



The Descriptive Analysis of Teacher Questioning Strategy During the Classroom Interaction at the Eighth Grade of SMP Negeri 1 Gido in 2022/2023

Yustina Fetrima Ndruru¹, Hasrat S. Harefa², Trisman Harefa³,
Nursayani Maru'ao⁴

^{1,2,3,4} English Study Program, Universitas Nias, Gunungsitoli

E-mail: 1ndruruyustinafetrima@gmail.com, 2sozanoloe@gmail.com, 3trisman_harefa@ymail.com,
4maruao.nursayani@gmail.com

Receive: 17/05/2023

Accepted: 17/06/2023

Published: 01/10/2023

Abstrak

Penelitian ini adalah siswa kelas delapan dan guru bahasa Inggris. Proses belajar mengajar akan berjalan efektif bila ada interaksi antara guru dan siswa. Interaksi di kelas merupakan salah satu faktor penting dalam proses belajar mengajar. Bertanya telah diakui sebagai peralatan guru kelas dan pengajaran mendalam hingga menonjol. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis pertanyaan dasar yang diajukan oleh guru. Metode penelitian menggunakan desain kualitatif deskriptif. Data diperoleh dengan melakukan observasi dan wawancara dengan pendidik dan siswa sebagai responden. Populasi penelitian ini adalah guru dan siswa kelas VIII SMP Negeri 1 Gido. data di investigasi dengan menerapkan strategi bertanya yang terfokus pada ragam pertanyaan guru. Hasilnya menunjukkan bahwa seluruh pertanyaan guru ditemukan paling sering digunakan. Berdasarkan hasil tersebut dapat disimpulkan bahwa pertanyaan dari guru lebih dominan dari pada pertanyaan siswa. Saran ditujukan kepada guru bahasa Inggris dan peneliti selanjutnya. Bagi guru bahasa Inggris, di sini peneliti memberikan saran agar strategi yang telah diterapkan dapat dikembangkan oleh guru dan dimungkinkan bagi guru bahasa Inggris untuk menerapkan strategi lain untuk memudahkan siswa dalam belajar .dan untuk peneliti selanjutnya, diharapkan peneliti selanjutnya lebih baik lagi terkait dengan topik penelitian ini.

Kata Kunci: *Pertanyaan Guru, Strategi guru bertanya, Interaksi kelas*

Abstract

This research aims at describing students responses towards teacher questioning strategy during the classroom interaction activities at the eighth grade of SMP Negeri 1 Gido. The subjects of this research are eighth grade students and English teacher. Teaching learning process will be effective when there are interactions between the teacher and students. Classroom interaction is one of the crucial factors in the teaching learning process. Questioning has been recognized as the equipment of classroom teachers and profound to prominent teaching. The objective of this research is to identify the types of basic questions the teacher asks. The research method used descriptive qualitative design. The data were obtained by doing observation and interview with the educator and students as respondent. The population of this research was teacher and students of the second-grade students of SMP Negeri 1 Gido. The data were investigated by applying questioning strategy focused on the variety of teacher questioning. The result showed that entire teacher questioning that found and most frequently used. Based on result, it can be concluded that the questioning from the teacher was more dominant than students' questions. Suggestions were addressed towards the English teacher and the next researcher. For the English teacher, here the researcher gives suggestions so that the strategy that has been applied can be developed by the teacher and it was possible for English teacher to apply other strategy to make it easier for students to learn. and for the next researcher, they are expected to do better researchers concerning the topic in this researcher concerning the topic in the future.

Keywords: *Teacher Questioning Strategy, Classroom Interaction.*

Introduction

Questioning has been utilized as a critical assessment tool for centuries. It has been thought that there is a relationship between asking good questions and effective teaching. In order to analyze teachers' questioning strategies from various aspects It is important to realize that the earlier-mentioned benefits of asking questions depend on the teachers' ability to use this method effectively. Depending on personal characteristics, teachers' questioning methods also vary. Teachers questioning goals, the level of their questions, question types, us waiting time for follow-up questions, to whom they direct their questions (individual, group, whole class, etc.), and their reactions after asking questions demonstrate this variance in strategy.

