



**TEACHER QUESTIONING STRATEGIES TO CREATE CLASSROOM
INTERACTION IN EFL CLASSES**

(A Case of English Teacher of State Junior High School 2 Pati)

A Final Project

**Submitted in Partial Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan in English**

By

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STATEMENT OF ORIGINALITY

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Declare that this final project entitled Teacher Questioning Strategies to Create Classroom Interaction in EFL Classes (A case of English Teacher of State Junior High School 2 Pati) my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, June 2019



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APPROVAL

This final project, entitled TEACHER QUESTIONING STRATEGIES TO CREATE CLASSROOM INTERACTION IN EFL CLASSES (A case of English Teacher of State Junior High School 2 Pati) has been approved by the Board of Examination and officially verified by the Dean of Language and Arts Faculty of Universitas Negeri Semarang on May 28th, 2019.

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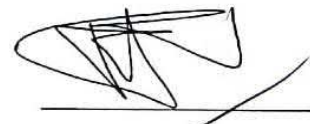
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MOTTO AND DEDICATION

“The biggest enemy in our life is ourself so you have to push ourself to defeat it”.

(My self)

“Tundalah Kebiasaan untuk Menunda Sesuatu”

(My self)

“Man Jadda Wajada: Siapa bersungguh-sungguh pasti berhasil”

This final project is dedicated to:

My Beloved Parents

My Brother and Sister

My Best Friends

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ABSTRACT

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Keywords: Teachers' questioning strategies, level of question, students' responses, EFL classroom interaction.

This study reports on a study aimed at examining English language teacher about questioning strategies to create classroom interaction in EFL (English as a foreign language) classes.

I used a case study design in this study which focused on the descriptive analysis. This study was conducted in State Junior High School 2 Pati. The participants of this study are an English teacher and seventh grade students in two classes. The data were obtained by using classroom observation and teachers-students' interview. I used Bloom's Taxonomy Revised (2001) and Chen's theory (2016) to categorize and analyze the data findings due to know if the teacher questioning can create classroom interaction.

The result of the analysis showed that the teacher posed all of the types cognitive level questions based on Bloom Taxonomy Revised (2001) in both classroom observation. Questions that encourage more interaction in the classroom was higher level questions that are applying, analyzing, evaluating and creating. Those higher level questions were dominant found in the first classroom observation than in the second class. In order to keep students active in responding questions, the teacher used questioning strategies. They are wait time, repetition, paraphrasing, simplification and probing according to Chen's theory (2016). The most frequent strategy used by the teacher in two classes was wait time.

As a feedback through the teacher's questions, students responded the teacher's question in different way; such as restricted or elaborated response even non-response. It was found that restricted responses more frequently produced by the students when teacher posed questions.

It can be concluded that the teacher use all types of cognitive level questions and some questioning strategies to gain responses from the student in the classroom. It was believed that the more intense the teacher asks questions to students, the more active students speak. Interaction among teacher and students would be create well. Therefore it is necessary for the instruction to use questioning to encourage students' activeness to create classroom interaction in EFL classes.

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CHAPTER I

INTRODUCTION

In this chapter, I present the general background of the study which contains factual problems, conditions of the teachers' questions taking place in the school under the study, and previous studies that are similar to my study. Then, I present the reasons for choosing the topic, the research questions, the objectives of the study, significance of the study, the scope of the study, and outline of the report.

1.1 Background of the Study

English as a primary foreign language in Indonesia is widely known as an international language used in every corner of the world as a medium to interact between people. As a nonnative language, Indonesian educational system places English as the first foreign language among other foreign languages used in Indonesia. Its policy implicates that this language becomes one of the compulsories subject to be taught in secondary schools and tertiary education.

English becomes one of the obligatory subjects in the Indonesian education curriculum is also emphasized by Dardjowidjojo (2000) and Lie (2007) cited in Fitriati (2015). He stated that English has been the first foreign language to be taught in Indonesian schools as a compulsory subject in junior and senior high schools, in year 7 through year 12 since 1945 and as a local content subject in some prime schools in cities and urban areas. Moreover, English for particular purposes is tutored for several semesters at college based on the majors of students. Teaching and learning English has been selected to be the main foreign

language in Indonesia because it has international stature that is special status due to the large number of English speakers worldwide.

Teaching English is a challenging for the teacher nowadays. Even though English has been taught for a long time, the result of teaching and learning English is still unsatisfactory, Ramelan (1992). Many learners are unable to communicate in the target language despite having English instruction for many years, particularly among the four main English language skills. One of the most challenging language skills for learners is speaking that requires complex skills, not merely conveying ideas verbally.

Based on my experience observation, when I did teaching practice during the PPL program in State Junior High School 2 Semarang, the common problem that EFL teachers faced in the classroom was a passive class. Students were unresponsive, avoid interaction with a teacher and there will be time when student cannot answer a teacher's question.

It seemed that there was less interaction between the teacher and student in the classroom. Students often are loath to make response even if they understand the question, know the answer, and are able to produce the answer. What more, as a whole, the students do not respond voluntarily toward the instructor's question to participate classroom discussion.

I think this problem did not occur in the school where I did the teaching practice only but it will also happen in other school which is English as the foreign language. In line with the study conducted by Isfara (2017), she argued that students in the EFL class are still lack of practicing to speak English. Many students are only

good in the theory of grammar, but they are passive in speaking English, especially in answering teachers' questions.

The other study conducted by Sa'adah (2018). She found that one of the English teachers used a small portion of questioning in the teaching-learning process. The questions posed by the teacher did not need critical thinking to answer so students were rarely speak during the teaching process.

Dealing with this case, it is necessary for the instructor to make a good atmosphere of a teaching-learning process that require teacher and students interaction. By creating classroom interaction, it will increase students' language performance. Not only students get the impact of the importance of good interaction but the teacher can also improve their teaching and learning process in the classroom.

According to Ellis (1990) cited in Suryati (2015), classroom interaction in an EFL context is defined as all communication which refers not only exchanges involving authentic communication but every oral exchange occurring in the classroom that include those that arise in the course of formal drilling.

Understanding how the dynamics of classroom communication that influences students' participation in classroom activities is requisit for the tutors. It may enable them to monitor and adjust the patterns of classroom communication in order to create an environment that is conducive to both classroom learning and second language acquisition. Effective classroom strategies can also be employed to enhance students' communicative competence and increase students' performance.

Interaction between teachers-students and students-students are required in the classroom activities to take a communicative approach. It will help the teaching and learning process run smoothly. When the teachers-students and students-students' interactions happen, the instruction will reach the target. The gap between teachers and students in the classroom will disappear. Not only teachers who will be active in communication but students will also participate in the classroom discussion. So, the teaching and learning process will be balanced between teachers and students.

According to Nurhidayati (2006), one form of the interaction that open the chance for the students to use the target language is through questioning. Questioning has been considered as one of the most essential techniques during instructional processes. It takes up most of the teacher talks that have a great influence on classroom interaction. Rothkopf (1967) and Prase (1963) cited in Arslan (2006) consider question as an important form or instructional interaction as they act as motivational stimuli having arousal and associative outcomes.

Some researchers have found that teachers spend most of their instructional time conducting question session. Gambrell (1986) stated that teachers asked questions every forty-three second. By asking questions, the students are expected to actively give responses to the questions being asked to them. Teachers can enhance students' involvement, promote students' creative thinking, check whether the students understand what they have been taught and at the end they achieve the teaching goals.

In order to get teaching goals properly, the teachers must be able to question well. There are many types of question that can be applied by the teacher as a teaching strategy. According to Grabowski (1996) cited in Kurniawati and Fitriati (2017), different types of questions require different levels of cognitive processing and learning.

However, not all of the type questions posed by the teacher achieve the purposes in eliciting responses from the students. Sometimes students could not understand teacher's questions. It might be caused by several factors, such as the fast speaking speed of teacher's instruction, unfamiliar words in the question sentences, the teachers do not repeat and explain the questions clearly or probably they do not provide a sufficient wait time.

Dealing with this case where teachers' questions failed encouraging students to provide responses, teachers should find or use strategy to encourage students to respond teachers' questions. Ornstein (1987, p. 74) cited in Isfara (2017) asserts that teachers should know how well and effective their questioning strategies and techniques are. This is because how teachers deliver the questions will influence students' understanding.

From the explanation above, in this study, I analyzed and explained more about teachers' questions in asking cognitive level of questions during the teaching learning activity. The discussion of the teachers' questions was based on a revision of Bloom's taxonomy revised adopted from Anderson and Krathwohkl (2001). In addition, I investigated not only the level of questioning but also the strategies the

teacher used to keep the students active in responding questions and also students' responses after achieve teacher's questions according to Chen's theory (2016).

