TEACHERS' QUESTIONING STRATEGIES DURING CLASSROOM INTERACTION IN SPEAKING CLASSES

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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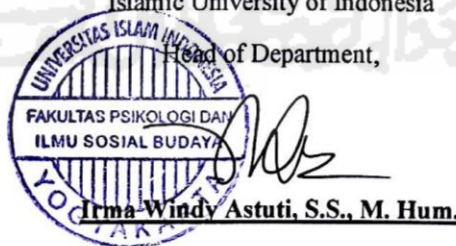Second Examiner : Intan Pradita, S.S., M.Hum

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis which I have written does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 14th March 2017

The writer,

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MOTTO

وَقُل رَّبِّ زِدْنِي عِلْمًا

" ... and say: My Lord! Increase me in knowledge"

(QS. Thaha : 114)

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

Allah SWT and Nabi Muhammad SAW who always guide me and take care of me to be a good person.

My beloved father and mother Mr. Muhammad Muslim, S.Ag. and Mrs. Kusrenti, S.Ag. who always have honesty sincerity to grow me up, educate, and pray for me until getting success and their greatest live

My sister Almh. Azzah Zakiyyatun Nisa who always to be a good sister in my heart

I dedicated this thesis to Ade Meira Sopi, another part of myself that always eager for challenges in life.

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Hamdan wa syukran lillah. All praises belong to Allah SWT, who has given us gracious mercy and tremendous blessing that enables the author to finishes this thesis as a partial fulfillment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education.

The author realizes that the completion of this thesis could not be separated from the support of many people. Therefore, on this occasion the writer would like to thank for guidances, supervisions, advices and any other supports given. My sincere gratitude goes to my 'fairy godmother' in academic (read: thesis supervisor), Irma Windy Astuti, S.S., M.Hum., who 'magically' made all my academic wishes real (even the most impossible one) and who used to make me eager to push my own limit. A great appreciation will also go to all of my 'academic parents' (read: inspiring lecturers) at English Language Education Department, Nizamuddin Sadiq, S.Pd., M.Hum., Puji Rahayu, S.Pd., MLST., Ista Maharsi, S.S., M.Hum., Rizki Farani, S.Pd., M.Pd., Intan Pradita, S.S., M.Hum., Astri Hapsari, S.S., MTESOL., Adam Anshori, S.S., M.A., Raditya Adipramono, S.S., M.Pd.BI., who had broadened my horizon through meaningful education.

Last but not least, the author believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions,

recommendations are compulsory for further improvements. Finally, the author expects this thesis can be beneficial for the readers.

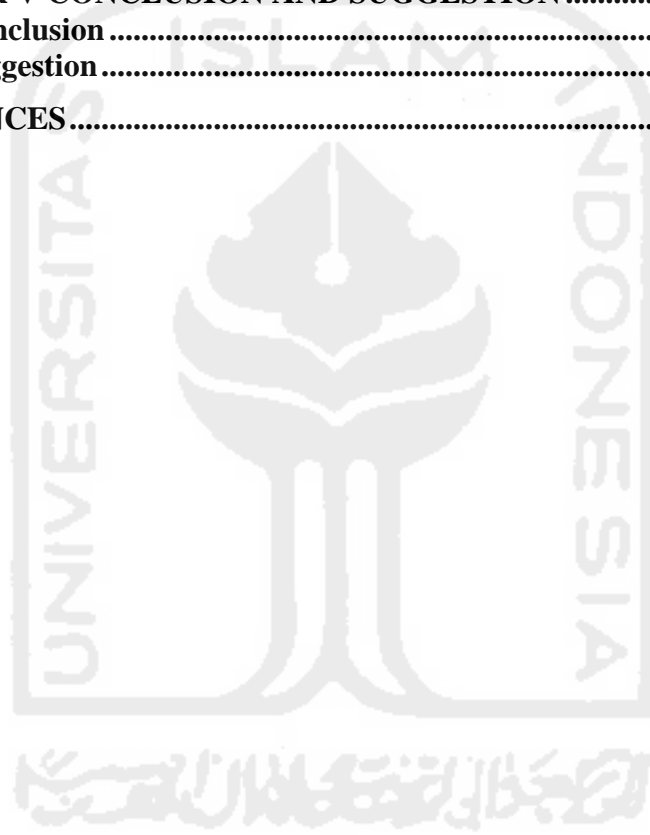Yogyakarta, 14th March 2017

Muhammad Rijalul Umam Muslim

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ABSTRACT

One of the ways that can be used in creating a good classroom interaction is through teachers' ability to manage questions. Ability to manage questions may also be called questioning strategies. Teachers should prepare efective questions that are able to make students interested in responding. The purposes of this research are to investigate the questioning strategies used by the teachers in classroom interaction and to investigate the teacher's perception on their questioning strategies. The method of this study is qualitative research and to collect the data the researcher used; classroom observation, videotaping as documentation, and interview. The research involved teachers in two speaking classes in Center for International Language and Cultural Studies Universitas Islam Indonesia (Cilacs UII) and Nusantara Training Center (NTC) and two teachers as the tutors. The result of research shows that the teacher posed dominantly *Yes/No question 33, 85% ; Referential question was 32,30%; display question was 11,80%; Short-answer/Retrieval question was 10,25%; Open-ended question was 6,21%; and Non-Retrieval Question/Imaginative question was 5,60%.* While in the way teacher perceive their questioning strategy, the research findings show that teachers perceive their question strategies are *to ask more information from the students, to open another conversation, to clarify students' understanding, to motivate students, to conduct an interaction with their students, to stimulate students, to ask their students to speak English, to arrange their question, is to encourage their students to think critically,* overall the teachers perceived their question strategies as effective in learning process.

Keyword: *classroom interaction, teacher's questioning strategy, speaking class.*

CHAPTER I

INTRODUCTION

1.1 Background of Study

Classroom interaction is an interaction or relationship that occurs both as verbal and non-verbal interaction involving teacher and students or between students themselves. Interaction in the classroom in this context is in the process of teaching and learning. This is in line with Hitchcock and Hughes in Brown (2001) that concerned with the importance of interaction, classroom interaction itself is defined as the communication patterns between teachers and pupils and pupils with pupils.Goronga (2013) asserts that classroom interaction makes the students participate in the teaching and learning process. It means that classroom interaction encourages students to be more involved.The interaction in the classroom is very important because a good learning process is a learning process that is alive and dynamic.

The role of classroom interaction is needed to create an effective learning. In the context of the learning process, the teacher has a very important role in classroom interaction. The role of teacher in creating classroom interaction is started from preparing everything that is required in the learning process such as materials, instructional media, andteacher's readiness in teaching. The next role is to stimulate the ability of students in early learning process as a warming up so that students will be full engaged in facing the learning process. Deeper, in relation to the classroom, teacher should be able to ensure that the learning interaction is two-way and effective interaction. Class should be dynamic.

By the end of the process, the teacher can provide a comprehensive evaluation of the whole process of learning and more particularly on classroom interaction. In the context of evaluating, teacher must do self-assessment to evaluate his ability for the improvement in the future.

This is line with Creemers and Kyriakides (2008) who contend that classroom interaction is really related to the teacher's style. The correlation appears at more the teachers use teaching style, the more the teacher knows how to make the students involve in the classroom interaction. It means that the teacher is the key figure who willmake the students participates at the classroom interaction actively and purposefully. Furthermore, Khan in Putri (2014) claims that classroom interaction contributes to the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will be enthusiastic to participate at the learning process.

One of the ways that can be used in creating a good classroom interaction is through the teacher's ability to manage questions. Ability to manage questions may also be called the questioning strategy. Teachers should prepare good questions that are able to make students interested in giving respond. In the context of teaching foreign language, a teacher must create a good classroom interaction. This is in line with the opinions of Yubin (2004) that questioning, currently, is one of the most effective teaching strategies in classroom environment. The strategies have been used so extensively that they can nearly satisfy foreign English learners of all ages and stages in any English learning setting. Thus they become a necessary part of the English teaching and learning

activities. In another research, Ma (2008) in his research on the skill of teacher's questioning in English said that raising questions effectively is a major method of the teacher who guides his students to think actively, fostering students' ability of analysis and creation. It is also an essential way for the teacher to produce information and obtain feedback, and an important channel to exchange ideas between the teacher and students. Chan et.,al (1995) stated that teacher questioning is an important and ubiquitous activity in the classroom. In ESL/EFL class, teacher question are predominate in the input and become an extremely important aspect of teacher-pupil interaction

Furthermore, students will benefit from the improvement of teacher-student relationship if questioning strategies were used reasonably in teaching-learning process. The strategy affects the way of how students respond to the questions given by the teacher. If the questioning strategy used by the teacher can attract the attention of students to develop their ideas and thoughts so we can assure an effective learning process.Questioning strategies provide opportunities for the students to think and develop ideas into a series of systematical structure so that they are able to answer the question given with the logic answer. Questioning strategies can also improve students' critical thinking skills.

Since learning a language takes a lot of strategies to achieve a success of language learning itself, it can not only be supported by in-depth understanding of the material, but also should be coupled with the continued practice. Practice in this context is to grow and develop student's activeness to express their ideas both in writing and even more in the form of verbal or using his speaking skill.

Therefore, through questioning strategy used by teachers, it is hoped that the student's language skill is improved. In connection to the explanation, in this study the researcher wants to pay attention to the classification of teacher's questioning strategies used in the learning process orin the classroom interaction and investigate how they perceive of those questioning strategies.

Overall, based on the explanation above this study will try to investigate teachers' questioning strategies during class interaction in speaking course/subject and the teacher's perception of their questioning strategies. Then, as the result, this study is expected to be beneficial for the teachers in delivering questions for more interactive learning. Moreover the teachers could also apply various questioning strategies that can help them to elicit the student's responses during classroom interaction and the main purpose is that the student's active in language learning can be developed so that their speaking skill can be improved.

1.2 Identification of Problem

The identification of problem based on the background above are:

1. Questioning, currently, is one of the most effective teaching strategies in classroom environment.

2. Suitable questioning strategies that is applied in the classroom can increase the learners' curiosity and interest, stimulate their proficiency, and motivate them to learn the language better.

3. Teachers should prepare good questions that are able to make students interested in responding.

4. Students will benefit from the improvement of teacher-student relationship if questioning strategies were used reasonably in teaching-learning process.

5. Questioning strategies used by teachers can improve student;slanguage skill.

1.3 Limitation of Problem

Based on the identification of the problem, this research is limited in investigating teacher's questioning strategies in speaking classroom interaction. In this case, the researcher observed the question type used by the teacher in English course and investigate the way in which the teacher perceive those questioning strategies.

1.4 Formulation of Problem

This study is conducted to investigate:

1. What are the questioning strategies used by the teachers in the English speaking course interaction?

2. How do the teachers perceive their questioning strategy?

1.5 Objective of the Study

Related to background above, the objective of the study are the following:

1. To investigate the questioning strategies used by the teachers in students' English speaking course interaction.

2. To investigate the teacher's perception on their questioning strategies.

1.6 Significance of the Study

The writer hopes that the result of the research can inform about the teachers'
questioning strategies in classroom interaction. The writer hopes that the
research will be beneficial for teacher and students.

1. For the Teachers

   This research can support the teacher to develop the questioning strategies
   in classroom interaction.

2. For the Writer

   The writer will understand more about teachers' questioning strategy in
   classroom interaction. The result of study can be a reference for other
   writers to investigate the teachers' questioning strategies in classroom
   interaction.
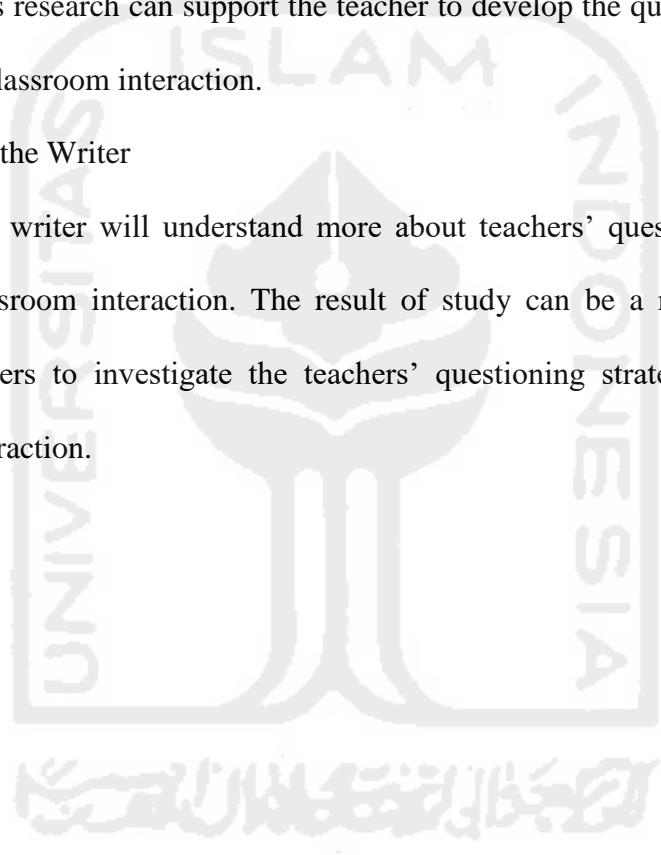
CHAPTER II

LITERATURE REVIEW

In this chapter, the author elaborates the systematic analysis of references related to the research. The theories discussed in this chapter are thoroughly related to the title of the research. This chapter consist of literature review, review on relevant studies and theoretical framework of the research.

2.1 Literature Review

This subchapter systematically elaborates theories to the two main key words of the research, which are questioning strategy and classroom interaction.

2.1.1 Classroom Interaction

Classroom interaction is defined as the communication patterns between teachers and pupils and pupils with pupils (Hitchcock and Hughes 1989, cited in Brown 2001). Moreover, Goronga (2013) asserts that classroom interaction enables the students participating in the teaching and learning process.

Language and social interaction research of classroom interaction is concerned with how participants do together in mutual interactional engagement and therefore focuses empirically on what participants make observable for each other in their interaction behavior, both in terms of how participants want to be understood and in terms of how participants understand each other (Tom, 2010).

In a good learning process, students are not positioned as a passive party or simply act as a listener, but both teachers and students are the

ones who are actively involved in the learning process. So that. It can create interaction and two-sided knowledge exchanging. According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all interactions that occur in the learning and teaching process. In addition, classroom interaction will help students share the information that they get from materials to at each other. Radford (2011) also maintains that through classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction make the students brave to share what they have known and learn from each other.

Classroom interaction is not only the process of knowledge sharing between teacher and students, but also howinter-students relationship can be created in the learning process. Khadidja (2009) insists that classroom interaction will make the students involve in collaborative learning because they talk and share to each other in classroom. It means that the classroom interaction will make the students have a good relationship with each other.

Overall, through classroom interaction, students can find out how to participate well in the learning process. Through the interaction of the classroom, the teacher can measure the time she/her takes to talk and to know the effectiveness of his/her teaching style in the learning process.

Creemers and Kyriakides (2005) contend that classroom interaction is really related to the teacher's style. The correlation appears that the more the teachers use different teaching style, the more the teacher knows how to make the students involve in the classroom interaction. It means that the teacher is the key figure who will make the students participates at the classroom interaction actively and purposefully.