The questions asked by the teacher can be classified according to Bloom's Revised Taxonomy in Cognitive Areas such as "remember, understand, apply, analyze, evaluate and create (synthesizing)". and implementing steps that are considered lower so as to make students or educators feel comfortable in learning as well as balance and ability to understand the material and questions that the teacher will give them.

According to ¹³⁷³ Brown (2018), classroom interaction is a collaborative dealings of ideas between two people or more, of thoughts, feelings, for resulting in a reciprocal effect on each other, that is the interaction. The concept of communicative ability accentuate the role of language use in diverse context to negotiate substance in human experience. In other words, to get the idea from someone's mind into others' mind and vice versa

As with other teaching processes, in the process of English teaching, interaction is one of the factors that support students' academic performance. As we all know, the interaction between teachers and students, and between students and teaching materials was affect students' learning activities and teachers' teaching activities.

During high-quality interaction, an effective English teaching process is likely to occur. Such an English teaching process can improve the quality of students' academic performance.

Based on the results of observations that was conducted with English teachers and also students at SMP Negeri 1 Gido, the point of the observations show that the strategy of asking questions in class requires understanding of the material that was be given to students in class, and a teacher must have the ability innovation in providing material , and must have interaction with students. one of the factors in the classroom, 1) the questions given by the teacher to students are quite difficult 2) the teacher only focuses on one student. These factors make students less focused on answering the questions that was be given to them, and do not understand each other, and make students less like the material that is given to them.

Based on the fact displayed above, the researcher is inspired to conduct descriptive qualitative research to identify and analyze the role of the English teacher as a facilitator in learning and student, According to Orlich, Harder, Callahan, Trevisan & Brown (2018), the four questioning strategy are the divergent, convergent, evaluative and reflective questioning to delegate particular value to the different form of questioning. In the classroom, teachers questioning is a distinguished feature in classroom communication.

Regarding to this theory, the researcher focused on analyzing what questions the teacher asked students, and to find out student responses to these questions, because the teacher's questions affect students' understanding of the material that will be given to students, because the facilitator is a teacher, the questions that has be submitted to students is not used as a means of punishment, the

teacher must ask questions that are operational and the questions must be interesting so that students are interested in answering. , as well as general not individual.

Literature Review

Definition Questioning Strategy

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. Questioning-based Discourse" analytical framework developed in this study, four different types of feedback were identified. Interactional issues related to ways of speaking and questioning that encourage student responses and thinking are addressed. This information provides a description of what constitutes effective discourse in English teaching and learning, and will also be useful for both teachers and teacher-educators in identifying an appropriate repertoire of skills for subsequent teacher education and professional development

According to Orlich and Brown (2018:2) the four questioning strategies are the divergent, convergent, evaluative and reflective questioning to delegate particular value to the different form of questioning. learning in essence is not just conveying learning messages to students, but is a professional activity that requires teachers to acquire basic and integrated teaching skills, and create good learning material, requires a mature effort and all components in a teaching situation. learning is one approach to asking the teacher in the classroom in the teaching and learning process, asking is a very important behavior in the classroom, to find out the quality of simple student thinking there is a complex change after being given a lesson, asking is an effective stimulus that encourages

students' ability to think and find answers that match the teacher's expectations.

According to Sujariati (2018:20), 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, In the other hands, teacher questioning is very important for teacher and students. Active students during the teaching and learning process is one indicator of the desire or motivation of students to learn. Students are said to have activeness if they find behavioral characteristics such as: often asking the teacher or other students, wanting to do the assignments given by the teacher, being able to answer questions, happy being given learning assignments, and so on. All of these behavioral characteristics can basically be viewed from two aspects, namely the process aspect and the result aspect.

Teacher Questioning

The most important to create an interactive learning was the initiation of interaction from the teacher by using question, The most important key to create an interactive learning was the initiation of interaction from the teacher by using question, questioning is one of the most common techniques used by teachers and serves as the principal way in which teachers control the classroom interaction teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves.

Teacher questions can serve to initiate a chain reaction of students interaction among themselves, Teacher questions provide students with opportunities to find out what they think. As they were nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions were, One dimension of teachers" questioning strategies involves

motive. The awareness of the aim and results of asking questions seems to be important. Therefore the aim of this study was to analyze the questioning strategies of the teachers.

