



**AN ANALYSIS OF TEACHER'S QUESTIONS IN CLASSROOM
INTERACTION AT MTsN 6 TANAH DATAR**

THESIS

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REZI IRVIANA

Reg. No :1630104058

**ENGLISH TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY (UIN) MAHMUD YUNUS
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2023**

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertandatangan di bawah ini:

Nama : Rezi Irviana

NIM : 1630104058

Program Studi : Tadris Bahasa Inggris

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yang membuat pernyataan

REZI IRVIANA
NIM. 16 301 04 058

THESIS ADVISOR APPROVAL

The thesis advisor of **REZI IRVIANA, 1630104058**, entitled “**AN ANALYSIS OF TEACHER’S QUESTIONS IN THE CLASSROOM INTERACTION AT MTsN 6 TANAH DATAR**” approves that be mentioned thesis fulfilled the requirements to proceed to *munaqasyah*.

This approval is granted and use appropriately.

Batusangkar, July 2023

Advisor

Silfia Rahmi, M.Pd

NIP. 19850425 201503 2 001

THESIS EXAMINERS' APPROVAL

The thesis was written by **REZI IRVIANA**, Reg. **16 301 040 58**, entitled "**AN ANALYSIS OF TEACHER QUESTIONING IN CLASSROOM INTERACTION AT MTsN 6 TANAH DATAR**" has been examined by board of examiners' of English Teaching Department of Tarbiyah and Teacher Training Faculty State Islamic University (UIN) of Mahmud Yunus Batusangkar on Tuesday, August 1th 2023 and approved to be accepted as requirement to obtain Sarjana degree (S1) in English Teaching.

Names	Positions	Signature	Date
Dr. Nina Suzanne, M. Pd 19790915 200604 2 006	Examiner		
Silfia Rahmi, M.Pd 19850425 201503 2 001	Advisor		
Irwan, M.Pd 19740424 200501 1 015	Co- Examiner		

Batusangkar, Agustus 2023

Approved by,

Dean of Tarbiyah and Teacher

Training Faculty

**Prof. Dr.Suswati Hendriani, M.Pd,
M.Pd**

NIP. 196609141992032003

ABSTRAK

REZI IRVIANA. NIM 16 301 04 058. Judul skripsi: “**AN ANALYSIS OF TEACHER’S QUESTIONS IN CLASSROOM INTERACTION AT MTsN 6 TANAH DATAR**”. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Mahmud Yunus (UIN) Batusangkar.

Permasalahan penelitian ini adalah belum terungkapnya jenis-jenis pertanyaan yang digunakan oleh guru dalam interaksi di kelas. Tujuan penelitian ini adalah untuk mendeskripsikan jenis-jenis pertanyaan yang digunakan dalam proses belajar selama interaksi di dalam kelas.

Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Sumber data adalah rekaman video dan hasil wawancara. Data yang diambil adalah jenis-jenis pertanyaan yang digunakan oleh guru selama interaksi di dalam kelas. Instrument yang digunakan untuk memperoleh data adalah transkripsi video dan transkripsi wawancara. Selanjutnya dalam melakukan analisis data, peneliti melakukan reduksi data, data display lalu menarik kesimpulan dan verifikasi data.

Hasil penelitian menunjukkan bahwa ada tujuh jenis pertanyaan yang digunakan oleh guru selama interaksi di dalam kelas yaitu: 1) pertanyaan procedural (*procedural question*), 2) pertanyaan konvergen (*convergent question*), 3) pertanyaan tampilan (*display question*), 4) pertanyaan referensial (*referential question*), 5) pertanyaan probing (*probing question*), 6) pertanyaan berulang (*repeating question*) dan 7) pertanyaan divergen (*divergent question*).

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Batusangkar, July 2023
Researcher

REZI IRVIANA
Reg. No. 1630104058

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Interaction is a process that is reciprocal and has an influence on behavior, either through direct or indirect contact. Interaction is that the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal on each other (Brown, 2001). It means that interaction is an important thing to express or give new idea, opinion, feeling that must be done, including in learning process. In addition, interaction is viewed as significant because it is argued that only through interaction, the learner can decompose the teaching learning structures and derive meaning from classroom events (Chaudron in Haryanto, 2020). Then, interaction is important because students can increase their language store as they listen to others including both the teacher talk and output of their fellow students in discussions or problem-solving tasks through interaction, and they can use all they have learned in real-life exchanges where they express their views and use the language for communication. In this way students get the experience of using the language (Rivers in Haryanto, 2020). Students will be enjoyed if there are some interactions in language learning between teacher and students in the classroom.

Moreover, interaction certainly happens in the classroom because the participants in the classroom needs to communicate something to achieve learning goal. Some can be called classroom interaction if there is an interaction such communication between to people or more. Then, classroom interaction is a two-way process between the participants in the learning process where the teacher influences the students and vice versa (Dagarin in Kadri, 2015). It means that the interaction certainly happens in the classroom. For example, in the classroom, when entering the class teacher greets students, the teacher asks students about the lesson, do such discussion with the students about the lesson, and so on.

In doing interaction, the teacher and the students are expected to respond to each other with the required information that benefits both of them. Sometimes, when interaction between teacher and students become awkward, it makes classroom situation being bad. A good interaction in the classroom is really important, because through interaction, the teacher turns to have such an approach with students. Nevertheless, the teacher also has their own reasons to do such less interaction, by comparing some classes.

Then, classroom can be defined as a place which has a purpose of learning that consist of a teacher and more than two people gather together (Tsui, 1995). A classroom is a place where teacher and learners are together and gain language learning. Teacher gives information for the learners and the learners will gain the information from the teacher. (Bailey, 1988) states that classroom as a gathering of two or more people for the purposes of learning in which one has a role as teacher or instructor and another has a role as learners. In the classroom will occur some interaction between teacher and learners or learner and other learners. Interaction is an action that occurs between one and another which have an effect for them. In addition, interaction is followed by a reaction between one and another which conduct an action (Dagarin 2004).

The interactive classroom is the result of mutual interaction between teachers and students, among students, group discussions and any other classroom participation (Long & Sato in Erianti, 2018). Interactive classroom is efficient for students, because they can increase their language store, have opportunity to understand and use the language that is incomprehensible, help them learn the target language easily and quickly (Liu & Zha in Erianti, 2018). Brown in Erianti (2018) suggests that one of the best ways of the teacher being an initiator and sustainer of interaction is by employing questioning strategies in teaching and learning process. Classroom interaction is the interaction

between the teacher and learners in forms of either teacher-learner interaction or learner-learner interaction (Tsui, 2001). Then, classroom interaction is the patterns of verbal and non-verbal communication and the types of social relationship which occur within classroom (Quirk 1987). Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback Chaudron (1998:10).

Interaction in the classroom is necessary for the teaching and learning process. Interaction in the classroom can occur between teacher-students and students. Every teaching and learning process really needs interaction and this interaction can be very interesting, if the teacher can use interesting ways to attract students' attention. In class interaction there is feedback, asking and answering and taking turns.

A question is one of the most important tools in guiding and extending students' learning. It can help the teachers to develop their own strategy to enhance the students work and thinking (Gattis in Sujariati in Erianti, 2018). A question is any sentence that has an interrogative form or function (Cotton in Astrid 2019). Question is a command or interrogative expressions used to elicit information or a response or to test knowledge (Lynch in Sujariati 2016). Question is a linguistic expression used to make a request for information, or the request made using such an expression (Long & Sato in Sujariati,2016). Question as any sentence which has an interrogative form or function (Cotton, K in Sujariati, 2016).

Questions to the students is an important part of the teaching and learning process because it can stimulate students to learn, gain knowledge and improve their critical thinking (Inan & Fidan in Prasetyawati, 2015). In order to understand, students must search for meaning. In order to search meaning, students must have the opportunity to form and ask the question (Brooks & Brooks, 1993 cited in Prasetyawati, 2015 It shows that the questioning can create the student's

critical thinking in the English classroom interaction. In further, Questioning is one of the techniques most commonly used by teacher and serves as the principal's way in which the teacher controls classroom interactions (Sujariati & M in Lestari, 2022). Galls as cited in Richard (1996) states that more than a half of classroom talk is dominated by questioning and answering. Teacher question is an important aspect of classroom interaction in second language classroom which has obtained large amount of attention from researchers or scholars (David in Firdaus, 2021). The best ways are the teacher becomes an initiator and sustainer of interaction by employing questioning strategies in the teaching and learning process (Brown in Firdaus, 2021).

The teacher used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited vocabulary. The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process (Mentari, 2018).

Based on the researcher experience when doing observations, the researcher found that students would be more interactive when the teacher asked more questions. Based on observations made by researchers, researchers found that students would be more active and motivated in learning when the teacher asked questions. Teachers use a questioning when teaching English in class to help them discover what students have understood about the material, and make students pay attention to the lesson.

From the phenomenon above in MTsN 6 Tanah Datar, the researcher is interested to conduct this research entitled An Analysis of Teacher's Questions in Classroom Interaction at MTsN 6 Tanah Datar.

B. Research Focus and Question

Based on the background of the problem above, the researcher focused this research on “*An Analysis of Teacher’s Questions in Classroom Interaction at MTsN 6 Tanah Datar*”. The question of the research is formulated as follows “What types of questioning used by the English teacher in classroom interaction at MTsN 6 Tanah Datar?”

C. Definition of the Key Terms

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

1. Teacher question is skills teachers use to control classroom interaction.
2. Classroom interaction is the interaction that occurs in the class between all member class.
3. Questioning is the ways which are used to ask something to the students in acquiring a purpose in teaching and learning process.

D. Purpose of the Research

Based on the definition of research, the main purpose of this research is to an analyze of the English teacher questioning in classroom interaction at MTsN 6 Tanah Datar.

E. Significance of the Research

By doing this research, the researcher hopes that this research will contribute both theoretically and practically.

1. Theoretically

Theoretically, the result of this research hopefully can enrich the research about teacher questioning strategy in classroom interaction.

2. Practically

The researcher hopes that this research will be useful for teacher and researcher.

a. Teacher

The researcher hopes that the results of this study can be used by other English teachers as a reference or reflection for them in carrying out the learning process.

b. Researcher

The researcher hopes that with the results of this study, when the researcher teaches later the researcher can use a questioning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Classroom Interaction

a. Definition of Classroom Interaction

According to Brown (2001), interaction is that the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal on each other. Chaudron in Haryanto (2020), interaction is viewed as significant because it is argued that only through interaction, the learner can decompose the teaching learning structures and derive meaning from classroom events. Rivers in Haryanto (2020) said that interaction is important because students can increase their language store as they listen to others including both the teacher talk and output of their fellow students in discussions or problem-solving tasks through interaction, and they can use all they have learned in real-life exchanges where they express their views and use the language for communication. In this way students get the experience of using the language. Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other (Khadija in Karmila, 2015: 39). Interaction that is happened in the classroom between the teacher and the students known as classroom interaction.

Interaction is the heart of communication where communication is all about (Brown, 2001:165). Classroom interaction can be defined as a two-way process between the participants in the learning process (Dagarin, 2004:128). Ellis in Hanum stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. Interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative

abilities and in socially, constructing their identities through collaboration and negotiation (Brown, 2015). Interaction as reciprocal events that require at least two objects and two actions, interactions occurs when these objects and events naturally influence one another (Wagner, 1994: 8).

Classroom can be defined as a place which has a purpose of learning that consist of a teacher and more than two people gather together (Tsui, 1995). A classroom is a place where teacher and learners are together and gain language learning. Teacher gives information for the learners and the learners will gain the information from the teacher. Classroom as a gathering of two or more people for the purposes of learning in which one has a role as teacher or instructor and another has a role as learners (Bailey, 1988). They gathered for a period of time. In the classroom will occur some interaction between teacher and learners or learner and other learners. Interaction is an action that occurs between one and another which have an effect for them. Interaction is followed by a reaction between one and another which conduct an action (Dagarin, 2004). Classroom, the researcher and the students create communities together based on shared goals, resources, patterns, and norms for participating (Jannata in Karmila, 2015:40). The students and the teacher should develop understanding on what constitutes not only in substance but also in the process of learning.

Classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction interrelated (Elismawati, 2016). Classroom interaction is the interaction between the teacher and learners in forms of either teacher-learner interaction or learner-learner interaction (Tsui in Rahmat, 2018). Classroom interaction is the patterns of verbal and non-verbal communication

and the types of social relationship which occur within classroom (Quirk in Rahmat, 2018). The study of classroom interaction may be a part of studies of classroom discourse, teacher talk, and second language acquisition. Coulthard in Rahmat (2018) stated that classroom interaction covers classroom behaviors such as feedback, questioning, answering, and turn taking. There are various ways in recognizing the classroom interaction. The theories of kinds of interaction are: a) Student-teacher interaction b) Students-students interaction c) Small-group interaction d) Entire Classroom Interaction (Karter in Hamzah, 2015: 23-24).

Dena in Rahmalina (2012:30) states that classroom interaction in speech event, a particular occasion which lecturer and students gather to talk' is either one or the other. Dena in Rahmalina (2012:31) states that classroom is complex social system formally reason, not the least of which are the many different purposes of talk. According to Ur in Enggla (2015:33) classroom interaction is known as Initiation- Response- Feedback. The teacher initiates an exchange, usually in the form of question. Hall and Wash in Safitri (2018) defines that classroom is one of the primaries means by which learning is accomplished in classrooms. Yulia & Budiharti in Modi (2021) stated that classroom interaction is seen in how teachers allow students to talk to each other with their friends and their teacher, ask or share the information they collect during the lesson.

