

TEACHERS' QUESTIONING STRATEGIES DURING CLASSROOM INTERACTION IN SPEAKING CLASSES

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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 effective 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.*