According to the Prasetyawati (2022:4), Teacher questioning is one of the most commonly used skills by teachers, and it is the main way for teachers to control classroom interaction. Teachers' tendency to ask many questions has been observed in many surveys. In some classrooms, more than half of the class hours are occupied by questions and answers.. Effective questioning can be an effective tool if it can encourages students' discovery of new interests and increases their awareness of the potential of ideas and concepts, promotes deeper thinking about ideas, concepts, and beliefs, and creates a safe climate for diverse perspectives in classroom discussions.

According to the Ellis (2016:110) proposes two reasons why teachers ask questions in their classrooms. First, question requires responses, and therefore, they serve as a means of obliging learners to contribute to the interactions. Learner's responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted.

Perhaps the simplest way to conceptualize the possibilities was to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students.

Types of Question

According to Tarigan (2018:4), There are many different kinds of questions and that each is important. All of the kind questions must balance to create an effective

questioning process in the classroom learning activity. Some researcher have simplified the classification of questions into lower a cognitive questions and higher cognitive question.

Lower cognitive questions (fact, closed, direct, recall, and knowledge questions) involve the recall of information. Higher cognitive questions (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) involve the mental manipulation of information to produce or support an answer. Regardless of the classification, traditional wisdom holds that the higher cognitive questions lead to higher-quality answers and increased learning and achievement. However, the research has mixed conclusions in this area.

So asking is an effective stimulus that encourages the ability to think. In the teaching and learning process, asking questions plays an important role because well - structured questions and the right will have a positive impact .

Examples of teacher questions to students in classroom interaction :

➤ Lower cognitive questions:

- 1) What things do you know in your classroom?
- 2) What are the characteristics of your yustina friend?
- 3) Today we will learn descriptive text. what is descriptive text?
- 4) What is the title of this text?
- 5) What color is your class paint?

➤ Higher cognitive Questions

1. What do you think is the situation in your class. Is it big, small or how?
2. Do you feel comfortable studying in a clean classroom?
3. In order for the classroom to be clean, of course cleaning tool are needed. What cleaning tools do you have in class?

4. If the classroom is clean, then how do you feel when you study?
5. So related to Miss questions, today we are studying descriptive text with the title My Classroom. What is mean my classroom in English?

Purpose of Questions

Asking is a verbal utterance that asks for a response from someone you know. In the teaching and learning process, asking questions plays an important role because well-formed questions and appropriate hurling techniques will have a positive impact on students. Some of the goals of asking are, Increasing student participation in teaching and learning activities, Arouse students' interest and curiosity about a problem being faced or discussed, Develop patterns and ways of active learning from students because thinking itself is actually asking, Guiding students' thinking processes because good questions will help students to be able to determine good answers, Focus students' attention on the problem being discussed.

According to the Mayberry and Hartle (2018:33) reveal some of the reasons why the teacher asks questions:

- a. Managerial-reminding students of procedures or giving instructions.
- b. Diagnosing, checking, or reviewing prior lessons.
- c. Assessing students' level of understanding or interests.
- d. Getting interest, attention, or creating intrigue.
- e. Structuring and redirecting learning to consider other uses, adaptations, or changes in quality.

Motivating students to be involved in learning interactions, practice the ability to express opinions, stimulate students' thinking skills, arousing students' curiosity

and guiding students to determine answers, train students to think divergently, achieve learning goals. This will lead to a high level of active student learning. To make it easier for teachers to use questioning skills, a teacher should know the usefulness of using questioning skills. Thus students become active in the teaching and learning process and this will have a positive impact on student achievement.

Classroom Interaction

The term "Interaction" is made up of two morphemes, namely inter and action. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain a conversation, teach or interact with participants involved in teaching and learning in the classroom. Interaction occurs every day in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of action that occurs as two or more objects has an effect upon one another.

Classroom interaction can be defined as the whole interaction occurring inside the classroom between teacher and students or among the students themselves. Classroom interaction will make the students interested in communicating in the classroom. Classroom interaction is an interaction between teacher and students in the teaching and learning process where the teacher determines the interaction that happens in the classroom.

