

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher presents the result of the research was done in MTs Negeri 1 Murung Raya in VIII grade. The research findings are the results to answer two research questions. The research questions are: what the questioning technique that the English teacher used at the VIII grade of MTs Negeri 1 Murung Raya in English classroom, and how the teacher apply questioning techniques at the VIII grade of MTs Negeri 1 Murung in classroom interaction. The researcher used two techniques of collecting the data, there are observation and interview. The observation was conducted in three meetings.

1. Techniques of Questioning Used In classroom Interaction

a. Meeting 1

In the first observation, the researcher observed at VIII class in MTs Negeri 1 Murung Raya on Friday, 01st October 2021 at 08.50-10.10 a.m. The material of this meeting was about the Person Capability (Can and be able to) by the title “We Can Do It”. In the opening class, the English teacher greeted students and asked about the students’ conditions. Then the English teacher checks students’ attendance and asked “is there absence today?”. After the English teacher checks students’ attendance. Then the teacher asked to review last materials or recall the materials, (for example:

what we learn on the last meeting student?). Some of students answered that “asking for, stating opinions, agree/disagree”.

In the main activity, after the class was conducive, the English teacher ask students about the material last week. Then, the English teacher opened the books and wrote on whiteboard to give them materials in this lessons. After English teacher explained she asked the students “do you understand”? and then, she asked students to do a task in the worksheet (*lembar kerja siswa*) and said “Now open the books and answer the question for fill in the blank, is that clear?”. Student answer “yes”. The English teacher gave 15 minutes to fill in the blank. The English teacher walked around the class to check the students’ activities. After the students finished their task, the English teacher asked one by one students to read question and answer the question. The last teacher asked the conclusion of the material “what the difference of can and be able to?”. The student answer “if used can, it is without to be, but when we used be able to. it has to use to be, be is to be, like am, is and are. Great, teacher said.

In the close activity, teacher said “Is there any question before we come back?”. Students answer “no”. Hence, the teacher gave homework to the students. Because the time is up, the English teacher closed the activity in the closing of the teaching and learning process. Based on the explanations above, the researcher found technique of questioning that the teacher used inclass is procedural question that the teacher apply in the beginning.

b. Meeting 2

In the second observation, the researcher observed at VIII class in MTs Negeri 1 Murung Raya Saturday, 2nd October 2021 at 10.30-11.40 a.m. The material of this meeting was about the “To Be”. In the opening class, the English teacher greeted students. The English teacher asked the students to come forward and write their answer from their homework to write on whiteboard. Then, the teacher asked “there is different answer”. Some of students answer “me, yes”. The teacher asked to come forward again. After that the teacher ask the students do you understand? Yes.

Because the students answer understand, then the teacher continue to the new material with the topic “to be”. The teacher write material on whiteboard to give them materials in this lessons. After English teacher explained she asked students “any question?” one of students answer that “yes ma’am”. Meanwhile, the other students answer “no miss”. And then one of the students ask the teacher if my hobby is play music how I change it. And then the teacher ask students which part of music do you like? And the students answer “I am able to play guitar”. After the teacher explained, he asked “is there confused?” The students answer “no”. So in this meeting the researcher found the techniques of questioning that the teacher used in class is procedural and convergent question that the teacher apply in the middle of leaning.

In the closing of the teaching and learning process, the English teacher reviews the lesson. Then the English teacher closed the class by giving greetings. Based on the explanations above, it can be known that the questions asked by the teacher were:

c. Meeting 3

In the third observation, the researcher observed at VIII class in MTs Negeri 1 Murung Raya on Friday, 8 October 2021 at 08.10-50.10 a.m. The material of this meeting is "*Imperative Sentence*". In the opening class, the English teacher greeted students and asked about the students' conditions. Then the English teacher checks students' attendance. After the English teacher checks students' attendance. Then the teacher asks review last materials "do you remember the material last week". The student answer "yes, to be". Who want to mention what is to be? "me".

In the main activity, the English teacher write on white board to give them materials in this lesson about imperative sentence, the teacher explained the materials very clearly and easy to know easy to learn and if the student doesn't understand yet then the teacher will give one more explanation about the materials. The English teacher ask to one of students random for example Yolanda would you describe your favorite thing? And Yolanda said NO miss, I can't speak in english very well. After that the English teacher continue the material imperative sentences. So students do you understand aour material today? If you understand I want one of you give me conclusion our material today, and one of the students conclude the material to the teacher. So in this meeting the researcher found the questioning technique that the teacher used in class is convergent question and apply the question in the end class.

In the close activity, the teacher reviewed the material and asked students to close the book. The question was started "what is imperative sentence". After the students answer, the teacher asked again what is the function of imperative sentence?