1.2 Reason for Choosing the Topic

A good teaching-learning process happens when there are interactions between teachers and students. It means that it is not one way communication that dominated by the teachers.

During my teaching practice in PPL program, I found that many students are still lack of speaking practice in the classroom discussion. It might be caused by many factors, including the students have not adequate exposure in English, they were shy to speak, teachers focused more on teaching grammar than guiding them to practice the language directly and there was less interaction between the teacher and students.

Seeing the fact, questions are expected to make students engaged to speak and encourage pupils make a contribution in the classroom discussion because questioning produce oral interaction between teacher and students. Therefore, in this study, I want to know the level of questions, teachers questioning strategies and how students' respond through teacher' questions. Furthermore, I want to know whether or not classroom interaction can be created through teachers' questioning.

1.3 Research Questions

The study aimed at answering the following questions:

1. What level of questions are used by English teacher during teaching-learning process?

2. What types of teacher's questioning strategies are used by the teacher?
3. How do students' response toward the questions given by the teacher?

1.4 Objectives of the Study

The objectives of this study are:

1. to identify and describe level of questions are used by English teacher during teaching-learning process,
2. to identify and describe types of teacher's questioning strategies are used by the teacher,
3. to explain how students' response toward the questions given by the teacher

1.5 Significance of the Study

The significances of this study include theoretical, practical, and pedagogical significances that are explained as follows:

1. Theoretical Significance

This study informs to the readers that using questions can create classroom interaction while English teaching-learning process. Questioning given by teachers can be one of the effective ways to decrease students passiveness.

It can stimulate them to think, give a response to teachers and make contribution in the classroom discussion.

2. Practical Significance

This study shows that questioning can be used by teachers or future teachers to avoid students' passiveness in the classroom. Furthermore, it can make them contribute and participate well in the lesson. When the students are

active in answering the questions, the interaction in the classroom create well.

3. Pedagogical Significance

This study provides theories and analysis for the teachers about questioning skill, especially the level of question and questioning strategies to encourage students' interaction during learning process. Especially for English Department students, this study will encourage them to conduct any research related to questioning in teaching.

1.6 Scope of the Study

This study investigates the level of questions which are delivered by the English teacher when they conduct teaching and the students' responses. Furthermore, this study only observes the English teacher of State Junior High School 2 Pati and the students she taught. There are two classes in the seventh grade to be observed.

1.7 Outline of the Study

I organize the final project entitled Teacher's Questioning Strategies to Create Classroom Interaction (A Case Study of the English Teachers of SMPN 2 Pati) in order to make the readers easier to understand the study. This final project is divided into five chapters. Each chapter has several subchapters. The following shows the contents covered in this final project.

Chapter I presents the introduction. This chapter consists of the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, scope of the study, and outline of the report.

Chapter II elaborates the review of related literature. This chapter consists of review of previous studies related to the topic of the study, the review of theoretical studies which explains the meaning of question, teacher question, function of question, objectives of questions, type of question, the effective question, questioning strategy and interaction in the EFL classroom. Also, I explain the framework of the present study.

Chapter III discusses the methods of investigation. This chapter deals with research methodologies, subject of the study, research participants, technique of collecting the data, methods of analyzing data and triangulation.

Chapter IV presents findings and discussions. This chapter includes the general description, the analysis result, and discussion about teacher's questions that create classroom interaction.

Chapter V presents conclusions from the findings and discussions and gives some suggestions for teachers, students, and future researchers based on the analysis result.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature which consists of review of the previous studies, theoretical background and theoretical framework.

2.1 Review of the Previous Studies

Teacher questioning is a prominent feature of classroom talk (Wellington & Osborne, 2001 as cited in Chen, 2006). It may serve various functions such as focusing attention, exerting disciplinary control, getting feedback and most important of all, encouraging students to participate. As stated by Wu (1993), questioning as a worthwhile activity in teaching and consider it a popular method of involving students in a lesson and a tool for facilitating student participation.

Here there have been numerous studies conducting on teacher's questioning. Some researchers have classified questions into many ways. I have found some studies related to my topic then I group them into four categories. The first is type of questions, questioning strategies, the correlation between the type of question and questioning strategies and the last is the correlation questioning and classroom interaction.

For the first category, there are some studies which belong to type of questions. I have found the previous studies which some experts categorized questions into two types; display-referential question and open-closed question. According to Brown (2001), display question is type question in which the answer of the question is already known by the teacher. This type of question is asked for students in order to check whether they know the answer or not. The other studies

applied this type of question were Shomoossi (2004), Yang (2010), Qashoa (2013), Ndun (2015), Rezvani and Sayyidi (2015), Fitriani and Amilia (2017). Display and referential questions are generally found in the classroom interaction. Teachers highly use display questions based on their purposes that is to check students' knowledge, Yang (2011). This study was in line with the study conducted by Fitriani and Amilia (2017), display question (92%) were highly uttered by the teachers rather than referential questions (8.1%). All the questioning functions are related to eliciting information, checking students' understand the lesson. Therefore, display questions were the most frequently used by the teachers in the language classrooms.

Shomoossi (2004) also found that display questions outnumbered referential ones. The obtained data showed that display questions requiring short answers contained small pieces of information, such as part of speech, word stress, intonation, antonyms and synonyms, word pronunciation and meaning, comprehension checks. The use of display questions can encourage language learners, especially beginners, to get interested. It may also help teachers provide comprehensible input for learners. The number of referential questions asked in classes was less than the display ones also found in the study conducted by Qashoa (2013). It was found that some referential questions did not elicit any answer and sometimes they elicited only one or two words. Moreover, some display questions elicited long answers. It was about more than six words. Moreover Ndun (2015) have found that in her observation, display questions resulted in a much longer responses than referential questions. Referential questions need students to think

and discuss which will take a lot of time. However, because of the limited time, teachers cannot spend much time on class discussions. While display questions have an exact answers where students can easily find in books or previous memory. Maybe students are used to answering display questions. Meanwhile, referential questions do not have an exact answer, which will take them a lot of time to think and discuss. Students may be lazy to use their minds to think. On the other hand, according to Rezvani and Sayyidi (2015) display questions may limit the range of learners' answers and deprive learners of the opportunity to express their analytic, synthetic and evaluative opinions and to contribute further to the discourse. This study indicated that the instructors preferred mainly to use referential questions in order to elicit longer and more evaluative responses from the learners.

When in display questions teacher have already known the answers of the questions, in referential questions, teachers do not know the answer of the questions. Ellis as cited in Al-Muaini states that "referential questions are genuine or real questions." The purpose of this question is to acquire some information that teachers do not know from students. According to Long and Sato as cited in Lynch (1991), referential question is rarely asked by teacher in the classroom interaction. From 76% of teacher's question proportion, only 14% are asked by using referential questions.

The second category of question is open and closed question. Nunan and Lamb as cited in Al-Farsi (2012) explain open questions as type of question that are broad and permit more than one acceptable answer from students. Open question commonly recognized in form of WH-question. It can be concluded that teachers

who ask by using this type of question may have some possible answer from students. The responses will be varied according to students. Compared to open questions, Ellis as cited in Al-Farsi states that closed questions are types of questions which produce only one acceptable answer or response from students. These types of questions have the purposes of demanding confirmation or agreement with factual or opinion information. The form of closed questions are commonly Yes-No questions.

Beside those two types of questions, teacher's questions can be categorized into other types. As stated by Raphael (1986) and Sunggingwati and Nguyen (2013). Raphael's (1986) categorized the questions into four types. They are on my own, author and me, think and search, right there. This theory was also applied by Sunggingwati and Nguyen (2013) in their study. This study explored types of questions that the teachers posed to assist students' comprehension about the reading passage and their perceptions towards generating questions.

Another famous type of questions' theory used by some researchers was created by Benjamin Bloom in 1956. Based on Bloom's taxonomy, teacher's questions are categorized into knowledge, comprehension, application, analysis, synthesis, and evaluation question. Those levels of questions are developed based on students' level of thinking so that the higher level of questions will expect the higher students' level of thinking. Commenting on Bloom's taxonomy, Tarlinton (2003) claimed that higher level questions are more practical for encouraging students to think deeper and for stimulating them to seek information on their own, while lower level questions are appropriate for evaluating learners' preparation or

revising contents. However, some previous studies have shown that teachers spend most of their time asking low level cognitive questions which focus on factual information. The study conducted by Shen and Yodkhumlue (2012), Chidongo (2013) and Ziyaeemehr (2016). They used Bloom's Taxonomy of questioning in their studies. They used the similar theory but had the different further purposes.

