: **Total Score Categories**

No.	Range score	Category
1.	0 – 1320	Poor
2.	1321 – 2640	Sufficient
3.	2641 – 3960	Good
4.	3961 – 5280	Very good

Source adapted from Sugiyono, 2016: 99.

FINDING AND DISCUSSION

The researcher conducted this research in SMPN 1 Trenggalek that is located at Jln. Dr. Soetomo No. 10, Ngantru, Trenggalek, East Java with 66311 postcodes. Nowadays, this school is headed by the principal Drs. Imam Asrori, M.Pd. There were 38 classes in this school. This research was conducted at the same time on two classes of the eighth-grade students. There were VIII C and VIII E. For each class consisted of 33 students. C class was 17 male and 16 female. E class was 16 male and 17 female. For the first, this research was done in C class and the second was E class. The researcher only observed one teacher as one of the subjects of this research. It meant that during the observation for both of classes, the researcher observed the same teacher because this teacher was commonly taught those classes.

Research Findings

This part explains about research finding of data collection through observation classroom activities toward videotaping and questionnaires both for teacher and students in the eighth grade of SMPN 1 Trenggalek.

a. Research Finding on Observation

Observation classroom activities were done by using videotapes during teaching and learning to gather the data about the teacher's questioning strategies and students' responses. The first, the researcher found teacher's questioning strategies. There were many kinds of questioning strategies were used by the teacher in the English classroom interaction. Based on the result of observation classroom activities, the teacher's questioning strategies were classified into seven points related to the questioning strategies as can be seen in table 2.

Table 2: **Teacher's Questioning Strategies**

No.	Teacher's questioning strategies	Done	
		Yes	No
1.	The teacher used some types of question in questioning the students	√	
2.	The teacher was questioning the students in all session of teaching	√	
3.	The teacher used a wait time when she/he was questioning the students	√	
4.	The teacher repeated the question in different or the same sentences	√	

5.	The teacher translated the question or mix the question into Bahasa Indonesia and emphasized the question when the students seemed confused.	√
6.	The teacher get closer to students when they could not answer the questions until three times	√
7.	The last, the teacher gave a reward as reinforcement for students who answered the questions correctly.	√

Based on the table above, it can be seen that the seven points of teacher's questioning strategies were done by the teacher during the observation. Those seven points of questioning strategies can be described as follows:

1. The Teacher Used Some Types of Question in Questioning the Students

One of the questioning strategies that used by the teacher was applied the types of questions when asked the material to the students. Furthermore, the questions were applied in each section based on the functions of each type of question. The classification five types of questions as shown in table 4.2

Table 3: Types of Questioning Strategies

No.	Types of Questioning Strategies	Frequency	Percentage
1.	Descriptive Questions	36	60 %
2.	Analysis Questions	15	25 %
3.	Evaluation Questions	7	12 %
4.	Compare / Contrast Questions	2	3 %
5.	Causal Relationship Questions	-	-
Total		60	100 %

Based on that table, it showed the frequency and percentage when the teacher used types of questioning strategies during the observation. The first was a descriptive question. This type was often used frequently by the teacher. As seen in the table, there were 60% of descriptive questions used. The rest of the question's types were analysis questions 25%, evaluation questions 12%, and also compare contrast questions 3%. However, as shown in the table, the causal relationship questions did not appear in the teaching-learning process during the observation classroom activities. The researcher listed all utterances by making a table consist of a number, code, utterances, and utterance number. For the frequencies' list of the each questions' type, it can be seen at the table above:

Table 4: List of Teacher's Questions Type

No.	Code	Utterances	Utterance Number
1.	DQ	What is the video showing about?	1
2.	DQ	Do you know the moral value of this video?	2
3.	DQ	What was your secret in the past? Would you share your secret to me?	3
4.	DQ	Do you know the moral value?	4
5.	DQ	What is the meaning of recount text?	5
6.	DQ	Do you know recount text?	6
7.	DQ	Today we are going to make a diary telling your secret.	7

