

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researchers try to analyze teacher questioning strategies in classroom interactions based on the researchers' perspectives. The results of this research and discussion are from the data analysis collected during the research process. It is collected according to the results of observations, interviews and records in class.

A. Findings

1. The Type of Questions Used by English Teachers of UPB UIN

Antasari Banjarmasin

The result of the observations described the types of question used by English Teacher of UPB UIN Antasari Banjarmasin. According to the observation, the researcher found out that the English teachers uses all of type question. The three types are Procedural Question, Convergent Question, and Divergent Question. The total of types of questions used by English Teacher of UPB UIN Antasari Banjarmasin was 48 questions.

Table 4.1
The Result of Observation at Ten English Classes of UPB UIN
Antasari Banjarmasin

Teacher	Types of Question		
	Procedural	Convergent	Divergent
1	2	2	-
2	4	-	-
3	4	1	1
4	2	3	-
5	2	2	-
6	2	3	-
7	1	4	-
8	2	4	-
9	5	-	-
10	4	-	-
Total	28	19	1

Teacher 1

The first teacher was Ms. S. She was an English lecturer who taught at group 62. The observation was held on 25th September 2020 at WhatsApp Group. Belows are teachers' question, types of questioning strategy, the function and the activities during classroom observation.

Table 4.2
The Result of Observation Notes from Teacher 1

Teacher's Question	Types of Question	Function	The Activities
"Do you have any questions about the rules?"	Procedural	To engage students to recall the information	After explain the game
"Is it clear?"	Procedural	To check student understanding	After explain the game rules
"Hariadi, can you spell your name?"	Convergent	To engage students to recall the information	After mention the example
"What is the meaning of contraction?"	Convergent	To engage students to recall the information	After explain the material

The result of observation described the type of questions and the questioning strategy in English classroom activity by implying the questions and using them in the process of teaching. The finding presented that during the teaching and learning process, Ms. S used two types of questioning strategies. Procedural and Convergent were applied in the teaching.

Teacher 2

The second teacher was Mr. MAM. He was an English lecturer who taught at group 51. The observation was held on 1st October 2020 at WhatsApp Group. Belows are teachers' question, types of questioning strategy, the function and the activities during classroom observation.

Table 4.3

The Result of Observation Notes from Teacher 2

Teacher's Question	Types of Question	Function	The Activities
"Do you still remember that?"	Procedural	To check students understanding	After check the presence
"Do you understand?"	Procedural	To check students understanding	After review material from yesterday
"What is the Question, Firdaus?"	Procedural	To check students understanding	After explain the material
"Naufal, do you understand with my answer?"	Procedural	To check students understanding	After answer students question

The result of observation described the type of questions and the questioning strategy in English classroom activity by implying the questions and using them in the process of teaching. The finding presented that during the teaching and learning process, Mr. MAM used one type of

questioning strategies. Procedural was applied in the teaching.

Teacher 3

The third teacher was Mr. WA. He was an English lecturer who taught at group 81. The observation was held on 2nd October 2020 at Discord. Belows are teachers' question, types of questioning strategy, the function and the activities during classroom observation.

Table 4.4

The Result of Observation Notes from Teacher 3

Teacher's Question	Types of Question	Function	The Activities
"Can you tell me about that?"	Convergent	To engage students to recall the information	After open the class
"Any questions?"	Procedural	To check students understanding	After asking the student
"Have you all done?"	Procedural	To check students understanding	After students do their practice
"So, can anyone explain the difference for using 'a and an'?"	Divergent	Encourage students to answer based on their knowledge	After students read the material
"Okay, do you understand the using	Procedural	To check students understanding	After the teacher explain the material

for 'The'?"			
"Have you already open the book?"	Procedural	To check students understanding	After students open the next page

The result of observation described the type of questions and the questioning strategy in English classroom activity by implying the questions and using them in the process of teaching. The finding presented that during the teaching and learning process, Mr. WA uses three types of questioning strategies. Procedural, Convergent and Divergent were applied in the teaching.

Teacher 4

The fourth teacher was Mr. M. He was an English lecturer who taught at group 89. The observation was held on 3rd October 2020 at Google Meet. Belows are teachers' question, types of questioning strategy, the function and the activities during classroom observation.