In conclusion, classroom interaction is the exchange of thoughts, feelings or ideas between two or more people so that there is a reciprocal relationship between teacher-students, between students and verbal and non-verbal communication patterns. Classroom interaction includes behaviors such as feedback, question and answer. So that in classroom interaction there is the development of student understanding. Classroom interaction can

be defined as interaction between teacher and students, students and students, the patterns of verbal and non-verbal communication.

b. Types of Classroom Interaction

Dagarin in Haryanto (2020) contends that there are five types of interaction that occur in the classroom, as the follows:

a) Teacher - whole class

Teacher-whole class means that the teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher. Tang in Putri contend that in most of the EFL classroom context, the teacher always initiates this type of classroom interaction by asking questions, and the students responds to the teachers' questions. It means that in teacher-whole class interaction, the teacher has to stimulate the students to talk by asking some questions orally. Besides that, because teacher-whole class interaction is for stimulating the students to talk, the teacher has to use some strategy to make the students to talk. Rivera as cited in Putri argues that there are three types of teacher-whole class interaction such as giving explanations, praises, information, and instructions. It means that teacher-whole class interaction is an important interaction for making the students to talk.

b) Teacher - a group of students

The common activity that is in this interaction is the teacher gives a task that has to be discussed in the group. It means that the students who are in group discuss what the teacher wants to do for them. In addition, interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

c) Student - Student

This interaction facilitates the student to exchange information and ideas about the materials that they get. It will increase their learning since they do collaboratively. Rivera in Putri contends that most of interaction between student- student in EFL context is a dialogue where the students have prepared the dialogue to practice it in the classroom. It means that the most activity that acquires the students to do collaboratively in students' book is making a dialogue to practice it in the classroom. This activity requires the students to exchange their ideas or add some information to make their dialogue perfect that reflect real life context. Besides that, the students who do not understand yet at the materials can ask other students to answer or help them in understanding the material. It means that if the students do not understand, they will feel freedom to ask whatever he wants to ask since they interact at each other.

d) Students - Students

This interaction will give advantage for the students since they will feel freedom to talk at each other. Ur in Putri insists that there are many patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and student answers, full-class interaction, teacher talk, self-access and open-ended teacher questioning.

e) Teacher - Students

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher. Based on the explanation above, the researcher concludes that the teacher has to use their role in the classroom maximally. It means

that the teacher can make the students active in the classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking question, giving direction, etc.

Based on theories above, the types of classroom interaction there are teacher-whole class, teacher- a group of students, student-student, student-students and teacher-students.

According to Angelo in Tuan Nhu in Karmila (2015:41), classroom interaction comprises teacher-students and students-students interaction.

1) Teacher- Students Interaction

Angelo in Tuan and Nhu in Karmila (2015:42) states that the interaction that is happened in that is happened in the classroom is the teacher usually asks questions to students and students answer the questions and vice versa. These forms are called teacher-students interaction.

Angelo includes students-teacher interaction in teacher-students interaction because when the teacher asks question to the students, naturally students answer the question. Besides, when the students did not understand about the material or instruction explained by the teacher. Here the students question the teacher about the material given.

In addition, Hall and Walsh in Karmila (2015:42) states that the teacher initiates the conversation with a question, and asks a student to answer the question, and then provides feedback to the student's answer. This is the common pattern of language interaction between the teacher and students in a classroom. It means the interaction between the teacher and the students it also happened the interaction the students and the teacher.

2) Students- Students Interaction

Students-students interaction occurs among students. Angelo in Tuan and Nhu in Karmila (2015:43) states that in this form of interaction, the teacher plays a role as a monitor and students are the students' main participants. Students-students interaction occurs in groups called students-students interaction, in pairs called peer interaction. These forms of this interaction are pair work or group work, discussion, and so forth.

Hall and Walsh in Karmila (2015:43) add through the interaction among the students, it can create an inclusive classroom that valued them in learning process and it can enhance students' academic performance in the language classroom.

In conclusion, there are two type of classroom interaction. They are teacher-students interaction, where the teacher interacts with students and students interacts with teacher. Then, there is interaction among the students. They are interacting to achieve learning goal.

c. The Components of Classroom Interaction

In Haryanto (2020), there are the components of classroom interaction, as followed:

a) Collaborative

Dialogue Classroom interaction should take the role as collaborative dialogues do for its significance in communicative teaching. According to Swain in Dayu, it may be realized in the format of an everyday conversation. Furthermore, it also accelerates the development of high achiever student if the classroom settings play an effective role as social settings.

b) Negotiation

Ellis in Dayu, in Interaction Hypothesis that when learners face communicative problems and they have the opportunity to negotiate solutions to them, they are able to acquire new language. Negotiated interaction is important for input to become comprehensible.

c) Co-construction

According to Jacoby & Ochs as cited in Dayu, Co-construction is defined as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning reality." All the participants have the responsibility to construct a successful and appropriate interaction for a given social context. Meaning is negotiated through face-to-face interaction and is jointly co-constructed during a locally bound social context. In classroom interaction, the L2 learners construct the awareness of self-regulation gradually from dialogic interaction when they negotiate with peers and tutors.

From the theoris above , it is known that there are several components of classroom interaction they are collaborative dialogue classroom interaction, negotiation ellis claims,and co-contructions.

d. Ways of Classroom Interaction

There are many ways of classroom interaction, as followed:

1) Quiz between teacher and students or between students

To reflect democracy and equality the teacher and students, between students and students, we should first change the way that the teacher asked the students questions and the students answer. Let the students ask questions, ask the teacher questions, ask the other students questions, which allows

students to think actively learning content, cultivate their innovative thinking, and can let the student clearly experience their own dominant position, subject consciousness in class, and make the students more like to participate in the teaching content, teaching process, teaching results.

2) Keep an eye on students' real needs of learning

To interact with students equally, to understand students, listen to their requirements and difficulties, we would take care of their real learning needs. Different students have different life experiences and different knowledge backgrounds which determines the learning needs of different students will be various. How to design teaching plan, classroom activities, classroom arrangement and homework the teacher should fully consider the different needs of them, which requires the teacher to make great efforts. But if you want to do well enough you should fully and equally negotiate with students.

3) Take care of the emotional needs of the students

The inter subjectivity requires the two sides of the communication regard each other as a real emotional human being. The teacher can't see students coldly as recipients of knowledge, but a lovely child as their children or siblings. Their happiness, sadness, joy or disappointment is the focus of teachers. Teachers should not only help them acquire the knowledge and skills, but also help them enjoy life, form a healthy and positive personality.

4) Multiple rounds of dialogue timely

The real interaction is not unidirectional, nor a single round. The traditional way in class is that the teacher asks a question, the students or a student answer which is unidirectional. It is a false interaction.

5) Touching the student's real life and future career goals

To make the students interested and think independently, is the questions related with the real life of students and real problem. For example, a teacher of English designs a plan in language practice activities, the requirement for the students is to exchange what their family did last weekend, or what they want to be after graduation, their ideal occupation and what their ideal life is, which is easier to arouse the interest of students, and allow students to truly express their thoughts and feelings.

6) Let the students participate in decision making

Democracy, equality of education, require both sides, the teacher and the students to have the same right for education decision-making. It seems impossible for the students who are lack of professional knowledge and skills, but students know what they want, what they can do. For example, what the teacher will do in the next class such as the topic choice, the division of class group, group leader candidates, homework and the frequency and way of examination should be fully discussed with the students and reach the consensus. Because, democracy requires teacher not to force students to comply with the specifications and requirements that they have not approved.

e. Interaction Pattern

Interaction can be divided into some patterns. According to Ur in Rahmalina (2012: 31), there are some patterns in interaction. That are:

1) Group Work

According to Ur (2000: 232) group work also has advantages and disadvantages. The advantages are foster learner responsibility and independence, can improve motivation and contribute to a feeling of cooperation and warmth in the class. The disadvantages are teachers fear they may lose control, that

there may be too much noise that their students may over-use their mother tongue.

They are strength and weaknesses of group work. Brown in Rahmalina (2012:32) states some strength of group work. Group work helps to solve the problem of classes that are too large. The weaknesses of group work are applying group work pattern in classroom interaction, the teacher is a longer in control of the class.

- 2) Open-ended teacher questioning and closed ended teacher questioning (IRF/ Initiation-Response-Feedback).

Questioning is a universally used activation technique in teaching. Questioning can be used by the teacher at the beginning or ending the class. For the example, when the teacher opening the class, teacher can give some questions or guess to the students related the material. When the teacher ending the class, he/ she also can give some questions to the students. It is used for to evaluate them or to know whether they understand or not about the material.

Closed ended teacher questioning are those questions, which can be answered finitely by either "yes" or "no". For example, the teacher ask to the students "can you give me an example?" and the students answer that question by using yes or no. When the teacher ask that question to the students, it means that the interaction happen in that time.

Brown (2007:218-219) states some strengths Closed ended Teacher Questioning. This pattern gives students the opportunity to produce language themselves, serves initiate a chain reaction of students' interaction among themselves, gives the instructor immediate feedback about students

comprehension, and provides students opportunities to find out what they think by hearing what they say.

Besides strength, Brown also states some weaknesses of closed-ended Teacher Questioning. By applying this pattern, too much class time spent on giving questions, a question that insults students' intelligence by being so obvious that students will think it is too silly to bother answering, vague questions that are worded in abstract or ambiguous language, and questions stated in language that is too complex or too wordy for aural comprehension.

3) Choral Response

Choral response is when the teacher asks a question to the students and the students answer that question in the same way or the students answer in the same time. For example, the teacher says a new word to the students and the students repeat it after the teacher talks. Brown (2007:224-229) states there is strength and weakness of the choral response pattern, the strength of this pattern is that students are totally controlled by the teacher, and students' responses are predictable. The weakness of this pattern is that students certainly have gained no communicative ability, they are just like parrots.

4) Collaboration

Collaboration is when the teacher gives a task to the students that has a goal to teach students to do with the social aspect of working together. For example, the teacher asks students to make a dialog in pairs, it seems like students work in pairs, actually the students work individually. When the teacher asks students to work in pairs, or to make a dialogue that interaction can happen between them.

According to Harmer (2007:165), there are advantages of this pattern: it increases the amount of speaking time any

one student in class, it allows student to work and interact independently without the necessary guidance of the teacher, it allows teacher time to work with one or two pairs while the other students continue working, it allows students to share responsibilities, and it is relatively quick and easy to organize. Disadvantages of collaboration pattern are: this pattern is frequently very noisy and may lose teacher's control, the chances of misbehavior are greater, and this pattern can be problematic if students do not feel match with their pair.

5) Students initiates, teacher answer

Students give the question to the teacher, and the teacher gives the answer, for example in a guessing game, the students think of questions and the teacher response, but the teacher decides who asks.

6) Full class interaction

The students debate a topic or do a language task as a class, the teacher intervene occasionally, to stimulate participation. Full class interaction is the teacher give a particular topic to the students and the teacher may to intervene occasionally, to stimulate the participation. For example, after the teacher give particular topic to the students and the students may give their opinion about the topic, based on that condition the interaction happened among participants in the class.

7) Teacher Talk

Teacher talk is when the teacher may involve some kinds of silents students' response such as writing from dictation, but there is no initiative on the part of the student. In other word, in that class handle by the teacher and the students just silent when the teacher says. In addition, it can be called teacher as a center in that class.

8) Self-access

Students choose their own learning tasks, and work autonomously. In this pattern, teacher students to choose their own learning task, and work autonomously. For example, students free to choose what the learning style that they want, but they have to get the goal of the learning process. When the teacher asks the students to choose their own learning task, it means that interaction between students and the teacher happened.

The strength of this pattern is students may choose the topic that they want and it is make them enjoy while study. The weakness of this pattern is given opportunities to the lazy student for cheating.

So, the strength is students choose the topic and the weakness is given opportunities to the lazy student for cheating.

9) Individual work

The teacher gives a task or set of tasks, and the students work on them independently, the teacher walk around monitoring and assisting where necessary.

In conclusion, there are many patterns of classroom interaction that happen in the class like: group work, Open-ended teacher questioning and closed ended teacher questioning (IRF/ Initiation-Response-Feedback), choral response, collaboration, students initiate, teacher answer, full class interaction, teacher talk, self-access, individual work.

f. Advantages Classroom Interaction

Halliwel in Safitri (2018) states that advantages of classroom interaction she mentions language lessons in the target language. The advantages of second form of real language use in the classroom is that contributes to the learning process by encouraging the students to trust their instinct to predict meaning in

spite of limited linguistic understanding, providing an element of indirect learning in that the students are not concentrating on learning what they are listening to, but the brain is processing it nonetheless, conforming that language is something students actually use “for real” and not just something you do exercise and games in, increasing the amount of exposure the students to get the language, while still remaining within the fairly predictable and narrowly focused limits of classroom talk.

According to Yu in Safitri (2018) classroom is a considered a productive teaching technique. Yu in Safitri (2018) further elaborates that interaction facilitates not only language development but also learners’ development. It is through the interaction that learners acquire linguistic knowledge and ability. In the classroom interaction, both teacher and students can create the learning opportunities, which motivate the students’ interest and potential to communicate with others.