In the context of language, classroom interaction is an interactive process that gives an opportunity to students exploring their idea. In connection with this, Khan (2009) claims that classroom interaction contributes the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will be enthusiastic to participate in the learning process. Based on the explanation above, classroom interaction is all interaction that occur in the teaching and learning process where the teacher deter mine the interaction occur in the classroom.

Based on the explanations above, classroom interaction is a media in the learning process to create a relationship and collaborationbetween teacher and students to liven up a good classroom atmosphere. In addition, a classroom interaction is to build up a good collaboration between student and student dynamically. Through classroom interaction, teachers can also measure the effectiveness of the methods which he/she used. All of that is toward the goal in realizing the success of the learning objectives.

2.1.2   Questioning Strategy

Canfield and Wells (1994) suggest that the most important thing a teacher can do to help students emotionally and intellectually is to create an environment of mutual support and care. The crucial thing is the safety and encouragement students feel in the classroom. Furthermore, they must recognize that they are valued and will accept affection and support.

In brief, a close teacher-student relationship plays a very important part in English acquisition. And it requires teachers to take all the affective factors involved in the teacher-student relationship into consideration automatically, to analyze and optimize these factors so as to motivate students and make our teaching-learning activities more effective.

Questioning is effective when it allows pupils to engage with the learning process by actively composing responses. In addition, questioning requires learners' active participation (Rogoff, 1990). Furthermore, in terms of questioning, there should be a term that related to the way of exploring the question. It is called as questioning strategy. Questioning strategies are used to obtain answers and promote interaction in the classroom. Generally, elicitation or questioning strategies comprise question-planning and controlling strategies. During the lesson, teachers must be able to set strategies to exploit

questions to suit particular pedagogical goals (Xuerong, 2012; Walsh, 2011, 2006).

In the classroom, the teacher stimulates the students with questions to promote responses and foster communication. Teacher are likely poses various questions relevant to the topic and particular students by nominating their names. Teacher gave students wait time to answer and repeats as well as rephrases questions when there was no response. Besides, teacher would allow the students use their own words while responding to questions and explaining. The teacher also frequently used performance-oriented learning.Teacher approached learning through group discussion (Haniem, 2011).

In connection with using question, researchby (Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001) suggests that lessons where questioning is effective are likely to have the following characteristics: (as cited in…)

a. Questions are planned and closely linked to the objectives of the lesson. In connection with teacher's questioning strategy, Teachers must first prepare the questions posed during the learning process. It shows the readiness of the teacher as a facilitator in learning process.

b. The learning of basic skills is enhanced by frequent questions following the exposition of new content that has been broken down into small steps. Each step should be followed by guided practice that

provides opportunities for pupils to consolidate what they have learned and that allows teachers to check understanding.

It is indeed important to check the students' understanding of the material that has been taught. In addition, this process can also provide an opportunity for students to further analyze what they has learned.

c. Closed questions are used to check factual understanding and recall.

In digging students' understanding of the material that has been taught can be done in many ways. One of them is to provide some closed questions. Through Closed question the teacher can explore students' understanding by asking some questions that are more specific and detailed about the material so that students can also provide detailed feedback about their understanding

d. Open questions predominate.

Open questions are dominantly used in order to give the opportunity to all students in exploring their ideas on material that been taught.

e. Sequences of questions are planned so that the cognitive level increases as the questions go on. This ensures that pupils are led to answer questions which demand increasingly higher-order thinking skills but are supported on the way by questions which require less sophisticated thinking skills.

The objectives of teacher asking some questions to students are to test and measure how much students' understanding on the material being taught. It can grow and develop the cognitive abilities of students.

Student's cognitive ability is marked by the success of the students to answer a series of questions.

f. Pupils have opportunities to ask their own questions and seek their own answers. They are encouraged to provide feedback to each other. The question asked by the teacher gives the opportunity to the students to explore their ideas effectively. The opportunity can grow and develop critically students' thinking way

g. The classroom climate is one where pupils feel secure enough to take risks, be tentative and make mistakes.

In the context of learning process, Teacher must be able understand the heterogeneous character of students ability. In answering questions, students may be true or false. Due to this situation, the teacher's role is to provide a support and encouragement for the students to do learning continuously despite their answers are wrong. Teacher's spirit and encouragement are able to boost students' self-confidence.

2.1.3. Type of Question

The following are type of question by some expert. According to Van Lier (1988) there were two type of question:

Table 2.1

Type of Question by Van Lier

No.	Question Type	Example
1	Display question	T: (pointing to picture) Where did Martha go yesterday? S: She went to the theatre (yesterday).
2	Referential question	T: Where did you go yesterday, Martha? S: (Yesteday) I went to Zoo.

Meanwhile, Penick, Crow, and Bonnstetter (1996) suggested five

type of question. Those were:

Table 2.2

Type of Question by Penick, Crow, and Bonnstetter (1996)

No.	Type of Question	Example
1	*History (*Question that relate to student's experience)	- What did you do? - What happened when you …? - What happened next …?
2	*Relationships (*Questions that engage students in comparing ideas, activities, data, etc.	- How does this compare to . . . ? - What else does this relate to . . . ? - What do all these procedures have in common?
3	*Application (*Questions that require students to use knowledge in new contexts)	- How could this idea be used to design . . . ? - What recognized safety issues could this solution solve? - What evidence do we have that supports . . . ?

4	*Speculation (*Questions that require thinking beyond given information:	-	What would happen if you changed . . . ?
		-	What might the next appropriate step be?
		-	What potential problems may result from . . . ?
5	*Explanation (*Questions that get at underlying reasons, processes, and mechanisms)	-	How does that work?
		-	How can we account for . . . ?
		-	What justification could be provided for . . . ?

According to Wajnrib as cited in Kamile (2012), there are types of teacher's question that can be used in this study as the fundamental references. Teacher's questions as presented by Wajnrib (1992, p. 47) as follows:

Table 2.3

Type of Question by Wajnryb (1992)

No.	Type of Question	Example
1	*Yes/No Question*	*Here is a picture of woman. Have you seen her face before?*
2	*Short answer/retrieval-style question*	*What did he say about the film?*
3	*Open-ended question*	*Whom could he have telephoned?*
4	*Display questions* (questions requesting information already known to the questioner)	*What color is this pen?*

| 5 | *Referential question* (question requesting new information) | *What did you did in university?* |
| 6 | *Non-retrieval/imaginative question* (question that do not ask the learner to retrieve given information but instead call on inferred information or information in which opinion judgment is called for) | *What do you think the writer was suggesting by making central character an animal?* |

Of the three of type of questions by difference expert, this research will refer Wajnrib's type of question in Kamile (2012). The reason using the type of questions from Wajnrib is because it fits with the objectives of this study to investigate the kinds of questioning used by teachers in the speaking class.

2.1.4 The Role of Teacher's questioning Strategy

In the context of learning language, teacher's questioning strategy have some roles to liven up an brainstorming process of the students in developing their ideas to give the respond to the teacher's explanation. In line with this, Clough (2007) stated that effective questioning engages students and reveals their thinking is readily apparent. The role of questions in helping students make desired connections is just as important. But no so evident. However, questioning is crucial for helping students see problems with their currents conceptions and build more accurate ideas.

In the connection with the role of teacher's questioning strategy, Cotton (2001) reveals a variety of purposes of teacher's questioning. Those are:

a. To develop interest and motivate students to become actively involved in lessons.
b. To evaluate students' preparation and check homework or seatwork.
c. To develop critical thinking and inquiring attitudes.
d. To review and summarize previous lessons.
e. To nurture insights by exploring new relationships.
f. To assess achievements of instructional goals and objectives.
g. To stimulate students to pursue knowledge on their own.

Overall, as the conclusion of the role teacher's questioning strategy by some experts above, that roles of teacher's questioning strategies are developing student's interest, evaluating student's preparation in learning, developing student's critical thinking, reviewing lessons, conducting interaction, motivating students, and stimulating and encouraging students to be active.

2.2 Review of Relevant Studies

There are some researchers that have done research related to classroom interaction and questioning strategy. (Yee, 1995) has conducted a research entitled *An Investigation into the Questioning Strategies employed By Novice And Expert secondary School Teachers.*This study investigated if there was pedagogical expertise in teacher questioning strategies in EFL teaching. To find out if there was any difference in the questioning strategies employed by novice and expert EFL teachers and to investigate the effectiveness of different questioning strategies on student response and classroom interaction, a qualitative research was carried out. Normal English lessons of two expert and two novice EFL teachers of a local Anglo-Chinese secondary school were audio and video-taped. One of their lessons, a 80-minute double lesson on a course

book reading comprehension passage was transcribed and analyzed with a post-coding analytical framework. Individual structured stimulated recall interviews with the teachers and semi-structured interviews with the class representatives were conducted to triangulate the data. The results showed that there were notable differences in the questioning strategies between expert and novice EFL teachers. What accounted for such differences and how such differences affected students' attitude toward English learning are discussed. Implications drawn from this study on teaching and teacher education are also presented.

The anotherresearch was conducted by Faizah (2007) entitled "*A Descriptive Study on Questioning Strategy for the Teaching of English in SD Muhammadiyah Plus Salatiga*". This research paper intended to clarify the types of question used as the questioning strategies and to describe the strategies used in asking questions in English class. In this research, the writer used the descriptive qualitative research for analyzing the data. The data were taken by observation and documentation of learning process within 5 meeting. The data analyzed by describing the kind of questioning used by the teacher in each meeting. The discussion of the finding shows that (1) there are three types of questions that were used as the questioning strategy: 'Yes/No' questions, 'Or' questions, and 'WH' questions (2) there are four strategies used in asking questions in English class: the teacher asked a question and simply let students call out answers, the teacher asked a question and then paused to give the whole class a chance to think of the answer, the teacher first chose a student.

As with this study, there are two differences between this research and the previous researches. The first difference is the researcher will do the research in English Course class as a non-formal learning setting while both the first researcher did in senior high schools and the second researcher did in a primaryschool. The other difference is the researcher will refer to Wajnrib Theory of teacher's questions (in Kamile 2012) in investigating the pattern of questioning strategy used in the speaking class. Besides, another difference is that this study will also investigate the teacher perception on their/her questioning strategies.

2.4 Theoretical Framework

One of the ways that can be used in creating a good classroom interaction is through the teacher's ability to manage questions. Ability to manage questions may also be called the questioning strategy. Teachers should prepare good questions that are able to make students interested to respond. In the context of teaching foreign language, a teacher must create a good classroom interaction. This is in line with the opinions of the Yubin (2004) that questioning, currently, is one of the most effective teaching strategies in classroom environment. The strategies have been used so extensively that they can nearly satisfy foreign English learners of all ages and stages in any English learning setting. Thus they become a necessary part of the English teaching and learning activities. Furthermore, they benefit from the improvement of teacher-student relationship if questioning strategies were used reasonably in teaching-learning process. Affectively, the strategy affects the way of how students respond to the

questions given by the teacher. If the questioning strategy used by the teacher can attract the attention of students to develop their ideas and thoughts so we can assure an effective learning process. Overall, it can be concluded that teacher's questioning strategy is one of the effective ways to realize the good classroom interaction.

Based on the relationship above, the theoretical framework of this research is as follow:

Classroom Interaction

Teacher's Questioning Stategies
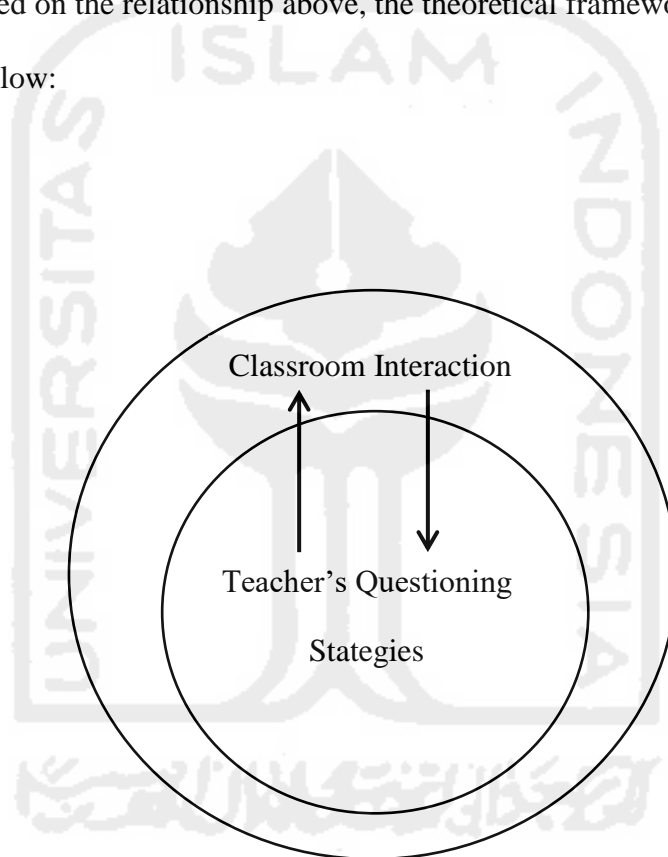
In this case, the teacher's questioning strategy is represented by questions asked by the teachers during classroom learning. In term of questions asked by the teachers during learning process, this research elaborated Wajnrib Theory (1992) on question type. According to Wajnrib, there are six types of questions.

In the correation to classromm interaction, the questioning strategy used by the teachers is the one of the way to reach classrrom interaction.

CHAPTER III

RESEARCH DESIGN

This study was conducted to analyze the questioning strategies used by the teacher in speaking class interaction. This research also investigated how teacher questioning strategies affect the student's responses in speaking class interaction.

3.1 Research Design

This study is a qualitative approach with descriptive analysis. According to Creswell (2007), qualitative approach is an approach to inquiry that begins with assumption, world view, possibly a theoretical lens, and the study of research problem exploring the meaning individuals or groups describe to a social or human problem. In the other hand, Koenjaraningrat, (1993) stated thatthe research with qualitative descriptive method is a research which gives a draw on a carefully about specific individuals or groups carefully on the circumstances and symptoms. This research method simplifies the process of extracting information during the study in the context of examining the type of question that is used by tutors in the context ofEnglish learning.

3.2. Data Preparation

This study was conducted in English Course in November and December 2017 in two English courses; Center for International Language and Cultural *Studies* Universitas Islam Indonesia (Cilacs UII)and Nusantara Training Center (NTC). The observations were done in six meetings in both of those English courses (3 observations in *UII Cilacs* and 3 observations in NTC). The

reason of choosing this place was based on the provided access to conduct the study that related to the objective of the study. Before the observation conducted, the researchers visited the English courses to get a legal access by consulting and receiving a thesis proposal and other administration needed. Then, the researcher asked to wait an approval to do a research in a couple of days.

The participants of this study were tutor and students of English Courses. In this research, the data are primary-qualitative because they gathered pattern of behavior and descriptive data from classroom observation or collect directly from the subject and through interview.

3.3. Data Collecting Techniques

In collecting the data, the instruments were classroom observation, videotaping as documentation and interview. Classroom observation was conducted to observe the type of questioning strategies used by the teacher. The instrument of observation was referring to Wajnryb's Theory on the kind of Questioning. It can be seen in the appendix. This is in line with the opinion by the Gray and Millis (2006) that emphasis during the observation in on understanding the natural environments as lived by the participant. This technique was used to observe the natural interaction in the process of learning for both verbal and non-verbal behavior. The observation was conducted in November and December, 2016. It was six observations. The videotaping was used to record the learning process. Videotaping was a method to handle the observation in a document, in this case is a recording.