Shen and Yodkhumlue (2012) aimed to know the effects of a teacher's questions on the development of students' critical thinking. Chidongo (2013) intended to know types and levels of teachers' questions during teaching and learning of mathematics. Ziyaeemehr (2016) examined the questions used by university lecturers-students and the cognitive thinking processes involved in questioning.

The study conducted by Shen and Yodkhumlue (2012) showed that the teacher asked plenty of lower cognitive question to require students to simply recall the prescribed data from memory, concentrating on factual information, and also to grasp the meanings of materials. While Chidongo (2013), He found that the mathematics teachers gave more questions in low level than the high level. By always using the lower level questions, it showed that the teachers were lack of questioning skills. It was also found that there was no any result after questioning was given. It could not help the students to pass the mathematics exams. There were many factors which hindered teachers' questioning techniques in teaching mathematics such as students' fear to ask or answer the questions, insufficient wait-time from teachers, lack of pupil interaction, lack of substantial subject matter and preparation by mathematics teachers.

Although lower cognitive questions are not beneficial to the development of students' critical thinking, this does not mean that the lower cognitive questions are purposeless. Shen and Yodkhumlue (2012) added that LCQ is still necessary to help students achieve the learning requirements at the lowest level of understanding.

On the other hand, the study conducted by Ziyaeemehr (2016) indicated that questions used by lecturers' commonly belonged to higher levels of thinking process such as open-ended, interpretive, evaluative, inquiry, inferential, and synthesis but students frequently used facts, closed, direct, recall, and knowledge type questions. To gain new information, enhance self-visibility relationship with superiors, challenge lecturers' mastery over subject, provide support for more inferences, exchange experiences, highlight cultural discrepancies and sensitivities, demonstrate their proficiency and critical thinking skill, undermine the lecturers' belief, and comprehend and decode the lecturers' utterances.

The next researcher working on the types of the question was Matra (2014) and Sa'adah (2018). Both of them explored the types of question used by the English teachers using Brown's theory, but there was different found in their studies. Matra (2014) used Bloom's (1975) theory which questions divided into lower and higher order question. The lower-order question includes compliance, rhetorical, recall, comprehension, and application. While analysis, synthesis, and evaluation belong to higher-order question. Furthermore, Sa'adah (2018) used Bloom's revised taxonomy where there are six levels of the questioning category. They are remembering, understanding, applying, analyzing, evaluating and

creating. Remembering is renamed of knowledge, understanding is renamed of comprehension. While application, analysis, and evaluation are changed into the verb forms as applying, analyzing and evaluating. Then, creating is renamed of synthesis.

The first findings showed that the cognitive level of teachers' questions which mostly occurred was lower order cognitive questions. The questions were used to invite the students to speak and deliver their ideas. The finding of the second research conducted by Sa'adah (2018) have shown the used of questions which encourage students' critical thinking of the first teacher was considerably frequent because she had the same number of lower order level and higher order level which is 25. While the second and the third teachers could not do so. The use of questions which stimulate the students' critical thinking of those two teachers was less frequent because they asked more lower-order questions than higher-order questions.

From the explanation above, it can be concluded that types of teacher's questions can be classified into several categories. It can be summarized that in each type of question has the different purposes in the learning process. In the present study, the researcher use to apply Bloom's taxonomy of questioning theory because Bloom taxonomy tend to focus on students' level of thinking that is appropriate with the objective of this study.

Beside the types of question that the teachers should master, there are some questioning strategies proposed by some experts that are important in conducting questioning. Some researchers who conducted study about questioning strategies

are Nishimura (2012), Haliani (2013), Hadiani (2014), Maiza, Rukmini and Sofwan (2015), Isfara (2016), Sujariati et. al. (2016), Nuryani et. al. (2018).

This study conducted by Nishimura (2012) addressed about the perceptions of the questioning techniques and how the questions could become more effective to enhance the students' learning. The findings showed that questioning technique was really important and give positive effect to the teachers and the students. All of the teachers as the research participant were attempting to encourage their students' engagement and show their respect for students' answers. After the questions had been asked, the teachers tended to find any good points that they could in their students' answers so that they could be shared with the whole class. These three teachers also did not forget to accept the respondents' errors and praise their positive attitudes. By doing this, the teachers considered that they could create a good learning environment within a positive atmosphere, which was expected to stimulate their students' motivation for learning. However, the time spent after each teacher had provided questions was found to be too short to elicit well-thought-out answers and to expand them into further learning.

Haliani (2013), Hadiani (2014) and Isfara (2016) conducted a study which aimed to explore the questioning strategies applied by English teachers in the classroom, but they had different further purposes. Haliani (2013) focused on the effect of teachers questioning strategies towards students' responses, Hadiani (2014) intended to know students' perceptions of the questioning strategies applied by the teachers, and Isfara (2016) wanted to find how the questioning strategies stimulated students to speak. They used the same theory which was Wu's

taxonomy. Wu's (1993) taxonomy of questioning strategies are rephrasing, simplification, repetition, decomposition, and probing. However, Haliani (2013) and Hadiani (2014) added other theories from Chaudron (1998) and Tsui et. al. (2004). There were four questioning strategies added by Hadiani in her study. They were blank filling, code-switching, exemplification, and wait time.

Haliani (2013) observed a young learners' teacher, the result of the study showed that there were five teacher's questioning strategies that were used by the teacher in classroom observation. They were repetition, simplification, blank-filling, code-switching, and wait time. Regarding the students' responses, two types of students' responses were discovered in the study. They were relevant response 84% and irrelevant response 16%. It could be seen that the number of students' relevant response was higher than the number of irrelevant response.

Furthermore, Hadiani (2014) got the data from senior high school English teachers. She found that the teacher applied several questioning strategies namely rephrasing, blank-filling, code-switching, probing, simplification, exemplification, repetition, and decomposition in eliciting the students' responses. However, the most dominant questioning strategy applied by the teacher was rephrasing. This result was supported by the result of the interview with the students which revealed that the most helpful questioning strategy was rephrasing.

The result of Isfara's study showed that the teachers used four of five questioning strategies. The first teacher mostly applied decomposition strategy. On the other hand, the second teacher tended to use repetition strategy. Either the first or the second teacher used more than one strategies. Also, this study has proven that

questions successfully engage students to give verbal responses. They were drilled and practiced to speak English regularly.

Different from Haliani (2013), Hadiani (2014), and Isfara (2016), another study related to the questioning strategies was conducted by Maiza, Rukmini, Sofwan (2015). This study examined the use of teachers' basic questionings of Sydney Micro Skill (1983) in teaching English. There were nine components of basic questioning, namely structuring, focusing, phrasing, redirecting, distributing, reacting, pausing, prompting, and changing the level of cognitive demand. The objectives of the study were to describe the types basic questionings, explain the teachers' way in keeping the students active respond to their questions and explain why teachers use those teachers' basic questionings.

The result showed that most of the English teachers applied those nine components and the dominant was distributing. The teachers had four ways of keeping the students active to respond, they used questions randomly, interesting medium while delivering the questions, active in motivating the students and promoted a group discussion. Moreover, the reasons why the teachers used basic questionings were to find out the students' attitudes, determine the students' understanding, and to motivate and appreciate the students.

While the study conducted by Sujariati et. al. (2016) investigated the teacher's questioning strategies, the reasons for using the questioning strategies, and the effect of questioning strategies on students' learning activity. The researcher observed an English teachers of Senior High School in Gowa (SMA Negeri 1 Bontomarannu). The findings showed that the open-closed question and

display were the dominant used by the teachers. Also, the teachers applied other strategies, such as repeating the questions, emphasise the questions, translate the questions into Bahasa Indonesia or mixed them. Questioning strategies that were applied by the teachers gave positive effect regarding the students' responses to the questions.

Another research dealing with questioning strategy was conducted by Nuryani et. al. (2018). The study aimed to discovering the kinds of questions that are difficult to respond by the students and kinds of strategies used by teacher in classroom talk practice. It was found that twenty questions present during learning process considered as difficult questions by fifty-six students. Some questions are categorized as comprehension questions, knowledge level questions, managerial purpose and one question considered the most difficult is vocabulary items.

Furthermore, the questioning strategies used by the teachers are: asking the plausible questions, providing wait time, asking follow-up questions, providing feedback, encouraging students to direct questions to others, being the devil's advocate, using think-aloud, and transforming the response in some way. The observation also showed some facts about the teacher's other strategies. The teacher often used paraphrasing that is repeated questions or made questions in different wordings. The instructor also used the native language to made herself clearer and avoid misunderstanding.