In conclusion, Classroom interaction both teacher and students can create learning opportunities, which motivate students interests and potential to communicate with others.

g. Characteristic of Classroom Interaction

Djamarah in Enggla (2015:37) states that classroom interaction has several characteristics: it has goal, a procedure, material that will be given, student activity, teacher guidance, discipline, limited time, and evaluation.

First, Goal of classroom interaction is to assist student in language development. Student are the main focus. The teacher gives more attention to the students and knows the language development of the students. Second, Procedure means to obtain the goal optimally. When the teacher interacts with the students the teacher needs systematics and relevant procedure. Different goals we need procedures and designs. Third, Material means that

teachers design material suitable to the goal. The material becomes important in the classroom because it will be discussed by students. Four, Student's interaction is the main focus in the classroom. It is important in order to create classroom interaction. Student's activity means includes all activity that is done by students both physically and mentally. Fifth, Guidance means the teacher should give motivation to the students in order to create conducive classroom interaction and make it alive. The teacher should be ready as mediator in such classroom interaction. Six, Discipline in classroom interaction means an attitude pattern that is based on a rule. Teacher and students should obey the rule and if one of them breaks the rule it means they are breaking the discipline. Seven, Limited time means that to obtain the goal of the teaching and learning process, it must be done in limited time. Each of goal has certain time to be obtained. And the last, Evaluation means that teacher should evaluate teaching and learning process. By evaluating teacher learns the result of the teaching in learning process. Interaction between students and teacher may also be evaluation for teacher.

In conclusion, there are several characteristics of classroom interaction. They are: student is the main focus, procedure, material, student's interaction, guidance, discipline, limited time and evaluation.

2. Questioning

a. Definition of Questioning

According to Gattis (2002:41) in Sujariati (2016), a question is one of the most important tools in guiding and extending students' learning. It can help the teachers to develop their own strategy to enhance the students work and thinking. Cotton in Astrid (2019) defines that a question is any sentence that has an interrogative form or function. In classroom settings,

questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are going to do it. According to Lynch in Sujariati (2016) states that question is a command or interrogative expressions used to elicit information or a response or to test knowledge. Ma in Suartini (2020) states questioning is one teaching behavior that involves teacher's and students' interaction.

Long & Sato Sujariati (2016) states that question is a linguistic expression used to make a request for information, or the request made using such an expression. Cotton, K. in Sujariati (2016) defines question as any sentence which has an interrogative form or function. According to Milsher in Fardilah (2015:8) question is exhibit for social distance and power relations in the school setting. It's that question very important for the teacher in learning process especially to know about the question. Because there is many information that must to know about the question. Then, Richard & Schmidt in Fardilah (2015:8) question is an utterance that is addressed to a listener/ reader and ask for ask for an expression of fact, opinion, belief, etc. through questions, students can take information form the text and his own thinking to provide and answer that not explicitly stated in the text. That question should be instead of fact, opinion, and hoped can enhance students' higher level thinking skill.

Rismayanti in Suartini (2020) also states questioning that is applied in the classroom can increase students' curiosity and students' interest, stimulate their proficiency, and motivate them to learn English better.

Based on the explanation of the theory above, it can be concluded that question is interrogative sentences to ask questions in order to get answers or response and question is an expression of

someone curiosity about an information set forth in a question sentence.

Sujariati in Ayu (2018) stated that “Questioning strategy is one of the important tools to extending students’ learning which can help teachers develop their own strategies to enhance the students work and thinking”. According to Harvey (2000) in Sujariati (2016) said that questioning strategy is most effective when it allows pupils to become fully involved in the learning process. According to Fries Gather. J. (2008:4) in Sujariati (2016), questioning strategy is one of the most important dimensions of teaching and learning. Guest in Astrid (2019) argues that questioning strategy is one of the important tools to extending student’ learning which can help teachers to develop their own strategies to enhance students’ work and thinking.

Based on the explanation of the theory above, it can be concluded that questioning strategy is one of the strategies used by teacher in the learning process so as to make the learning process effective.

b. The application of questioning

In Eble (1988) in Sujariati (2016), there are three the application of questioning, as followed:

a) Questioning at the beginning

Addressing questioning before teaching and studying material is effective for students who have/are high ability, and or known to be interested in the subject matter. Eble (1988) argues that some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparations (as cited Sujariarti et al., 2016, p. 111). In the beginning of a class, giving question as opening questions in a conversation can make easy for the students to answer, and does not force them to reveal too much

about themselves. The questions before teaching can be in written forms as a quiz or oral question.

b) Questioning in the middle of the class

Questioning in the middle of the class is very effective in producing achievement, it gains more than instruction carried out without questioning students. According to Eble (1988), students perform better on lesson items that are previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitably used during teaching and learning processes because it is more effective in fostering learning than are written questions. Questions which are focused student attention on silent elements in the lesson result in better lesson comprehensions than no questions. Asking questions during teaching and learning processes is positively related to learning facts. Based on the functions, the question in this session can be as confirmation checks and classification requests (as cited in Sujariati et al., 2016, p. 112)

c) Questioning at the end of the class

Questioning students at the end of the class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether they have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Eble (1988) argues that open/closed questions, or other types of questions can also be used by teachers in completing the target learning (as cited in Sujariati et al., 2016, p. 112).

In conclusion, there are several the application of questioning. They are: questioning at the beginning, questioning

in the middle of the class, and questioning at the end of the class.

c. Classified Questions

Educators have traditionally classified questions according to Bloom's Taxonomy (Marzano, Pickering, & Pollock, 2001) covers six categories, namely:

1) Knowledge – recall data or information

Knowledge question or memory question is a question that wants students to know or remember again the material that had been learned.

Question words that can be used in this type of question are: who, what, where, when, and mention.

2) Comprehension – understand meaning or organization and selection of facts and ideas.

Comprehension question is a question that asks students to evidence that they have got enough comprehension in organizing the materials they have learned. Question words that can be used in this type of question are: elaborate, describe, compare or mention the difference, explain you're your own words.

3) Application – use a concept in a new situation.

This type of question does not simply require the ability to remember the theory, concept, or formula that has been learned, but needs more the ability to apply the theory, concept, or formula in solving a problem. Example: Write down the sentence below by using the correct capitalization!

4) Analysis – separate concepts into parts; distinguish between facts and inferences.

Analysis question is a question that wants students to think critically and deeply. In responding the analysis question, students consider the information to get a conclusion, and find

evidences that can be used in conclusion. Example: What is the character of the main figure in the story you had read?

- 5) Synthesis – combine parts to form new meaning Synthesis question is a high-level question.

This question demands students to think creatively from the teacher’s question. The correct answer demands students to solve a problem. Example: What is the appropriate title for the passage below?

- 6) Evaluation – make judgments about the value of ideas or products

As like the analysis and synthesis question, evaluation question seeks higher thinking process. Evaluation question does not have only one correct answer. However, students are asked to give assessment or conception toward a problem. Example: What do you think about ...?

In conclusion, there are several classified questions. They are: knowledge, comprehension, application, analysis, synthesis, and evaluation.

d. Steps of Questioning Strategies

In Marzona, there are steps of questioning strategies, as followed:

- a) Monitoring comprehension.

According to C.R. Adler (2001) students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategy to “fix” problem in their understanding as the problem arise.

- b) Metacognition can be defined as “thinking about thinking”.

It means students think about and have control over their reading.

- c) Graphic and semantic organizers illustrate concepts and relationships between concepts in a text or using diagrams.

According to Adler (2001) graphic organizer can help students focus on text structure “differences between fiction and nonfiction” as they read, provide students with tools they can use to examine and show relationships in a text, help students write well- organized summaries of a text.

- d) The question- answer relationship strategy (QAR) encourages students to learn how to answer questions better.
- e) Generating questions make students become aware of whether they can answer the questions and if they understand what they are reading.
- f) In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Instruction in story structure improves students’ comprehension.
- g) Summarizing requires students to determine what is important in what they are reading and to put it into their own words. In other words, this strategy can develop students interesting with the text.

In conclusion, there are several steps of questioning strategies. They are: monitoring comprehension, metacognition, graphic and semantic, the question- answer relationship strategy, generating questions, story structure instruction, and summarizing.

e. The Functions of Questioning

According to Brown cited in Christenbury & Kelly (1983), the functions of questioning in an interactive classroom are:

- 1) Teacher questions give the students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for students to have to initiate conversation or topics for discussion.

Appropriately pitched questions can give more reticent students an affective “green light” (Brown, 2001) and a structured opportunity to communicate in their second or foreign language.

- 2) Teacher questions can serve to initiate a chain reaction of student interaction among them. One question may be all that is needed to start a discussion; without the initial question, however, students are reluctant to initiate the process.
- 3) The teacher questions give the instructor immediate feedback about the students’ comprehension. After posing a question, a teacher can use the student response to diagnose linguistic or content difficulties. Grammatical or phonological problem areas, for example, may be exposed through the student’s response and give the teacher some specific information about what to treat.
- 4) Teacher questions provide students with opportunities to find out what they think by hearing what they say. As they are reaching into responding to questions about, say, a reading or a film, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a prewriting activity.

Padmadewi, Artini, & Agustini in Suartini (2020) stated that questioning has eight functions during the teaching and learning process are: (1) to develop students' interest and curiosity towards the topic of the lesson, (2) to get students' attention toward the subject of the study, (3) to diagnose students' difficulty, (4) to attract students' activeness, (5) to give students time to understand the material, (6) to stimulate students in stating information, (7) to check students' knowledge, and (8) to measure students achievement in the learning process. Additionally, Cotton (1988) also states questioning has seven basic functions, namely: (1) to develop students’ interest and motivate them to become active during the lessons, (2) to checking students' preparation and check

on their homework or seatwork completion, (3) to develop students' critical thinking skills and inquiring their attitudes, (4) to recall and summarize previous material, (5) to build an interaction by exposing new relationships, (6) to assess students' achievement of instructional goals and objectives, and (7) to stimulate students to pursue their own knowledge. Therefore, teachers' questions have several positive effects on the students' participation during the learning process.

Tanaka as cited in Wildhan and Nurdevi proposes three functions of question. The first is “interpersonal function”. It means that the question can set up, keep, and modify the relationship between questioner and respondent. The second is “information-gathering function”, meaning that question can be an instrument to get some information about certain issue or topic. The last is “meaning-creating function”. It means that a new idea can be produced by questioning. [14] add that in the classroom, teacher's questions serve several functions. They are diagnostic, instructional and motivational function. As a diagnostic tool, the teacher's questions are used to diagnose what students know and how students think about certain topics. As an instructional function, the teacher's questions can assist the students in studying new information in the learning process. The last function, according to Kauchak and Eggen is motivational. Teacher's questions can be a tool that engages the students to be actively involved in the classroom discourse and encourage or challenge their thinking.

f. Types of Questioning

Furthermore, Wangru in Suartini (2020) also classifies types of questioning into four namely, prompting, probing, repeating, and redirecting. Prompting is the strategy in which the teacher has to provide prompts or giving clues to the student when they cannot respond to the question. Probing is the strategy that the

teacher used to control the questioning. In this time, the teacher involves a series of questions addressed to the students to elicit a complete answer. Repeating is the strategy where the teacher repeats the question two or three times until there is a student to answer the question. Redirecting is the strategy in which the teacher direct the same question to several students to know the students' ideas.

Regarding the questioning, Richards & Lockhart in Astrid (2019) classifies questions into three types: procedural, convergent, and divergent. The procedural question refers to the classroom procedures, classroom setting, or classroom management. The question is usually applied at the beginning of the lesson in which the teacher can ask about students' condition, students' homework, or students' readiness. Furthermore, the convergent question is the type of question which generate students to answer the teachers' question shortly and briefly where the question mostly required a short answer or yes/no. The question does not usually require students to engage in higher-level thinking, but often to recall the previous material. Then, a divergent question is a question that require students to higher-level thinking in which the students are encouraged to answer the question using their information rather than to recall previous information.

Brown and Wragg in Wika (2015:21) divide types of teacher questions into three parts as follows:

- 1) Conceptual questions, are important to get ideas and definitions of the subject that being studied.
- 2) Empirical questions, are based on the fact or experimental findings. It aims to show connection between the facts and observations.
- 3) Value questions, are related to the moral value that stated in the reading passage.

Long and Sato in Ayu (2018) identified three types of questions that may be asked by teachers; display questions, procedural questions and referential questions.

- 1) Display Questions refer to ones that the teachers know the answer and which are designed to elicit or display particular structures. For example, ‘what’s the opposite of up in English?’
- 2) Referential Questions refer to the questions that the teachers do not know the answers to, and can gain various subjective information. For example, “Why don’t you do your homework?”
- 3) Procedural Question refers to the question which serves several functions and also used as teaching routines for the beginning of the process. For example, "how are you today?"

Based on the explanation above, it can be concluded that there are many types teacher questions that can used in classroom interaction. Those type are: prompting, probing, repeating, redirecting, procedural, convergent, divergent, conceptual questions, empirical questions, value questions, display questions, and referential questions.

3. Teacher Questioning

a. Definition of Teacher Questioning

Teacher questioning is the skill frequently used, more powerful to create the talk move (Boyd, 2015). Teacher’s question or teacher questioning is one of the most common techniques in classroom interaction. Galls states that more than half of classroom talk is dominated by questioning and answering. Teacher questioning is one of the most commonly used skills by teacher, and it is the main way for teacher to control classroom interaction (Lestari, 2022).