Table 4.5

The Result of Observation Notes from Teacher 4

Teacher's Question	Types of Question	Function	The Activities

“What is the most thing that always in your bag?”	Convergent	To engage students to recall the information	After open the class
“Do you understand?”	Procedural	To check students understanding	After asking students to do the practice
“What is the meaning of dictionary?”	Convergent	To engage students to recall the information	After asking the students to translate
“So, what is in your bag, Husna?”	Convergent	To engage students to recall the information	After students do their practice
“Do you understand about the articles?”	Procedural	To check students understanding	After explain the material

The result of observation described the type of questions and the questioning strategy in English classroom activity by implying the questions and using them in the process of teaching. The finding presented that during the teaching and learning process, Mr. M uses two types of questioning strategies. Procedural and Convergent were applied in the teaching.

Teacher 5

The fifth teacher was Ms. APO. She was an English lecturer who taught at group 64. The observation was held on 8th October 2020 at

Google Meet. Belows are teachers' question, types of questioning strategy, the function and the activities during classroom observation.

Table 4.6

The Result of Observation Notes from Teacher 5

Teacher's Question	Types of Question	Function	The Activities
"Did everyone got the book?"	Procedural	To check students understanding	After open the class
"Could you please mention your number?"	Convergent	To engage students to recall the information	After ask the students to open their book
"Could you please mention the things in the page 7?"	Convergent	To engage students to recall the information	After ask the students to open the next page
"So, are you understand with the conversation or did you find a difficult vocabulary?"	Procedural	To check students understanding	After read the conversation

The result of observation described the type of questions and the questioning strategy in English classroom activity by implying the questions and using them in the process of teaching. The finding presented that during the teaching and learning process, Ms. APO uses two types of questioning strategies. Procedural and Convergent were applied in the

teaching.

Teacher 6

The sixth teacher was Ms. NR. She was an English lecturer who taught at group 50. The observation was held on 10th October 2020 at Zoom. Belows are teachers' question, types of questioning strategy, the function and the activities during classroom observation.

Table 4.7

The Result of Observation Notes from Teacher 6

Teacher's Question	Types of Question	Function	The Activities
“What is the answer?”	Convergent	To engage students to recall the information	After open the class
“Can you see the monitor?”	Procedural	To check students understanding	After review students' answer
“Can you please read from ‘China’ to ‘Malaysia’?”	Convergent	To engage students to recall the information	After move to today's material
“Do you know who he is?”	Convergent	To engage students to recall the information	After open the conversation material
“Before I close the	Procedural	To check students	After students

class, do you have any questions?"		understanding	practice the conversation
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The result of observation described the type of questions and the questioning strategy in English classroom activity by implying the questions and using them in the process of teaching. The finding presented that during the teaching and learning process, Ms. NR uses two types of questioning strategies. Procedural and Convergent were applied in the teaching.

Teacher 7

The seventh teacher was Ms. B. She was an English lecturer who taught at group 95. The observation was held on 15th October 2020 at WhatsApp Group. Belows are teachers' question, types of questioning strategy, the function and the activities during classroom observation.

Table 4.8

The Result of Observation Notes from Teacher 7

Teacher's Question	Types of Question	Function	The Activities
"Do you know each type of Wh-	Convergent	To engage students to recall the information	After open the class

question?"			
"So, anyone knows what is the difference between Yes/No question and Wh-question?"	Convergent	To engage students to recall the information	After explain the material
"Does anyone know the function of the question?"	Convergent	To engage students to recall the information	After explain the material
"Any questions?"	Procedural	To check students understanding	After explain the material
"Can you translate it to English?"	Convergent	To engage students to recall the information	After answering students question

The result of observation described the type of questions and the questioning strategy in English classroom activity by implying the questions and using them in the process of teaching. The finding presented that during the teaching and learning process, Ms. B uses two types of questioning strategies. Procedural and Convergent were applied in the teaching.

Teacher 8

The eighth teacher was Mr. MFS. He was an English lecturer who

taught at group 116. The observation was held on 16th October 2020 at Zoom. Belows are teachers' question, types of questioning strategy, the function and the activities during classroom observation.

Table 4.9

The Result of Observation Notes from Teacher 8

Teacher's Question	Types of Question	Function	The Activities
"Have you opened your book?"	Procedural	To check students understanding	After open the class
"Have you ever go to shopping?"	Convergent	To engage students to recall the information	After asking the student
"Where do you usually go to shopping?"	Convergent	To engage students to recall the information	After students do their practice
"Could you please mention any stores in Duta Mall?"	Convergent	To engage students to recall the information	After students read the material

“Where you can buy sausage?”	Convergent	To engage students to recall the information	After the teacher explain the material
“Do you have any questions for today?”	Procedural	To check students understanding	After students open the next page

The result of observation described the type of questions and the questioning strategy in English classroom activity by implying the questions and using them in the process of teaching. The finding presented that during the teaching and learning process, Mr. MFS uses two types of questioning strategies. Procedural and Convergent were applied in the teaching.