From the explanation about questioning strategies which delivered by some researchers, I can summarize that beside teacher question, questioning strategies also supports the run of interaction in the classroom. Classroom interaction cannot

be produced easily without some efforts from teachers. Teachers can engage and stimulate the students to be actively involved in classroom interaction through questioning. Furthermore, one of the paramount techniques for teachers to initiate and maintain interaction in classroom is by developing questioning strategies, Vebriyanto (2015).

The third category of the previous study is about the combination of types of question and questioning strategies. There are two studies I found conducting by Azerefegn (2008) and Dumteeb (2009).

Azeregen (2008) investigated the types of teachers' questions and questioning strategies employed in teaching language in EFL classrooms. He observed 11th grade English teachers and eighty students at Keranyo Alpha secondary School and Saint Marry Catholic Secondary School.

This study indicated that teachers asked knowledge and comprehension type of questions. As these types of questions are lower order and middle order questions, they contribute less to language learning. To get students' responses, teachers used some strategies such repeating and paraphrasing as modifying devices when students were not able to understand their questions. Concerning teachers' reaction to students' responses, the finding confirms that teachers treated the students positively. In addition, they praised those students who answered correctly. Sometimes the teachers used their head nodding as a sign of agreement to a given answer from the students. Wait time is one of the strategies that should be given attention in asking and answering sessions. However, in the classes observed, most of the questions were given 1-2 seconds wait time.

The next study conducted by Dumteeb (2009). He concerned his study on what kinds of questions and what kinds of questioning techniques that were used by Thai English teachers. He also focused on students' critical thinking which it could be influenced by teachers' questions and questioning techniques. He used Bloom's taxonomy (1956) of six developmental cognitive level of learning and Wu's taxonomy (1993) of questioning techniques. The purpose of this study is to investigate and analyze questions and questioning techniques of English teachers in Thailand to enhance students' critical thinking skill in the classroom.

The result of this study found that English teacher in Thailand gave questions to test students and did not use questions to make them give their own ideas and opinion. So, students' critical thinking couldn't be developed. Several factors are found which can be resistances for students' ability to think critically. These factors were students' lack of English ability, teachers gave the limit time for students to answer, they are afraid to making mistakes, they didn't like English in the class, ignore their teachers' questions, and the other problems.

Furthermore, the fourth category of previous study is about the correlation of teacher questioning and classroom interaction. There were some research deal with this topic such as the study conducted by Millah (2009). In the classroom interaction reveals that asking question is the activity that dominates teacher talk (21,75 %) and most of students talk is dominated by giving responses (33,75 %). This study is in line with Liu and Zhao, the study reveals that teachers tend to employ large amount of questions when they initiate classroom interaction. Based on the observation, teacher talks are dominated by questioning for about 48 %. The other research

conducted by Chin (2006). This study was undertaken to better understand how teacher questioning is woven into everyday instruction and how it influences subsequent student responses. Another study conducted by Naz et. al. (2013). The main purpose of this study focused on the role of the teacher in eliciting communication in the general science classroom.

The findings from the Chin's study show that questioning is a significant part of teaching and science talk. In this study, the researcher used a questioning-based discourse analytical framework. It was developed for the description and analysis of classroom discourse in science, with a focus on questioning-based practices. In the next study conducted by Naz et. al. can be conclude that providing an instructional environment for learning, teachers must decide which types of questions to ask so that good communication of different creative ideas will occur. They follow the asking of different questions with listening to students' responses. Upon listening to students' ideas, the teacher must respond to each student's ideas in a manner that further encourages communication of their thoughts or edifies the communication of thoughts already given.

From all the explanation in the previous, it can be summarized that questioning plays vital role in daily communication. Questioning can be used as a tool to create and maintain communication. It is the best way to encourage some responses from student and also to check students understanding about material which has been studied. Concisely, questioning provide large amount of benefit and function for classroom interaction.

The differences between the present study and the previous studies are I do not only focus in exploring the level of questions delivered by the teachers, but I also analyzed teacher questioning strategy and how students' responses towards the teacher's questions.

I used the new theory of questioning according Benjamin Bloom which is called Bloom's Revised Taxonomy adopted from Anderson and Krathwohl (2001). This new form of Bloom's Taxonomy is not really different from the old form. They are remembering, understanding, applying, analyzing, evaluating and creating.

In addition, I investigated strategy of questioning used by the teacher based on the newest theory from Chen (2016). There are five kinds of strategies; wait time, repetition, paraphrasing, simplification and probing. From this theory there is no previous study applied this theory yet thus I intended to use Chen's questioning strategy theory. The last discussion is about how the communicativity of question given by teacher. I analyzed this through the length students responses toward the question and classified the responses according to Chen's theory in three ways of students responses; restricted response, elaborated response and non-response. In the previous study, the researches were rarely discussed questioning with also see how students' response through the questions, therefore I took this discussion in this present study.

2.2 Review of Theoretical Study

In this part of theoretical background, I provide some theories such as the meaning of meaning question, teacher question, function of question, objective of question,

type of question, the effective of question, questioning strategies and interaction in the EFL classroom.

2.2.1 Meaning of Question

Question as an important form of instructional interaction acts as motivational stimuli and have stimulation and associative outcome. According to Chin (2007), question is defined as an utterance that is asked in the form of an interrogation or has a grammatical form to find out some information concerning a learner's knowledge or idea. Question is any sentence which has interrogative form or function (Cotton:2007) but not all questions are included as interrogative and not all interrogatives are considered as question (Shomoossi, 1997).

Wu (1993) also stated that a question is characteristically expressed in the interrogative form, but *question* and *interrogative* are not synonymous term; for example, "*Would you speak louder?*". Syntactically, it is an interrogative, but functionally is a request thus it is not regarded as a question. Meanwhile, the question has an imperative grammatical structure but its illocutionary force to obtain information; another example, "Tell me why".

In a teaching and learning context, question refers to any idea that requires a response from the listener or audience. Puliastuti (2008) added that questions are stimulus that forces students to think and learn, so that they will easily comprehend the material in addition to develop their thinking skill.

Based on the definitions, question used by the teacher as a tool to attract students' attention by giving them stimuli to be responded. Through the student's responses the interaction between students and teacher occur. In short, questions

are any utterances expressed to get the information related to a certain subject or material.

2.2.2 Teacher Question

Teacher question is a kind of input provided by a teacher (Hasan, 2006). According to Tsui in Meng, Zhao, & Chattouphonexay (2012), teacher questions are all types and structures of utterances classified syntactically or functionally that is asked by teacher before, during, and after instruction in order to elicit students' responses. Teachers' questions are of significant values for many instructional purposes, eliciting student reflection and challenging deeper student understanding and engagement in the classroom (Adedoyin, 2010 in Hamiloglu, 2012). In most classrooms, questioning remains the common strategy for eliciting responses from students during the whole class teaching. As stated by Chaudron (1988), teachers' questions constitute a primary means of engaging learners' attention, promoting verbal responses, and evaluating learners' progress. In other words, it means that teacher questions play an important role in managing classroom routines.

2.2.3 Function of Question

Questioning is one of the most frequent activity done by the teacher in the learning process. It may serves different functions which are listed by such researchers as stated by Ma (2008) and Widjaya, Suandi & Putrayasa (2013). According to Kauchak and Eggert as cited in Ma (2008), the specific functions of the teacher questions can be grouped into three broad areas.

The first function is question as a diagnostic tool. Classroom questions allow the students to find out not only what they know or don't know but also how

they think about a topic. The second function is instructional. It focuses on the role that questions play in helping students learn new material and integrate it with the old one. Questions provide the practice and feedback essential for the development. The last function is motivational. Through questions teachers can engage students actively in the lesson at hand, challenging their thinking and posing problems for them to consider. In the beginning of the lesson, question can be used to capture students' attention and provide a focus for the lesson. In addition, frequent and periodic questions can encourage active participation and provide opportunities in the lesson for continued student involvement.

According to Cooper (2006), through asking questions, teachers become a authority figure as the expert who knows the right answers. Questions help teachers stay on schedule so all critical topics are covered. The more questions posed by the teachers, the harder students work, and the more students learn. Questions also use to keep the students "on their toes" and on-task, reducing or eliminating discipline problems.