Cotton in Eka (2020) defines teacher questions as instructional cues or stimuli that convey to students the content

elements learned and directions on what they do and how they do it.

b. The Functions of Teacher Questioning

Teacher questions may serve different functions, including focusing attention, exercising disciplinary control in the course or an instruction, encouraging students' participation and moving the lesson forward among others (Shomoossi, 2004). In addition, according to Chaudron (as cited in Inan & Fidan, 2012 in Prasetyawati 2015), teacher questions are considered to be important because of their potential power "to facilitate either Target Language production or correct and meaningful content-
"to" facilitate either Target Language production or correct and meaningful content-related responses by students".

Padmadewi, Artini, & Agustini (2017) stated that questioning has eight functions during the teaching and learning process are:

- (1) to develop students' interest and curiosity towards the topic of the lesson,
- (2) to get students' attention toward the subject of the study to diagnose students' difficulty,
- (4) to attract students' activeness,
- (5) to give students time to understand the material,
- (6) to stimulate students in stating information,
- (7) to check students' knowledge, and
- (8) to measure students' achievement in the learning process.

Additionally, Cotton (1988) also states questioning has seven basic functions, namely: (1) to develop students' interest and motivate them to become active during the lessons, (2) to checking students' preparation and check on their homework or seatwork completion, (3) to develop students' critical thinking skills and inquiring their attitudes, (4) to recall and summarize previous

material, (5) to build an interaction by exposing new relationships, (6) to assess students' achievement of instructional goals and objectives, and (7) to stimulate students to pursue their own knowledge. Therefore, teachers' questions have several positive effects on the students' participation during the learning process.

According to Donal & Paul in Wika (2015:19), grouped the functions of teacher question into three main area: diagnostic, instructional, and motivational. As diagnostic tool, classroom questions allow the teacher to find out what the students know and how they think about the topic, so teacher can evaluate the current states of the students thinking. Then, instructional function of questions enables the teacher encourage and support students learn new material and relate it with the old one. Regarding motivational function, classroom questions can engage learners in the lesson and challenge their thinking. Moreover, teacher question can draw student's attention back to the lesson and provide a chance for some students to show off their distinction and challenge in front of their colleagues.

Based on the explanation, it can be concluded that there are three functions of teacher questioning in classroom interaction like diagnostic, instructional, and motivational.

c. The Reasons Why Teachers Ask Questions With

Reference to Richard and Lockhart in Ayu (2018), there are several reasons why questions are so commonly used in teaching:

- a. They stimulate and maintain students' interest
- b. They encourage students to think and focus on the content of the lesson
- c. They enable teachers to clarify what students have said
- d. They enable teachers to elicit particular structures or vocabulary items

- e. They enable teachers to check students' understanding
- f. They encourage students' participation in a lesson

B. Review of Relevant Studies

The researcher has found some research that is relevant with this problem discussed in this study. First, Titias Triwuryani, (2018) did research about "Questioning Strategies Implemented by English Teachers of Mtsn-2 Palangka Raya". She found that there the teachers used two types of questioning strategies from three types of questioning strategies. There are literal question and metacognitive question. The similarity between the previous researches in this research is about questioning strategies. Those two researchers are discussing about the same phenomenon that is about questioning strategies that applied by teacher in teaching English. The differences between this research with previous research is this research focused on the strategies used by teacher questioning in classroom interaction but in the previous research focused on to know the teacher reason used questioning strategy during teaching English in the class.

The second, relevant study is by Ezi Rahmi, (2018) did research about "The Application of Questioning Strategy in Pre-Reading Activities on Teaching Reading Comprehension at The Eighth of SMP Negeri 1 Rao Utara, Kabupaten Pasaman". She found that, the teacher used display question and referential question type to activate students background knowledge in pre-reading activity on teaching reading comprehension. The similarity between the previous research and this research is about types of question used by the teacher. Those two researchers discuss about the same phenomenon that is about the questioning strategies. The differences between this research with the previous research is this research focused on the strategies used by teacher questioning in classroom interaction but in the previous research focused on to know whether the purpose of applying this strategy could be felt by the students.

The third, a study conducted by Ekawati Dian, (2018). She did research about "An Analysis of Teachers' Questioning Strategies During the Classroom Interaction at SMAN 4 Makassar". She found the most of the teaching and learning activities of teachers always use strategies in asking questions. The similarity between the previous research and this research is about the teacher asked the question related to the material. The similarity between the previous research and this research is about the questioning strategies. Those two researchers discuss about the same phenomenon that is about the questioning strategies. The differences between this research with the previous research is this research focused on the strategies used by teacher questioning in classroom interaction but in the previous research focused on the reason of using questioning strategies during the classroom interaction.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is descriptive qualitative research. According to Moleong (2010), qualitative research is researching that intends to understand the phenomenon experienced by research subject. Ary (2010: 426), states that research design is the researcher plan of how to proceed to gain an understanding of some group or some phenomenon in its context.

Based on the theories above, this research concerns with descriptive qualitative of Teacher's Questions in Classroom Interaction at MTsN 6 Tanah Datar. This research will be conducted of the English teacher of questions in classroom interaction at MTsN 6 Tanah Datar.

B. Research Informant

The informant of this study is English teacher's at MTsN 6 Tanah Datar. The English teacher at this school used a questioning in the teaching and learning process in the classroom. Therefore, researcher is interested in conducting research in this school to find out the Teacher's Questions in classroom interactions. There is one English teacher as a participant in this study at MTsN 6 Tanah Datar.

C. Research Setting

This research was conducted in MTsN 6 Tanah Datar. The location is in Batusangkar, Tanah Datar Regency of West Sumatera. The researcher met the English teacher to do observation and interviews her.

D. Technique of Data Collection

1. Research Instrument

The instruments of this research are observation checklist and interview guide. An observation checklist is a list of things that an observer is going to look at when observing a class. According to Gay, (2000) an interview is a purposeful interaction, usually between

two people, focused on one person trying to get information from another person.

In this research, the researcher does observation in the class to collect the data by using video recording. For doing this activity, the researcher does several steps. Firstly, the researcher sits in the classroom from beginning to the end of each session to record the teacher teaching and all activities in the classroom. Secondly the researcher fills observation checklist which consists of teacher observation checklist. Teacher observation checklist takes from the Questioning. Teacher observation checklist uses to know teacher understanding about questions.

After collecting the data, the researcher was transcribing the recording and analyzes the data and categorize the teacher's questions based on the theories.

2. Research Procedure

In conducting this research, the researcher will follow several procedures. They are: First, Preparation, the researcher did several steps, such as: Finding the problem, doing preliminary research, finding theories that are related to the research proposal, Preparing the research proposal, consulting with an advisor, and having a proposal seminar. Second, during Whilst Activities, the researcher did several steps, such as: Observing the identity of the English teacher, doing interview with the English teacher who teach English in classroom interaction, and Learning documents that were used by English teacher in teaching English. Last, Post activities, making the transcription of the interview, analyzing the data of the interview about English teacher in classroom interaction, constructing data verification, and drawing a conclusion.

E. Checking Data Trustworthiness

To check the data trustworthiness, the researcher used triangulation of the data to find a clear information. Triangulation of the data to make sure the data and to get clear about information when the researcher did research. Hancock in Ariani (2020: 38) triangulation is the process which several methods (data sources, theories or researcher) are used in the study of phenomenon. In this research, the researcher did an elaboration observational data with interview and documents that related to the research.

F. Technique of Data Analysis

The data of this research was analyzed by using three activities: data reduction, data display, data conclusion and verification. According to Miles and Huberman (1994: 10-11), in analyzing the qualitative data, it needs three activities, they are:

1. Data Reduction

Data reduction is understood as the process of selecting, caring for, simplifying, abstracting, and transforming existing data from written notes in the field. Data reduction occurs during maintenance. This means that as data is collected, a further reduction phase is underway. Such as concluding, systematizing, researching the topic, grouping and writing a memo.

In the data reduction, the researcher did some activities. First, the researcher records the interview and make transcriptions. Second, give a code of transcriptions for each item related to Teacher's Questions in Classroom Interaction. Then, the researcher bold and give numbers for each questions. Third, grouping the response related to the research finding. (*See appendix 5*)

2. Data Display

Data display is a collection of information arranged in such a way as to provide a possibility for conclusions and treatment. In this

step, the researcher analyzed Teacher's Questions in Classroom Interaction. (*See appendix 6*)

3. Conclusion and Data Verification

After reducing the data and display the data, the final step will conclusion or verification of the data. This way the activities to conclude Teacher's Questions in Classroom Interaction. (*See appendix 7*)

CHAPTER IV

RESEARCH FINDING

A. Research Finding

The research finding of this research as follows: the types of questions used by the English teacher's during the classroom interaction at the eight grades students. The researcher used two techniques of collecting the data, there are observation and interview.

1. Observation

The researcher observed classroom activities. Based on the observation, the researcher found seven types question used by the English teacher. The seven types of questions are procedural question, convergent question, display question, referential question, probing question, repeating question and divergent question. The total number of types of questions used by the English teacher in class A was 45 questions and class D was 28 questions.

a. Procedural Question

According to Richards & Lockhart (1996) procedural question refers to the classroom procedures, classroom setting, or classroom management. In addition, Long and Sato in Ayu (2018) procedural question refers to the question which serves several functions and also used as teaching routines for the beginning of the process. It means that to manage classroom activities the teacher used procedures and routines. During teaching learning process, the researcher found 4 procedural questions that were used by the teacher. (*See table 1*)

Table 1.

Questions in Terms of Procedural Question

No	Code	Utterances/ Questions
1	a.1	T: How are you this morning? S: I am fine, and you?

2	a.2	T: Who is absent today? S: <i>Niza buk, Faiz buk, Ronald buk, Ikhsan buk</i>
3	a.3	T: How are you today? S: I am fine, and you?
4	a.4	T: What do you feel, you went in the beach? S: <i>Nyaman, happy</i>

From the data above, the researched identified (a.1) before the teacher came to the material the teacher checked students' condition. Usually, almost teacher did these activities as the routine of the classroom. When the teacher said: "how are you this morning" and the students quickly said: "I am fine". Based on the theory, routines include to procedural questions.

The next is (a.2) can be seen that after the teacher checked her students' condition, the teacher checked students' attendance. The teacher asks question to "who absent today" and the students said "*Niza buk, Faiz buk, Ronald buk, Ikhsan buk*". Based on the theory, checked students' attendance include to procedural question.

b. Convergent Question

The next type of teacher questions that found by the researcher is convergent questions. Convergent question is the type of question which generate students to answer the teachers' question shortly and briefly where the question mostly required a short answer or yes/no (Richards & Lockhart, 1996). The researcher found 13 convergent questions that used by the teacher in classroom interaction. (See table 2)

Table 2

Questions in Terms of Convergent Question

No	Code	Utterances/ Questions
1	b.1	T: <i>Minggu yang lalu ibuk suruh mencatat kata apa?</i> S: Kata adjective
2	b.2	T: <i>Adjective in Bahasa Indonesia?</i> S: <i>Kata sifat</i>
3	b.3	T: <i>Do you agree seperti ini?</i> Clean class

		S: Yes
4	b.4	T: Do you understand? S: <i>Ya buk</i>
5	b.5	T: Kalau Anita nya satu orang to be nya apa? S: Is
6	b.6	T: Understand? S: <i>Ya buk</i>
7	b.7	T: Is it right? S: Yes
8	b.8	T: Do you understand? S: Yes
9	b.9	T: Do you understand? S: Yes
10	b.10	T: Ok, Yesterday, you went to Padang, right? S: Yes
11	b.11	T: Understand? S: Yes
12	b.12	T: Understand? S: Yes
13	b.13	T: Okey, understand? S: Yes

Based on the data above, (b.1) the researcher found a situation indicated by the teacher asking students to mention the previous material. The students respond short answer “kata adjective”. The researcher concludes that as convergent type because according to the theory short answer is included in convergent type.

The next are also found in data (b.8), when the teacher say “do you understand?” and the students answer “yes”. So, it can be concluded that it’s include in convergent type.

c. Divergent Question

Then, divergent question is a question that require students to higher-level thinking in which the students are encouraged to answer the question using their information rather than to recall previous information (Richards & Lockhart, 1996). In analyzing the data, the researcher found 20 types of teacher question. (*See table 3*)

Table 3
Questions in Terms of Divergent Question

No	Code	Utterances/ Questions
1	c.1	T: What does it mean, apa yang dimaksud dengan kata sifat? S: Kata yang menerangkan benda
2	c.2	T: Bahasa Inggrisnya apa? S: Anita as tall as Naura
3	c.3	T: What can you see? Apa yang bisa kamu lihat? S: Tingginya beda, Surya lebih tinggi dari Toni
4	c.4	T: Dalam Bahasa Inggris gimana kita membuatnya? S: Surya is tall than Toni
5	c.5	T: Apa yang perlu kita tambahkan? S: -est Ramzil is tallest in this class
6	c.6	T: Membuat sama tau tadi cara nya kan? Apa yang kita berikan untuk kata sama tadi diantara kata... S: Diantara kata sifat Hanphone is as more expensive as camera
7	c.7	T: Kenapa menggunakan kata more? Why we use more? Kenapa tidak memakai very tadi? S: Karena expensive terdiri dari 3 suku kata
8	c.8	T: Gimana cara buatnya? S: Samsung Z flip is the most expensive
9	c.9	T: Say in English? S: Latifa is as beautiful as Santi
10	c.10	T: Gimana cara buatnya? S: Chelsea is more beautiful than Chika
11	c.11	T: Bagaimana cara buatnya? S: Anita is most beautiful according to Ramzil
12	c.12	T: Gimana caranya? S: Dafa is as handsome as Ragil
13	c.13	T: Gimana cara buatnya? S: Akmal is as strong as Nafis
14	c.14	T: What is the English? S: Hamid is stronger than Nadia
15	c.15	T: Kemaren saya lebih happy daripada hari ini Apa Bahasa Inggrisnya? S: Yesterday I happier than today
16	c.16	T: Sesudah kata I kita tambah dengan kata

		apa? S: I am. Kita tambah dengan to be buk Yesterday I am happier than today
17	c.17	T: Gimana kita mengatakan mie lebih enak daripada nasi goreng? S: Noodles is more delicious than fried rice
18	c18	T: In English? S: Pink bottle is biggest than tea pucuk bottle
19	c.19	T: Mobil 8D lebih nyaman daripada mobil 8A? S: 8D bus more comfortable than 8A bus
20	c.20	T: Gimana kita membuatnya? S: 8D bus is most comfortable

The first case in divergent question (c.1). The material about is kata adjective. The all of the students know about kata adjective is words that describe thing. Based on the theory need the students' higher level of thinking to give their opinion included in divergent question.