Teacher 9

The ninth teacher was Ms. MM. She was an English lecturer who taught at group 74. The observation was held on 17th October 2020 at Google Meet. Belows are teachers’ question, types of questioning strategy, the function and the activities during classroom observation.

Table 4.10

The Result of Observation Notes from Teacher 9

Teacher’s Question	Types of	Function	The Activities
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	Question		
“Do you still remember what we learned yesterday?”	Procedural	To check students understanding	After open the class
“Can you pronounce the number, or should I repeat the audio?”	Procedural	To check students understanding	After explain the material
“Do you have any questions?”	Procedural	To check students understanding	After explain the audio
“Did you get the answer?”	Procedural	To check students understanding	After explain the material
“Are you ready listen to it?”	Procedural	To check students understanding	After students do the practice

The result of observation described the type of questions and the questioning strategy in English classroom activity by implying the questions and using them in the process of teaching. The finding presented that during the teaching and learning process, Ms. MM uses one type of questioning strategies. Procedural was applied in the teaching.

Teacher 10

The tenth teacher was Mr. FFA. He was an English lecturer who

taught at group 93. The observation was held on 24th October 2020 at Zoom. Belows are teachers' question, types of questioning strategy, the function and the activities during classroom observation

.Table 4.11

The Result of Observation Notes from Teacher 10

Teacher's Question	Types of Question	Function	The Activities
"Good morning, students. How are you today?"	Procedural	To check students understanding	After open the class
"Do you have any questions?"	Procedural	To check students understanding	After explain the material
"Have you got the book?"	Procedural	To check students understanding	After explain the material
"Before we end the class, do you have any questions?"	Procedural	To check students understanding	After explain the material

The result of observation described the type of questions and the questioning strategy in English classroom activity by implying the questions and using them in the process of teaching. The finding presented that during the teaching and learning process, Mr. FFA uses

one type of questioning strategies. Procedural was applied in the teaching.

From the result above, the researcher had found the type of questions used by English Teacher at UPB UIN Antasari Banjarmasin. It can be concluded that the teacher almost used all of types of questions during classroom interaction in English class of UPB UIN Antasari Banjarmasin. The type of question that dominantly used was Procedural Questions.

2. How The Teacher Ask The Questiond and Use Their Questioning Strategy in Classroom Interaction

In order to answer the research questions, the researcher classified the interview questions to two things: the implementation of the question and the method of questioningstrategies. Ten informants participated in this study. They are ten English lecturers at UPB UIN Antasari Banjarmasin.

a. The implementation of the question

Teacher 1 said:

“Biasanya saat pre-activity (awal mengajar), saya selalu menanyakan dulu pertanyaan yang berkaitan dengan materi, misalnya "do you like traveling?", jadi mereka akan merasa terpicu untuk menjawab pertanyaan tersebut. dan mereka pun

seperti mempunyai gambaran mengenai materi yang akan dipelajari walaupun saya tidak menyebutkan materi pelajarannya secara langsung, dan saya juga memberikan pertanyaan yang berkaitan dengan materi tersebut di akhir pelajaran (post activity).”

Translation:

Usually while in the beginning of the class (pre-activity), I always ask the question that related to the material first, like “do you like traveling?”, so they will feel “triggered” to answer the question. And they like having an overview about the material they will learn although I didn’t mention the material directly. And also I giving the question that related with the material in the end of the class (post activity).

Teacher 2 said:

“Strategi bertanya yang memerlukan jawaban yang singkat. untuk memastikan hal-hal yang taktis seperti grammar dan hal-hal yang memerlukan jawaban panjang untuk mengetahui hal-hal praktis.”

Translation:

Questioning strategy that need simple answer. To make sure the tactical things like grammar and the things that need long answer to know the practical things.

Teacher 3 said:

“Saya biasanya bertanya setelah menjelaskan materi, juga ketika saya memberikan latihan dan ketika mengoreksi latihan tersebut dengan siswa, dan kemudian ketika ada siswa yang tidak dapat menjawab latihan biasanya saya bantu siswa tersebut untuk membuat proses bagaimana siswa tersebut bisa memahami soal yang diberikan, misalnya seperti soal yang saya buat di papan tulis, ketika dia tidak bisa menjawab soal tersebut, maka saya akan menggiring dia untuk melihat papan tulis, kemudian saya bantu satu persatu langkah-langkah untuk menjawab soal tersebut. karena setiap siswa mempunyai waktu pemahaman yang berbeda, jadi ketika ada siswa yang tidak bisa menjawab soal, jangan langsung dijudge bahwa mereka tidak memperhatikan, mungkin setiap proses pemahaman dari siswa itu berbeda dari yang lain, jadi perlu pengulangan (repetition) dan biasanya saya bertanya terus guna mengetahui pemahaman dari siswa.”