The interview was conducted after the class observation session. The interviewees were the tutors. The purpose of conducting an interview was to gather the detail information from the tutor specifically about her/his perception in using the certain type of questions. The instrument of interview was questions list which was constructed in reference to *Wajnrib's Theory of teacher's questions* (2012). The Construction of Component and Sub Component of the Type of Question is also cited from Wajnryb (1992) cited from Kamile, et.,al (2012) in The Impact of Teacher Question on Student Learning in EFL Journal of Educational and Instructional Studies In the World.

Tabel 3.1

Interview Question (For Teacher/Tutor)

Teacher's Questioning Strateg

Component	Sub -Component as item investigation	Interview question
	Yes/No Questions	1. Do you often use *Yes/No Question*? 2. What is your reason for using this type? 3. When do you use this question? 4. How effective do you think this type of question?
Type of Question	Short answer/retrieval-style questions	1. Do you often use *Short answer/retrieval-style question*? 2. What is your reason using this type? 3. When do you use this question? 4. How effective do you think this type of question?
	Open-Ended Question	1. Do you often use *Open-Ended Question*? 2. What is your reason using this type? 3. When do you use this question?

		4. How effective do you think this type of question?
Display Question	1.	Do you often use *display question?*
	2.	What is your reason using this type?
	3.	When do you use this question?
	4.	How effective do you think this type of question?
Referential Questions	1.	Do you often use *Referential Question*?
	2.	What is your reason using this type?
	3.	When do you use this question?
	4.	How effective do you think this type of question?
No-retrieval question & Imaginative Questions	1.	Do you often use *No-retrieval question & Imaginative Question*?
	2.	What is your reason using this type?
	3.	When do you use this question?
	4.	How effective do you think this type of question?
Role of teacher's questioning strategies	-	1. How important it is to ask question? 2. How have your questions your student learns better? 3. In what way your questions contribute to your students' better learning? 4. Do you always plan your question? Why/why not? 5. Do your questions help student's interact/collaborate/respond better? 6. Do your questions help your students think better/think more critically? How do you know? Explain? 7. Overall, how effective was do you think your questioning strategies?

The other documentations were the textbooks/modules used by the teacher in teaching process that support the data of teacher's questions. Those textbooks were also documentation needed in the research. Apart of questions asked by the teachers were based on the teachers use the textbooks/modules or provided in.

3.4. Data Analysis

The next step that has to be done after collecting the data, is analyze the data. After collecting the data in the speaking class interaction through observation, videotaping and in –depth interview, the data will be analyzed based on the steps using Suherdi's Theory (2006). The steps are as follow:

1. Transcribe the data of interview results and observation results in order to display the language that is used in classroom.

2. The transcript was coded using some teacher's questioning strategy framework as stated in the second chapter. The transcription technique was also used to transcribed the data from interview by taking the *redline* that were related to the problem of the research.

3. Reducing the relevant information from the interview session.

4. The researcher attempted to answer the problem formulation as stated in first chapter. The analysis was described in fourth chapter. Some exact can be shown in table and chart to make it easy and clear to understand. According to Alwasilah (2002) that the display, for instance, flowchart and diagram, enable the researcher to explain the interpretation.

3.5. Trustworthiness

Quality of research design can be judged according to certain logical tests since a research design is supposed to represents a logical set of statement. According to U.S. Government accountability Office (1990) as cited by Yin

(2014), concepts that have been offered for these tests include trustworthiness, credibility by sources and theory, conformability, and data dependability.

3.5.1. Credibility by Sources

To achieve credibility by sources means to identify correct operational measures for the concepts being studied (Yin, 2014). It ensures how well the results gained from the use of the measure fit the theories around which the test is designed. (Christie, Rowe, Perry, & Chamard, 2000). Credibility by sources confirms appropriate operational measures for the concepts under investigation. Credibility by sources of case study can be achieved through the using of multiple sources of evidence, establishing a chain of evidence, reviewing draft case study reports (Yin, 2014). In addition to these three, literature review can also develop the constructs (Christie , Rowe, Perry, & Chamard, 2000). This research uses all these for approaches to increase its credibility by sources. Data triangulation (multiple sources of data use) was used in this research. Data triangulation makes case study finding or conclusion to be more convincing and accurate. By developing convergent evidence, data triangulation helps to strengthen the credibility by sources of the case study. Yin (2014) states that convergent evidence of data triangulation happens when multiple sources of data as part of the same study address the same findings. Triangulation in this research uses findings from participant observation, documents, and in-depth interview.

Also, the researcher established chain of evidence of the study in order to allow external observer, the reader, to follow and trace derivation of any evidence from initial research questions to ultimate conclusions. An interview guide was developed to provide a systematic process in the interviews of the study. Credibility by theories of the case study interviewees, an interview process and a process for recording, transcribing and interpreting the data were done to decrease subjectivity issue in the case study method. Therefore, a chain of evidence can be established from the beginning of the research questions through data collection to the final conclusions.

Furthermore, this study involved expert and key participants to review the draft of the case study report. Lecturer supervisor as an expert and lecturer as the key participants were engaged to review the draft. Sugiyono (2013) mentions this technique as a combination of peer review and member check. Moreover, literature review was systematically elaborated in chapter 2. These two were conducted to increase credibility by sources of the research as well as the other techniques explained before.

3.5.2. Internal validity by Theories

Internal validity by theories is described as the identification of cause and effect relationships by which certain variables may influence other variables in the research investigation. In contrast, in qualitative research, it does not necessarily deal with causal relationships of

independent and dependent variables but rather with establishing a phenomenon in a credible manner, which is 'generative mechanisms' or 'causal powers' (Yin, 2014). Internal validity by theories or credibility in case study research can be established by the use of triangulation, member check, discussion of the results and conclusions with other academic researchers (peer debriefing), cross case analysis, prolonged engagement by the researcher with the respondents (Sugiyono, 2013). Triangulation and expert peer review were included in this research process. These techniques were conducted to establish credibility or internal validity by theories as well as credibility by sources of this research simultaneously.

3.5.3. External validity by Sources

External validity by sources or transferability is defined as the extent to which the research findings can be replicated beyond the proximate research case studies or generalizability. It is about findings of a study are generalizable beyond the immediate study, regardless of the research method used. Furthermore, external validity by sources is defined as the extent to which the research findings can be analytically generalized to other situations that were not part of the original study (Yin, 2014). Likewise, Sugiyono (2013) states that external validity by sources is the degree of accuracy whether the research findings can be generalized or implemented on population in which the research sample is taken.

Yin (2014) claims that external validity by sources can be reach through the use of theory in single case study. Empirical study research carries out analytic generalization that is defined as the logic in which case study findings can extend to settings beyond the original case study, based on the relevance of similar theoretical concepts or principles (Christie, Rowe, Perry, & Chamard, 2000). The form of initial research questions can directly influence strategies used in striving for external validity by sources. These research questions should have been settled during the research design phase, or earlier. For this reason identification of appropriate theory or theoretical propositions was done in research design phase of this case study research.

3.5.4. Conformability

Conformability, which is also known as dependability, is achieved if a later researcher follows the same processes as described by an earlier researcher and conducts the same case study over again, the later researcher should come to the same findings and conclusions (Sugiyono, 2013). One requirement to allow other researcher to repeat an earlier case study is the need to document the procedures used in the earlier case study research.

Conformability can be accomplished by doing empirical study protocol and developing case study database (Yin, 2014). Case study protocol means the procedural guide for collecting the data for case study, including a set of field questions to be addressed by the researcher,

representing the researcher's thinking in doing a case study. Developing case study database means organizing and documenting the data collected from a case study.

This case study research covers both case study protocol and case study database. Besides, dependability test of this case study research is conducted through the whole process audit by lecturer supervisor as an expert. External validity by sources or transferability is defined as the extent to which the research findings can be replicated beyond the proximate research case studies or generalizability. It is about whether findings of a study are generalizable beyond the immediate study, regardless of the research method used. Furthermore, external validity by sources is defined as the extent to which the research findings can be analytically generalized to other situations that were not part of the original study (Yin, 2014). Likewise, Sugiyono (2013) states that external validity by sources is the degree of accuracy wether the research findings can be generalized or implemented on population in which the research sample is taken. Yin (2014) claims that external validity by sources can be reach through the use of theory in single case study. Case study research carries out analytic generalization that is defined as the logic in which case study findings can extend to settings beyond the original case study, based on the relevance of similar theoretical concepts or principles (Christie, Rowe, Perry, & Chamard, 2000). The form of initial research questions can directly influence strategies used in striving

for external validity by sources. These research questions should have been settled during the research design phase, or earlier. For this reason identification of appropriate theory or theoretical propositions is done in research design phase of this case study research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents findings and discussion from the research data. The data were gathered from observation and interview. The structure of the analysis is divided into findings and discussion section. The researcher investigates the questioning type used by the teachers and student during their classroom interaction and the teacher's way in receiving their questioning strategy.

4.1 Findings

4.1.1 Observation

The observation was done with two tutors in whom Teacher 1 is a tutor who teaches English in *Cilacs English Course* while Teacher 2 is as tutor who teaches English in *Nusantara Training Centre (NTC) English Course*, also an English course.

a. Teacher 1

The observation to Teacher 1 was done in 1st, 2nd, 3rd week of November. The object of the observation was the teacher as a tutor in who teaches English in *Cilacs English Course.* There were three main topics studied in three meetings, which were *Shopping, Agree & Disagree,* and *TV Programs.* Each topic contained some sub-item topics and related sub-topics that were discussed during the lesson. Classroom observation was conducted in regular class. In first observation, the teacher discussed about *personality..* In the second observation, the

teacher discussed about *Agree & Disagree*, and in the last observation, the teacher discussed about *shopping*. Therefore, one topic was discussed in one meeting. The focus of the observation was the type of question used by the teacher during classroom interaction. The instrument of the observation was The Type of question's theory from Wajnrib as follow:

- *Yes/No Question*

- *Short answer/retrieval-style question*

- *Open-ended question*

- *Display questions* (questions requesting information already known to the questioner)

- *Referential question* (question requesting new information)

- *Non-retrieval/imaginative question*

The findings of the observation were as follow. The types of teacher's question are classified into six types of question, which are *Yes/No Question, Short Answer/Retrieval Style Question, Open-ended Question, Display Question, Referential Question,* and *Non-Retrieval Question.* Each type of question presented in table of questions list that illustrates the summary of the findings, which is categorized based on the form of the question.

Tabel 4.1

Type of Question Used by Teacher 1

No.	Type of Question	Number of Occurrences	Percentage
1.	*Yes/No Question*	58	29,15%
2.	*Short Answer/Retrieval Style Question*	13	6,53%
3.	*Open-ended Question*	15	7,54%
4.	*Display Question*	22	11,05%
5.	*Referential Question*	76	38,19%
6.	*Non-Retrieval Question*	15	7,54%
Total		**199**	

b. Teacher 2

The other observation was conducted in *Nusantara Training Centre (NTC) English Course.* The observation was conducted in 3rd week of December. There were three main topics studied in three meetings, which were *Introduction, Alphabet,* and *Number.* Each topic contained some sub-item topics and related sub-topics that were discussed during the lesson. Classroom observation was conducted in regular-speaking class. In first observation, the teacher discussed about *Introduction.* In the second observation, the teacher discussed about *Alphabet*, and in the last observation, the teacher discussed about *Number.* Therefore, one topic was discussed in one meeting. The focus of the observation was also the type of question used by the teacher during classroom

interaction. The instrument of the observation was also the Type of question's theory from Wajnrib as follow:

- *Yes/No Question*

- *Short answer/retrieval-style question*

- *Open-ended question*

- *Display questions* (questions requesting information already known to the questioner)

- *Referential question* (question requesting new information)

- *Non-retrieval/imaginative question*

The findings of the observation were as follow. The types of teacher's question are classified into six types of question, which are *Yes/No Question, Short Answer/Retrieval Style Question, Open-ended Question, Display Question, Referential Question,* and *Non-Retrieval Question.* Each type of question presented in table of questions list that illustrates the summary of the findings, which is categorized based on the form of the question.

Tabel 4.2

Type of Question Used by Teacher 2

No.	Type of Question	Number of Occurrences	Percentage
1.	*Yes/No Question*	51	41,46%
2.	*Short Answer/Retrieval Style Question*	20	16,26%
3.	*Open-ended Question*	5	4,06%
4.	*Display Question*	16	13,00%

5.	*Referential Question*	28	22,76%
6.	*Non-Retrieval Question*	3	2,43%
Total		**123**	

4.1.2 Interview

The other method to gather the data of this research was interview. The interview was done in last day of the observation. One-time observation was done to Teacher 1 and teacher 2. The kind of the interview was semi-structured interview. The purpose of the interview was to gather the data from the other method beside observation. In this session, the teacher was asked by using some question as one of research instruments. The focus of the observation were about the intensity of using question type, the reason of using question type, the moment or the time of when the question type used, and the effectiveness of question type. The question type was six type of question by referring to Wajnrib (1992). The instrument is follow:

Table 4.3

Instrument of Interview

Sub -Component as item investigation	Interview question
Yes/No Questions	1. Do you often use *Yes/No Question*? 2. What is your reason for using this type? 3. When do you use this question? 4. How effective do you think this type of question?
Short answer/retrieval-style questions	1. Do you often use *Short answer/retrieval-style question*? 2. What is your reason using this type? 3. When do you use this question?

	4. How effective do you think this type of question?
Open-Ended Question	1. Do you often use *Open-Ended Question*?
	2. What is your reason using this type?
	3. When do you use this question?
	4. How effective do you think this type of question?
Display Question	1. Do you often use *display question?*
	2. What is your reason using this type?
	3. When do you use this question?
	4. How effective do you think this type of question?
Referential Questions	1. Do you often use *Referential Question*?
	2. What is your reason using this type?
	3. When do you use this question?
	4. How effective do you think this type of question?
No-retrieval question & Imaginative Questions	1. Do you often use *No-retrieval question & Imaginative Question*?
	2. What is your reason using this type?
	3. When do you use this question?
	4. How effective do you think this type of question?
Role of teacher's questioning strategies	1. How important it is to ask question?
	2. How have your questions effect your student learns better?
	3. In what way you questions contribute to your students' better learning?
	4. Do you always plan your question? Why/why not?
	5. Do you question help students interact/collaborate/respond better?
	6. Do your questions help your students think better/think more critically? How do you know? Explain?
	7. Overall, how effective was do you think your questioning strategies

The excerpt from transcription of the interview can be seen in table 4.4 while the complete transcription is attached in appendix 1.

Table 4.4

The excerpt from transcription of the interview

I: Interviewer, **R:** Respondent

Subject	Line	Transcription	Them	Code
I		Do you often use Yes/No question?		
R	1	I don't often use this type of question but sometimes.		
I		What is your reason using this type?		
R	2	My reasons are to clarify something, opening to another conversation, or as an opener question.	• Clarify student's understanding • Opening Another conversation	I/1/CSU/1
				I/1/OAC/2
I		When do you use this type?		
R	3	*Ya,* as I say before, to open the conversation or to clarify something.	• Opening Another conversation • Clarify Student's Undertanding	I/1/OAC/3 I/1/CSU/3
I		How effective do you think this type of question?		