According to Astuti (2020:2), Interaction can be used to facilitate students in communication in real interactive situations. Through questions, the teacher can engage students actively in the lesson and challenge their thinking. Most of the questions are provided to get an answer, the use of teacher questions will stimulate students to talk while answering questions. At the individual level, questions can be used to build students' confidence to speak. Thus, using questions was help the teacher to

stimulate students' talk and thinking by responding to questions.

Classroom interaction refers to the exchange of ideas, thoughts, and information between teachers and students, as well as between students themselves, during the learning process. Effective classroom interaction is critical for creating an engaging and supportive learning environment that helps students to achieve their learning goals. Classroom interaction can take various forms, including teacher-led discussions, group activities, class presentations, and individual assignments. In each of these scenarios, interaction plays a key role in facilitating the learning process.

Some benefits of classroom interaction include: Increased engagement: When students are actively involved in discussions and activities, they are more likely to stay engaged and focused on the learning material. Enhanced understanding: Through interaction, students have the opportunity to ask questions, clarify concepts, and receive feedback, which can help them to better understand the material.

According to Rosyidah (2018:2), The teaching process involves the skill of the teacher in conveying the subject material. Skill is not enough for teachers they also need creativity and strategy to make the class fun and alive. However, building interactions in the classroom is still difficult. Many problems arise in developing interactions because students have difficulty expressing themselves in using English. Therefore, the way teachers allow students to develop the language is important.

Brown (2020: 21) emphasized that the most important key to creating an interactive language classroom is the teacher's beginning of interaction. One of the best ways to develop a teacher's role as an initiator of interaction is to develop questioning strategy. Classroom interaction is a communication process that involves interaction between at least two people who share a list of symbols and symbol

rules. The concept of interaction is defined as "mutual events that require at least two objects and two actions.

Improved critical thinking: Interaction encourages students to analyze, evaluate, and synthesize information, which helps to develop critical thinking skills. Increased confidence: Active participation in classroom interaction can help students build confidence in their abilities to communicate, collaborate, and learn. Effective classroom interaction requires a positive learning environment, where students feel comfortable expressing their ideas and opinions without fear of judgement or criticism. It also requires teachers who are skilled in facilitating discussion and encouraging participation

Overall, classroom interaction is an essential component of effective teaching and learning, as it fosters a collaborative and engaging learning environment that supports student success.

Research Method

The researcher was conducted the research by using descriptive qualitative aims on finding the focus of the research. According to Moleong (2018: 1) that the descriptive qualitative research is a study that explains to understand the phenomenon of the subject of research, behavior, perception, motivation, action, holistically, and the way of describing the result in the form of words and sentences".

In addition, the instruments to be used in this study are interviews and observations. This interview and observation aims to find out how students think in class and how students respond to questions that will be asked of them after learning in class. They can also be used in qualitative research if the questions are open-ended, but this is less common. While interviews are often associated with job interviews, they are also common in marketing, social sciences, survey methodology, and other research fields. Researchers will conduct interviews with English teachers and students about the teacher's strategy of asking questions in class, asking questions to students and

students' responses to questions asked to them. descriptive in nature, study concerns learners' perspectives on inspiring teaching that "motivates pupils to study autonomously, in their own time of their own volition beyond the classroom.

Source of Data

The data of the research indicated the types of data that should be collected and analyzed by the researcher. The data sources are the observation and interview. Interview are information used in discussing or deciding on answers to research questions and obtaining answers on the basic of questions to the teachers and students about asking strategies and students responses that occur in the classroom during the learning process. Researcher used videos in data collection as accurate evidence in this research.

The researcher interviewed English teachers at SMP Negeri 1 Gido about the topic the teacher questioning strategy during the classroom interaction. After that, the researcher collected these answers as a source of data.

Instrument of the Research

There were two instruments of this research namely observation and interview. An interview is a purposeful interaction in which one person obtains information from another. Interview is a useful instrument for gaining the qualitative data. Ester, berg in Sugiyono (2020:14) defines interview as a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.