		Ada yang tahu what is the diary?	
8.	DQ	Based on the picture. What is the topic? Apa topiknya ini kira-kira?	8
9.	DQ	Dari kata apa ini? Went verb one nya apa? What is the verb one?	9
10.	DQ	Are you sure? Yang motong siapa? Yang memindahkan kesana?	10
11.	DQ	Do you know wood?	11
12.	DQ	What does it mean, sew ?	12
13.	DQ	Rub, apa?	13
14.	DQ	What is the first picture means?	14
15.	DQ	When the picture happened? Kapan?	15
16.	DQ	Sebelumnya tadi? What is the dialogue about?	16
17.	DQ	Febri, do you agree this one? Do you know picture eight? Can you correct the answer?	17
18.	DQ	Next to Kori siapa? Coba Hafis sama Kori. What kind of competition? Have you read? Coba cari.	18
19.	DQ	What do you say this one "wanted"?	19
20.	DQ	How do you know? Which one? Yang mana kata yang menunjukkan cleaning tools?	20
21.	DQ	Do you find some cleaning utensil tools there? In the text? Ngerti ndak kamu yang saya maksud?	21
22.	DQ	Apa coba disitu (kind of cleaning utensil tools)? What else?	22
23.	DQ	Kalau di tubuhmu apa namanya nails?	23
24.	DQ	What is duster?	24
25.	DQ	Do you know principal?	25
26.	DQ	Realized itu apa?	26
27.	DQ	Kamu biasanya perabotan dirumah diapakan? So, furnish apa berarti? Untuk apa?	27
28.	DQ	How many picture?	28
29.	DQ	So, what did you do? Yang kamu kerjakan itu apa?	29
30.	DQ	Last meeting we have tried to understand about the event happen in the text this one. So, can you mention the sentences in page 185? Have you finish?	30
31.	DQ	Ok. The text what is about?	31
32.	DQ	Kalau 1 am, so it is in the?	32
33.	DQ	What it was? What happen to her? What's the day? What's wrong with Dina? How many days?	33
34.	DQ	Laugh itu apa?	34
35.	DQ	Kemarin s-a-w itu dibaca apa?	35
36.	DQ	Masih ingat kalau harmful kemarin apa?	36
37.	AQ	What its about? What is picture two? What do you think about picture two?	1
38.	AQ	So, what do you say?	2
39.	AQ	Bagaimana itu cara mengerjakannya? Diapakan itu?	3
40.	AQ	We saw the wood and kira-kira terus apa? Only saw? Cuma lihat saja? Apa yang mereka cakapkan?	4
41.	AQ	How can you find? Bagaimana cara mencari statement yang ada disitu? Look at the dialogue! Can you look the dialogue?	5
42.	AQ	Is it right? Is it right to write it in the beginning of the sentence? What it must be?	6
43.	AQ	How about this? What is about? The topic nya apa ini? The second dialogue.	7
44.	AQ	How about this, based on picture two, waktunya sekarang apa lampau? Do you find it? Do you understand what I mean?	8
45.	AQ	Kalau sew verb two nya apa? Jadinya gimana?	9
46.	AQ	Duster and daster? Ada yang tahu bedanya apa?	10