R	4	I think, it is too effective when we need a short answer from the students. Because it's only need yes or no-answer. Besides, it is also used to start the conversation.	• Clarify Student's understanding • Opening Another Conversation	I/1/CS/4 I/1/OAC/4

b. Coding

Coding is the process of inputting evidence into categorization based on theme and giving code on the evidence. In this research, the researcher created coding system for evidence from all data sources

Table 4.5 displays the coding systems for all data from observation and interview

Table 4.5

Coding Systems

Data Sources	Coding Sample	Meaning
Observation	O/QT/YQ/1/I	'O' (for observation) means the data gathered form observation. 'QT' (Question type) is the main theme. YQ (yes/no question) is the subtheme which is abbreviation from Wajnrib Theory of Question type. '1' means observation 1 of 3 observations. 'I' is the object observation 1.
Interview	I/1/OAC/1	'I' (for interview) means the data gathered from interview. '1' means respondent 1 of 2 respondents. 'OAC' (opening another conversation) is the theme, which is abbreviation form interview '1'

	means it is form interview transcript line/question 1.

b. Thematizing

In this phase, the researcher classified research data into several categorizations. The categorizations were revealed and confirmed the prefigured themes. Thematizing is presented in table 4.6.

Table 4.6

Thematizing Matrix

No.	Code	Theme
1	OAC	Opening Another Conversation
2	MS	Motivating Student
3	CI	Conducting an Interaction With Student
4	SI	Stimulating student
5	AMI	Asking More Information
6	ES	Encourage Student to Think Critically
7	ATTSE	Asking Them to Speak English
8	PTAQ	Plan to Arrange Question
9	QE	Question's Effectiveness in Learning Process
10	CSU	Clarify Student's Understanding

4.2 Discussion

4.2.1 The Type of Question

Based on the observation, it can be concluded that during the teaching-learning process, the teachers interacted with the students by asking various questions. In the fact, the questions posed by the teacher reached the interactive learning process. The following table was a result comparison of observations by Teacher 1 and Teacher 2.

Table 4.7

Comparison Result of Observations by Teacher 1 and Teacher 2

No.	Type of Question	Teacher 1	Teacher 2	Total	Percentage
1.	*Yes/No Question*	58	51	109	33,85%
2.	*Short Answer/Retrieval Style Question*	13	20	33	10,25%
3.	*Open-ended Question*	15	5	20	6,21%
4.	*Display Question*	22	16	38	11,80%
5.	*Referential Question*	76	28	104	32,30%
6.	*Non-Retrieval Question*	15	3	18	5,60%
	Total	**199**	**123**	**322**	

1) *Yes/No Question*

The result from the observation by using videotaped transcript show that overall there were 322 questions asked in 6 observations by the teacher. From the number of that question, there were 109 yes/no questions or 33. 85 % asked by the teacher.

According to Heritage and Reymond (2012), Yes/ No Question is often defined as questions for which either "Yes" or 'No" is expected the expected answer. The following are the quotations (O/QT/YQ/2/I) represent Yes/No Question asked by the teacher during observation:

"Is it clear?"
"Do you understand what I say?"

Based on the interview Teacher 1, he said the he often used yes/no question with 3 reasons. He uses yes/no question when he needs to clarify something to the students, opening to other conversation, and as opening question. According to him, this type is enough effective posed if the teacher needs to ask the clarification for the certain topic or issue. This type of question only floors the brief answer. It is also effective to star the conversations.

While According Teacher 2, Yes/no question was used to ask about student's basic on English. Besides, yes/no question was posed to clarify student's understanding on simple question concept. According to the teacher, actually yes/no question is not effective to be applied in speaking class because the answer just needs yes or no answer. So that, this type of question isn't affective to develop speaking skill ability.

2) *Short Answer/Retrieval Style Question*

Short answer question can be answered in a couple of sentences. Many of them can be answered with just a word or phases, a short numerical answer, or occasionally a simple graph (Whittman, 2014).

The table 4.3 illustrates that from 322 questions asked by the teacher, there were 33 short answer/retrieval style questions or 10,25%. The following are the quotations (O/QT/SQ/2/I) of short answer question/Retrieval Style Question posed by the teacher during observation.

"How about you, Ika?"
"How about the vocabularies?"

Based on the interview, Teacher 1 often used the short answer/retrieval style question. It is used to encourage the students to answer the question. This type of question just needs short answer. The short answer/retrieval style question is also used to raise the student's motivation to be active in class. Sometimes—he said—there is a part of students who don't want be active in learning process. So that, this type of question will be effective to make them active to talk. The short answer/retrieval style question is enough effective to use in the class. Short answer/retrieval style question is enough effective to asked to the students. Although the number of short answer/retrieval style question is fewer that yes/no question, but based on the observation, it is effective to make students active to talk and answer some short questions posed by the teacher.

While according to Teacher 2, argued that short answer/ retrieval style question was sometimes used. This type of question was posed to clarify student's understanding on material explained. According to him, short answer/ retrieval style question is enough effective to posed because the teacher can know student's understanding.

3) *Open-ended Question*

An Open-ended Question is defined as a question to which a number of different answers would be acceptable (Barnes in Cakir and Cengiz, 2016).

Based on the table, there were 20 open-ended question or 6,21 % of 322 questions overall the observation. The following are the quotations (O/QT/OEQ/1/I) of Open-ended questions asked by the teacher during observation.

"When you learn personality, what comes to your mind?"
"What is information about personality?"

According to interview, the teacher 1's perspective on asking this question is to make students to talk more and elaborate their ideas during learning process. He sures that his students will give much information on topic talked if there are stimulated. Due his class is conversation class, so that, it is effective to use. So far, this type of question is too effective to ask because the students will be stimulated to talk and elaborate their ideas.

While according to Teacher 2, open-ended question were sometimes posed in certain moment such as; presentation session

and asking them to elaborate something, and to tell the story/topic according their ideas. To teacher, this type of question is enough effective. By asking open-ended question, the teacher would know the student's deep understands.

4) *Display question*

According to Long and Sato's in Ndun (2015), Display question refers to ones that teachers know thw answer and which are designed to elicit or display particular structures. This is line with Wajnrib (1992), display question is the questions requesting information already known to the questioner. It means that the teacher needs to test his/her students understanding.

The table 4.3 illustrates, of 322 questions, there were 38 display questions or 11,80% asked to the students. The following are the extracts (O/QT/DQ/1/I) on display questions posed by the teacher during the observation.

> "What can we say about her personality?"
> "How to say in Bahasa this word?"

Based on the interview, Teacher 1 often asks the display question. It usually used to check student's understanding on the topic explained. This type of question is sometimes asked to stimulate the other student's to talk and to be active to answer the question. This type of question is enough effective to use in the context of learning English. In the other side, Teacher 2 said the he often asks this type of question. The display question was posed to

check student's understanding. This type of question is enough effective.

5) **Referential Question**

According to According to Long and Sato's in Ndun (2015), Referential question refers to questions that teachers do not know the answers to, and can provide various kinds of subjective information.

Based on the table, of 322 questions overall. it was 104 referential questions asked by the teacher during three observation. The percentage was 32,30%. It is the second highest of six types of question used the teacher. The following are the quotations (O/QT/RQ/2/I) of referential questions posed by the teacher during observation.

"Let's think, what is your problem in English??"
"Do you have any obstacles or problems?

According to teacher 1 based on the interview conducted, referential question is most often asked and used in the process of learning. The reasons were that this type of question could stimulate the student to speak and elaborate their ideas by giving their new information. This is line with Wajnrib (1992), referential question is the question that requesting new information. Sometimes, the teacher uses this type of question to begin the conversation. The referential question is too effective to use. Even it it was more effective than open-ended question.

While according Teacher 2, this type of question was usually used by the teacher when the teacher needs to know about the activity done by the students. Besides, it was also to know the new information from the students on the certain topics or issues. Sometimes, the teacher used referential question to make a brain storming to the student for new material. Referential question is very effective for speaking class because the students will elaborate their knowledge what they know.

6) *Non-Retrieval Question/Imaginative Question*

According to Wajnrib in Kamile (2012), *Non-retrieval/imaginative question* is question that do not ask the learner to retrieve given information but instead call on inferred information or information in which opinion judgment is called for.

Based on the table, the question non-retrieval question/imaginative question was the lower of six types of question asked in number. It can be seen that the *non-retrieval question/imaginative question* were only 18 questions or 5,60%. The following are the quotations (O/QT/IQ/1/I) of *non-retrieval question/imaginative question* asked by the teacher during observation.

"What do you think about your personality?"
"How important is personality for your partner?

Based on the interview, Teacher 1 sometimes uses the *non-retrieval question/imaginative question*. The reasons he asked this

type of question were that he need his students to be critical. The non-retrieval question/imaginative question could stimulate students to explore their idea widely. Besides, he wanted his student to be active to speak English.

According to Teacher 2, this type of question was often used in debate or discussion session. But during three observations, there weren't debate and discussion session. So that, it implicated to lowest number of non-retrieval question/imaginative question asked. The teacher's reason using non-retrieval question/imaginative question is when he needs to check student's knowledge, opinion, and argument on certain issue or update phenomenon. Non-retrieval question/imaginative question are very effective for speaking class in debate and discussion session. It can improve student's ability in elaborating their ideas and opinions.

4.2.2 The Way Teacher Perceive Their Questioning Strategy

So far, the type of questions and the way teacher perceive their question strategy has been indicated on the data obtained from the the interview conducted to teachers. To elaborate this part, the researcher used the interview data in theme of the role of teacher's questioning strategy. The researcher argued that this part will be able to elaborate the second research question. Those are the findings in the interview sessions conducted to two teachers that correlates with the theme the way teacher perceive their questioning strategy.

1. *Asking more information*

   One of the roles of teacher's questioning is to ask or elicit information from the students. In line with this, Nunan and Lamb (1996) state that in referring to language teaching, teachers ask question mainly to check learner's understanding, to elicit information. The teacher's response is presented by the interview result (I/2/AMI/2), as follow:

   > "Firstly, this type of question was used to ask the student about whether they have basic skill or not. The second was to ask about their basic concept on question."

   Besides, in term of asking more information it can also be seen from some questions posed by teachers as follows: (O: Observation, QT: Question Type, RQ: Referential Question, OEQ: Open Ended Question, 1: Teacher 1, I: Meeting 1)

Question	Code
• What is your personality? • What makes you happy, angry, and so on?	**O/QT/RQ/1/I**
• When you learn personality what comes to your mind? • What can we say about his personality?	**O/QT/OEQ/1/I**

2. *Opening another conversation*

   Based on the interview, one of the purposes of the teacher by asking the questions was to opening another conversation. In this case, the conversation also means that the teacher needs to open new relationship with the students on the certain theme of lessons. In connection with this, Cotton (2001) reveals a variety of purposes of teacher's

questioning. One of them is to nurture insights by exploring new relationships. The following is the excerpt of the interview on opening the conversation theme (I/1OAC/2):

> "My reasons are to clarify something, opening to another conversation, or as an opener question." (I/1OAC/2)

Besides, in the term of opening other conversation can also be seen by some questions posed by teachers as follows: (O: Observation, QT: Question Type, YQ: Yes No Question, 1: Teacher 1, II: Meeting 2)

Question	Code
• Are you all ready? • Anyone questions?	**O/QT/YQ/1/II**

3. *Clarify Student's understanding*

One of the findings on teacher's perception on their questioning strategy is that by asking the question, the teacher needs to clarify student's understanding. In line with this, Nunan and Lamb (1996) state that in referring to language teaching, teachers ask question mainly to check learner's understanding, to elicit information. Above all these, checking student's understanding was the most preferable function that occurred in the English classroom.

It was to check whether or not the students understood the issues or concept learned thorough particular topics in the classroom. The following is the excerpt of the interview (I/2/CSU/2):

"Firstly, this type of question was used to ask the student about whether they have basic skill or not. The second was to ask about their basic concept on question." (I/2/CSU/2):

In the term of clarify student's understanding, it can also be seen

by some question posed by the teacher, as follows: (O: Observation,

QT: Question Type, YQ: Yes No Question, RQ: Referential

Question 2: Teacher 2, I: Meeting 1)

Question	Code
• You got it? • Is it clear?	**O/QT/YQ/2/I**
• Do you understand what I say?	**O/QT/RQ/2/I**

4. *Motivating student*

"The contribution is that students are motivated in speaking English." (I/2/ATTS/3)

From the interview (I/2ATTS/3), the teachers perceived that the way

their questions contribute to their students' better learning with to things.

Those are stimulating the students to talk and giving them motivation to

speak English. In connection with this, Cotton (2001) revels a variety of

purposes of teacher's questioning. One of them is to develop interest and

motivate students to become actively involved in lesson.

5. *Conducting an interaction with student*

One of the reasons teachers asking the question to the student was

to conduct an interaction with student. In line with this,The relationship

and interaction between teacher and student are the most important thing

for students and their success, as well as for teachers (Kyriacou. C. and Cheng, H. 1993). First of all, students should respect the teachers and, they should pay attention to the classes; the teachers should help the students solve their problems, and educate them in the best way; students shouldn't have negative mood, and the teachers as well; the students should talk to teachers, and have one friendly relationship with teachers. (Oxford. R., 1990). In case of interaction, Canfield and Wells (1994) suggest that the most important thing a teacher can do to help students emotionally and intellectually is to create an environment of mutual support and care. The crucial thing is the safety and encouragement students feel in the classroom. Furthermore, they must recognize that they are valued and will accept affection and support.

The following is the excerpt of interview (I/1/CI/3):

"Ok. Sometimes I used this type of question to interact with the students …"(I/1/CI/3)

In the term of conducting an interaction with students, it can also be seen by some questions posed by the teacher, as follows: (O: Observation, QT: Question Type, IQ: Imaginative Question, 2: Teacher 1, I: Meeting 1)

Question	Code
• For grammar problem, what is the solution in your mind? • What is the solution to face grammar and structure case? • What should to do solve your problem?	O/QT/IQ/2/I

6. *Stimulating student*

> "Ok. It is enough important when we are talking on certain topic. I start with question. Sometimes, I ask questions to stimulate the students to ask and elaborate their idea on the topic talked."(I/1/SS/1)

> "It is sometime used to test them or to stimulate other students to answer (my question)." (I/1/SS/2)

From the interview (I/1/SS/1) and (I/1/SS/2), the teachers perceive their question strategy is the important thing learning process. They argued that it is important to pose some question. It was used to stimulate student's to elaborate their idea on topic. This is line with Richards & Lockhart in Ma (2008), in terms of question functions, one of the reason why question are so commonly used in teaching and learning is to stimulate and maintain student's stimulate.

7. *Asking them to speak English*

> "When I need them to speak to class or to me".(I/1/ATTSE/3)

> "In the case of students learn better increasing, the way is that the teacher should encourage them to speak English by giving them various questions." (I/2/ATTSS/3)

From the interview(I/1/ATTSE/3) and (I/2/ATTSS/3), the teachers perceive their questioning role with two things. Those are to stimulate students to talk and encourage students to speak English. It is line with the main purpose of learning English is to enable students to speak English. Besides, the teacher should also encourage them to talk. In connection with this, Cotton (2001) revels a variety of purposes of

teacher's questioning. One of them is to develop interest and motivate

students to become actively involved in lesson.