In conducting the research, the researcher is going to interview the English teacher to know much more about students' habits in learning process and the obstacle usually encountered in teaching writing of English. The form of interview which will be used by the researcher is put below

Data Collecting Technique

The researcher used two data collection techniques, namely observation and interview. In this study, the subjects were teachers and students. Through observation, researcher used video to record interactions between teachers and students in the learning process in class because video and observation sheet is an important tool for the analysis of the results of this study. During the interview, the researcher prepared several interview questions to be asked of teachers and students. The researcher gave interview questions regarding the teacher's strategy of asking in classroom and students' responses when asked questions to them. By choosing two English teachers and students as interview subjects. In this study, researcher will conduct Unstructured Interview in the form of open questions as a data collection technique. This is based on the research strategies used by researcher regarding understanding and information as well obtained from observations and interview with an English teacher and also students to gain information from teacher questioning strategies during the classroom interaction, especially at the VIII of SMP Negeri 1 Gido.

Data Analysis Technique

Observation

a. Reduction of data is evaluating and classifying data based on information this process continues throughout the research process. In this step, the researcher will summarize the data or a brief description based on the observation sheets and interviews to get an initial picture of the data and identify themes.

b. Explanation of data is data that has been compiled by researcher that must be classified to obtain meaning in tables, graphs or narrative forms. In this step, researcher will present qualitative data in

the form of narrative text so as to provide the possibility of drawing conclusions and taking action to make it easier to see what is going on whether the conclusion is correct or vice versa do the analysis again.

c. Conclusion of data, is after making an explanation of the data, will draw some conclusions about the data in the formula step. In this step, the researcher will make efforts to draw conclusions while in the research field noting the regularity of patterns or theoretical notes then verifying them by means of reviewing note for develop inter-subjective and place a copy of a finding in another data set.

Interview

a. Reading and Memoing

This step focuses on becoming familiar with the data and identifying potential themes. The researcher will read and write memos about observation and the interviews to get an initial sense of the data and identifying the themes.

b. Describing

This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher will analyze comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The aim of this step is to provide a narrative picture of the setting and events that take place in it.

c. Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher was categorize all of the collected data into some classifications or categories. The researcher was examine and compare all data, one to another to categorize them.

The data was be analyzed to answer research questions. First, the researcher was concluded the data and then sort the data and determine the theme. Second, the researcher was described and explain the data briefly and conclude the data. And lastly, the researcher was concluded all the data obtained as to facilitate and confirmation of conclusions. and interview

Findings and Discussion

Findings

The Student's Interview

The interview to the students was also conducted on May 25th May 2023. The results of interviews with 30 students of class VIII at SMP Negeri 1 Gido regarding teacher questioning strategy during in classroom interaction shows that the teacher questioning strategy is to teach, motivate students, practice the ability to express opinions, stimulate students thinking skills, try students to think divergently, arousing students curiosity, and guiding students to determine answers so that students can understand English language learning and pay attention to the state of the class to remain conducive. The teacher acts as a strategy such as preparing teaching materials for English language learning in the form of new material and questioning. strategy of questioning and teaching materials are adjusted to the conditions and characteristics of students because in makes it easier for the students in classroom interaction the material so that easily understood by students. Choosing strategy are divergen, konvergen, reflektif and evaluatif student, the teacher uses, question, and assignment methods in online learning. During learning process, the teacher tries in arousing student's enthusiasm by involving students in learning. The students also said that the teacher questiong startegy is very important because makes students like and interest to

learning in class, able to make them understand about material, and think actively, not passively and freely express opinions without fear of being wrong about the answers to questions asked to them.

The English Teacher's Interview

The interview to the English teacher was also conducted on May 24st, 2023, after the researcher interviewed students. The aim were to find out teacher questioning strategy during the classroom interaction and responses students towards the teacher questioning strategy in SMP Negeri 1 Gido in 2022/2023. The research wrote the English teacher and students answer in interview sheet.

In the interview, the English teacher said that the questioning strategy during the classroom is to teach students, encourage students to think creatively, motivate students guide students and able to know the abilities possessed by each student. However, some factors find out the teacher question strategy during the classroom interaction. The inhibiting factors found by English teacher questioning strategy in classroom interaction English learning are 1) Students are not confident or do not dare when answering questions posed by the teacher to them. For example, if teacher asks questions to them students do not dare to answer, afraid of being wrong and actually students know the answers to the questions asked to them. 2) The teacher only focuses on one student. For example, occurs because only one student is able and dares to answer the teacher's questions, so the teacher focuses on the student. Then what English teachers say to overcome this is by 1) when asked questions, the teacher must appoint them one by one so that they are trained and courageous when answering the questions put to them, 2) Students are invited to discuss and share about the

learning that was be learned in class. Furthermore, the English teacher informed that students sometimes like and sometimes dislike the strategy she applies in learning English. Because each student is a different individual (different interests, temperaments, and tendencies), and this is also based on the effectiveness of the learning method with the topic she teaches, Then, the teacher must always ask questions in classroom to make students more courageous and confident, and make students able to think critically about the questions posed by the teacher to them so that student responses can make the class atmosphere good and enthusiastic.