Translation:

“I usually asking after explain the material, also when I give them practice and when I checking the practice with the students, and then when there is a student who can not answer the answer I usually help him to make the process how he can understand the question, like the question I made on the whiteboard, when he can not answer the question, I will guide

him to look at the board, then I help him to answer the question step by step, because every students have different time of thoughts, so when someone can not answer the question, do not judge him directly that he not pay the attention, maybe every students' process of understanding is different with the other, so they need repetition and usually I always asked in order to knowing the students' understanding.

Teacher 4 said:

“Bertanya secara langsung kepada siswa yang bersangkutan, atau satu per satu, atau pertanyaan umum kepada seluruh siswa.”

Translation:

Usually I ask the student directly, or one by one, or general question to the students.

Teacher 5 said:

“Sebelum saya memulai pelajaran, saya meminta kepada siswa untuk membaca materi dulu dan kemudian memberikan mereka kesempatan untuk bertanya. Setelah itu, saya menjelaskan pelajaran tersebut, kemudian kami melakukan diskusi berdasarkan pertanyaan tersebut (dari siswa).”

Translation:

Before I start the lesson, I ask my students to read the material first and then give them a chance to ask about it. after that, I

begin to describe the lesson besides it, then we discuss by their questions.

Teacher 6 said:

“Biasanya bisa dengan bertanya langsung, seperti "do you ever heard about plural/singular?" atau menampilkan media (foto), lalu bertanya pendapat mereka, atau bisa juga dengan quiz seperti yang saya terapkan tadi. dan juga membuka forum dan meminta siswa memberikan pandangan mereka mengenai sesuatu/hal.”

Translation:

Usually with ask the student directly, like “do you ever heard about plural/singular?” or show media (photo), and then ask them about their opinion, or also with quiz like I applied before and also open the forum and ask the student to give their perspective about something.

Teacher 7 said:

“Yang pertama bertanya dengan jelas serta memberikan waktu bagi mereka untuk berpikir.”

Translation:

The first one is asking clearly and giving time for them to think.

Teacher 8 said:

“Strategi bertanya yang biasa saya gunakan adalah gambaran

umum ke khusus untuk memfokuskan siswa ke topik pembelajaran. dan juga strategi bertanya berupa *solving-problem*, untuk mengetahui kemampuan siswa dalam memecahkan masalah dalam pbm atau materi pembelajaran.”

Translation:

The questioning strategy that I always use is giving an general overview to the specific one to make the students focus on the learning topic and also the questioning strategy like solving-problem, to get the know of the students' competency in solving the problem in teaching and learning process or learning material.

Teacher 9 said:

“Biasanya saya melakukan strategi bertanya yang kontekstual, yaitu mengaitkan pembelajaran yang ada dengan yang mereka alami di kehidupan sehari-hari.”

Translation:

Usually I applied contextual questioning strategy, like relating the learning material with they have in daily activity.

Teacher 10 said:

“Biasanya di luar kelas UPB, kalau mereka bertanya saya akan berikan semacam "reward", karena dengan adanya reward tersebut, siswa menjadi lebih terpacu untuk bertanya. tetapi kalau untuk mahasiswa UPB, saya belum menerapkan hal

tersebut, mungkin setelah middle test akan saya terapkan.”

Translation:

Usually outside of the UPB class, when they asked I will give them a “reward”, because with the reward, they will be triggered to ask. But for UPB students, I did not applied the method yet, maybe after middle test I will applied the method.

b. The method of questioning strategies

Teacher 1 said:

“Biasanya saya menunjuk siswa secara langsung dan saya juga menyebutkan nama siswa yang ditunjuk tersebut. misalnya, "Rizki, bagaimana pendapat anda tentang traveling?" dan untuk siswa yang ditunjuk, saya berusaha untuk bertanya kepada semua siswa, jadi semua siswa berperan aktif dalam kelas.”

Translation:

Usually I point the student directly and also mention students name that I pointed, for example “Rizki, what do you think about traveling?” and for the students that I pointed, I will try asking to the students, so they will have a role in the class.