8. *Plan to arrange question*

    "Sometimes, I plan to arrange question. But more of them spontaneously came up…" (I/1/PTAQ/4)

    "I plan to arrange the question before coming to class. But a part of them are spontaneously came up. It is usually happen in discussion and presentation session. But overall, I can arrange questions based on the material to teach." (I/2/PTAQ/4)

    From the interview (I/1/PTAQ/4) and (I/2/PTAQ/4), teachers

sometime plan to arrange their question. But a part of question asked in

the class is spontaneously come up. In the case of planning the

questions, findings reinforce the importance of planning well and being

well-prepared for the materials and question that will be taught to

students to provide them with a better understanding of what they are

learning. Questions in textbooks should challenge students' thinking by

asking high order as well as low order questions to lead deeper levels of

learning. This study has demonstrated to the need of the introduction of

Bloom's (1956) taxonomy as guidance in constructing English reading

questions.

9. *Encourage student to think critically*

    "Ok. I think, it is so helpful. The question asked can stimulate them to be critical thinker. So, I posed question no only to ask them speaking them in English but also they should think more critically and deeper."(I/1/ES/6)

    "For that question, I think, the students are more critical for each argument they elaborate." (I/2/ES/6)

From the interview (I/1/ES/6) and (I/2/ES/6), teachers perceived that the question they posed to student can stimulate their students to be more critical. It is line with Cotton (2001) reveals a variety of purposes of teacher's questioning. Two of them are to develop critical thinking and inquiring attitudes and to stimulate students to pursue knowledge on their own.In addition, Kauchak and Eggert in Ma (2008) state that the role of questioning can be basically grouped into three categories: diagnostic, instructional and motivational, but a single question can usually serve more than one function. As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to find out not only what they know or don't know but also how they think about a topic. The instructional function means that questions can be used as a technique to facilitate learners to learn the new knowledge in the learning process. As to motivational function, skillful use of questions can effectively involve students in the classroom discourse, encouraging and challenging them to think.

10. *Question's effectiveness in learning process*

In the context of the question strategies' effectiveness, the teachers perception can be seen in interview as follows (I/1/QE/7 and I/2/QE/7),:

> "Ok, I think, this question is difficult to answer but overall, my questioning strategy is enough effective in learning process as far as I know."(I/1/QE/7)

> "I think, it is effective." (I/2/QE/7)

Based on the interview(I/1/QE/7 and I/2/QE/7),teachers perceived that their questioning strategy is effective in the context of learning process. In line with this, questioning is effective when it allows pupils to engage with the learning process by actively composing responses. In addition, questioning requires learners' active participation (Rogoff, 1990).

CHAPTER V

CONCLUSION AND SUGGESTION

This section describes the summary of the research discussed in detail earlier in relation to the objectives of the study. It also indicates the findings drawn from the summary of the research. Moreover, based on the findings, it suggests recommendations that can help teacher in the context of learning and teaching English language.

The purpose of this research was to investigate the questioning strategies used by the teachers in students' classroom interaction and to investigate the teacher's way in perceive their questioning strategies. Therefore, the research project endeavored to identify the type of questions teachers asked in the classroom and in what way the teacher received their questioning strategies.

5.1 Conclusion

In this case, conversation and regular-speaking class were chosen for observation. The researcher also conducted interview session to the teacher. It is conducted to get specific data from the participants. The participants as the object of the interview were the teachers. The categorization of question type based from Wajnrib Theory (1992) that are *Yes/No Question, Short Answer/Retrieval Style Question, Open-ended Question, Display Question, Referential Question,* and *Non-Retrieval Question.* Those are the findings of the research:

1. The teacher posed dominantly Yes/No question (33, 85%). Referential question was 32,30%; display question was 11,80%; Short-answer/Retireival question was 10,25%; Open-ended question was 6,21%; and *Non-Retrieval Question/Imaginative question* was 5,60%.

2. While in the context of the way teacher perceive their questioning strategy, the research findings show that are as follows:

   a. Their question strategy is to ask more information form the students.

   b. Their question strategy is to open another conversation.

   c. Their question strategy is to clarify Student's understanding.

   d. Their question strategy is to motivate students.

   e. Their question strategy is to conduct an interaction with their students.

   f. Their question strategy is to stimulate students.

   g. Their question strategy is to ask their students to speak English.

   h. The teachers plan to arrange their question.

   i. Their question strategy is to encourage their students to think critically.

   j. Their question strategy is effective in learning process,

5.2 Suggestion

Based on the findings of the research and the conclusion reached, the following suggestions are made.

1. The use of yes/no question should be minimized because such question limits students to develop their idea. Yes/no question just needs yes/no answer.

2. It is advisable that teachers should give Non-retrieval question/imaginative question in order to make students improve their critical thinking.

3. The teacher should consider posing different type of question in equally distribution number.

4. The questions require long and variety answers are well recommendable. It is important to improve speaking skill in the context of learning English.

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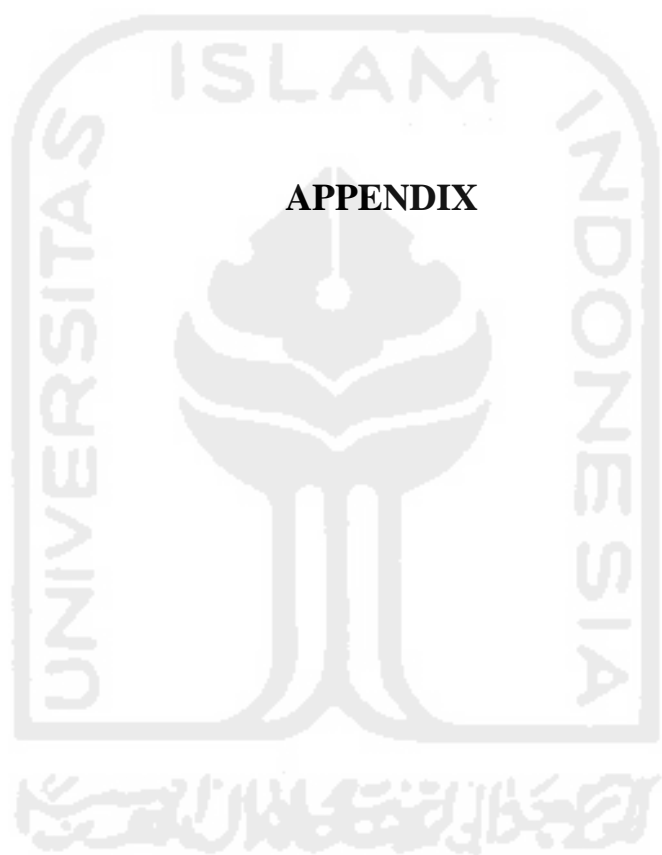
APPENDIX

INTERVIEW TRANSCRIPTION

TEACHER 1

Transcription 1

Respondent   : Teacher of Cilacs English Course

Time   : 20.40 – 20.55 WIB

Date   : November 2016

Place   : Cilacs English Course

I: Interviewer, **R:** Respondent

Subject	Line	Transcription	Theme	Code
I		Apakah Anda sering menggunakan Yes/No question?		
R	1	Kalau pertanyaanya sering sih, tidak! Tapi kadang-kadang saya menggunakannya.		
I		Apa alasan Anda menggunakan Yes/No Question?		
R	2	Alasan saya menggunakan Yes/No Question karena untuk mengklarifikasi sesuatu, opening to another conversation, atau sebagai pertanyaan pembuka saja.	• Opening Another conversation	I/1/OAC/1
I		Kapan Anda menggunakan jenis pertanyaan Yes/No Question?		
R	3	Ya itu seperti yang saya katakan ketika saya ingin membuka percakapan atau ketika ingin mengklarifikasi sesuatu.	• Opening Another conversation • Clarify Student's Undertanding	I/1/OAC/3 I/1/CSU/3

I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?		
R	4	Saya pikir sangat efektif ketika kita memerlukan klarifikasi dari student karena jawabannya singkat Ya atau Tidak. Selain itu Yes/No Question efektif untuk memulai percakapan.	• Clarify Student's understanding • Opening Another Conversation	I/1/CS/4 I/1/OAC/4

ISLAM

I		Apakah Anda sering menggunakan *Short answer/retrieval-style questions*?		
R	1	Nah, kalau ini saya lebih sering dibandingkan Yes/No Question karena ini lebih mudah karena jawabannya singkat.		

I		Apa alasan Anda menggunakan *Short answer/retrieval-style questions?*		
R	2	Ok. Alasannya mungkin karena jawabannya singkat dan juga mudah untuk student jawab. Terkadang ada student yang agak malas untuk berbicara. Makanya saya menggunakan jenis pertanyaan ini sehingga jawabannya singkat kalau jawabannya panjang mereka malas.	• Motivating student	I/1/MS/2

I		Kapan Anda menggunakan jenis pertanyaan *Short answer/retrieval-style questions?*		
R	3	Ok. Kadang-kandang saya gunakan ketika berinteraksi dengan murid untuk membuat jawaban yang pendek dan tidak terlalu sulit.	• Conducting an interaction with student	I/1/CI/3

I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?		
R	4	Saya kira sangat efektif. Sejauh ini yang saya lakukan student mau berbicara setelah saya mengajukan pertanyaan jenis ini karena mereka akan terpancing untuk berbicara.		
I		Apakah Anda sering menggunakan *Display question*?		
R	1	Ya pernah tapi tidak terlalu sering.		
I		Apa alasan Anda menggunakan *Display Question?*		
R	2	Biasanya bisa menguji atau terkadang saya menggunakannya untuk memancing student yang lain untuk menjawab.	• Stimulating student	I/1/SS/2
I		Kapan Anda menggunakan jenis pertanyaan *Display Question?*		
R	3	Ok. Ketika saya ingin dia memberitahu student yang lain. Saya tahu dia sudah tahu jawabannya tapi yang lain belum tahu. Oleh karena itu saya menggunakan jenis pertanyaan ini.	• Conducting an interaction with student	I/1/CI/3
I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?		
R	4	Cukup efektif.		
I		Apa Anda sering menggunakan *Open-ended question?*		
R	1	Ok. *Open ended question* inikan berhubungan dengan menanyakan info lebih lanjut. Ini sering digunakan karena ini kelas conversation. Jadi	• Asking more information	I/1/AMI/1

		saya mengajak siswa untuk berbicara kemudian mereka memberikan informasi pada saya.		
I		Apa alasan Anda menggunakan *Open-ended question?*		
R	2	Ya itu, untuk memancing student untuk berbicara.	• Asking them to speak English	I/1/ATTSE/2
I		Kapan Anda menggunakan jenis pertanyaan *Open-ended question?*		
R	3	Ketika saya ingin student saya berbicara ke kelas atau ke saya.	• Asking them to speak English	I/1/ATTSE/3
I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?		
R	4	Saya kira sangat efektif. Sejauh ini yang saya lakukan student mau berbicara setelah saya mengajukan pertanyaan jenis ini karena mereka akan terpancing untuk berbicara.		
I		Apa Anda sering menggunakan *Referential question?*		
R	1	Ok. RQ lebih detail dari open-ended question dan saya lebih sering lagi menggunakan yang ini.		
I		Apa alasan Anda menggunakan *Referential question?*		
R	2	Alasannya adalah untuk memancing mereka untuk berbicara.	• Stimulating student	I/1/SS/2

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I		Kapan Anda menggunakan jenis pertanyaan *Referential question?*		
R	3	Ketika saya ingin mereka memulai pembicaraan.	• Opening another conversation	I/1/OAC/3
I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?		
R	4	Ini sangat efektif bahkan lebih efektif dari open-ended question.		
I		Apa Anda sering menggunakan *Non-referential question/Imaginative question?*		
R	1	Kadang-kadang.		
I		Apa alasan Anda menggunakan *Non-referential question/Imaginative question?*		
R	2	Kalau yang *imaginative question* saya ingin; pertama, mereka bisa berpikir kritis. Ya, karena ini berbentuk opini. Kedua, ketika saya ingin mereka berbicara dalam bahasa Inggris, kemudian mereka bisa berpikir kritis.	• Encourage student to think critically • Asking them to speak English	I/1/ES/2 I/1/ATTS/2
I		Kapan Anda menggunakan jenis pertanyaan *Non-referential question/Imaginative question?*		
R	3	Ketika saya ingin tahu pendapat mereka tentang sesuatu dan ketika mereka memulai pembicaraan dalam Bahasa Inggris.	• Asking more information	I/1/AMI/3

I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?		
R	4	Cukup efektif untuk beberapa student. Kadang kala ada beberapa student yang kurang suka berpendapat. Jadi ini efektif untuk sebagian tapi untuk sebagian lain tidak efektif.		
I		Seberapa penting untuk menanyakan pertanyaan?		
R	1	Ok. Saya kira itu cukup penting ketika membicarakan sebiah topik. Saya memulai dengan pertanyaan. Terkadang juga untuk memicu rasa penasaran dari student.	• Stimulating student	I/1/SS/1
I		Bagaimana pertanyaan Anda berperan terhadap pembelajaran yang lebih baik?		
R	2	Ok. Perannya karena ini kelas conversation sehingga terkadang siswa itu perlu stimulus supaya mereka berbicara. Jadi saya melontarkan beberapa pertanyaan sehingga mereka menjawab dan mereka mau berbicara di kelas.	• Stimulating student	I/1/SS/2
I		Melalui cara apa pertanyaan Anda berkontibusi terhadap pembelajaran siswa Anda yang lebih baik?		
R	3	Menstimulus mereka untuk berbicara.	• Stimulating student	I/1/SS/3

I		Apakah Anda selalu merencanakan pertanyaan Amda? Mengapa?Mengapa tidak?		
R	4	Terkadang saya merencanakan. Mungkin ada satu dua pertanyaan yang saya rencanakan tapi selebihnya muncul saja ketika saja mengajar.	• Plan to arrange question	I/PTAQ/4
I		Apakah pertanyaan Anda membantuk siswa berinteraksi/berkolaborasi/merespon lebih baik?		
R	5	Saya kira sangat membantu. Mostly, sepertinya pada saat saya mengajar, saya lebih banyak mengajukan pertanyaan. Pertanyaan yang saya ajukan bisa sebagai building agar mereka tidak kemana-mana bicaranya.		
I		Apakah pertanyaan Anda membantu siswa Anda berpikir lebih kritis? Bagaimana Anda tahu? Jelaskan!		
R	6	Ok, Saya kira sangat membantu karena sebagai contoh ketika saya menggunakan pertanyaan "*what do you think about ....*" Itu menstimulus mereka untuk berbicara kritis. Jadi, pertanyaan yang saya ajukan tidak hanya meminta mereka unuk berbicara dalam bahasa Inggris tapi mereka harus berpikir lebih kritis dan lebih dalam lagi.	• Encourage student to think critically • Asking them to speak English	I/1/ES/6 I/1/ATTSE/6

I			Secara keseluruhan,menurut Anda seberapa efektif strategi bertanya Anda?		
R	7		Ok. ini pertanyaan yang susah dijawab. Saya kira cukup efektif sih. Selama ini proses belajar mengajar.	• Question's effectiveness in learning process.	I/1/QE/7