Discussion

Description of the Students' Interview

Based on the research findings of the students' interview, researcher was find out the students' response about the teacher's questioning strategy during the classroom interaction as follows:

(1) What things do you know about the teacher questioning strategy during the classroom interaction?

Answer: Based on question about the teacher questioning strategy in classroom interaction students are invited to be creative in answering questions posed by the teacher. most students in class VIII SMP Negeri 1 Gido answered that what they knew about the teacher questioning strategy during the classroom interaction, giving responses or answers to questions given by the teacher, always given motivation to learn so that students study harder. Meanwhile, there were also students who answered that the teacher questioning strategy, A question that skillfully asked can support students understanding and fill the gaps between the unknown to the known. Strategy used in classroom interaction, and creasing in

learning students. There were also students who said that the teacher questioning strategy Invite students to be creative when asking questions, encourage students to remain diligent in learning, explain material well and clearly, The teacher invites students to be creative or open-minded and always gives explanations for students, and helps students with learning difficulties, She invites students to be able to answer the teacher's questions, the teacher always formulates the material questions so that students can easily understand them , so that students could understand the material that had been discussed previously, and make students comfortable in learning. So that students were not afraid or nervous if they wanted to express question, suggestion, or opinion about learning English. The question that can be considered being of a high quality will lead students to think deeply, reflective, creative and analytical thinking.

Based on the answers of these students, the researcher can conclude that the teacher questioning strategy, very important purposes such as analysis student capabilities in specific areas, developing students to figure out, engaging students in discussions in a non-threatening manner, building up respect and tolerance in students, and fostering cooperation and responsibility and also that this typical yet important and essential way really affect students' activeness, developing their speaking skills and improving their critical thinking in the classroom. can be carried out, among others, by creating programs and implementing them with the principles of active, educative, creative and fun learning. As a facilitator, the teacher does not only make himself the main source of learning, but also utilizes other sources such as libraries, laboratories, experts and even students themselves in certain situations. Teachers as facilitators are not only trying to help provide physical

things. Teachers must create programs and implement it with the principles of active learning, educative creative, and fun. Here, the teacher also tries to help students in terms of his experience during the learning process where the teacher here tries to facilitate students so that they will be able to provide ease of learning and will make students gain life experience. As a facilitator, the teacher must develop active learning. This kind of learning will provide sufficient space for students' initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development. According to Farih (2021), the teacher as a facilitator means that the teacher facilitates the learning process. The facilitator is in charge of directing, giving direction, facilitating students' learning activities, and providing encouragement. So, the teacher as a facilitator means that the teacher plays a role in facilitating learning activities in order to achieve educational goals.

From the statement above, the role of teachers in is teaching students to know English, motivating, explaining material, giving assignments, preparing learning material and media. But according to other opinions, the role of teachers is to create programs and implement them in learning. While in reality not all teachers can make themselves the main source of learning and cannot utilize other sources such as libraries, laboratories, experts, and even students themselves in certain situations. Although in this research, the teacher already did his role in learning.

(2)This is strategy often in classroom interaction?

Answer: According to some students, Said Yes. Strategy often used in class to teach students in English subjects especially to make students understand well. There are also those who said that this strategy can be carried out well the teacher explains

the material accurately, briefly, concisely, and clearly, provides comfort in the learning process so that students are brave in expressing their question or opinion without fear, and the teacher establish a good relationship between teacher and students. Furthermore, some students answered that this strategy make students understand the lesson well, With the strategy applied by the teacher, students can understand the lesson well, like this students become more active in learning, help students in class learning in classroom, creasing in learning students, encourage students to remain diligent in learning, and makes students understand what is explained by the teacher, and the questions can be used as the teaching quality indicators. that critical thinking and intensity analysis of students can be formed thought stimulation from some appropriate question.