Second (c.15), the teacher gives an example in Indonesian and the teacher asks students to make the example in English. In this case makes students' higher level of thinking. So, it can be concluding that it's in divergent type.

d. Display question

According Long and Sato in Ayu (2018) display questions refer to ones that the teachers know the answer and which are designed to elicit or display particular structures and then to test students understanding. In analyzing the data, the researcher found 26 display type of teacher question. (See table 4)

Table 4

Questions in Terms of Display Question

No	Code	Utterances/ Questions
1	d.1	T: Misalnya Ara. Ara sifatnya cantik. Jadi gimana cara buatnya? S: Ara is beautiful
2	d.2	T: Bahasa Inggris bersih apa? S: Clean
3	d.3	T: Papan tulis, Bahasa inggrisnya apa?

		S: Whiteboard
4	d.4	T: Bendanya dulu atau sifatnya? S: Bendanya
5	d.5	T: Beautiful girl atau girl beautiful, mana yang benar? S: Beautiful girl
6	d.6	T: Kalau Anita dan naura apa nya yang sama? S: Tinggi
7	d.7	T: There is something miss here? Ada sesuatu yang kurang disini? S: <i>Ya buk</i> , to be
8	d.8	T: Mana yang berarti sama tadi? S: As... as
9	d.9	T: Is it right? Sudah benar? Kata apa yang harus kita tambah? S: Kata -er
10	d.10	T: Dimana kita tambah kata -er? S: Dikata sifat
11	d.11	T: Yang mana yang menyatakan lebih tadi? S: Taller
12	d.12	T: Mana yang berarti paling tadi? S: Tallest
13	d.13	T: Bagaimana membuat lebihnya? S: Menggunakan kata more
14	d.14	T: Kalau handsome berapa suku katanya? S: 2 suku kata buk, hand dan some
15	d.15	T: Kalau lebih dari satu suku kata, membuat perbandingannya gimana? S: Tambah more didepan kata sifat buk
16	d.16	T: Kalau membuat paling pakai apa? S: Pakai kata most sebelum kata sifat buk
17	d.17	T: What is Bahasa Indonesia strong? S: Kuat
18	d.18	T: Kata yang kita gunakan untuk mengungkapkan perasaan? S: Kata sifat
19	d.19	T: Bahasa Inggrisnya apa? S: Adjective
20	d.20	T: Apa yang membedakan kata Happy yang ditambah dengan er dan kata more yang mengatakan lebih? S: Dikata sifatnya buk
21	d.21	T: Apa saja suku katanya? S: De- li- cious

22	d.22	T: Ok, Fahmi perhatikan botol ini, mana yang lebih besar botol pink atau botol teh pucuk? S: Botol pink
23	d.23	T: Kata apa yang kita bandingkan tadi? S: Kata sifat
24	d.24	T: More kita letakkan sesudah kata sifat atau sebelum kata sifat? S: Sebelum kata sifat
25	d.25	T: -est kita letakkan sesudah kata sifat atau sebelum kata sifat? S: Sesudah kata sifat
26	d.26	T: Kalau untuk kata paling yang suku katanya satu kita pakai apa? S: Pakai -est

Based on the data above (a.6), the teacher gives sample to see students' understanding of the material provided. Based on the theory, students understanding included in display questions.

Meanwhile, (d.25) the teacher said “*-est kita letakkan sesudah kata sifat atau sebelum kata sifat?*” and the students’ answer quickly “*sesudah kata sifat*”. The questions implies that teacher already knows the answer.

e. Referential question

The next types, referential questions refer to the questions that the teachers do not know the answers to, and can gain various subjective information (Long and Sato in Ayu, 2018). The researcher found 5 types of referential question in analyzing the data. (See table 5)

Table 5
Questions in Terms of Referential Question

No	Code	Utterances/ Questions
1	f.1	T: Untuk kata yang lebih dari 1 suku kata, membuat lebih pakai apa? S: Pakai most buk
2	f.2	T: Okey right, yesterday you happy? Sekarang you masih happy juga gak? S: Happy
3	f.3	T: Mana lebih happy hari ini atau hari kemaren?

		S: Kemaren
4	f.4	T: Ok, Kiara do you like fried rice or noodles? Which one do you like? S: Noodles
5	f.5	T: Ya dikata sifatnya, delicious berapa suku katanya? S: 3 suku kata buk

From the data (f.2), the teacher asks are you happy today and the students answer “happy”. In this case, the teacher does not know the student's answer. In the theory, the teacher does not know the answer. It's included in referential questions.

Then, the teacher asks one of the students about the food she likes and students choose one of the foods she like. In this case implies the teachers do not know the answers. It's also concluded in referential question.

f. Probing Question

Probing is the strategy that the teacher used to control the questioning (Richards & Lockhart, 1996). After the analysis the data, the researcher found 3 probing questions used by students-teacher. (*See table 6*)

Table 6
Questions in Terms of Probing Question

No	Code	Utterances/ Questions
1	g.1	T: Why? S: Noodles lebih enak buk
2	g.2	T: Okey, kenapa kita menggunakan more sebelum kata delicious? S: Karena suku katanya lebih dari satu buk
3	g.3	T: Ok, why pakai most? Berapa suku kata dari comfortable? S: 3 buk, com-for-table buk

Based on the data (g.1), the teacher confirms the student's answer. In this case, the teacher determines why students prefer noodles over fried rice. It's included probing question.

Then, the teacher confirms the student's “why we used the more before delicious” and the students answer “*karena suku*”

katanya lebih dari satu". In this case the teacher used to control the questioning. It's included probing question.

g. Repeating Question

Then, repeating is the strategy where the teacher repeats the question two or three times until there is a student to answer the question (Richards & Lockhart, 1996). (See table 7)

Table 7
Questions in Terms of Repeating Question

No	Code	Utterances/ Questions
1	e.1	T: Can everybody stand. Ok, look at your friend Siapa yang paling tinggi dikelas ini? S: Surya, Ramzil
2	e.2	T: Siapa yang paling tinggi? S: Ramzil

From the data above, the researcher identified (e.1 and e.2) as repeating question because the teacher repeats the same question twice and the theory where the teacher repeats the question two, it's included repeating question.

2. Interview

The interview was conducted with the English Teacher. The interview was conducted in one meeting. The researcher interviewed the English Teacher. From the interview in this meeting, based on the questions that the researcher gave to the teacher, the researcher found several questions that the teacher used when there was classroom interaction.

Questioning strategies used by teacher such as procedural, convergent, divergent, probing and others. This interview shows the result finding of the conversation between the researcher and the English Teacher about teacher's questions in classroom interaction.

B. Research Discussion

After analyzed the data, it shown that the teacher's used seven types questions during the classroom interaction they are: procedural question, convergent question, display question, referential question,

probing question, repeating question, and divergent question. Those questions are usually used by the teacher in classroom interaction. The most frequent questions used is display questions.

First, procedural question refers to the classroom procedures, classroom setting, or classroom management. Second, convergent question is the type of question which generate students to answer the teachers' question shortly and briefly where the question mostly required a short answer or yes/no. Third, divergent question is a question that require students to higher-level thinking in which the students are encouraged to answer the question using their information rather than to recall previous information (Richards & Lockhart, 1996).

Then, display questions refer to ones that the teachers know the answer and which are designed to elicit or display particular structures. Next, referential questions refer to the questions that the teachers do not know the answers to, and can gain various subjective information (Long and Sato in Ayu, 2018). Next, probing is the strategy that the teacher used to control the questioning. Last, repeating is the strategy where the teacher repeats the question two or three times until there is a student to answer the question (Wangru in Suartini, 2020).

Besides, there are five types of questions were not applied by the English teacher's in classroom interaction based on the research such as: conceptual question, empirical question, value question, prompting question, and redirecting question.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion of the research about teacher questioning strategies in classroom interaction, it be concluded that there are seven types of questions used by teacher-students in classroom interaction. These questioning strategies are: procedural question, convergent question, display question, referential question, probing question, repeating question and divergent question.

B. Suggestion

1. The English teacher of MTsN 6 Tanah Datar

For the English teacher in MTsN 6 Tanah Datar, the researcher suggests keeping applying her strategies, keep doing creativity during the use of the strategy in teaching English with following modern learning.

2. Other English teachers

For other English teachers, the researcher suggests imitating and modifying the questioning strategies used by English teachers during classroom interaction or teaching long distance.

3. The next researcher

The researcher suggests for the next researcher research other strategies used by teacher in classroom interaction.

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APPENDICES

Appendix 1: Interview Guide

In conducting the interview, the researcher will deliver several questions in order to get the information about “An Analysis Teacher’s Questions in during Classroom Interaction” the list interview guide as follow:

No	Steps	Item	Questions
1	Warming Up	<ol style="list-style-type: none"> 1. Menanyakan kabar informan. 2. Memperkenalkan diri. 3. Menyampaikan tujuan 4. Menanyakan kesediaan 	<ol style="list-style-type: none"> 1. Assalamu’alaikum 2. Nama saya Rezi Irviana dari jurusan Tadris Bahasa Inggris. 3. Kalau boleh tau siapa nama Ibu? 4. Saya ingin mewawancarai Ibu untuk keperluan penelitian saya 5. Boleh minta waktunya sebentar untuk interview bu?
2	Level checking	Memastikan bahwa informan cocok untuk diwawancarai	<ol style="list-style-type: none"> 1. Apakah ibu mengajar bahasa inggris? 2. Bagaimana proses belajar mengajar bahasa inggris? 3. Apakah ibu memiliki strategi atau cara khusus mengajar bahasa inggris?
3	Probing	Menggali strategi yang digunakan dalam mengajarkan bahasa Inggris kepada anak	<ol style="list-style-type: none"> 1. Apakah ada strategi bertanya yang ibu gunakan dalam mengajar bahasa inggris? 2. Apa saja strategi bertanya yang ibu gunakan untuk mengajar bahasa inggris?
4	Wind-down	Mengakhiri wawancara dan menginformasikan kepada informan tentang kemungkinan adanya wawancara tambahan.	Baiklah, cukup sekian dulu wawancara kali ini, jika dikemudian hari saya membutuhkan informasi tambahan, apakah Bapak/Ibu bersedia untuk diwawancarai kembali? Terima kasih atas waktu Bapak/Ibu.

Appendix 2: Transcript of Interview

The researcher did an interview at MTsN 6 Tanah Datar on **February, 28, 2023** to the first interview.