Another function of question stated by Turney (1983). The objectives of questioning skills are to focus pupils' attention, provide their opportunity, make them participate well in the class, and diagnose the difficult part of learning materials. In line with this, Dumteeb (2009) also claims that teachers' questioning is an effective way to teach in the class. By asking questions, teachers can stimulate students' cteachers askuriosity, interests, focus their attention, motivate them to find the answers and monitor their understanding of lesson.

2.2.4 The Objectives of Question

Classroom questioning as the main part of classroom teaching is one of the teaching methods to get the aim of classroom teaching. Questioning has been considered the essence of effective teaching because of the multiple purposes questions serve. Ma (2008) stated that teachers want to get students' responses through questioning as the first step. Through consistent dialog and communication, teachers can get the answers they want, evaluate students' knowledge and understanding of subject matter, help to review essential content in a subject and control the social behavior of students.

In daily classroom discussion, teachers ask between 300 – 400 questions (Leven and Long, 1981 as cited from Bruali, 1998 in Arslan, 2006). According to Morgan and Saxton (1991), teachers ask questions for several reason: to keep students actively in lesson, provide opportunity for students to express their ideas and thoughts, enable other students listening different explanations of the materials by their peers. Asking questions help teachers to pace their lesson and moderate student behavior, moreover they can evaluate students learning and revise their lesson as necessary.

Teachers pose question not to obtain new knowledge for themselves but to find out what the student already knows. This principle is stressed by Ausubel (1987) that the most important single factor influencing learning is what the learner already knows. This argument is also supported by Arslan (2006) that asking questions is stimulate recall, deepen understanding, develop imagination, and encourage problem solving.

Based on a study of 190 teachers in US elementary schools, Pate and Bremer (1967) asked teachers to provide reasons for asking questions. It found that questions are used to check knowledge and understanding followed by diagnosing pupils' difficulties and recall of facts. Only 10 per cent stressed the use of questions to encourage pupils to think. Significantly, there were no responses suggesting that questions may be used to help pupils to learn from each other, or that questions may be used to encourage pupils to ask their own questions. It can be concluded that although educators advocate using questions for a variety of purposes, they do not consider that a major purpose of their questions are stimulate learners' higher-level thinking.

2.2.5 Types of Questions

Researchers have suggested different categories and classification for teacher questioning based on the type of response educators ask and the pedagogical purpose they serve.

Teachers' questions have been categorized in a number of ways. Firstly, questions are classified into three types based on the purpose of questions in classrooms: procedural, convergent, and divergent (Richards & Lockhart cited in Qashoa (2013); Yan (2006) & Ma (2008)). Procedural questions cooperate with classroom procedures, routines and classroom management. They are used to ensure the smooth flow of the teaching process. Unlike procedural questions, convergent and divergent questions are designed to engage students in the content of the lesson, facilitate their comprehension, and promote classroom interaction. Convergent questions encourage similar student responses and short answers like

yes/no or short statements. They require students to recall the previously taught material to answer the questions without getting involved in high level thinking skills. On the contrary, divergent questions are different from convergent questions. They encourage diverse long responses with higher-level thinking that require students to give their own answers and express themselves instead of just recalling previous lessons.

Secondly, in relation to the kind of response elicited, teacher questions are divided into open and closed questions (Barns in Yan, 2006:18-19). Open questions are all questions that have more than one acceptable answer (Yang, 2010:4). Ma (2008:100) characterizes this type as the questions that typically require a longer and less limited response. In addition, open questions allow the listeners to express their opinion, speculation, generation of hypotheses, and putting up of an argument. In contrast, the closed questions have only one correct answer (Rohmah, 2010:2). They have a short and fixed answer so that there is only one existing answer.

Thirdly, questions are categorized based on the nature of interaction generated. Long & Sato in Qashoa (2013:54) suggest two types of this category include display and referential questions. Display questions refer to ones requesting information or answers that already known to the teacher. They are asked to check if the students know the answers (Hamiloglu & Temiz, 2012:3). In addition, display questions are designed to elicit or display particular structures (Yan, 2006:19); elicit short, simple and low-level answers. In spite, referential questions are type of questions requesting new information or the answers that the teacher does not know, and the students answer the questions in order to give the teacher information (Tsui

in Yang, 2010:4). This type can gain various subjective information and draw answers referring to learners' opinion, judgments, and real life experiences, with the function of filling information gaps (Kao, 2012:5).

The previous types of teacher questions given by the experts could be simplified for their similarities. Apart from the procedural questions that does not directly connect to the material or lesson rather like to ensure the flow of the learning process, the rest types directly connect to the material. For their similarities in requiring short and limited response, closed and display questions belong to convergent. In contrast, questioning for long answer involves students to give their thought that may be different from others, and various answers could be acceptable, open and referential questions are grouped into divergent questions.

Fourthly, Thompson (cited in Yang, 2010:5) categorizes questions into yes/no questions and wh-questions based on the grammatical forms of the questions. The yes/no questions need the answer yes or no while a wh-questions needs more information in the answer rather than just yes/no. It uses a question word such as who, what, where, when, why, and how.

The last division of the question is concerning questions in the cognitive level. Bloom's Taxonomy is probably the best-known system for classifying educational objectives as well as classroom questions. In 1956, Benjamin Bloom developed a classification of levels of intellectual behaviour important in learning. Bloom identified six levels within the cognitive domain, from the simple to the highest order. There are six level of questions; knowledge, comprehension, application, analysis and evaluation.

In the 2001, a former student of Bloom, Anderson and Krathwohl revised the Bloom's taxonomy which met for the purpose of updating the taxonomy. They rephrased Bloom's Taxonomy (1956) that reflects different forms of thinking. Anderson noted that thinking is an active process therefore verbs were used rather than nouns. The revisions are noted as knowledge was changed to remembering, comprehension was changed to remembering, application was changed to applying, analyses was changed to analyzing, evaluation was changed to evaluating and synthesis was changed to creating.

Below are the explanations of each type of question in the latest revision of the Bloom's Taxonomy from the lowest to highest level.

1. Remembering

Remembering taxonomy tells how the students recall the knowledge in long term memory. Students are expected to answer kind of question by remembering the information, recalling or recognizing the idea, material or phenomena. During this time, students are not asked to manipulate information but merely to remember it just as it was learned.

Example:

What shouldn't you do when making a cheese toast?

This item used question form of "what" to ask the students to remember the steps in making cheese toast.

2. Understanding

In the understanding level, the students need to be able to grasp the essential information in the communication and also convey the information by using

their own words. The commonly activities in understanding question are interpreting, summarizing, paraphrasing, classifying, and explaining.

Example:

Sue calls “the last leaf” as Berhaman’s masterpiece because

This question mainly asks the students for describing the author’s character; therefore students need to understand carefully of the text.

3. Applying

After the students remember and understand the content, they must learn to apply the knowledge. It means that the students use the information that previously learned to solve the problem in the new case. Anderson, et.al. (2001: 77) explained that applying refers using procedures to perform exercises or solve the problem. This taxonomy is enabling the students to choose, demonstrate, dramatize, employ, illustrate, etc.

Example:

Complete the following sentences using suitable words!

These item demand the students to select appropriate words that best complete the missing words.

4. Analyzing

Analyzing means to separate the material or concepts into component parts so that its organizational structure may be understood. Anderson, et.al. (2001: 79) noted that the analyzing taxonomy involves breaking material into its constituent’s parts and determining how the parts are related to one another and to overall structure. This taxonomy want the students to be able

to analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction.

Example:

Mary _____ the stage throughout the play. She has strong personality.

In this item, the students need to analyze the verbs in the option to complete the missing words. The options contain the verbs that need analysis.

5. Evaluating

Evaluation questions belong to a higher order type of question. Similar to analyzing questions, this kind of question does not have one correct answer.

To answer this kind of question, students are provided with sets of ideas, problems or situations. Then, they are asked to state their opinion to make a judgment on the ideas, problems or situations.

6. Creating

Creating is the highest level of questions that ask students to perform original and creative thinking. These kinds of questions require students to produce original communications, to make predictions, and to solve problems.

Although applying questions also require students to solve problems, creating questions differ because they do not require a single correct answer but, instead, allow a variety of creative answers.

2.2.6 The Effective Questions

In the learning process, questions become a scourge feared by students. Teachers have found some students bow their heads down and they look fearful when the teachers pose a question. Pupils usually feel timid to answer questions so they try

to avoid teachers' questions. Most of learners believe that questions are always used to score them, but essentially the instructors use these questions to diagnose and find students' difficulties in learning (Isfara, 2017). According to this case, tutors should take a responsibility to create appropriate and effective questions.