47.	AQ	Kalau yang ini bagaimana? "see = saw = seen" how to differentiate it?	11
48.	AQ	Have you done such kind of this experience? Pernah mengalami seperti ini?	12
49.	AQ	The first paragraph is? The last he'eh. Was helping my mam in the kitchen ya? Itu yang first. And then the second? And the last is?	13
50.	AQ	What did the problem faced by Dina in Saturday? What did the problem faced by Dina in her free day? How about this question?	14
51.	AQ	Ini apa to? What is the conflict? Frying pan-nya, frying pan biasa apa ndak? Ok what do you say in English? Ok. Hot frying pan. Where? Which one on you body? In the chick?	15
52.	EQ	Ini agak sulit ya? Coba how to say this one "sew"? see or sew?	1
53.	EQ	How about this? How about this "won" ? we want or we won?	2
54.	EQ	How about this? Mr. Wayan's home or Mr. Wayan's house?	3
55.	EQ	At ten thirty or at thirty past ten my parent? Which one is better? Mana yang lebih baik?	4
56.	EQ	It is ten pas twelve? Am or pm?	5
57.	EQ	Ok, kalau misalnya morning, afternoon, and then evening. Untuk waktu saat ini kamu pilih yang mana? Am or pm?	6
58.	EQ	Tough bukan thought. Kalau thought apa thought?	7
59.	CCQ	Cut and cut it is right one and it is same both for verb one and verb two. Kalian tahu apa yang membedakannya?	1
60.	CCQ CRQ	2 am and 2 pm. Is it different? Is it same?	2 -
Total Utterances			60

Notes :

- DQ : Descriptive Question.
- EQ : Evaluation Question.
- AQ : Analysis Question.
- CCQ : Compare Contrast Question.
- CRQ : Causal Relationship Question.

a. Descriptive Question

The first questioning strategy found in this research was descriptive questioning strategy. In this questioning strategy, students were only asked to recall information. It means that this strategy used as a way to recall the information such knowledge that have been taught previously by the teacher. For example as in code DQ utterance number 4, when the teacher asked :

Teacher : "Do you know the moral value?"

b. Analysis Questions

The second questioning strategy found in this research was analysis questioning strategy. In this questioning strategies, the teacher asked students to put information in another form such predict the outcome, to take a guess based on the teacher's clue and also to stimulate the students to be active in the thinking process. in this research, this

kind of question used as a way to allow students to predict the outcome based on the teacher's question. For example, as in code AQ utterance number 4, the teacher asked :
Teacher: "We saw the wood and kira-kira terus apa? Only saw? Cuma lihat saja? Apa yang mereka cakapkan?"

c. Evaluation Questions

The third questioning strategy found in this research was the evaluation questioning strategy. In this questioning strategy, the students were expected to give a reason for their answers. For example, as in code EQ utterance number 6, the teacher asked:

Teacher: "Ok, kalau misalnya morning, afternoon, and then evening. Untuk waktu saat ini kamu pilih yang mana? Am or pm?"

d. Compare / Contrast Questions

The fourth questioning strategy found in this research was compare/contrast questioning strategy. In this questioning strategy, the teacher asked the questions that were aimed to call attention to common elements or major differences between ideas or arguments. In this situation, students were expected to think critically and to find out the differences (unlike) and or the similarities (alike). For example, as in code CCQ utterance number 1, the teacher asked:

Teacher: "Cut and cut it is right one and it is same both for verb one and verb two. Kalian tahu apa yang membedakannya?"

e. Causal Relationship Questions

Actually, this type was used to show causal relationships or to determine whether any relationships or not. These questions begin with words or expressions such as, "what are the causes/effects of," "what connection is there," "what are the results of." Based on the observation classroom activities, causal relationship questioning strategy did not appear in the classroom. It was because of during the observation, those words or expressions did not apply by the teacher. It meant that the teacher did not ask this kind of question during the teaching-learning activities.

2. The Teacher was Questioning the Students in All Session of Teaching

In this research, the questioning's observation was done by each session starting from the beginning until the ending of the lesson. The observation was in the two classes which observed on the same day but the different time. Actually, teachers' questions can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom.

In this research, the questions were used frequently in the middle of the lesson, but, sometimes at the beginning and the ending of teaching.

3. The Teacher Used Wait Time when She was Questioning the Students

Wait time was used in the learning process when the teacher asked a question. Actually, wait time was a time given by the teacher to allow students thought the answer of teacher's question several times. In this observation, the wait time also used by the teacher when the teacher saw that students were still got confused about the teacher's question. So, she gave several times to students to find the correct answer. An example was in code AQ utterance number 5, the teacher asked:

Teacher: "How can you find? Bagaimana cara mencari statement yang ada disitu? Look at the dialogue! Can you look the dialogue?"