R	:	Assalamu'alaikum Warahmatullahi Wabarakatuh
I	:	Wa'alaikumussalam Warahmatullahi Wabarakatuh.
R	:	Perkenalkan nama saya Rezi Irviana dari jurusan tadaris Bahasa Inggris UIN Mahmud Yunus Batusangkar. Boleh minta perkenalan diri dari ibuk?
I	:	Nama ibuk Sulastri mengajar Bahasa Inggris di MTsN 6 Tanah Datar, di kelas 7 dan kelas 8.
R	:	Saya ingin mewawancarai ibuk untuk keperluan penelitian saya buk. Apakah ibuk bersedia, buk?
I	:	Okey, sepanjang yang bisa ibuk bantu, ibuk bantu.
R	:	Terimakasih buk. Apakah ibuk mengajar Bahasa Inggris?
I	:	Ya
R	:	Bagaimana proses mengajar Bahasa Inggris selama pembelajaran buk?
I	:	Hmmm. Kita tau Bahasa Inggris ini pelajaran yang banyak anak-anak yang tidak suka kan?
R	:	Ya buk
I	:	Jadi untuk mengajarkannya harus punya trik-trik yang bisa membuat mereka enjoy gitu kan
R	:	Ya
I	:	Jadi ada, pokoknya kita cari ide-ide/ media-media yang bisa mereka tu menikmati Englishnya gitu
R	:	Salah satu trik yang ibuk gunakan apa tu buk?
I	:	Media mungkin harus menarik. Seperti video misalnya kan atau keluar ruangan untuk, atau dilapangan untuk cari, untuk membuat percakapan diluar gitukan. Kadang di English Club mereka juga diikutkan supaya mereka bisa menyalurkan bakat-bakat mereka yang berbakat-bakat Bahasa Inggris gitu kan
R	:	Iya buk Apakah ibuk memiliki strategi yang lain buk?
I	:	Strateginya untuk membuat mereka menarik ada game yang bisa, ya game. Bisa membuat mereka banyak bicara kan. Game berbahasa Inggris
R	:	Kalau strategi mengajar Bahasa Inggris tadi ndak buk? Atau ada yang, misalnya diskusi kelompok atau apa?
I	:	Ya itu pasti, kalau mengajar dah pasti menurut RPP yang sudah dirancang. Jadi didalam RPP itu guru harus menyediakan media atau apa yang membuat anak aktif dalam belajar, membuat anak

		menikmati pelajaran Bahasa Inggris. Jadi kita harus mencari media yang menarik bagi anak.
R	:	Kan tipe-tipe questioning strategies ada beberapa tu ndak buk?
I	:	Ya
R	:	Jadi yang ibuk gunakan tipe yang seperti apa?
I	:	Procedural ada
R	:	Apa contoh procedural yang biasa ibuk tanyakan buk?
I	:	Biasanya menanyakan kondisi, mencek kehadiran
R	:	Hmmm, kalau tipe yang lainnya buk?
I	:	Ya, kadang dicampur gitukan. Ada convergent, divergent Ndak bisa dengan satu metode, kemudian dicampur-campur.
R	:	Kalau convergent contohnya apa buk?
I	:	Pada convergent, biasanya menanyakan “do you understand?” Pertanyaan yang jawaban hanya yes/no
R	:	Baik buk, cukup sekian untuk interview hari ini buk.
I	:	Hhmmm
R	:	Mungkin kalau nanti Rezi butuh lagi informasi, apakah ibuk bersedia buk?
I	:	Okey, sepanjang yang bisa ibuk bantu
R	:	Ya terimakasih ya buk. Assalamu’alaikum Warahmatullahi Wabarakatuh
I	:	Wa’alaikumussalam Warahmatullahi Wabarakatuh..

Appendix 3: Transcript I of Classroom Activities at MTsN 6 Tanah Datar

Date: 21 February 2023

Class: VIII A

Teacher: Sulastri S.Pd

Speaker		Utterances
Teacher	:	Okey Class. Good morning, everyone
Students	:	Good morning
Teacher	:	How are you this morning?
Students	:	Yes
Teacher	:	Okey, who is absent today?
Students	:	Niza buk, Faiz buk, Ronald buk, Ikhsan buk
Teacher	:	Many students absent ya.
Student	:	Ya buk
Teacher	:	Okey, last week I ask you to copy some adjective. Minggu yang lalu ibuk suruh mencatat kata apa?
Students	:	Kata adjective
Teacher	:	Adjective in Bahasa Indonesia?
Students	:	Kata sifat
Teacher	:	Ya, kata sifat What does it mean, apa yang dimaksud dengan kata sifat?
Students	:	Kata yang menerangkan benda
Teacher	:	Ya kata sifat itu bisa jadi ciri-ciri, bisa jadi bentuk, bisa jadi apa yang menerangkan benda
Students	:	Ya
Teacher	:	Misalnya Ara. Ara sifatnya cantik. Jadi gimana cara buatnya?
Student	:	Ara is beautiful
Teacher	:	Ya, Ara is beautiful Jadi sifat menerangkan bendanya
Students	:	Ya
Teacher	:	Bahasa Inggris bersih apa?
Students	:	Clean
Teacher	:	Papan tulis, Bahasa Inggrisnya apa?
Students	:	Whiteboard
Teacher	:	Kalau kita menulis dalam Bahasa Inggris, sifatnya atau bendanya dulu. Mana yang dulu, bendanya dulu atau sifatnya?
Student	:	Bendanya
Teacher	:	Misalnya kelas bersih tadi ya. Okey, bendanya dulu
Students	:	Clean class
Teacher	:	Do you agree seperti ini?

		Clean class
Students	:	Yes
Teacher	:	Beautiful girl atau girl beautiful, mana yang benar?
Students	:	Beautiful girl
Teacher	:	Ya, kalau dalam Bahasa Inggris sifatnya dulu baru bendanya. Kalau dalam Bahasa Indonesia bendanya dulu nya baru sifatnya. Jadi yang dimaksud dengan kata sifat adalah sifat yang menjelaskan benda. Seperti apa benda itu Do you understand?
Students	:	Yes
Teacher	:	Okey, lets today we are going to study about comparative degree. Degree means tingkat ya Misalnya Anita dan Naura Can you be standing here
Students	:	Standing here
Teacher	:	Kalau Anita dan naura apa nya yang sama?
Students	:	Tinggi
Teacher	:	Anita dan Naura sama tinggi Bahasa Inggrisnya apa?
Students	:	Anita as tall as Naura
Teacher	:	Okey, very good. There is something miss here? Ada sesuatu yang kurang disini?
Students	:	Ya buk, to be
Teacher	:	To be, very good Kalau Anita nya satu orang to be nya apa?
Students	:	Is
Teacher	:	Is, very good Anita is as tall as Naura Mana yang berarti sama tadi?
Students	:	As... as
Teacher	:	Yang berarti sama adalah Anita sama tinggi dengan Naura Ok, understand?
Students	:	Understand buk
Teacher	:	Okey, kemudian Surya dan Toni Ok, look at your friends What can you see? Apa yang bisa kamu lihat?
Students	:	Tingginya beda, Surya lebih tinggi dari Toni
Teacher	:	Dalam Bahasa Inggris gimana kita membuatnya?
Students	:	Surya is tall than Toni
Teacher	:	Is it right? Sudah benar? Surya is tall than Toni Dimana kita meletakkan kata lebihnya. Kita cari kata lebih dalam Bahasa Inggris tidak ada. Kata apa yang harus kita tambah?

Students	:	Kata -er
Teacher	:	Dimana kita tambah kata -er?
Students	:	Dikata sifat
Teacher	:	Surya is taller than Toni Is it right?
Students	:	Yes
Teacher	:	Yang mana yang menyatakan lebih tadi?
Students	:	Taller
Teacher	:	Can everybody stand Ok, look at your friend Siapa yang paling tinggi dikelas ini?
Students	:	Surya, Ramzil
Teacher	:	Siapa yang paling tinggi?
Students	:	Ramzil
Teacher	:	Ok, Ramzil adalah yang paling tinggi dikelas ini. Apa yang perlu kita tambahkan?
Students	:	-est Ramzil is tallest in this class
Teacher	:	Mana yang berarti paling tadi?
Students	:	Tallest
Teacher	:	Ini yang perbandingan ya Okey, ada tingkat comparative, ada tingkat paling ya. Okey, kita ambil kata sifat yang Panjang. Misal expensive ya
Students	:	Okey
Teacher	:	Hanphone sama mahalnya dengan kamera. Membuat sama tau tadi cara nya kan? Apa yang kita berikan untuk kata sama tadi diantara kata...
Students	:	Diantara kata sifat Hanphone is as more expensive as camera
Teacher	:	Bagaimana membuat lebihnya?
Students	:	Menggunakan kata more
Teacher	:	Kenapa menggunakan kata more? Why we use more? Kenapa tidak memakai very tadi?
Students	:	Karena expensive terdiri dari 3 suku kata
Teacher	:	Ya, kalau dipenggal lebih dari 1 suku kata Ex-pen-sive. Jadi kalau lebih dari satu suku kata, kalau membuat lebihnya kita menggunakan more
Students	:	Ya
Teacher	:	Samsung Z flip adalah yang paling mahal. Gimana cara buatnya?
Students	:	Samsung Z flip is the most expensive
Teacher	:	Untuk kata yang lebih dari 1 suku kata, membuat lebih pakai apa?

Students	:	Pakai most buk
Teacher	:	Latifa sama cantik dengan Santi Say in English?
Students	:	Latifa is as beautiful as Santi
Teacher	:	Chelsea lebih cantik daripada Chika Gimana cara buatnya?
Students	:	Chelsea is more beautiful than Chika
Teacher	:	Anita adalah yang paling cantik menurut Ramzil Bagaimana cara buatnya?
Students	:	Anita is most beautiful according to Ramzil
Teacher	:	Kalau handsome berapa suku katanya?
Students	:	2 suku kata buk, hand dan some
Teacher	:	Kalau lebih dari satu suku kata, membuat perbandingannya gimana?
Students	:	Tambah more didepan kata sifat buk
Teacher	:	Kemudian kita tambah than sesudah kata sifat Kalau membuat paling pakai apa?
Students	:	Pakai kata most sebelum kata sifat buk
Teacher	:	Dafa sama ganteng dengan Ragil Gimana caranya?
Students	:	Dafa is as handsome as Ragil
Teacher	:	Do you understand?
Students	:	Yes
Teacher	:	Okey, next kita ambil kata strong What is Bahasa Indonesia strong?
Students	:	Kuat
Teacher	:	Kuat ya Akmal sama kuat dengan Nafis Gimana cara buatnya?
Students	:	Akmal is as strong as Nafis
Teacher	:	Hamid lebih kuat daripada Nadia What is the English?
Students	:	Hamid is stronger than Nadia
Teacher	:	Do you understand?
Students	:	Yes
Teacher	:	Okey, I think enough for today. See you next week
Students	:	See you

Transcript II of Classroom Activities at MTsN 6 Tanah Datar

Date: 28 February 2023

Class: VIII D

Teacher: Sulastris S.Pd

Speaker	Utterances
Teacher	: Assalamu'alaikum Warahmatullahi Wabarakatuh
Student	: Wa'alaikumussalam Warahmatullahi wabarakatuh
Teacher	: How are you today?
Student	: I am fine, and you?
Teacher	: I am okey, thank you Ok, Yesterday, you went to Padang, right?
Student	: Yes
Teacher	: What do you feel, you went in the beach?
Student	: Nyaman, happy
Teacher	: Kata yang kita gunakan untuk mengungkapkan perasaan?
Student	: Kata sifat
Teacher	: Bahasa Inggrisnya apa?
Student	: Adjective
Teacher	: Okey right, yesterday you happy? Sekarang you masih happy juga gak?
Student	: Happy
Teacher	: Mana lebih happy hari ini atau hari kemaren?
Student	: Kemaren
Teacher	: Kemaren saya lebih happy daripada hari ini Apa Bahasa Inggrisnya?
Student	: Yesterday I happier than today
Teacher	: Sesudah kata I kita tambah dengan kata apa?
Student	: I am. Kita tambah dengan to be buk Yesterday I am happier than today
Teacher	: Ok, Kiara do you like fried rice or noodles? Which one do you like?
Student	: Noodles
Teacher	: Why?
Student	: Noodles lebih enak buk
Teacher	: Gimana kita mengatakan mie lebih enak daripada nasi goreng?
Student	: Noodles is more delicious than fried rice
Teacher	: Apa yang membedakan kata Happy yang ditambah dengan er dan kata more yang mengatakan lebih?
Student	: Dikata sifatnya buk
Teacher	: Ya dikata sifatnya, delicious berapa suku katanya?

Student	:	3 suku kata buk
Teacher	:	Apa saja suku katanya?
Student	:	De- li- cious
Teacher	:	Okey, kenapa kita menggunakan more sebelum kata delicious?
Student	:	Karena suku katanya lebih dari satu buk
Teacher	:	Ya, karena lebih dari satu suku kata. Very good Kalau suku katanya satu setelah kata sifat kita tambah dengan -er Ok, Fahmi perhatikan botol ini, mana yang lebih besar botol pink atau botol teh pucuk?
Student	:	Botol pink
Teacher	:	In English?
Student	:	Pink bottle is biggest than tea pucuk bottle
Teacher	:	Understand?
Student	:	Yes
Teacher	:	Mobil 8D lebih nyaman daripada mobil 8A?
Student	:	8D bus more comfortable than 8A bus
Teacher	:	Understand?
Student	:	Yes
Teacher	:	Kata apa yang kita bandingkan tadi?
Student	:	Kata sifat
Teacher	:	More kita letakkan sesudah kata sifat atau sebelum kata sifat?
Student	:	Sebelum kata sifat
Teacher	:	-est kita letakkan sesudah kata sifat atau sebelum kata sifat?
Student	:	Sesudah kata sifat
Teacher	:	Mobil 8D paling cepat diantara mobil lain
Student	:	8D bus most fast than other bus
Teacher	:	Kalau dia satu suku kata kita tidak menggunakan most
Student	:	8D bus is the fastest
Teacher	:	Kalau untuk kata paling yang suku katanya satu kita pakai apa?
Student	:	Pakai -est
Teacher	:	Mobil 8D adalah yang paling nyaman Gimana kita membuatnya?
Student	:	8D bus is most comfortable
Teacher	:	Ya
Student	:	Buk, baa kok tadi pakai more kini pakai most?
Teacher	:	Ok, why pakai most? Berapa suku kata dari comfortable?
Student	:	3 buk, com-for-table buk
Teacher	:	Berapa suku katanya, ada 3. Kalau lebih dari satu untuk

		superlative nya kita menggunakan kata most
Student	:	Bu baa kok yang tadi tambah -est yang iko tambah more/ most?
Teacher	:	Karena yang tadi itu comparative dan yang ini superlative
Student	:	Ya buk
Teacher	:	Okey, understand?
Student	:	Yes
Teacher	:	Okey, thanks for today, see you next week Assalamu'alaikum Warahmatullahi Wabarakatuh
Student	:	Wa'alaikumussalam Warahmatullahi Wabarakatuh buk