Questions are called as good questions if they are:

1. **Purposeful** – asking questions to achieve a specific purpose,
2. **Clear** – posing a question that is easily understood by the students,
3. **Brief** – stating questions in as few words as possible,
4. **Natural** – stating in simply conversational English,
5. **Thought-provoking** – question should stimulate students' thought and responses,
6. **Limited in scope** – only one or two points in chain of reasoning called for,
7. **Adapted to the level of the class** – designing question through the level students in the class (Lewis, 2007).

Lewis (2007) also asserted that questioning will be most effective when questions are planned, logical and sequential, it should be addressed to the entire class, give students enough time to think, balanced between fact and thought, distributed widely, it should not be repeated, ask orally, designed to elicit sustained responses.

Using effective classroom questioning will benefit for teachers. It eases them to carry out classroom teaching so the teaching-learning goals will be gained. The effective questions also help students to take part in classroom activities quickly thus they can master the aims of the lesson. Here are some suggestions for making

questioning more effective according to Yang (2017). First, teachers should ask more referential questions than closed and display questions. These kind of questions will develop students' critical thinking than pose questions which aim to check students' understanding of old knowledge and mastering of new knowledge frequently.

Second, teachers control waiting time according to specific circumstances. In this case, teachers have to provide enough time after they have posed a question and before students begin to speak. Next, teachers encourage all students to answer questions actively. Teachers should give equal chances and support each student to answer the questions, not just students who are active or have higher level thinking only, but also give attention to the non-volunteers students in the class. The last, teachers had better to give sophisticated feedback to students, when students answer questions firmly and quickly within right keys. In addition, when students' answers are incorrect, teachers should guide them and give them another chance to think about it rather than criticize them directly.

Based on the some researchers' suggestions about how to construct good and appropriate questions for students above, Giacomozzi (2007) concluded that the main ways to construct effective questions are: consider the instructional questioning goals then plan the questions to direct the flow of the lesson, pose a clear and specific questions and try to avoid asking question which answer is simple yes or no, redirect questions to other students in order to cultivate discussion, give students an adequate time so they have a chance to prepare their answers, provide a positive responses and feedback, guide incorrect answers or rephrase the question

in other way that it is better understood, and the last is require students to create questions of their own.

2.2.7 Questioning Strategies

According to Hyman cited in Willen (1991), a strategy is a plan which is prepared carefully involving a sequence of steps designed to achieve a given goal. Questioning strategy refers to strategies teacher use to elicit student's verbal responses (Wu, 1993). It serves as a guide for the teacher to determine which questions to plan and ask in the classroom. It provides a framework for interaction with students. Without a strategy, question in the class discussion become a series of single queries lacking cohesion and purposeful sequence.

The effectiveness of questions are in line with the strategy of questioning. Strategies in questioning is used to give direction for teachers in how to give questions toward students. Here, the appropriate strategies can successfully influence or motivate students' development in learning languages. Yang (2017) put forward the strategies of sequence of questions including: directing, probing, increasing wait time, encouraging students' questions and others. According to his research, strategies of classroom questioning can be separated into the following three aspects:

1. Preparing questions before questioning

Teachers should have a plan in advance to gain effective classroom questioning. In fact, some instructors can ask questions extemporaneously but sometimes they still have problems such as linguistic organization, the degree of difficulty or the logic of language they use; therefore tutors should

arrange queries before questioning. Some ways that should be prepared by the teachers are:

a. Deciding goals

Deciding the goal of asking questions is a key point which teachers should prepare before lessons. Teachers should decide the purposes which required because different aims have different types of questions, levels of questions, as well as different asking strategies.

b. Selecting questions

To accomplish the teaching objectives during the limited time, teacher should focus on asking important questions rather than choose to ask the questions which students can answer easily. It is better for teachers to select content for questions before classes. For example, teachers ask about where students get their answers, how can they find the answer, why they choose their choice, rather than just ask students the answer is A, B, C, or D.

c. Phrasing questions

Teachers should consider to take multiple answers when they are phrasing the questions. They ought to avoid asking *yes* or *no* questions. The questions would better to be specific which motivate students' deeper thinking.

d. Timing question

Teacher should design proper time of each question in class according to the degree of difficulty of the questions. Not only for students'

discussion and answering but also for students' adequate thinking. Giving the enough time to student will decrease misunderstand the difficult questions that they face.

2. Controlling While Questioning

a. Sequencing questions

Questioning is supposed to be stratified. Teacher should be arranged the questions from the easy to difficult ones, from closed to open questions, from lower-level to higher-level questions.

b. Nominating after questioning

It is better to give a pause for student to think after questions are posed then nominate students in the end than appoint students directly. Thus they will have enough time to organize their answers and be confident in answering questions.

c. Giving chances to all students

Teachers have to give equal opportunity to all students to build up their interests in learning English. They should pay attention to students who are shy answering the questions. Nominate these non-volunteers positively to improve their enthusiasm in classroom learning instead of nominate those active ones frequently.

d. Probing and redirecting

Probing is used teachers as the follow-up questions when the first students' answer is inappropriate. Teacher can give hints for students such as tell them to think back what they have learned about. In addition,

when a student cannot answer the question which the teacher asked, the questions can be redirected to another student so he or she does not feel too embarrassed.

3. Giving Feedback After Questioning

a. Praising

Praising will increase students' confidence and a positive evaluation can encourage them in English learning. For example, teachers say "Well done!", "Perfect", "You are excellent!" and so on, to the student after they answer any questions.

b. Encouraging

When students cannot answer teachers' open questions in class, teachers can give them some key words to encourage and lead them find their own answers rather than ignore this problem or criticize the students.

Furthermore, researchers have classified other theories about questioning strategies in the following categories. As stated by C Turney (1983), he explained eight techniques of questioning, they are:

1. Structuring

This technique refers to teacher comments which signal the purpose and direction of questioning sequences. Teachers can do structuring by give a brief exposition of the topic, review of a series of questions and explanations based on a previous lesson or a statement of objectives.

2. Phrasing and focusing

Phrasing is related to the way the questions are phrased to make sure that the wording is clear and the focus is unambiguous. In pointing out the need for questions to be carefully worded, Davis, 1981, cited in Turney (1983) suggested several important aspects to consider when preparing questions. Questions should be simple, well defined with a clear focus, be pitched at reasonable level, relevant to the matters being discussed, and they should be thought-provoking.

Not only the language of the teachers' questions should be clear, the question themselves should have a sharp focus. The activity of focusing as stated by Turney, can be done by defining the scope of a question, asking questions which center on a single task, and not asking double barreled questions (1983:97).

3. Distributing

Distributing can be done by asking questions located in all parts of the room and questions should be addressed in the whole class and then to the individuals. Teachers also ought to provide equal opportunities for pupils to participate the discussions. They should not call on pupils perceived as higher achievers more frequently than on perceived low achievers.

4. Redirecting

Redirecting refers to the technique of asking the same questions of several different pupils in sequence, with either minimal or no teacher comments intervening (Borg, 1970; Wright and Nuthall, 1970). The purpose of this

strategy is to minimize teacher intrusion into the discussion and to heighten the possibility of pupils reacting and building on one another's responses.

5. Pausing

It is an essential component of the questioning skill, which can occur both after a question has been asked and after a pupil has responded. Teacher has used a long enough pause upon posing question to allow pupils to comprehend the question, think about possible answers, and then formulate a response to it (Rochester, 1973 cited in Turney, 1983). Giving pause after questions require students' opinions and interpretations or more complex levels of thought.

6. Reacting

Reacting means giving a reaction to students' answer and providing sign if it is needed. Instructors should accept the answers with warmth and enthusiasm, use students' answers to build up the lesson, and combine students' ideas into lesson summaries. In relation to the teachers' reacting, Clark et al. (1979) have drawn attention to the praising students' correct answers, indicating when answers are incorrect, providing reasons for their incorrectness and prompting replies.

7. Prompting

Prompting questions are designed to promote the flow of lessons, to clear up impasses improve by filling in missing information (Hyman 1970). Prompting refers to the way a teacher responds to a student who fails to articulate an answer or gives an inadequate answer. Prompting can be done

by assisting the student who fails to give an adequate answer, rephrasing questions which have been difficult, offering simpler questions before returning to those that have caused difficulty, and backtracking to draw attention to relevant information.

8. Changing the level of cognitive demand

In this technique, students are given questions which require them to discriminate and process information more actively, and form judgments based on the teacher's questions. Bedwel (1975) stated that though there are some differences in results in term of actual quantities of various types of questions asked by teachers across a variety of subjects, there can be little doubt that very heavy emphasis is given to questions requiring only factual recall. Roseshine (1971, 1976) and Gall et al (1976) explained that the greater proportion of questions requiring higher levels of thinking will automatically promote pupil learning.