Teacher 2 said:

“GTM (Grammar Translation Method) dan CCL.”

Translation:

GTM (Grammar Translation Method) and CCL.

Teacher 3 said:

“Metode yang saya gunakan dalam bertanya yaitu bertanya langsung kepada siswa setelah menjelaskan materi untuk mengetahui pemahaman siswa, kemudian ketika menjelaskan materi pun saya juga bertanya. kemudian bertanya ketika mereka menjawab soal, jadi ketika ada siswa yang belum memahami soal yang diberikan, maka saya akan membantu untuk menggiring siswa tersebut dalam menjawab soal yang diberikan. bukan menuntun, tapi membimbing. karena menuntun dan membimbing itu dua hal yang berbeda.”

Translation:

The method that I use to asking is asking directly to the student after explain the material for knowing the students' understanding, and then when explain the material I also asking the student. Then asking when they answer the practice, so when someone is not understand the practice, I will guide the student to answer the practice. Not lead, but guide. Because lead and guide is a different things.

Teacher 4 said:

“Biasanya saya menggunakan *discovery learning* terhadap pemahaman siswa.”

Translation:

Usually I use discovery learning to students' understanding.

Teacher 5 said:

“Metode secara langsung dan metode percakapan.”

Translation:

Direct and conversation method.

Teacher 6 said:

“Kadang dengan cara langsung bertanya, lalu langsung menunggu respon mereka. terkadang juga memunculkan forum, misalnya melalui menti.com, lalu mereka memberikan opini mereka secara tertulis. kadang-kadang, saya juga bisa bertanya melalui quiz.”

Translation:

Sometimes I ask the student directly, and then waiting his response. Sometimes also make a forum, like at menti.com, nad then they give their opinion in writing. Sometimes, I also ask them through a quiz.

Teacher 7 said:

“Metode tanya jawab serta diskusi dengan strategi pembelajaran interaktif.”

Translation:

Question-Answer method and discussion with interactive learning strategy.

Teacher 8 said:

“Biasanya menggunakan diskusi, bertanya dalam hal contextual learning yang berkaitan langsung dengan hal-hal

disekitar peserta didik.”

Translation:

Usually using discussion method, asking in contextual learning that related with the things around students.

Teacher 9 said:

“Biasanya diskusi atau tanya-jawab.”

Translation:

Usually discussion or Question-Answer.

Teacher 10 said:

“Untuk methodnya, biasanya saya berikan kuis yang bukan berasal dari buku yang dipelajari dan kemudian saya berikan reward bagi yang bertanya.”

Translation:

For the method, usually I give them a quiz that is not from the book and then I give a reward for someone who asked.

From the result above, The findings showed that they asked the students in many ways and many methods. Most of the teachers asks the students with the question that related with the material and directly asking to the students. The other teacher asked the students to read the material and give them a chance to ask, after explain the material, and other questioning strategies. For the method, most of the teachers used direct method for asking the students, and some other teacher use question-answer and

discussion to ask the students about the material.

B. Discussion

After conducting the research through observation and interview, researcher finally came at this discussion part. The researcher had collected and analyzed the data in the process above, there are two research questions in this research: kinds of teachers' questioning strategies are mostly used by the teachers during the classroom and the way the teacher asked the questions and use their questioning strategy in classroom interaction. Toward this, the researcher elaborated some important points as parts of the research findings in order to answer the research questions.

The first research question is asking about what are kinds of teachers' questioning strategies are mostly used by the teachers during the classroom. The finding showed that ten English teachers in UPB UIN Antasari Banjarmasin used the similarly strategy in asking question in English classroom learning activity. They used two types of questioning strategy during teaching English process namely Procedural and Convergent question. Although some teacher used divergent and higher-order questions depends on the material that they taught at the day.

According to Freeman and Larsen (2000), they says that by asking display questions, students can answer the questions correctly because students can find the answer on the previous material that has been presented although it is only provide short answer. In this theory, display questions have similarities with Procedural and Convergent questions. This statement has similarities with the researcher's findings while making observations.

The second research question is how the teacher asked the questions and use their questioning strategy in classroom interaction. The findings showed that they asked the students in many ways and many methods. Most of the teachers asks the students directly and with the question that related with the material. The other teacher asked the students to read the material and give them a chance to ask, after explain the material, and other questioning strategies. According to Durkin (1979), most teacher asked the students questions after they had taught. For the method, most of the teachers uses direct method for asking the students, and some other teacher use question-answer and discussion to ask the students about the material.