Appendix 4: Observation Checklist

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
1	How are you this morning? <i>I am fine, and you?</i>		√								
2	Who is absent today? <i>Niza buk, Faiz buk, Ronald buk, Ikhsan buk</i>			√							
3	Minggu yang lalu ibuk suruh mencatat kata apa? <i>Kata adjective</i>				√						
4	Adjective in Bahasa Indonesia? <i>Kata sifat</i>				√						
5	What does it mean, apa yang dimaksud						√				

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	dengan kata sifat? Kata yang menerangkan benda										
6	Misalnya Ara. Ara sifatnya cantik. Jadi gimana cara buatnya? Ara is beautiful							√			
7	Bahasa Inggris bersih apa? Clean							√			
8	Papan tulis, Bahasa inggrisnya apa? Whiteboard							√			
9	Bendanya dulu atau sifatnya? Bendanya							√			
10	Do you agree seperti ini? Clean class				√						

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	<i>Yes</i>										
11	Beautiful girl atau girl beautiful, mana yang benar? <i>Beautiful girl</i>							√			
12	Do you understand? <i>Ya buk</i>					√					
13	Kalau Anita dan naura apa nya yang sama? <i>Tinggi</i>							√			
14	Bahasa Inggrisnya apa? <i>Anita as tall as Naura</i>						√				
15	There is something miss here? Ada sesuatu yang kurang disini? <i>Ya</i>							√			

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	<i>buk, to be</i>										
16	Kalau Anita nya satu orang to be nya apa? Is				√						
17	Mana yang berarti sama tadi? As... as							√			
18	Understand? Ya buk					√					
19	What can you see? Apa yang bisa kamu lihat? Tingginya beda, Surya lebih tinggi dari Toni						√				
20	Dalam Bahasa Inggris gimana kita membuatnya? Surya is tall than Toni						√				
21	Is it right? Sudah							√			

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	benar? Kata apa yang harus kita tambah? Kata -er										
22	Dimana kita tambah kata -er? <i>Dikata sifat</i>							√			
23	Is it right? Yes					√					
24	Yang mana yang menyatakan lebih tadi? Taller							√			
25	Siapa yang paling tinggi dikelas ini? <i>Surya, Ramzil</i>										√
26	Siapa yang paling tinggi? <i>Ramzil</i>										√
27	Apa yang perlu kita tambahkan? <i>-est</i> <i>Ramzil is tallest in</i>						√				

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	<i>this class</i>										
28	Mana yang berarti paling tadi? Tallest							√			
29	Membuat sama tau tadi cara nya kan? Apa yang kita berikan untuk kata sama tadi diantara kata... <i>Diantara kata sifat</i> <i>Hanphone is as more expensive as camera</i>						√				
30	Bagaimana membuat lebihnya? <i>Menggunakan kata more</i>							√			
31	Kenapa						√				

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	menggunakan kata more? Why we use more? Kenapa tidak memakai very tadi? Karena expensive terdiri dari 3 suku kata										
32	Gimana cara buatnya? Samsung Z flip is the most expensive						√				
33	Untuk kata yang lebih dari 1 suku kata, membuat lebih pakai apa? Pakai most buk							√			
34	Say in English? Latifa is as beautiful as Santi						√				
35	Gimana cara buatnya? Chelsea						√				

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	<i>is more beautiful than Chika</i>										
36	Bagaimana cara buatnya? <i>Anita is most beautiful according to Ramzil</i>						√				
37	Kalau handsome berapa suku katanya? <i>2 suku kata buk, hand dan some</i>							√			
38	Kalau lebih dari satu suku kata, membuat perbandingannya gimana? <i>Tambah more didepan kata sifat buk</i>							√			
39	Kalau membuat paling pakai apa? <i>Pakai kata</i>							√			

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
1	How are you today? <i>I am fine, and you?</i>		√								
2	Ok, Yesterday, you went to Padang, right? <i>Yes</i>					√					
3	What do you feel, you went in the beach? <i>Nyaman, happy</i>	√									
4	Kata yang kita gunakan untuk mengungkapkan perasaan? <i>Kata sifat</i>						√				
5	Bahasa Inggrisnya apa? <i>Adjective</i>						√				
6	Okey right, yesterday you happy?							√			

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	Sekarang you masih happy juga gak? <i>Happy</i>										
7	Mana lebih happy hari ini atau hari kemaren? <i>Kemaren</i>								√		
8	Kemaren saya lebih happy daripada hari ini Apa Bahasa Inggrisnya? <i>Yesterday I happier than today</i>						√				
9	Sesudah kata I kita tambah dengan kata apa? <i>I am. Kita tambah dengan to be buk</i> <i>Yesterday I am</i>						√				

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	<i>happier than today</i>										
10	Ok, Kiara do you like fried rice or noodles? Which one do you like? Noodles								√		
11	Why? Noodles lebih enak buk									√	
12	Gimana kita mengatakan mie lebih enak daripada nasi goreng? Noodles is more delicious than fried rice						√				
13	Apa yang membedakan kata Happy yang ditambah dengan er dan kata more yang							√			

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	mengatakan lebih? <i>Dikata sifatnya buk</i>										
14	Ya dikata sifatnya, delicious berapa suku katanya? <i>3 suku kata buk</i>								√		
15	Apa saja suku katanya? <i>De- li- cious</i>							√			
16	Okey, kenapa kita menggunakan more sebelum kata delicious? <i>Karena suku katanya lebih dari satu buk</i>									√	
17	Ok, Fahmi perhatikan botol ini, mana yang							√			

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	lebih besar botol pink atau botol teh pucuk? Botol pink										
18	In English? Pink bottle is biggest than tea pucuk bottle						√				
19	Understand? Yes					√					
20	Mobil 8D lebih nyaman daripada mobil 8A? 8D bus more comfortable than 8A bus						√				
21	Understand? Yes					√					
22	Kata apa yang kita bandingkan tadi? Kata sifat							√			
23	More kita letakkan sesudah kata sifat atau							√			

No	Questions	Procedural Question			Convergent Question		Divergent Question	Display Question	Referential Question	Probing Question	Repeating Question
		Manage classroom	Students' condition	Students' attendance	Short answer/ previous material	Yes or no	High-level thinking	Display particular structures	Various subjective information	Complete answer	Repeats question
	comfortable? 3 <i>buk, com-for-table buk</i>										
28	Okey, understand? <i>Yes</i>					√					

Appendix 5: Data Reduction

Table of Teacher's Questions in Classroom Interaction

Class	Speaker	Utterances	Types of Question	Code
VIII A	T	How are you this morning?	Procedural	a.1
	S	I am fine, and you?		
	T	I am fine	Procedural	a.2
	S	Okey, who is absent today?		
		Niza buk, Faiz buk, Ronald buk, Ikhsan buk		
	T	Okey, last week I ask you to copy some adjective. Minggu yang lalu ibuk suruh mencatat kata apa?	Convergent	b.1
	S	Kata adjective		
	T	Adjective in Bahasa Indonesia?	Convergent	b.2
	S	Kata sifat		
	T	Ya, kata sifat What does it mean, apa yang dimaksud dengan kata sifat?	Divergent	c.1
	S	Kata yang menerangkan benda		
	T	Misalnya Ara. Ara sifatnya cantik. Jadi gimana cara buatnya?	Display	d.1
	S	Ara is beautiful		
	T	Bahasa Inggris bersih apa?	Display	d.2
	S	Clean		
	T	Papan tulis, Bahasa inggrisnya apa?	Display	d.3
	S	Whiteboard		
	T	Kalau kita menulis dalam Bahasa Inggris, sifatnya atau bendanya dulu. Mana yang dulu, bendanya dulu atau sifatnya?	Display	d.4
	S	Bendanya		
	T	Do you agree seperti ini?	Convergent	b.3
S	Clean class Yes			
T	Beautiful girl atau girl beautiful, mana yang benar?	Display	d.5	
S	Beautiful girl			
T	Ya, kalau dalam Bahasa Inggris sifatnya dulu baru bendanya. Kalau dalam Bahasa Indonesia bendanya dulu nya baru sifatnya.			

	S	Jadi yang dimaksud dengan kata sifat adalah sifat yang menjelaskan benda. Seperti apa benda itu Do you understand?	Convergent	b.4
		Ya buk		
	T S	Kalau Anita dan naura apa nya yang sama?	Display	d.6
		Tinggi		
	T S	Anita dan Naura sama tinggi Bahasa Inggrisnya apa?	Divergent	c.2
		Anita as tall as Naura		
	T S	Okey, very good. There is something miss here? Ada sesuatu yang kurang disini?	Display	d.7
		Ya buk, to be		
	T S	To be, very good Kalau Anita nya satu orang to be nya apa?	Convergent	b.5
		Is		
	T S	Is, very good Anita is as tall as Naura Mana yang berarti sama tadi?	Display	d.8
		As... as		
	T S	Yang berarti sama adalah Anita sama tinggi dengan Naura Ok, understand?	Convergent	b.6
		Ya buk		
	T S	Okey, kemudian Surya dan Toni Ok, look at your friends What can you see? Apa yang bisa kamu lihat?	Divergent	c.3
		Tingginya beda, Surya lebih tinggi dari Toni		
	T S	Dalam Bahasa Inggris gimana kita membuatnya?	Divergent	c.4
		Surya is tall than Toni		
	T S	Is it right? Sudah benar? Surya is tall than Toni Dimana kita meletakkan kata lebihnya. Kita cari kata lebih dalam Bahasa Inggris tidak ada. Kata apa yang harus kita tambah?	Display	d.9
		Kata -er		
	T S	Dimana kita tambah kata -er?	Display	d.10
		Dikata sifat		

T	Surya is taller than Toni Is it right?	Convergent	b.7
S	Yes		
T	Yang mana yang menyatakan lebih tadi?	Display	d.11
S	Taller		
T	Can everybody stand Ok, look at your friend Siapa yang paling tinggi dikelas ini?	Repeating	e.1
S	Surya, Ramzil		
T	Siapa yang paling tinggi?	Repeating	e.2
S	Ramzil		
T	Ok, Ramzil adalah yang paling tinggi dikelas ini. Apa yang perlu kita tambahkan?	Divergent	c.5
S	-est Ramzil is tallest in this class		
T	Mana yang berarti paling tadi?	Display	d.12
S	Tallest		
T	Hanphone sama mahalnya dengan kamera. Membuat sama tau tadi caranya?	Divergent	c.6
S	Apa yang kita berikan untuk kata sama tadi diantara kata...		
	Diantara kata sifat Hanphone is as more expensive as camera		
T	Bagaimana membuat lebihnya?	Display	d.13
S	Menggunakan kata more		
T	Kenapa menggunakan kata more? Why we use more? Kenapa tidak memakai very tadi?	Divergent	c.7
S	Karena expensive terdiri dari 3 suku kata		
T	Samsung Z flip adalah yang paling mahal. Gimana cara buatnya?	Divergent	c.8
S	Samsung Z flip is the most expensive		
T	Untuk kata yang lebih dari 1 suku kata, membuat lebih pakai apa?	Referential	f.1
S	Pakai most buk		
T	Latifa sama cantik dengan Santi Say in English?	Divergent	c.9

	S	Latifa is as beautiful as Santi		
	T	Chelsea lebih cantik daripada Chika	Divergent	c.10
	S	Chelsea is more beautiful than Chika		
	T	Anita adalah yang paling cantik menurut Ramzil	Divergent	c.11
	S	Bagaimana cara buatnya? Anita is most beautiful according to Ramzil		
	T	Kalau handsome berapa suku katanya?	Display	d.14
	S	2 suku kata buk, hand dan some		
	T	Kalau lebih dari satu suku kata, membuat perbandingannya gimana?	Display	d.15
	S	Tambah more didepan kata sifat buk		
	T	Kemudian kita tambah than sesudah kata sifat	Display	d.16
	S	Kalau membuat paling pakai apa? Pakai kata most sebelum kata sifat buk		
	T	Dafa sama ganteng dengan Ragil	Divergent	c.12
	S	Dafa is as handsome as Ragil		
	T	Do you understand?	Convergent	b.8
	S	Yes		
	T	Okey, next kita ambil kata strong	Display	d.17
	S	What is Bahasa Indonesia strong? Kuat		
	T	Kuat ya Akmal sama kuat dengan Nafis	Divergent	c.13
	S	Gimana cara buatnya? Akmal is as strong as Nafis		
	T	Hamid lebih kuat daripada Nadia	Divergent	c.14
	S	What is the English? Hamid is stronger than Nadia		
	T	Do you understand?	Convergent	b.9
	S	Yes		

Class	Speaker	Utterances	Types of Question	Code
VIII D	T	How are you today?	Procedural	a.3
	S	I am fine, and you?		
	T	I am okey, thank you	Convergent	b.10