This utterance meant that the teacher gave students a time to look at the dialogue and find the statement. A time was given by the teacher for about a minute.

4. The Teacher Repeated the Question in Different or the Same Sentence

Sometimes the teacher repeated the question to make clear what was she meant. The teacher repeated the question in different sentences and also in the same sentences. In this observation, the question was frequently applied in different sentences rather than in the same sentences. When the teacher repeated questions, sometimes, it was done by adding the mother language. Example of the repeated question in the different sentences was in code AQ utterance number 14, the teacher said:

Teacher: "What did the problem faced by Dina in Saturday? What did the problem faced by Dina in her free day?"

Based on this utterance, the teacher repeated question in the different sentence, but, had the same meaning. On the other side, the example of the repeated question in the same sentences was in code EQ utterance number 2, the teacher said:

Teacher: "How about this? How about this "won"? We want or we won?"

5. The Teacher Translated the Question or Mix the Question Into Bahasa Indonesia and Emphasized the Question when the Students Seemed Confuse

Generally, when the teacher asked the question to the students, it was in the English language form. For example, as in code DQ utterance number 24, the teacher asked:

Teacher: "What is duster?"

On the other hand, there were some questions that were asked by translating into the Indonesian language after saying it in the English language. It meant the teacher asked in the English language first then translated into the Indonesian language. There were also several questions which were done by mixing the question in English language and Indonesian language. For the rest, there were some questions which were conducted in the form of pure Indonesian language.

6. The Teacher Get Closer to Students When They Could Not Answer the Questions until Three Times

Checking whether the students really understood or not, the teacher got closer to students. It was done as a way to know the reason why the students did not answer as soon as the time given. In this observation, the researcher got closer to the students depending on the level of question's difficulties. When the teacher got closer, she explained and showed what she meant. For example, as in code DQ utterance number 33, the teacher asked :

Teacher: "What it was? What happen to her? What's the day?"

7. Last, the Teacher Gave Reward as Reinforcement for Students Who Answered the Questions Correctly

When the students answered correctly, the teacher would give a reward. There were many kinds of reward. The reward here meant an expression which given by teachers such as praise and congratulation. Based on observation, every students' answer was given a praise by the teacher. For example, as in code DQ utterance number 12, the teacher asked :

Teacher: "What does it mean, sew ?"

Students: "Menjahit."

Teacher : "Very good, thank you."

Based on the utterance above, the teacher asked the meaning of "sew", then the students answered it correctly so she gave a reward to students by saying "very good, thank you."

The second finding, the researcher found the students' responses. In this research, the students' responses meant what form the students' answer in answering the teacher's question. By using observation field note, the researcher listed the forms of students' responses during the observation. Those can be concluded that the most responses were in the target language form, there were also some responses which spoken in the mother language, and the rest was the variants of the answer (short and long). The most answers were found in the form of short answer. Another, there were

most of the chorus responses found in this research. Chorus responses was a situation where the teacher asked the question and then the students answer it together.

b. Research Finding on Questionnaire

This part consists of research finding of the implementation of teacher's questioning strategies and students' responses in the students' and teacher's opinion. The questionnaire had been implemented on Wednesday, April 15th, 2018 given to two eight classes' students and one teacher of SMPN 1 Trenggalek. There were 1 teacher and 66 students who joined. Based on the data of students' questionnaire, it can be concluded that the students' gave positive responses to the teacher's question. According to the score in each item, the total score that was gained = 4284. Then, the total score was compared to the table and the result showed "very good". Based on the teacher's questionnaire, it can be concluded that in every meeting she asked question by using some strategies for each session, she also used wait time in giving students' question, and the last one preferred students to answer her question in the forms of (individually and peer or group) and also (direct and indirect).