The other researcher also found a strategy used by educators when pose questions. Chen (2016) proposed more specific teacher's questioning skills based on his study. There are five skills of questioning presented.

1. Wait time

According Wu (1993), teacher questioning cannot always be used to elicit responses successfully from L2 students if there is sufficient wait time provided by the teacher. There are two kinds of wait time; post question and post response wait time. According to Rowe's (1980) cited in Chen (2016), post question wait time is the time between a teachers' question and a

student's response while post response wait time is the time between a student's response and another student's response or the teacher's resumption of speech. Post question wait time enables students to produce an answer and respond then post response wait time allows other students to reflect on the ideas contributed or present their own opinions.

Wait time is associated with higher-order question (Godfrey (2001) cited in Chen (2016). Tan (2007) also indicated that when wait time is insufficient, L2 students hardly engage in conversation, or they fail to provide a response to the question. Therefore, adequate wait time is essential needed to encourage high cognitive responses.

2. Repetition

Teachers can use repetition strategy by repeat frequently or many times their questions without changing the original form; thus, students can get the point and understand what the meaning is. Example:

T : *Have you been to the airport before?*

S : (Silent)

T : Have you been to the airport before?

3. Paraphrasing

Paraphrasing means changing an original the form of questions into another way. When students do not understand what question are posed, teachers can give the question again by make question into simple words and easier for students. Teachers may use another common word or in different structure (Dumteeb, 1996 as cited in Isfara, 2007). Example:

T : Why the rain forest is a prominent asset for our earth?

S : *(Silent)*

T : Can you tell me why the rain forest is very important?

4. Simplification

Simplification strategy is almost similar to the paraphrasing, but teachers will change the sentence structure to focus the meaning. Teacher will focus on the certain matter which cannot be understood by students and give them another view or ask them into different ways.

It is a common that students haven't caught the meaning of a question. It is often caused by the difficult vocabularies used by teachers. If this is happened in the class, teachers are suggested to change or use another words, structure of the questions, and make it into simple ones. Teachers can change the original questions into the simpler ones. The simplification strategy can be applied by using the easier words or vocabularies, changing into the simpler or short sentences, and using clues or many examples. It can be conclude that simplification refers to making the meaning or the content focus on an initial question narrower. Example:

T : How was your holiday?

S : *(Silent)*

T : Did anything exciting happen to you during holiday?

5. Probing

A question will be followed up by another question, but they are still related and supported to the first question. This strategy requires students to expand

on and develop a minimally adequate response by making it clearer, more accurate, or more original with a supporting factual information

Example:

T : *Do you think that Carbon Monoxide is dangerous?*

S : Yes

T : Why do you think that *Carbon Monoxide* is dangerous?

S : *(Answer)*

T : Can you give me examples of *Carbon Monoxide*?

2.2.8 Interaction in the EFL Classroom

A good teaching-learning process happens if there is an interaction between teacher and student, so the communication is not only one way but two ways on both sides (Ramelan, 1992 as cited in Lestari (2009)). In the communicative language teaching, interaction is an important term for language teachers. Interaction refers a collaborative exchange of thoughts, feelings, or ideas between two or more people in order to get response on each other. Teacher defines interaction as a process of sending and receive messages, interpreting them in a context, negotiating the meanings, and collaborating to accomplish certain purposes.

Conducting classroom interaction can be done through some patterns such as group work, teacher questioning, individual work, choral responses collaboration, teacher initiates and student answers, full-class interaction, self-access and so on. Among these patterns, questioning is considered the most interactive way. According to Long et al, 1984 as cited in Tuan et al. (2010), questioning helps to activate the teachers-learners interaction and ensure that all

students participate in their learning. Questioning is also used as a tool in the direct interaction between the teacher and learners.

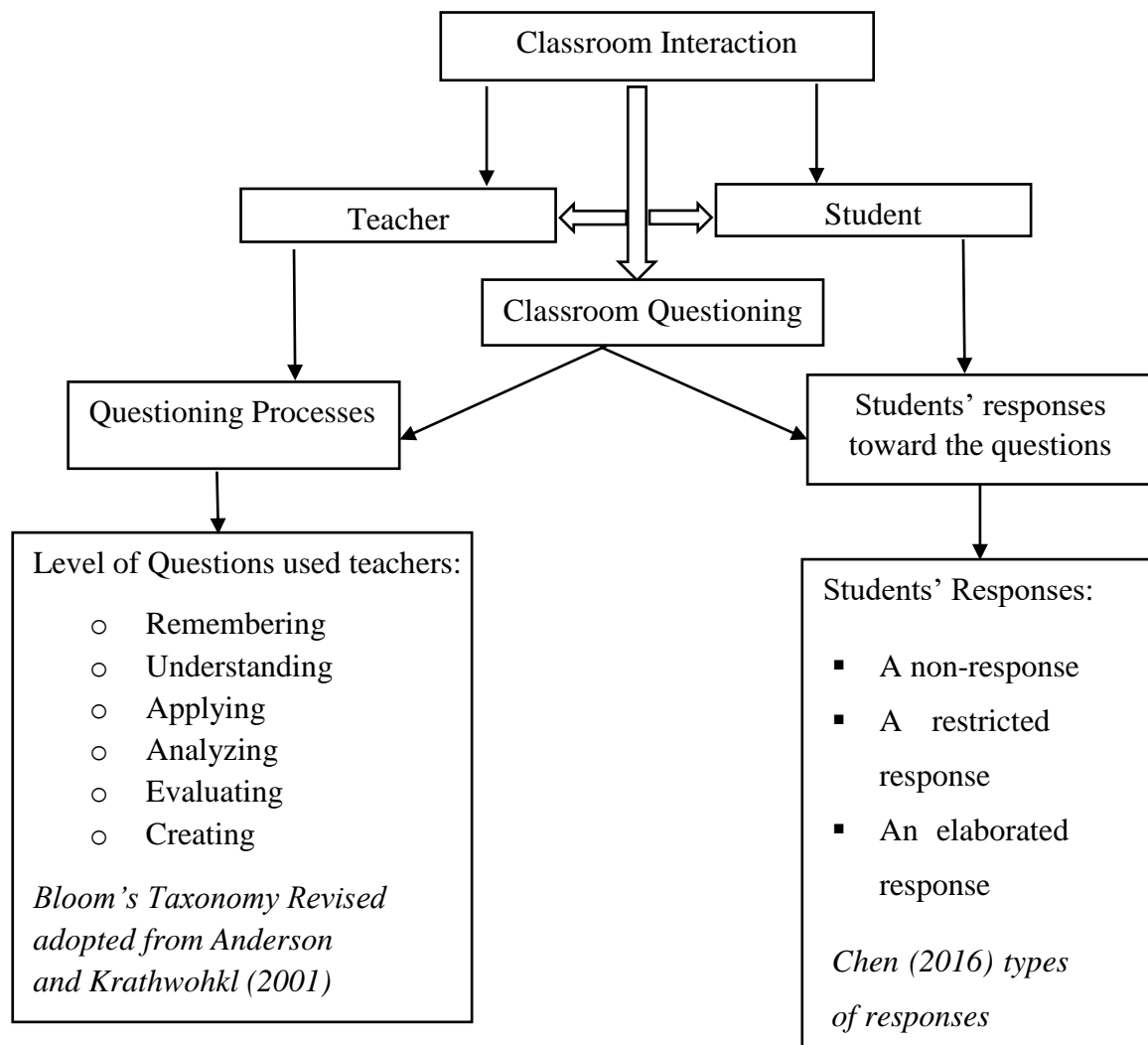
Tuan and Nu (2010) explained that there are two types of classroom interaction: non-verbal interaction and verbal interaction. Non-verbal interaction relates to behavioral responses in class. It means that students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Conversely, verbal interaction contains written interaction and oral interaction. Written interaction refers to interaction in which students write out their ideas, thoughts. Learners interact with others through written words, documents and so forth. Whereas, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions.

Students' question and answer as one of oral interaction type can be also called students' responses. According to Chen (2016), there are three possible types of students' responses occur in classroom discussion namely a non-response, a restricted response, and an elaborated response. Nonresponse means that student provides no answer. In a restricted response, student answer the question in very short utterance and lacks sufficient explanation or logically reasoned evidence. An elaborated response refers to a response consisting of an explanation or logically reasoned evidence.