S	Ok, Yesterday, you went to Padang, right?		
	Yes		
T S	What do you feel, you went in the beach?	Procedural	a.4
	Nyaman, happy		
T S	Kata yang kita gunakan untuk mengungkapkan perasaan?	Display	d.18
	Kata sifat		
T S	Bahasa Inggrisnya apa?	Display	d.19
	Adjective		
T S	Okey right, yesterday you happy? Sekarang you masih happy juga gak?	Referential	f.2
	Happy		
T S	Mana lebih happy hari ini atau hari kemaren?	Referential	f.3
	Kemaren		
T S	Kemaren saya lebih happy daripada hari ini Apa Bahasa Inggrisnya?	Divergent	c.15
	Yesterday I happier than today		
T S	Sesudah kata I kita tambah dengan kata apa?	Divergent	c.16
	I am. Kita tambah dengan to be buk Yesterday I am happier than today		
T S	Ok, Kiara do you like fried rice or noodles? Which one do you like?	Referential	f.4
	Noodles		
T S	Why?	Probing	g.1
	Noodles lebih enak buk		
T S	Gimana kita mengatakan mie lebih enak daripada nasi goreng?	Divergent	c.17
	Noodles is more delicious than fried rice		
T S	Apa yang membedakan kata Happy yang ditambah dengan er dan kata more yang mengatakan lebih?	Display	d.20
	Dikata sifatnya buk		
T S	Ya dikata sifatnya, delicious berapa suku katanya?	Referential	f.5
	3 suku kata buk		
T	Apa saja suku katanya?	Display	d.21

	S	De- li- cious		
	T	Okey, kenapa kita menggunakan more sebelum kata delicious?	Probing	g.2
	S	Karena suku katanya lebih dari satu buk		
	T	Ya, karena lebih dari satu suku kata. Very good Kalau suku katanya satu setelah kata sifat kita tambah dengan -er	Display	d.22
	S	Ok, Fahmi perhatikan botol ini, mana yang lebih besar botol pink atau botol teh pucuk? Botol pink		
	T	In English?	Divergent	c.18
	S	Pink bottle is biggest than tea pucuk bottle		
	T	Understand?	Convergent	b.11
	S	Yes		
	T	Mobil 8D lebih nyaman daripada mobil 8A?	Divergent	c.19
	S	8D bus more comfortable than 8A bus		
	T	Understand?	Convergent	b.12
	S	Yes		
	T	Kata apa yang kita bandingkan tadi?	Display	d.23
	S	Kata sifat		
	T	More kita letakkan sesudah kata sifat atau sebelum kata sifat?	Display	d.24
	S	Sebelum kata sifat		
	T	-est kita letakkan sesudah kata sifat atau sebelum kata sifat?	Display	d.25
	S	Sesudah kata sifat		
	T	Kalau untuk kata paling yang suku katanya satu kita pakai apa?	Display	d.26
	S	Pakai -est		
	T	Mobil 8D adalah yang paling nyaman Gimana kita membuatnya?	Divergent	c.20
	S	8D bus is most comfortable		
	T	Ok, why pakai most?	Probing	g.3
	S	Berapa suku kata dari comfortable? 3 buk, com-for-table buk		
	T	Okey, understand?	Convergent	b.13
	S	Yes		

Appendix 6: Data Display

Table of Classification about Teacher's Questions in Classroom Interaction

Types of Questions	Code	Speaker	Utterances/ Questions
Procedural	a.1	T	How are you this morning?
		S	I am fine, and you?
	a.2	T	I am fine Okey, who is absent today?
		S	Niza buk, Faiz buk, Ronald buk, Ikhsan buk
	a.3	T	How are you today?
		S	I am fine, and you?
	a.4	T	What do you feel, you went in the beach?
		S	Nyaman, happy
Convergent	b.1	T	Okey, last week I ask you to copy some adjective. Minggu yang lalu ibuk suruh mencatat kata apa?
		S	Kata adjective
	b.2	T	Adjective in Bahasa Indonesia?
		S	Kata sifat
	b.3	T	Do you agree seperti ini? Clean class
		S	Yes
	b.4	T	Ya, kalau dalam Bahasa Inggris sifatnya dulu baru bendanya. Kalau dalam Bahasa Indonesia bendanya dulu nya baru sifatnya. Jadi yang dimaksud dengan kata sifat adalah sifat yang menjelaskan benda. Seperti apa benda itu Do you understand?
		S	Ya buk
	b.5	T	To be, very good Kalau Anita nya satu orang to be nya apa?
		S	Is
	b.6	T	Yang berarti sama adalah Anita sama tinggi dengan Naura Ok, understand?
		S	Ya buk
	b.7	T	Surya is taller than Toni Is it right?

		S	Yes
	b.8	T	Do you understand?
		S	Yes
	b.9	T	Do you understand?
		S	Yes
	b.10	T	I am okey, thank you Ok, Yesterday, you went to Padang, right?
		S	Yes
	b.11	T	Understand?
		S	Yes
	b.12	T	Understand?
		S	Yes
	b.13	T	Okey, understand?
		S	Yes
Divergent	c.1	T	Ya, kata sifat What does it mean, apa yang dimaksud dengan kata sifat?
		S	Kata yang menerangkan benda
	c.2	T	Anita dan Naura sama tinggi Bahasa Inggrisnya apa?
		S	Anita as tall as Naura
	c.3	T	Okey, kemudian Surya dan Toni Ok, look at your friends What can you see? Apa yang bisa kamu lihat?
		S	Tingginya beda, Surya lebih tinggi dari Toni
	c.4	T	Dalam Bahasa Inggris gimana kita membuatnya?
		S	Surya is tall than Toni
	c.5	T	Ok, Ramzil adalah yang paling tinggi dikelas ini. Apa yang perlu kita tambahkan?
		S	-est Ramzil is tallest in this class
	c.6	T	Hanphone sama mahalnya dengan kamera. Membuat sama tau tadi cara nya kan? Apa yang kita berikan untuk kata sama tadi diantara kata...
		S	Diantara kata sifat Hanphone is as more expensive as camera
	c.7	T	Kenapa menggunakan kata more? Why we use more? Kenapa tidak memakai very tadi?

		S	Karena expensive terdiri dari 3 suku kata
c.8		T	Samsung Z flip adalah yang paling mahal. Gimana cara buatnya?
		S	Samsung Z flip is the most expensive
c.9		T	Latifa sama cantik dengan Santi Say in English?
		S	Latifa is as beautiful as Santi
c.10		T	Chelsea lebih cantik daripada Chika Gimana cara buatnya?
		S	Chelsea is more beautiful than Chika
c.11		T	Anita adalah yang paling cantik menurut Ramzil Bagaimana cara buatnya?
		S	Anita is most beautiful according to Ramzil
c.12		T	Dafa sama ganteng dengan Ragil Gimana caranya?
		S	Dafa is as handsome as Ragil
c.13		T	Kuat ya Akmal sama kuat dengan Nafis Gimana cara buatnya?
		S	Akmal is as strong as Nafis
c.14		T	Hamid lebih kuat daripada Nadia What is the English?
		S	Hamid is stronger than Nadia
c.15		T	Kemaren saya lebih happy daripada hari ini Apa Bahasa Inggrisnya?
		S	Yesterday I happier than today
c.16		T	Sesudah kata I kita tambah dengan kata apa?
		S	I am. Kita tambah dengan to be buk Yesterday I am happier than today
c.17		T	Gimana kita mengatakan mie lebih enak daripada nasi goreng?
		S	Noodles is more delicious than fried rice
c.18		T	In English?
		S	Pink bottle is biggest than tea pucuk bottle
c.19		T	Mobil 8D lebih nyaman daripada mobil 8A?
		S	8D bus more comfortable than 8A bus
c.20		T	Mobil 8D adalah yang paling nyaman Gimana kita membuatnya?
		S	8D bus is most comfortable
Display	d.1	T	Misalnya Ara. Ara sifatnya cantik. Jadi

		gimana cara buatnya?
	S	Ara is beautiful
d.2	T	Bahasa Inggris bersih apa?
	S	Clean
d.3	T	Papan tulis, Bahasa inggrisnya apa?
	S	Whiteboard
d.4	T	Kalau kita menulis dalam Bahasa Inggris, sifatnya atau bendanya dulu. Mana yang dulu, bendanya dulu atau sifatnya?
	S	Bendanya
d.5	T	Beautiful girl atau girl beautiful, mana yang benar?
	S	Beautiful girl
d.6	T	Kalau Anita dan naura apa nya yang sama?
	S	Tinggi
d.7	T	Okey, very good. There is something miss here? Ada sesuatu yang kurang disini?
	S	Tinggi
d.8	T	Is, very good Anita is as tall as Naura Mana yang berarti sama tadi?
	S	As... as
d.9	T	Is it right? Sudah benar? Surya is tall than Toni Dimana kita meletakkan kata lebihnya. Kita cari kata lebih dalam Bahasa Inggris tidak ada. Kata apa yang harus kita tambah?
	S	Kata -er
d.10	T	Dimana kita tambah kata -er?
	S	Dikata sifat
d.11	T	Yang mana yang menyatakan lebih tadi?
	S	Taller
d.12	T	Mana yang berarti paling tadi?
	S	Tallest
d.13	T	Bagaimana membuat lebihnya?
	S	Menggunakan kata more
d.14	T	Kalau handsome berapa suku katanya?
	S	2 suku kata buk, hand dan some
d.15	T	Kalau lebih dari satu suku kata, membuat perbandingannya gimana?

		S	Tambah more didepan kata sifat buk
d.16		T	Kemudian kita tambah than sesudah kata sifat Kalau membuat paling pakai apa?
		S	Pakai kata most sebelum kata sifat buk
d.17		T	Okey, next kita ambil kata strong What is Bahasa Indonesia strong?
		S	Kuat
d.18		T	Kata yang kita gunakan untuk mengungkapkan perasaan?
		S	Kata sifat
d.19		T	Bahasa Inggrisnya apa?
		S	Adjective
d.20		T	Apa yang membedakan kata Happy yang ditambah dengan er dan kata more yang mengatakan lebih?
		S	Dikata sifatnya buk
d.21		T	Apa saja suku katanya?
		S	De- li- cious
d.22		T	Ya, karena lebih dari satu suku kata. Very good Kalau suku katanya satu setelah kata sifat kita tambah dengan -er Ok, Fahmi perhatikan botol ini, mana yang lebih besar botol pink atau botol teh pucuk?
		S	Botol pink
d.23		T	Kata apa yang kita bandingkan tadi?
		S	Kata sifat
d.24		T	More kita letakkan sesudah kata sifat atau sebelum kata sifat?
		S	Sebelum kata sifat
d.25		T	-est kita letakkan sesudah kata sifat atau sebelum kata sifat?
		S	Sesudah kata sifat
d.26		T	Kalau untuk kata paling yang suku katanya satu kita pakai apa?
		S	Pakai -est
Repeating	e.1	T	Can everybody stand Ok, look at your friend Siapa yang paling tinggi dikelas ini?
		S	Surya, Ramzil
	e.2	T	Siapa yang paling tinggi?
		S	Ramzil
Referential	f.1	T	Untuk kata yang lebih dari 1 suku kata,

			membuat lebih pakai apa?
		S	Pakai most buk
	f.2	T	Okey right, yesterday you happy? Sekarang you masih happy juga gak?
		S	Happy
	f.3	T	Mana lebih happy hari ini atau hari kemaren?
		S	Kemaren
	f.4	T	Ok, Kiara do you like fried rice or noodles? Which one do you like?
		S	Noodles
	f.5	T	Ya dikata sifatnya, delicious berapa suku katanya?
		S	3 suku kata buk
Probing	g.1	T	Why?
		S	Noodles lebih enak buk
	g.2	T	Okey, kenapa kita menggunakan more sebelum kata delicious?
		S	Karena suku katanya lebih dari satu buk
	g.3	T	Ok, why pakai most? Berapa suku kata dari comfortable?
		S	3 buk, com-for-table buk

Appendix 7: Conclusion and Verification of the Data

AN ANALYSIS OF TEACHER'S QUESTIONS IN CLASSROOM INTERACTION AT MTsN 6 TANAH DATAR

Based on the research finding and discussion, the researcher can conclude that there are seven questions, namely: procedural question, convergent question, display question, referential question, probing question, repeating question and divergent question.

Appendix 8: Documentations





Appendix 9: Letter of Research Recommendation



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAHMUD YUNUS BATANGKAR
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sudirman No. 137 Lima Kesen Batangkar Telp. (0752) 711150
 Website : www.uinmbatangkar.ac.id e-mail : info@uinmbatangkar.ac.id

Nomor : B-56.b/Un.25/L.MTL.00/02/2023 15 Februari 2023
 Sifat : Biasa
 Lamp : 1 Rangkap
 Perihal : **Mohon Izin Penelitian**

Yth. Kepala MTsN 6 Tanah Datar

Assalamu'alaikum Wr. Wb,
 Dengan hormat,
 Dengan ini disampaikan kepada Bapak/Ibu bahwa mahasiswa yang tersebut di bawah ini:

Nama/NIM	: Rezi Irviana /1630104058
Tempat/Tanggal Lahir	: Tiaka Guguak/ 4 Juni 1997
Kartu Identitas	: 1307024406970001
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Tiakar Guguak

akan melakukan pengumpulan data untuk proses penulisan laporan hasil penelitiannya sebagai berikut:

Judul Penelitian	: An Analysis of Teacher Questioning Strategies During The Classroom Interaction In MTsN 6 Tanah Datar
Lokasi	: MTsN 6 Tanah Datar
Waktu	: 15 Februari 2023 s.d 15 April 2023
Dosen Pembimbing 1	: Sifia Rahmi, M. Pd
Dosen Pembimbing 2	:

untuk itu, diharapkan kiranya Bapak/Ibu berkenan memberikan izin penelitian mahasiswa yang bersangkutan sesuai dengan ketentuan yang berlaku.
 Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.


 Dr. M. Haniq, M.Si.

Tembusan
 1. Rektor UIN Mahmud Yunus Batangkar (sebagai Laporan)
 2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan (sebagai Laporan)