Most teachers might be not understand their positions in the classroom and these always disturb the quality of teaching and learning in this system. Due to the lack of teaching techniques or strategy, teachers have been criticized for not improving their students' achievement and

still stick to traditional approach that hamper the improvement of the students, That's why teaching strategy plays a very significant part in strengthening the quality of education. The one that relevant to the students will make a good result.

Based on the answers of these students, the researcher can concluded often this strategy can be carried out properly there is good cooperation between students and teacher. The teacher encourage students' speaking ability through verbal interaction in the classroom, whether students' production is a single word, a sentence, or longer utterances in conversational patterns.in purpose to find out the way this method can expand students' critical thinking and comprehension in the related material.

While, students must respect and respond to words question, creative ,active and interest to learning English.

(3) In your opinion, is the teacher questioning strategy important in learning activities?

Answer: Based on question number three about the teacher questioning strategy important in learning activities, all 30 students in class VIII SMP Negeri 1 Gido answered that the teacher questioning strategy during the classroom interaction in learning activities is very important. The reason is that teacher questioning strategy Encourage students' understanding and thinking To control students, Assess student progress. Another reason is that the teacher questioning strategy is very important as a facilitator because as a teacher questioning strategy that of questions which are used and planned by teachers are very important processes for students' achievement and their level of engagement in teaching and learning.

Based on the student's answers, the researcher concluded that is a teacher questioning strategy must be viewed and applied because teacher's questioning strategy in interaction is one factors that should be considered by the teacher to make an effective process of teaching and learning. Strategy in questioning are used to give guidance to teachers in giving questions to students.

(4) Has the teacher questioning strategy during the classroom been implemented?

Answer: Based on the question of whether the teacher questioning strategy has been carried out, all students answered that the teacher questioning strategy during the classroom interaction has been carried out well. Because the teacher has carried out his duties and functions as a should, Questioning strategy is one of the

important tools to extending students' learning which can help teachers develop their own strategy to enhance the students' thinking skill, facilitating teaching and learning activities, for example teaching students, motivating, guiding, nurturing, and providing comfort to students, so that students are not afraid to provide questions, answers, arguments, suggestions. Questioning strategy is most effective when it allows pupils to become fully involved in the learning process.

Based on the answers from all these students, the researcher concluded that the teacher questioning strategy during the classroom interaction has been carried out very well because it has achieved the learning objectives. So questioning strategy helps a teacher to plan questions and answers session effectively when the teacher plays the questions effectively based on the students' need and the question types to be involved fully. Students' interaction has a great influence on the success of learning, even determining whether or not students learn.

(5) What does a teacher questioning strategy effect their students?

Answer: Based on the question of affect their students the teacher questioning strategy, all students answered that Teacher questions is yes, as a by teachers in class, play an important role in classroom teaching. Questions are used to evaluate students' knowledge and understanding of subject matter. Questions can help to review essential content in a subject, caring for each student, and others. Question is not for trap the students, but question is as guide for students in being active and interactive in the classroom, can be used to control the social behavior of students, Increasing the students' participation in the learning process, Arousing interest and curiosity of the students to a problem given which is

being discussed, Developing the way of thinking and active learning of students, because actually thinking is asking, Guiding the students' thinking processes, because good questions help students in order to find good answer, and Centralizing the students' attention on the issue being discussed in the classroom.

(6) Give an example of the teacher questioning strategy during the classroom interaction.

Answer: Teacher questions provide students with opportunities to find out what they think by hearing what they say, The teacher questions give the instructor immediate feedback about the students' comprehension, 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 reluctant to initiate the process.

Based on the answers from all these students, the researcher concluded that the teacher questioning strategy 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 and active.

The Kinds of Teacher Questioning Strategy During the Classroom Interaction

This section presents the findings of the study conducted based on the two research questions mentioned in chapter I earlier. The main purpose of the research is to investigate what questioning strategies are used by the teacher in classroom interaction. At SMP Negeri 1 Gido. Managerial questions asked by the English teacher with routines of the classroom, the questions are not related to the material,

used by the English teacher what going on in a classroom to check the assignment and whether the task is clear. In managerial questions the students can answer with a short answer. Managerial questions became second order as types of questions used by the English teacher during teaching and learning process because of managerial questions in a classroom as introduction in the classroom which related to classroom management.