As described above, a good communication between teacher and students in the classroom is crucial to make the successful of learning goals. In addition, the

role of teachers to motivate students' interest and how they can build classroom interaction are truly required.

2.3 Theoretical Framework



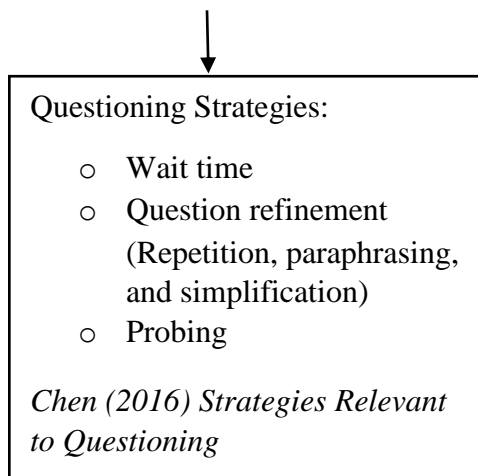


Figure 2.1 Theoretical Framework of Questioning Strategies to Create Classroom Interaction

The theoretical framework in this study will show the components of the study and a way the researcher conduct the research from the beginning to the end. This theoretical framework explains that teachers' questioning as a tool to create classroom interaction consists of two main parts: questioning processes and students' responses toward the questions. It starts by portraying the aspects of classroom interaction. Teachers and students are the two main parts who communicate each other in the classroom. Teacher use questioning as a way to encourage students participation in the class and there are two activities occur when questioning; they are questioning processes and students' responses toward the questions

In this research, I concern with the six levels of questions that have been categorized by Bloom's taxonomy revised adopted from Anderson and Krathwohkl (2001). The questions are divided into; remembering, understanding, applying, analyzing, evaluating and creating. Furthermore, I use Chen (2016) theory of

questioning strategies which contains five strategies: wait time, repetition, paraphrasing, simplification, and probing.

Chen (2016) emphasis that when teachers pose question, it must be followed by questioning strategies. Teachers use questioning techniques after pose questions to obtain students responses. There are three possible types of students' responses: a non-response, a restricted response, and an elaborated response. Nonresponse means that student provides no answer. In a restricted response, student answers the question in very short utterance. An elaborated response refers to a response consisting of an explanation or logically reasoned evidence. To determine the students answering through the question belonged to which kinds of responses, I used the number of words they produced when answer the teachers' questions.

Students' responses belong to restricted way if the length of the responses consists of one - three words responses. It was called elaborated responses if they produced more than three words and non-responses means that the students did not produce a word at all.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In chapter five, I present conclusions of the analysis results based on chapter four. Moreover, the suggestions are also delivered for the pertinent teachers, students, and for the future researchers theoretically, practicality, and pedagogically for having the better education system.

1.1 Conclusions

In this section, I give the conclusion of the whole study which had been obtained from the analysis results. Questions actually give big impact for students in generating responses. It had found that questions really can stimulate students to create classroom interaction. They can stimulate the students to speak with their friends and the teacher during the teaching-learning process. In this study, questioning was often applied by the English teacher in SMP Negeri 2 Pati, from the beginning until in the end of the lesson. Although it was not easy, the English teachers used some strategies of questioning so the students' responses will be obtained. Furthermore, I conclude the analysis results and answers of the research questions of this study.

For the research question number one, the teachers' questions had classified based on the Bloom's Taxonomy Revised (2001) of questioning and it showed responses that given by the students. In the first observation, the English teacher in 7H class posed 6 remembering questions, 22 understanding questions, 7 applying questions, 34 analyzing questions, 3 creating questions and she did not

pose evaluating question. The second observation in 7A class, the teacher delivered 16 remembering question, 21 understanding question, 7 applying question, 18 analyzing question, 2 evaluating question and 6 creating question.

From those findings, I classified the questions into two cognitive levels. They are lower order level and higher order level. The questions that foster students' interaction was higher order level. It was found in the first classroom observation. The teacher posed questions encouraging students' responses with a total number 44 questions. In the other hand, the teacher posed higher order questions only 28 questions in the second classroom observation.

During delivering the questions, the teacher inserted some strategies of questioning. Because using only one strategy of question has not succeeded to make students respond easily. Teachers will combine or use another strategy if students do not understand toward the questions. Here, all of the strategies had been categorized into five questioning strategies of Chen (2016) in order to make the teacher's question understandable. In the first class, there were 20 of wait time, 7 repeating, 8 paraphrasing, 1 simplification and 23 probing strategies. Different in the second class, the teacher used different strategy when pose the questions. She used 25 wait time, 5 rephrasing, 20 probing and there were no repeating and simplification strategies used by the teacher.

The most frequent strategy used by the teacher in two classes was wait time. Wait time is the length of time the teacher waits after asking the question before calling a student to answer it (Nunan 1991). Wait –time has a positive effect on

learner participation because it provides students sufficient time to think about the questions after they have been asked. Wait time is effective strategy used by the teacher. It provides the good classroom atmosphere because not only the active students who always answering or responding teacher questions, but the other students especially who are less active will also have an opportunity to think, to formulate their answer and at the end they feel brave to try delivering their answer.

For the research question number three, as a reaction through the teacher's questions, students gave responses in a different way. Here I classified students' responses into three kinds based on Chen (2016) theory. They were non-response, restricted response and elaborated responses. In the classroom observation,

I found most of the students showed restricted responses where they gave the simple responses through the teacher's questions. In this kind of response, students only produced one or two words to answer the questions. It was founded there were 94 responses in the 7A and 46 responses in the 7H class. For the elaborated response, students gave response consisting of a deep explanation or reasoned evidence. It was found when the teacher posed higher level questions. There were 2 elaborated responses in class 7A and there were 3 responses founded in class 7H. Furthermore, the students also showed non-responses when they seemed hesitant to answer the question or they really did not know the correct answer.

I found non-responses were dominant in the two classes. In the first class, 7H class, there were 45 times where students did not gave the answer through teacher's

question and it found 24 non-responses occurred in the second classroom observation that is 7A class.

5.2 Suggestions

I give some suggestions for teachers, students, and future researchers who are related to the use of questions in order to engage students' speaking ability.

First, for English teachers, this study contains the theory of questioning strategies and evidences which shows that questions actually engage students to speak English so classroom interaction will be obtained. Teachers or one who would be teachers can use this study as reference in order to use questioning strategies for certain purposes in English language teaching. Especially for classroom language, questions can help them to stimulate students to speak easily.

In giving questions, the teachers actually should be aware to make the students interest and attract them to speak English. On the other hand, they notice the way of delivering the questions itself. It should be clear, easy understanding, and logic, so students can catch the meaning of the questions. Because students have the different level of understanding, so the teacher should notice the ways of delivering the questions itself. Questioning strategies will really influence students' understanding because they will not give any responses if they do not understand what the the teacher talked about. Furthermore, teachers are better not to creating a students' gap while having question and answer session. The condition happened where teachers only focus on smart students' when there were no responses in the whole class. Moreover, the English teacher can often speak English in the classroom

because it will help students to accustom with English. Students are children who will follow and regard their teachers as the main model. If teachers can create the best atmosphere in teaching English, it will be a pleasure for students to practice it more often. Teachers can motivate students to speak English regularly by using the questioning strategies in this study. Moreover, questions are also used by teachers to get students' attention and participation or measure their achievement in learning English.

Second, for students, they should be more active to respond every question without being afraid about the correct answers. Teachers do not have to point them directly, but students are better to raise their hand voluntary. If they want to get the better scores in speaking, they must try to be active and give contribution in the classroom as much as they can. Language is a practical knowledge which students should speak, not only learn the theories. Thus, students can practice speaking English by answering the teachers' questions.

Third, for future researchers, this study can be one of the references for the researchers who want to work with the teachers' skill. They will get another theory from this study which shows that questions influence other aspects in teaching English. Questions are used in any aspects such as reading, writing, listening or speaking. They can use this study to support or give another perspective and evidence for their studies. Meanwhile, the differences and similarities may be found when they use this study as the comparison in another subject such as mathematics, biology, and etc. The future researchers can explore widely about the use of

teachers' questioning strategies and use this study as their reference because teachers often use questions while doing teaching and learning process.

Moreover, I suggest the readers to know the weaknesses of this study. As I stated in the previous chapter, the studies about the use of questioning in EFL class have been applied by many researches. Thus, for the future researcher, it is suggested that studies on teacher questioning should be broadened, for example, by comparing and contrasting questioning skills between English native speaker teachers and non English native speaker teachers to provide theoretical knowledge about questioning strategies.

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