INTERVIEW TRANSCRIPTION
TEACHER 2

Transcription 1

Respondent   : Teacher of NTC

Time   : 08.30 – 08.45 WIB

Date   : Desember 2017

Place   : NTC

I : Interview, **R**: Respondent

Subject	Line	Transcription	Theme	Code
I		Apakah Anda sering menggunakan Yes/No question?		
R	1	Cukup lumayan menggunakannya.		
I		Apa alasan Anda menggunakan Yes/No Question?		
R	2	Kalau untuk pertama-tama biasanya untuk menanyakan student tentang apakah mereka punya basic/tidak. Yang kedua adalah apakah dia sudah memahami konsep simple question terlebih dahulu.	• Asking more information • Clarify student's understanding	I/2/AMI/2 I/2/CSU/2
I		Kapan Anda menggunakan jenis pertanyaan Yes/No Question?		
R	3	Untuk menanyakan sesuatu biasanya "do you agree or disagree,	• Asking more information	I/2/AMI/3

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		sometime atau juga menanyakan pilihan. Bisa juga menggunakan Yes/no question.			
I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?			
R	4	Kalau untuk speaking sebenarnya yes/no question kurang efektif ya, karena kalau dilihat dari segi jawabannya terlalu simple. jadi kurang efektif untuk speaking. Sehingga tidak efektif untuk meningkatkan kemampuan speaking mereka.			
I		Apakah Anda sering menggunakan *Short answer/retrieval-style questions*?			
R	1	Terkadang			
I		Apa alasan Anda menggunakan *Short answer/retrieval-style questions?*			
R	2	Bisa juga untuk memastikan pemahaman siswa.	• Clarify student's understanding		I/2/CSU/2
I		Kapan Anda menggunakan jenis pertanyaan *Short answer/retrieval-style questions?*			

R	3	Biasannya digunakan untuk ketika untuk mengetahui apakah siswa paham atau tidak.	•	Clarify understanding	student's	I/2/CSU/3
I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?				
R	4	Itu cukup efektif. Jadi kita bisa mengetahui pemahaman siswa walaupun dari pemahaman dasarnya saja dulu tentang materi. Saya rasa cukup efektif.	•	Clarify understanding	student's	I/2/CSU/4
I		Apakah Anda sering menggunakan *Display question*?				
R	1	DQ cukup sering ditanyakan.				
I		Apa alasan Anda menggunakan *Display Question?*				
R	2	Rata-rata DQ untuk mengetes pemahaman.	•	Clarify understanding	student's	I/2/CSU/2
I		Kapan Anda menggunakan jenis pertanyaan *Display Question?*				
R	3	DQ untuk mengetes pemahaman mereka. Apa yang telah mereka pelajari atau sudah saya jelaskan.	•	Clarify understanding	student's	I/2/CSU/3

I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?		
R	4	Cukup efektif.		
I		Apa Anda sering menggunakan *Open-ended question?*		
R	1	OEQ terkadang digunakan saat presentasi atau ketika saya menyuruh mereka menceritakan sesuatu.	• Asking more information	I/2/AMI1
I		Apa alasan Anda menggunakan *Open-ended question?*		
R	2	Alasan? Kalau alasan untuk mengetahui seberapa yakin siswa untuk menjawab pertanyaan itu dan tentang materi yang mereka presentasikan.	• Clarify student's understanding	I/2/CSU/2
I		Kapan Anda menggunakan jenis pertanyaan *Open-ended question?*		
R	3	Biasanya ketika materi discussion atau materi presentasi.		
I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?		
R	4	Itu cukup efektif dan bisa dikatakan cukup efektif		

		juga untuk mengetes siapa pelaku, objek atau yang lebih spesifik dari apa yang mereka bicarakan. Itu cukup efektif.		
I		Apa Anda sering menggunakan *Referential question?*		
R	1	Biasanya sebelum saya memulai saya menggunakan jenis pertanyaan ini untuk menanyakan tantang aktivitas apa yang mereka lakukan.	• Asking more information	I/2/AMI/1
I		Apa alasan Anda menggunakan *Referential question?*		
R	2	Biasanya khusus dalam speaking digunakan untuk mengetahui apa yang mereka sedang lakukan dan atau sudah dilakukan. Selain itu, juga untuk menggali informasi baru dari mereka tentang topik tertentu.	• Asking more information	I/2/AMI/2
I		Kapan Anda menggunakan jenis pertanyaan *Referential question?*		
R	3	Biasanya ketika mau memasuki materi baru untuk mengetahui mereka sudah tahu apa belum.	• Asking more information	I/2/AMI/3

I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?			
R	4	Untuk mengetes mereka. Biasanya seperti itu. Sangat efektif.	• Clarify understanding	student's	I/2/CSU/4
I		Apa Anda sering menggunakan *Non-referential question/Imaginative question?*			
R	1	Sangat sering dalam sesi diskusi atau debat.			
I		Apa alasan Anda menggunakan *Non-referential question/Imaginative question?*			
R	2	Kalau alasan, hanya ingin untuk mengetahui tingkat pemahaman mereka tentang suatu kasus atau opini merek tentang fenomena yang sedang terjadi.	• Clarify understanding	student's	I/2/CSU/2
I		Kapan Anda menggunakan jenis pertanyaan *Non-referential question/Imaginative question?*			

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R	3	Ketika sesi diskusi atau debat.		
I		Seberapa efektif menurut Anda menggunakan pertanyaan ini?		
R	4	Kalau dalam speaking efektif. Terutama dalam discussion dan debate karena mereka perlu dan bisa harus bisa menyampaikan opini mereka.		
I		Seberapa penting untuk menanyakan pertanyaan?		
R	1	Itu sangat penting.		
I		Bagaimana pertanyaan Anda berperan terhadap pembelajaran yang lebih baik?		
R	2	Masalah peningkatan saya rasa sangat bagus. Karena itu juga bisa memacu atau mendorong mereka untuk berbicara karena speaking sangat membutuhkan mental yang berani.	• Asking them to speak English	I/2/ATTS/2
I		Melalui cara apa pertanyaan Anda berkontibusi terhadap pembelajaran siswa Anda yang lebih baik?		

R	3	Kalau untuk peningkatan belajar siswa, caranya adalah dengan mendorong atau memotivasi mereka untuk untuk berbicara menggunakan bahasa Inggris dengan memberikan berbagai jenis pertanyaan itu.	• Asking them to speak English	I/2/ATTS/3
I		Apakah Anda selalu merencanakan pertanyaan Anda? Mengapa?Mengapa tidak?		
R	4	Kalau pertanyaan selalu direncanakan tapi terkadang ada yang tidak direncanakan. Munculnya secara spontan saja. Hal ini biasa dalam diskusi atau presentasi secara spontan saja keluarnya. Tetapi untuk materi yang sudah ada pertanyaannya bisa direncanakan lebih dahulu.	• Plan to arrange question	I/2/PTAQ/4
I		Apakah pertanyaan Anda membantuk siswa berinteraksi/berkolaborasi/ merespon lebih baik?		
R	5	Ya, sangat membantu mereka untuk berinteraksi.		
I		Apakah pertanyaan Anda membantu siswa Anda berpikir lebih kritis? Bagaimana Anda tahu? Jelaskan!		

R	6	Kalau untuk pertanyaan itu, saya pikir siswa lebih kritis karena setiap argument yang mereka berikan pasti akan diikuti argument selanjutnya. jadi itu bisa membuat siswa berpikir kritis.	• Encourage student to think critically	I/2/ES/6
I		Secara keseluruhan, menurut Anda seberapa efektif strategi bertanya Anda?		
R	7	Saya pikir efektif.	• Question's effectiveness in learning process.	I/2/QE/7
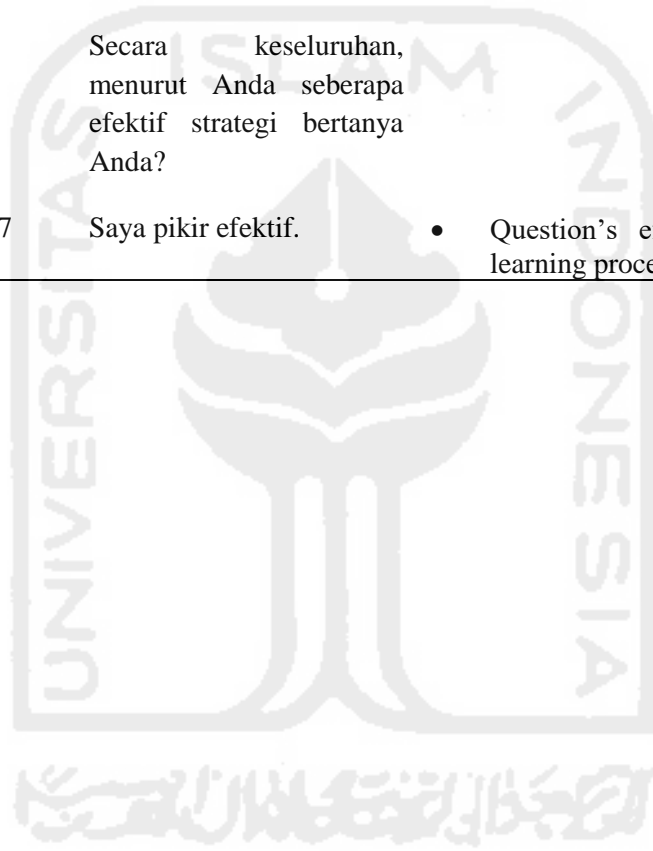
SUMMARY OF CODING ON QUEESTION TYPE
ASKED BY TEACHER 1

O = OBSERVATION
QT =QUESTION TYPE
1 = TEACHER 1
I = MEETING I
II = MEETING II
III = MEETING III
YQ = Yes/No Question
RQ = Referential Question
OEQ = Open-ended Question
DQ = Display Question
IQ = Imaginative Question
SQ = Short Question

QUESTION	Code
MEETING I	

QUESTION	Code
1. Would you like to describe your personality?	**O/QT/YQ/1/I**
2. Would you like to describe your personality?	
3. Can you guess?	
4. Can you guess?	
5. Can you repeat?	
6. Can you give more explanation?	
7. Can you explain 'understanding'?	
8. Are you ready?	
9. Can you guess?	
10. Can you guess?	

QUESTION	Code
1. How are you?	**O/QT/RQ/1/I**
2. What is your name?	
3. What makes you happy?	
4. What do you like to do?	
5. Why do you like it?	
6. What do you want to do?	
7. What makes you happy, angry, and so on?	
8. What is your personality?	
9. How about your personality?	
10. What is your name?	

11. What can we call you?
12. How about your personality?
13. What is about your personality?
14. What do you do to make some people smile?
15. What is your personality?
16. How about you?
17. How about you?
18. How about you?
19. How about you personality?
20. What do you think about your personality?
21. Why do you love her?
22. What's about you?
23. What's about you?
24. What's about you?
25. Ok, what's about you?
26. What's about you?
27. Who wants to go first?
28. Who's the next?
29. Which one?
30. What's about this?
31. Do you have another word?
32. Who wants to do next?
33. Who wants to do?
34. So who answer the question?
35. Who wants to be the next?
36. Who?
37. Already?
38. Is it difficult for you?
39. Can you hear this?
40. Are you happy to study?
41. You want to be?
42. You want to be?
43. You want to be?
44. You want to be?
45. You want to be?
46. You want to be?
47. You want to be?
48. You want to be?
49. You want to be?
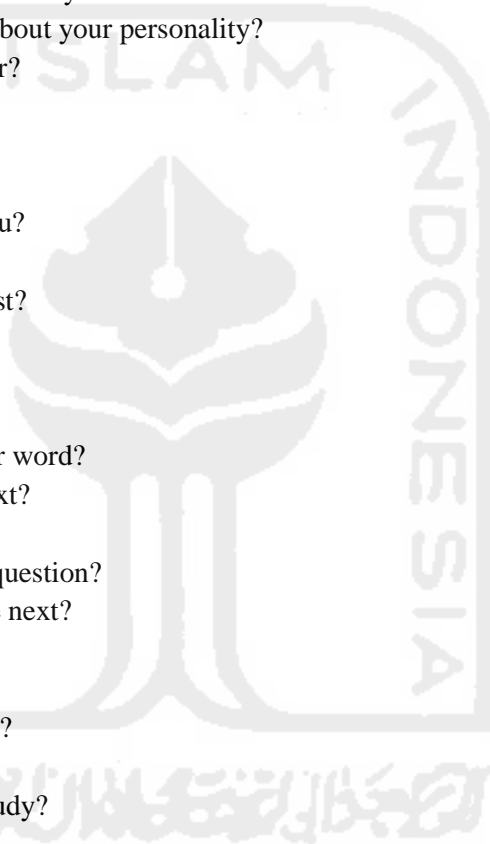
1. When you learn personality what comes to your mind?   **O/QT/OEQ/1/I**
2. What comes to your mind?
3. Can you explain it?
4. What is information about personality?
5. Why?
6. What is about personality?
7. What can we say about his personality?
8. How about you?
9. What can we say about his personality?
10. So, what can we say about his personality?
11. What? Anybody knows?

1. Anyone knows it?   **O/QT/DQ/1/I**
2. What can we say about her personality?
3. What can we say about her personality?
4. What can we say about her personality?
5. Can we say funny?
6. So, what can we say about her personality?
7. What can we say about her personality?
8. What can we say about her personality?
9. How to say in Indonesia?
10. Do you know about it?
11. What is the characterization?

1. What do you think about you personality?   **O/QT/IQ/1/I**
2. Do you think personality important for us?
3. What's about this?
4. How important is personality for your partner?
5. Any idea?

-                    **O/QT/SQ/1/I**

MEETING II

1. Do you like shopping?   **O/QT/YQ/1/II**
2. Do you bring your book?
3. Do you like ice cream?
4. Do you buy all items?
5. Ok, everyone done?
6. Dou you ask?
7. Just newspaper yaa?
8. Just know that?
9. Any question?
10. The cheapest, Is it right or not?
11. Do you bargain the price? And do you success?
12. Ok, any question?
13. Other questions?
14. Any others question?
15. Ready?
16. Ready?
17. Ready?
18. Are you all ready?
19. Any questions?
20. Do you have question?
21. Enough yaa?
22. Anyone questions?
23. Is there any question who wants to ask me?

1. Good Afternoon everybody?   **O/QT/RQ/1/II**
2. How are you?
3. Are you fine?
4. Everyone likes shopping?
5. What do you like to shop?
6. What is your favorite shop?
7. Do you like to shop or just widow shopping?
8. What do you usually buy?
9. Have you bought?
10. Ok, have you done all items that you buy?
11. Which one?
12. Anyone here sell newspaper?
13. Why didn't you get?

14. Anyone hear place all milk bread? On the
    by English?
15. How can you get that bread?
16. Who ones to go first?
17. Do you have question?
1. What is the different? **O/QT/OEQ/1/II**
2. Can anyone explain about that?
1. Do you know widow shopping? **O/QT/DQ/1/II**
2. How to say in English 'Negotiation'?
3. How to say not expensive?
4. What is the meaning of household?
5. How to say this?
6. Anyone knows about this?
7. Anyone knows?
8. What is the mean?
9. Anyone knows?
10. What is it for?
1. What is the definition of shopping? **O/QT/IQ/1/II**
2. What do you know about shopping?
3. What do you say to shop keeper when you
    want to buy something?
4. What do you say if you want to know about
    the price?
5. What's about shop keeper if we are just
    seeing?

1. What is favorite shop in Yogyakarta? **O/QT/SQ/1/II**
2. Which one?
3. How about with short treasure?
4. What is about school uniform?
5. How about you?
6. How about you?
7. How's sells the cherry bell?
8. How about you?
9. How the answer it?
10. Anyone knows?
11. How about the take power of battery?
12. Ok, who one to go next?