Research Discussion

Based on the research finding mentioned above, it needed to be discussed to know the relation between the research findings and the related theory.

a. Research Discussion on Observation

The first for the implementation of teacher's questioning strategies and students' responses was proven by observing their learning process started from the beginning of the lesson until the end. For the teacher questioning strategies, the seven points of teacher's questioning strategies were done by the teacher during the lesson. It was in line with Sujariati et al (2016) stated in his journal that there were seven points of teacher's questioning strategies. Those are 1). The teacher used some types of question in questioning the students, 2). The teacher was questioning the students in all session of teaching, 3). The teacher used a wait time when she/he was questioning the student, 4). The teacher repeated the question in different or the same sentence, 5). The teacher translated the question or mix the question into Bahasa Indonesia and emphasized the question when the students seemed confused 6). The teacher gets closer to students when they could not answer the questions until three times, 7). The last, the teacher gave reward as reinforcement for students who answered the questions correctly.

The second was students' responses in asking and answering the question to the teacher. Based on the previous research Ndun (2015) mentioned that the teacher was applied the longer answer in answering teacher's question by using chorus responses (a

situation where the teacher asked the question first then followed by students' responses). In this research, the researcher also found those students' responses form. Besides that, the researcher found another form of students' responses. There were the most responses was in the target language form and there were also some responses which spoke in the mother language (Indonesian language).

b. Research Discussion on Questionnaire

Based on the result of the questionnaire, the most frequent choices given by respondent were "Sometimes". In another hand, according to the previous study conducted by Ndun (2015: 72) showed that most students said that they (students) "always" answer the question, only a few of students said that they rarely answer the question. In sum, the result of this research was different from the previous study. Furthermore, based on the teacher's questionnaire, it can be concluded that in every meeting the teacher asked question by using some strategies for each session, she also used a wait time in giving students' question, and the last she preferred students to answer her question in the forms of (individually and peer or group) and also (direct and indirect). In sum, the result of this research is in line with the theory suggested by sujariati et al (2016) related to the seven points of the teacher's questioning strategies.

CONCLUSION AND SUGGESTION

After having analyzed the data as stated in the previous chapter, the researcher makes some conclusions based on the findings as follows:

1. There are seven teacher's questioning strategies that used by the teacher. Such as
1). The teacher used some types of question in questioning the students, 2). The teacher was questioning the students in all sessions of teaching, 3). The teacher used a wait time when she was questioning the students, 4). The teacher repeated the question in different or the same sentences, 5). The teacher translated the question or mix the question into Bahasa Indonesia (Indonesian Language) and emphasized the question when the students seemed confused. 6). The teacher got closer to students when they could not answer the questions until three times. 7). The last, the teacher gave a reward as reinforcement for students who answered the questions correctly.
2. Students give responses mostly in the target language, but there were also some responses which spoken in the mother language, and the rest was the variants of the answer (short and long). Another result showed that the most answers were in the short answer. The last result, there were most of the chorus responses found in this research. Chorus responses was a situation where the teacher asked the question the students answer it together.

Based on the conclusions above, the researcher hopes that the result of the research can increase the knowledge of educational people related to strategies in asking a question. Here, the researcher gives some suggestions for people especially in the educational setting such the students, the teachers, and the further researcher. The suggestions are presented in the following:

To the students, the implementation of students' responses makes students get more active to join the classroom activities. The responses are useful for the students to speak up using their foreign language.

It is also useful for the teacher to know the students' understanding and students' comprehension in the material taught. For the teachers, I suggest to develop their teaching strategies, so the students could gain the best learning process. As a matter of fact, questioning strategies is one of the teaching strategies that is commonly used when teaching in the classroom. Therefore, it is very important to teachers to pay attention to their questioning strategies, because if they do not apply the best questioning strategies in their teachings, the students will not gain the best achievement from the learning process.

For further research, it can be used as a reference to do field the research related to the questioning strategies. I also suggest the next researcher not only do the research on teacher's questioning strategies but also each function of questioning strategies. Hence, this study is only limited to investigate questioning strategies and students' responses.

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