Some of the goals of asking are, Increasing student participation in teaching and learning activities, Arouse students' interest and curiosity about a problem being faced or discussed, Develop patterns and ways of active learning from students because thinking itself is actually asking, Guiding students' thinking processes because good questions will help students to be able to determine good answers, Focus students' attention on the problem being discussed. Motivating students to be involved in learning interactions, practice the ability to express opinions, stimulate students' thinking skills, arousing students' curiosity and guiding students to determine answers, train students to think divergently, achieve learning goals. This will lead to a high level of active student learning.

Conclusion and Recommendation

Conclusion

Teacher questioning is one of the keys to obtain a successful teaching and learning process, this study was set out to identify the types of teacher question, ask at SMP Negeri 1 Gido. In this case 30 students were chosen for observation. The researcher conclude that about the teacher questioning strategy during in classroom interaction. The reasons why teacher used the type of question is based on the function of question, the classification of question function is based on Brown and Wragg's (2022).It is checking students understanding,

arousing interest and curiosity concerning a topic, eliciting information and controlling the class. The effect of students response classroom interaction was analyzed by the teacher questioning classroom interaction that researcher ask to them. And the result are the question can effect to the interaction of classroom.

Recommendation

After conducting this research, there are several recommendations from the researcher. Firstly for the teacher, Was apply many questioning strategy in all section of the teaching, such as apply on questions, the questioning strategy should be applied on the lesson and level students to make the learning process run well.

Secondly for the students, effective learning is learning that places students as the center of strategy during the classroom interaction. Thus the learning process can produce results that are in accordance with the learning objectives that should be.

Finally, it is hoped that future researchers can develop this research better so that it can be found was guide as a good related in next research.

Bibliography

- 1) Astuti,A.M.(2020).Teacher *Questioning in speaking classroom interaction* at the eighth grade students of SMPI Al Abidin Surakarta In The 2019/2020 Academic Year 2.
- 2) Erianti,A.Akib, and Baso.F.A (2018). *An Analysis of Teacher Questioning Strategy in ELT*. The Classroom Interaction at Eleventh Grade SMA Muhammadiyah 1 Unismuh Makassar. Exposure Journal.
- 3) Ekawati, D.(2019) *An Analysis of Teacher Questioning Strategy during the Classroom Interaction* at SMAN 4 Makassar.

- 4) Lestari,DKK (2022) *An Analysis of Teacher Questioning Strategy in Classroom Interaction.*
- 5) Mustiatin.L.(2017).*Teacher Questioning Strategy in Classroom*
- 6) Mona,Y .and Abdullah Al.(2017) *The Impact Of Teacher Questioning on Creating Interaction in EFL: A Discourd Analysis*
- 7) Reni and Diana (2018) *An Analysis of Teacher Questioning in the Classroom Interaction*
- 8) Saroni.N.A(2019).*Teacher Questioning Strategy Used by the English Teacher reflect on Higher Order Thinking Skill in Classroom Interaction at the Eighth Grade Students of SMP Al-Azhar Syifa Budi Solo*
- 9) Sundari, H.(2017). *Classroom Interaction in Teaching English as Foreign Language at Lowe Secondary School in Indonesia*
- 10) Sundari, H.(2020) *The Features of Medition in EFL Classroom Interaction: Teacher Perseptives.* Indonesia EFL Journal (IEFL)
- 11) Tiwuryani,T.(2018). *Questioning Strategies Implemented by English Teacher of MTsN-Palangkaraya 64..*
- 12) Tsui,A.B.(2019).*Classroom Interaction*
- 13) Ulan. D.A.(2018) *An Analysis of Classroom Interaction in the Teaching Learning Proses of Speaking at Tenth Grade Students of SMK Al.Husein Keling in the Academic Year of 2018/2019.*Journal Edulingua.
- 14) Weizheng, Z.(2019). *Teacher Students Interaction in EFL Classroom in China:Communication on Theory Perseptive.*
- 15) Yulia,Y.,and Budiharti.F.R.(2019).*Hots in Teacher Classroom Interaction: A Case Study* Edulite Journal of English Education, Literature, and Culture.134