MEETING 3

1. Can do that?   **O/QT/YQ/1/III**
2. Should we divide it?
3. Any question before begin?
4. Are you ready?
5. Ok, are you ready?
6. Ok, Enough?
7. Do you have comment about that?
8. Is it enough?
9. Ok, what do you think?
10. Ok, do you have comment about that?
11. Is there opinion?
12. Do you have comment?
13. Do have any question?
14. Are you ready?
15. Ready?
16. Ok, ready?
17. Dou you have comment?
18. Ok, do you have comment?
19. Do you want to comment about that?
20. So Wednesday, is it ok?
21. Do you agree?
22. Do you agree with that?
23. Do you agree?
24. Do you agree or not?
25. Ok, any question before we close the meeting?

1. Have you ever disagree with some one?   **O/QT/RQ/1/III**
2. In what case?
3. So, what usually you do, when you disagree with someone?
4. What about you?
5. What do you always agree?
6. What about you?
7. Do you have disagreed with someone?
8. What about you?
9. Why do you agree with her?
10. Anyone agree with his opinion?

1. Can you give example?   **O/QT/OEQ/1/III**
2. Can you elaborate?

1. Ok last meeting, what did you learn?   **O/QT/DQ/1/III**

1. What is your idea about the punishment?   **O/QT/IQ/1/III**
2. Do you agree what she has done?
3. What your opinion about this one?

4. What do you think about her opinion?
5. Ok, what do you think?

1. Good evening everybody?   **O/QT/SQ/1/III**

SUMMARY OF CODING ON QUEESTION TYPE
ASKED BY TEACHER 2

O   = OBSERVATION
QT   =QUESTION TYPE
2   = TEACHER 2
I   = MEETING I
II   = MEETING II
III   = MEETING III
YQ   = Yes/No Question
RQ   = Referential Question
OEQ = Open-ended Question
DQ   = Display Question
IQ   = Imaginative Question
SQ   = Short Question

QUESTION	Code
MEETING I	
1. Do you understand?	**O/QT/YQ/2/I**
2. Do you know Wates Street?	
3. Do you know that?	
4. Does everybody have *Whatsapp*?	
5. Ok, is it clear for my introduction?	
6. Do you have question, Robby?	
7. Is there any question for Afi?	
8. Do you have question for Fany?	
9. Do you have question for Anis?	
10. What is you major, Endah?	
11. Do you have idea, Maya?	
12. Any else for the other one?	
13. do you understand what I say?	
14. Any else?	
15. Is it enough?	
16. Have you ever heard or learnt about this?	
17. You got it?	
18. You got it?	
19. Do you have other question?	
20. Any question?	
21. Any question?	
22. So, do you have question?	
23. You got it?	
24. Is it clear?	
25. Don't you have any question?	

26. No?
27. No?
28. Are you sure?

O/QT/RQ/2/I

1. Do you understand what I say?
2. Ok, is it clear?
3. Where is the attendance list?
4. Let start from me first, is it oke?
5. Or problem?
6. It is time for you all to introduce yourself, who will be the first?
7. Where is your boarding house?
8. What is you major, Endah?
9. Is it form you or other factor to learning English?
10. Anis, what is you motivation?
11. What is your motivation?
12. What is your problem is learning in English?
13. Let's think, what is your problem in English?
14. How about the others? Do you have the obstacles?
15. Do you have any obstacles or problems?
16. What is your problem in speaking, Afi?
17. What are the others problem?
18. Do you have pets?
19. Fani, where are you from?
20. What date is today?

1. Have you ever heard four skills in English?   **O/QT/OEQ/2/I**
2. What are the benefits of listening?
3. What does it mean?
4. Have you ever heard International Trainer for English?

1. So, what is the obstacle?   **O/QT/DQ/2/I**
2. What does it mean? Anybody knows?
3. Anybody knows?
4. Do you know phrase?
5. What is the benefit?
1. For grammar problem, what is the solution   **O/QT/IQ/2/I**
   in your mind?

2. What is the solution to face grammar and structure case?
3. What should to do solve your problem?
1. What is your major, Endah?   **O/QT/SQ/2/I**
2. Where is that?
3. How about Robby?
4. How about Endah?
5. How about you, Afi?
6. Do you want to continue your study in other country?
7. How about you, Ika?
8. How about you, Fani?
9. How about you, Ika?
10. How about you, Fani?
11. How about you, Robby?
12. So, how about the others?
13. How about the vocabularies?
14. How about the similarities?
15. How about the others?
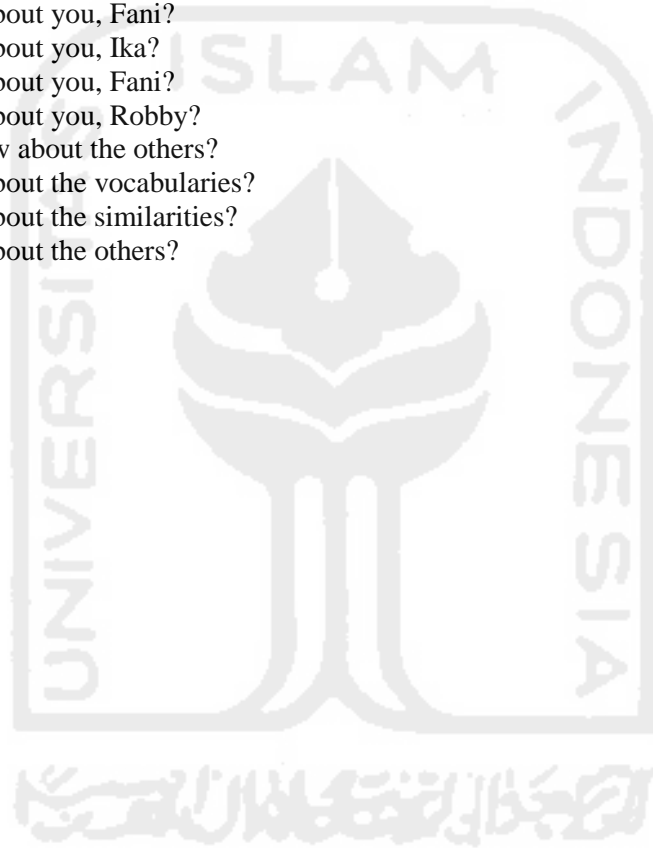
MEETING II

1. Are you sure that you are fine?   **O/QT/YQ/2/II**
2. Are you ready for the vocabularies?
3. Have you memorized?
4. Is there anybody want to try to pronoun those letter?
5. Do you understand?
6. Any question so far?
7. Would you mind to mention those letters, Frida?
8. Do you have question to pronoun?
9. Frida, would you like to spell Josephine?

1. Endah, how are you?   **O/QT/RQ/2/II**
2. What time did you sleep last night?
3. How are you, Maya, Frida, and Fani?
4. Is there any difficulties to pronoun those letter?
5. Ika, where are you from?

-          **O/QT/OEQ/2/II**

1. How to pronoun snack?   **O/QT/DQ/2/II**
2. How to differ snack and snake?
3. How many letters in English? Is it same with Indonesia?
4. How many?
5. So, how to pronoun G?
6. How about J?
7. Do you know spell?
8. Fani, how to pronoun this?
9. How to say *Pohon* in English?

-          **O/QT/IQ/2/II**

1. How about you, Ika and Fani?   **O/QT/SQ/2/II**
2. How about you, Ika?

MEETING 3

1. Do you have a question?   **O/QT/YQ/2/III**
2. Easy right?
3. Have you got page 2?
4. Ardi, would you mind to mention of
   cardinal number? From 0- 10?
5. Do you have question?
6. Is it right?
7. Anybody want to try?
8. Anybody else want to try?
9. You got it?
10. Do you have question for cardinal number
    so far?
11. Ok, you got it?
12. You got it?
13. Do you have question for the number?
14. Do you have any question?

1. What did you learn yesterday?   **O/QT/RQ/2/III**
2. Any difficulties in Alphabet and
   pronunciation?
3. Fahmi, have you ever played PS?

1. Have you ever heard the people saying day   **O/QT/OEQ/2/III**
   1, day 2, day 3, etc?

1. What is cardinal number?   **O/QT/DQ/2/III**
2. What we call cardinal number?

                            -                                 **O/QT/IQ/2/III**

1. So, how about this 333?   **O/QT/SQ/2/III**
2. Could you try to mention your phone
   number, Fahmi?
3. How about this, Frida?

PARTICIPANT OBSERVATION NOTE
(QUESTION TYPE USED BY THE TEACHER 1)

Meeting	Date	Topic	Minutes	Question Asked
1	14/11/2016	Personality	1-10	11. How are you?
				12. When you learn personality what comes to your mind?
				13. What comes to your mind?
				14. Can you explain it?
				15. What is information about personality?
				16. What is your name?
				17. What makes you happy?
				18. Why?
				19. What is your personality?
				20. What is about personality?
			10-20	21. What do you like to do?
				22. Why do you like it?
				23. Anyone knows it?
				24. What do you want to do?
				25. Would you like to describe your personality?
				26. What can we say about her personality?
				27. Would you like to describe your personality?
				28. What makes you happy, angry, and so on?
				29. What can we say about his personality?
			20-30	30. How about you?
				31. What can we say about his personality?
				32. How about your personality?
				33. So, what can we say about his personality?
				34. What is your name?
				35. What can we call you?
				36. How about your personality?
				37. What can we say about her personality?
			30-40	38. What is about your personality?
				39. What do you do to make some people smile?
				40. What can we say about her personality?
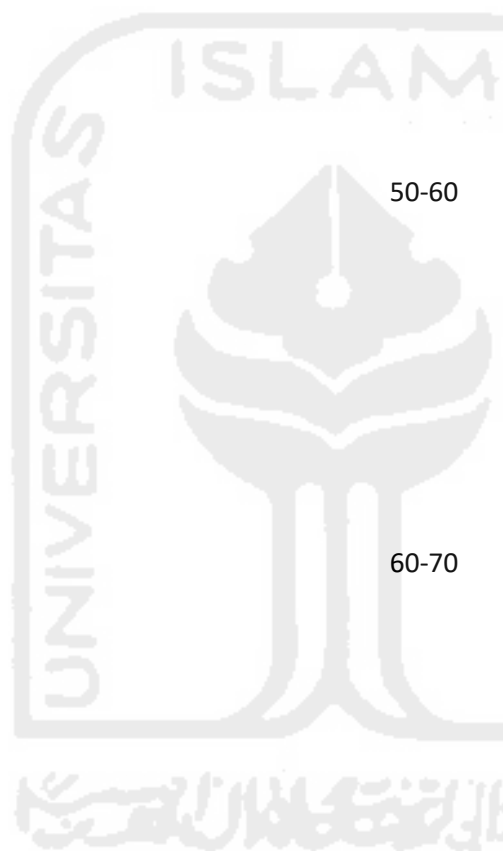
	41. Can we say funny?
	42. What is your personality?
	43. So, what can we say about her personality?
40-50	44. What do you think about you personality?
	45. How about you?
	46. What can we say about her personality?
	47. How about you?
	48. How about you?
	49. How about you personality?
	50. What can we say about her personality?
	51. What do you think about your personality?
50-60	52. Do you think personality important for us?
	53. How important is personality for your partner?
	54. Why do you love her?
	55. What's about you?
	56. What's about you?
	57. What's about you?
	58. Ok, what's about you?
	59. What's about you?
60-70	60. How to say in Indonesia?
	61. Who wants to go first?
	62. Can you guess?
	63. Who's the next?
	64. Which one?
	65. What's about you?
	66. Do you have another word?
	67. Who wants to do next?
	68. Who wants to do?
	69. Can you repeat?
	70. So who answer the question?
	71. What's about this?
70-80	72. Can you more explanation?
	73. What? Anybody knows?
	74. Any idea?
	75. Can you explain 'understanding'?
	76. Are you ready?
	77. Do you know about it?
	78. Can you guess?
	79. Can you guess?
	80. Who wants to be the next?

				81. Who?
				82. Already?
				83. What is the characterization?
			80-90	84. Is it difficult for you?
				85. Can you hear this?
				86. Are you happy to study?
				87. You want to be?
				88. You want to be?
				89. You want to be?
				90. You want to be?
				91. You want to be?
				92. You want to be?
				93. You want to be?
				94. You want to be?
				95. You want to be?
2	16/11/2016	Shopping	1-10	24. Good Afternoon everybody?
				25. How are you?
				26. Are you fine?
				27. Everyone likes shopping?
				28. What do you like to shop?
				29. Do you like shopping?
				30. What is your favorite shop?
				31. What is favorite shop in Yogyakarta?
				32. Which one?
				33. Do you like to shop or just widow shopping?
				34. Do you know widow shopping?
				35. What is the definition of shopping?
				36. What do you know about shopping?
			10-20	37. How to say in English 'Negotiation'?
				38. How to say not expensive?
				39. Do you bring your book?
				40. What you usually buy?
			20-30	41. How about with short treasure?
				42. What is the meaning of household?
				43. What is about school uniform?

	44.	Do you like ice cream?
	45.	What do you say to shop keeper when you want to buy something?
30-40	46.	What do you say if you want to know about the price?
	47.	What's about shop keeper if we are just seeing?
	48.	How to say this?
	49.	Anyone knows about this?
	50.	Have you bought?
	51.	Ok, have you done all items that you buy?
	52.	Do you buy all items?
40-50	53.	Ok, everyone done?
	54.	Which one?
	55.	Anyone here sell newspaper?
	56.	Dou you ask?
	57.	Why didn't you get?
	58.	Just newspaper yaa?
50-60	59.	How about you?
	60.	Just know that?
	61.	How about you?
	62.	How's sells the cherry bell?
	63.	How about you?
	64.	Anyone hear place all milk bread? On the by English?
	65.	How can you get that bread?
	66.	Any question?
60-70	67.	The cheapest, Is it right or not?
	68.	How the answer it?
	69.	Do you bargain the price? And do you success?
	70.	Ok, any question?
	71.	What is the different?
	72.	Anyone knows?
	73.	What is the mean?
	74.	Anyone knows?
	75.	Can anyone explain about that?
70-80	76.	Other questions?
	77.	Any others question?
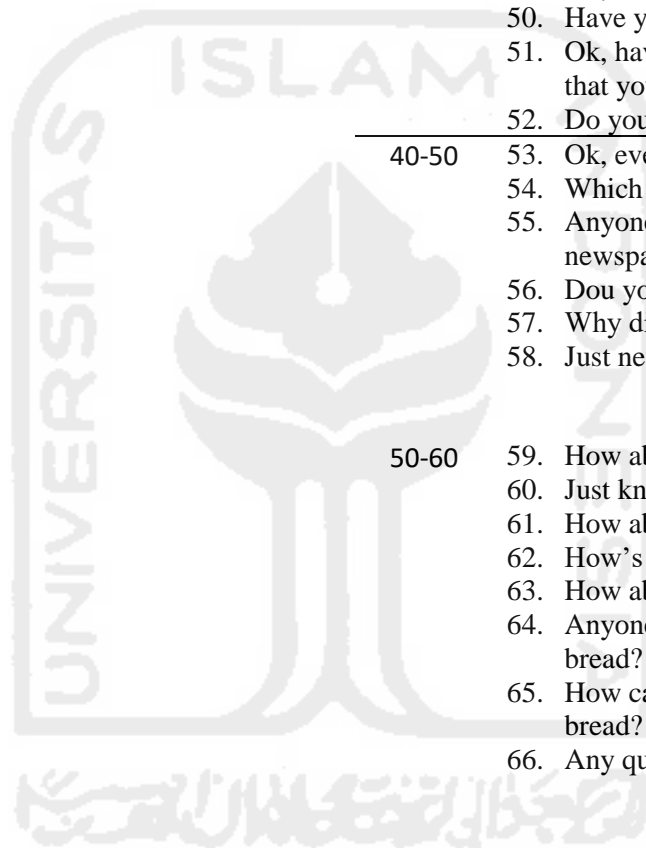
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			80-90	78. What is it for? 79. Anyone knows? 80. Ready? 81. Ready? 82. Ready? 83. Are you all ready? 84. Who ones to go first? 85. How about the take power of battery? 86. Any questions? 87. Ok, who one to go next? 88. Do you have question? 89. Do you have question? 90. Enough yaa? 91. Anyone questions? 92. Is there any question who wants to ask me?
3	21/11/2016	Agree & Disagree	1-10	26. Good evening everybody? 27. Ok last meeting, what did you learn? 28. Have you ever disagree with some one? 29. In what case? 30. So, what usually you do, when you disagree with someone? 31. What about you? 32. What do you always agree? 33. What about you?
			10-20	34. Do you have disagreed with someone? 35. What about you? 36. Can you give example? 37. What is your idea about the punishment?
			20-30	38. Do you agree what she has done? 39. Why do you agree with her? 40. What your opinion about this one? 41. Can you elaborate?

	42. Anyone agree with his opinion?
30-40	43. Can do that? 44. Should we divide it? 45. Any question before begin? 46. Are you ready?
40-50	47. Ok, are you ready? 48. Ok, Enough? 49. Do you have comment about that?
50-60	50. What do you think about her opinion? 51. Is it enough? 52. Ok, what do you think?
60-70	53.　Ok, do you have comment about that? 54. Is there opinion? 55. Do you have comment? 56. Do have any question?
70-80	57. Are you ready? 58. Ready? 59. Ok, ready? 60. Dou you have comment? 61. Ok, do you have comment?
80-90	62. Do you want to comment about that? 63. Do you want to comment about that? 64. So Wednesday, is it ok? 65. Do you agree?

PARTICIPANT OBSERVATION NOTE
(QUESTION TYPE USED BY THE TEACHER 2)

Meeting	Date	Topic	Minutes	Question Asked
1	26/12/2016	Introduction	1-10	29. Do you understand what I say?
				30. Do you understand?
				31. You got it?
				32. Ok, is it clear?
				33. Where is the attendance list?
				34. Let start from me first, is it oke? Or problem?
				35. Do you know Wates Street?
				36. Do you know that?
				37. Does everybody have *whatsapp*?
				38. Ok, is it clear for my introduction?
				39. It is time for you all to introduce yourself, who will be the first?
				40. Do you have question, Robby?
			10-20	41. Where is your boarding house?
				42. Where is the exactly place?
				43. Your address?
				44. Is there any question for Afi?
				45. Where is that?
				46. Do you have question for Fany?
				47. Do you have question for Anis?
				48. What is you major, Endah?
				49. Any question for Endah?
			20-30	50. What is your motivation learning English?
				51. Is it form you or other factor to learning English?
				52. Do you have idea, Maya?
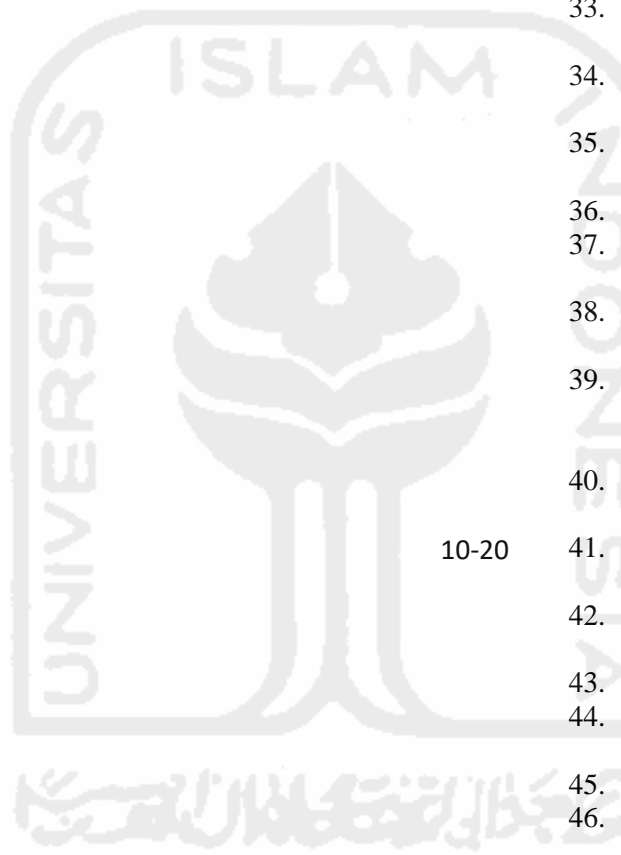
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	53. Any else for the other one?
	54. Anis, what is you motivation?
	55. How about Robby?
	56. How about Endah?
	57. How about you, Afi?
	58. Do you want to continue your study in order country?
30-40	59. How about you ika?
	60. So, how about you, Fani?
	61. What is your motivation?
	62. What is youtr problem is learning in English?
	63. Let's think, what is your problem in English?
	64. How about the others? Do you have the obstacles?
40-50	65. So, what's the obstacles?
	66. Do you have any obstacles or problems?
	67. What is your problem in speaking, Afi?
	68. So, how about you, Ika?
	69. Do you understand what I say?
	70. How about you, Fani?
	71. How about you, Robby?
	72. What are the others problem?
	73. Any else?
	74. Is it enough?
50-60	75. Do you have pets?
	76. Any else? Please try to find your problem?
	77. For grammar problem, what is the solution in your mind?
	78. What is the solution to face grammar and structure case?
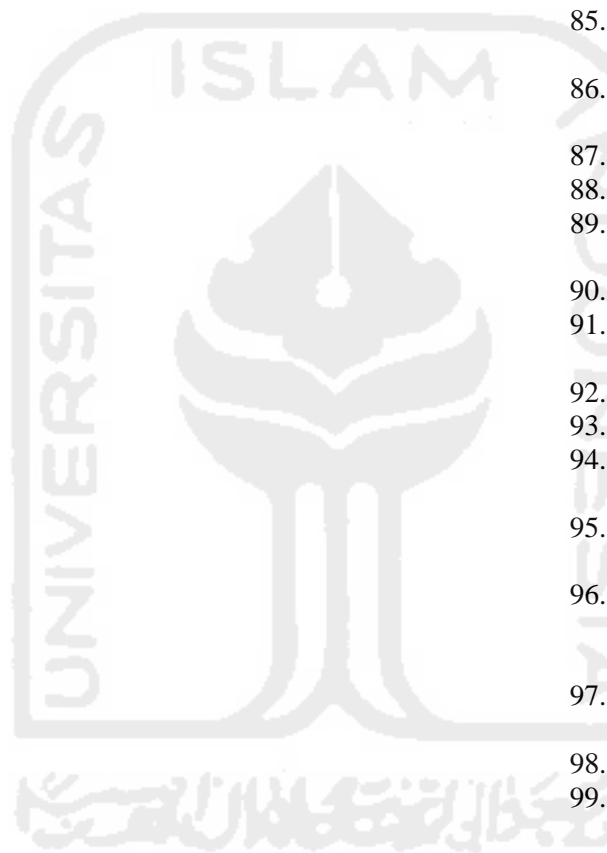
	79. What should to do to solve your problem?
	80. So, how about the others?
	81. How about the vocabularies?
	82. Have you ever fourth skills in English?
	83. Have you ever heard or learnt about this?
60-70	84. You got it?
	85. What is the benefit of listening?
	86. What does it mean? Anybody knows?
	87. Anybody knows?
	88. Do you know phrase?
	89. How many vocabularies?
	90. What is the benefit?
	91. How about the similarity?
	92. You got it?
	93. What does it mean?
	94. How to overcome grammar by this?
	95. Who is the leader for this class?
	96. Have you ever heard International Trainer for English?
	97. Do you have other question?
	98. How about the other?
	99. Fani, where are you from?
	100. Any question?
	101. Any question?
70-80	102. What date is today?
	103. So, do you have question?
	104. You got it?
	105. Is it clear?
	106. Don't you have any question?
	107. No?
	108. No?
	109. Are you sure?
80-90	-

2	27/12/2016	Alphabet	1-10	6.	How are you, Maya, Frida, and Fani?
				7.	Are you sure that you are fine?
				8.	What time did you sleep last night?
				9.	Endah, how are you?
				10.	Are you ready for the vocabularies?
				11.	How about you, Ika and Fani?
				12.	Have you memorized?
			10-20	-	
			20-30	13.	How to pronoun snack?
				14.	How to differ snack and snake?
				15.	Is there any difficulties to pronoun those letter?
				16.	How many letters in English? Is it same with Indonesia?
				17.	How many?
			30-40	18.	Is there anybody want to try to pronoun those letter?
				19.	So, how to pronoun G?
				20.	How about J?
				21.	Do you understand?
				22.	Ok, so, you got it?
				23.	Any question so far?
				24.	Would you mind to mention those letters, Frida?
			40-50	25.	How about you, ika?
				26.	Ika, where are you from?
			50-60	27.	Do you have question to pronoun?
				28.	Do you know spell?
			60-70	29.	Fani, how to pronoun this?
			70-80	30.	Frida, would you like to speel Josephine?
				31.	How to say *Pohon* in English?

				32.	Do you have question about the alphabet and number?
			80-90	-	

3	28/12/2016	Number	1-10	-	
			10-20	4.	Do you have a question?
				5.	What did you learn yesterday?
				6.	Any difficulties in Alphabet and pronunciation?
				7.	Easy right?
			20-30	8.	Have you got page 2?
				9.	What is cardinal number?
				10.	What we call cardinal number?
				11.	Ardi, would you mind to mention of cardinal number? From 0- 10?
			30-40	12.	Fahmi, have you ever played PS?
				13.	How to mention tree and three?
				14.	Do you have question?
				15.	Is it right?
			40-50	16.	So, how about this 333?
				17.	Anybody want to try?
				18.	Anybody else want to try?
				19.	Ika, would you mind to try?
				20.	Could you try to mention your phone number, Fahmi?

50-60	21. You got it?
	22. How about this, Frida?
	23. Do you have question for cardinal number so far?
	24. What date is today?
	25. What date was yesterday, Fani?
60-70	26. What date was yesterday, Fani?
	27. Ok, you got it?
	28. You got it?
	29. Do you have question for the number?
70-80	30. Have you ever heard the people saying day 1, day 2, day 3, etc?
	31. Is it cardinal or ordinal?
	32. Do you have any question?
80-90	-
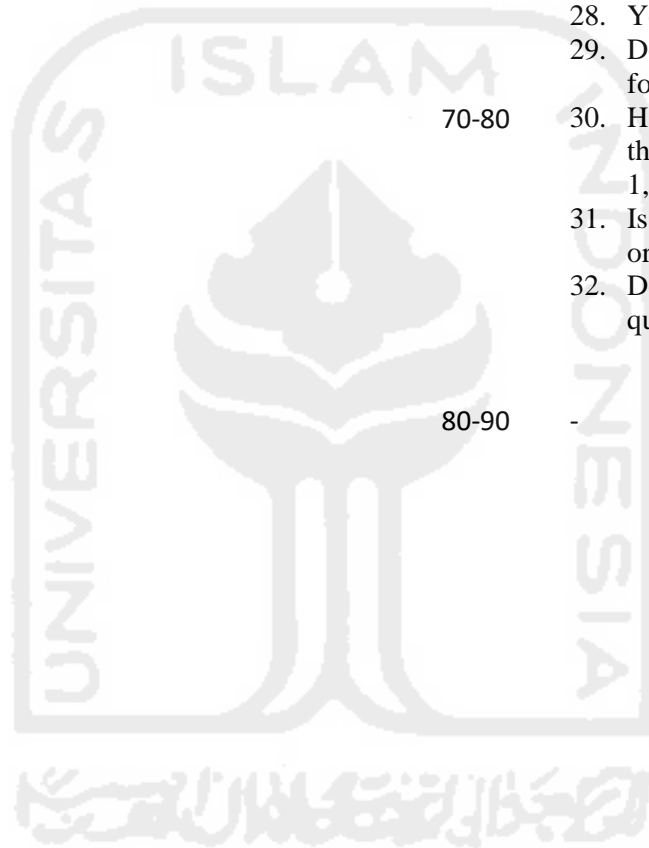
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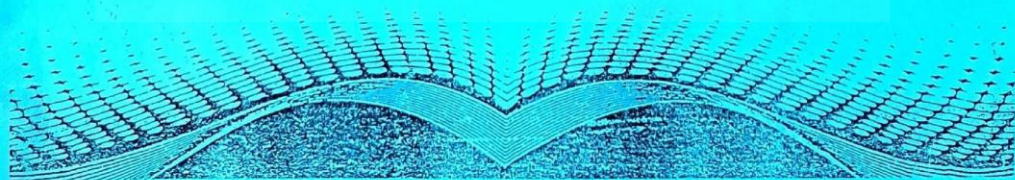
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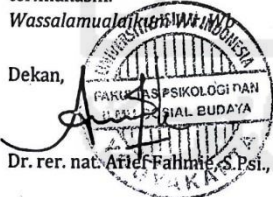|		
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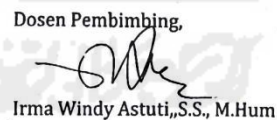
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Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama	:	**Muhammad Rijalul Umam Muslim**
Nomor Mahasiswa	:	**12322044**
Judul Skripsi	:	*AN EMPIRICAL STUDY ON TEACHERS' QUESTIONING STRATEGY DURING CLASSROOM INTERACTION IN SPEAKING CLASS*

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan,

Dr. rer. nat. Arief Fahmie, S.Psi., MA., Psikolog

Dosen Pembimbing,

Irma Windy Astuti,,S.S., M.Hum

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Saya yang bertanda tangan di bawah ini :

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Jabatan : Direktur Nusantara Training Center

Alamat : Jl. Cantel No. 9 Yogyakarta (0274) 511723.

Dengan ini menerangkan bahwa

Nama : Muhammad Rijalul Umam Muslim

No. MHS / NIM / NIP / NIK : 12322044

Program / Tingkat : S 1

Institusi / Perguruan tinggi : Universitas Islam Indonesia

Alamat institusi / Perguruan tinggi : Jl. Kaliurang Km, 14,5 Besi Sleman Yogyakarta.

Benar – benar telah melakukan penelitian di NTC English Course yang dilaksanakan dari tanggal 26 Desember 2016 – 28 Desember 2016, dengan judul " **AN EMPIRICAL STUDY ON TEACHERS' QUESTIONING STRATEGY DURING CLASSROOM INTERACTION IN SPEAKING CLASS** ".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya.

Yogyakarta, 28 Desember 2016.

Nusantara Training Center (NTC)

Habib Nasihin, S. Ag
Director