Next the teacher asked “could you give the example of imperative sentence?” Great students. Some students passive when the teacher asked like that, however there is one or three students answer. Then the English teacher closed the class by giving greetings. Based on the observation in the three meetings, the researcher made the table to show the techniques of questioning at VIII grade as follows:

In conclusion, questioning techniques from (Richards & Lockhart, 1994, p. 186), the teacher only used two questioning techniques they are procedural questions and convergent questions. The teacher use divergent question but the students can't answer when the teacher ask the students used divergent question. Thus, it can be conclude that the teacher asked the students with the ease questions because there is no found for divergent question.

2. Teacher Applied The Application Questioning Techniques in Classroom Interaction

Ziarah (2020, pp. 10-11) argued that teachers' questions can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom.

From the finding above the teachers apply question in every beginning, middle and the end of learning. The reasearcher apply question in the beginning with total 3 question, questions in the middle with the total of 9 question, and at the end with the total 7 questions. In short, the teachers used the questions in every moment was not much different.

B. Discussion

1. Questioning Techniques used by the Teacher

a. Procedural Questioning

After analyzing the data gained from the observation, the researcher found that the procedural questions given by the teachers to their students were in the form of students' classroom activities. Most of the students gave their responses when the teachers asked those questions during the learning activities. During the observation, the researcher found that the teacher asked the questions. Based on the finding the types of procedural questions that were used in the first, second and third meeting had different number. There are 14 questions found in three meetings. In finding, the researcher found the researcher ask students condition in every meeting. Its questions that had function to motivate students like (Susantara & Myartawan, 2020, p. 247) said. Because its question was asked in early meeting or pre-activity. In addition, there is found fours questions that attract students it question was "Is there absent today?", What is your hobby (ask one of student)?, *Can you play the music?*, *Which tools of music do you like ?*. In addition, there are some procedural questions that teacher used to check students' understanding (Richards & Lockhart, 1994, p. 186). The teacher also used it every meeting with the total 6 questions. Also, there is found 2 of procedural questions that the teacher ask the student to know whether or not the teacher's explanation is clear (Rosyidah, 2018, p. 30), the question was *Now open the books and answer the question for fill in the blank, is that clear?*. Thus, it can be concluded that the teacher asked the students with the procedural question in every

meeting with the purpose to make students motivate, attract, and check students' understanding. Procedural questions asked by the English teacher with routines of the classroom. All of the questions were asked by the teacher to make students attention but not to think much because it is opposed from the learning material.

b. Convergent Questioning

Based on the finding above the researcher found 10 convergent questions of 24 questions that teacher applied in classroom interaction. According to (Richards & Lockhart, 1994, p. 186) convergent questions are about content related to material that explained by the English teacher. After analyzing the data gained from the observation, the researcher found that the convergent questioning used by the teacher to their students were in the form of asking the questions that required short answers and yes/no answers. Most of students gave their responses when the teacher asked those questions during the learning activities. During the observation, the researcher found that the teachers asked the questions that required yes/no answers in the beginning of the lessons and after presenting the materials. At the beginning of the lesson, the teacher started the interaction by asking questions that required yes/no answers. Also, the teacher used it for asking the last material and what they have learned. However in these question only some students who answer. Based on the finding, the teacher only asked the student with short answer, there is no found higher question. It is in line with (Ziarah, 2020, p. 47) convergent question is not engage the students to higher level thinking, but to engage the students to stay focuses on

the material that has been explained or presented by the teacher and focus on the recall of previously information.

After collecting the data, the researcher finally came at this discussion part. Researcher had collected the data through classroom observation. To conclude, from those three types of questioning technique, procedural question is the question that tend to be used in classroom interaction. It is proven by the data that obtained from video and observation checklist. The result showed that procedural question gets the highest number of used (14) and the last is convergent question (10), there is no found divergent question.

2. Teacher Applied Questioning Technique

In the second research question, the researcher want to know how does teacher apply questioning techniques in classroom interaction?, Based on the finding teacher used questioning technique in the beginning, middle and the end of the class. Furthermore, can be seen below:

a. Questioning at the beginning of the class

Addressing questions before teaching and studying material is effective for students who are low/ high ability, and/or known to be interested in the subject matter. Some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparation (Wilén, 1987, p. 39). Based on the finding the researcher found 8 questions that teacher used in the beginning of teaching. In the beginning of a class, giving questions as opening questions in a conversation can makes easy for the students to answer, and does not

force them to reveal too much about themselves (Sujariati, Rahman, & Mahmud, 2016, p. 112). In this study, the researcher found teacher used questions for asking students condition that teacher certainly answer. Its question function to make students motivate like (Susantara & Myartawan, 2020, p. 254) said. Besides, (Sujariati, Rahman, & Mahmud, 2016, p. 112) also said that this questions' session can also be motivational for encouraging students' motivation to learn more and increase students' curiosity with the lesson is going.

b. Questioning at the middle of the class

According to (Sujariati, Rahman, & Mahmud, 2016, p. 112) questioning at the middle is very effective in producing achievement, it gains more than instruction carried out without questioning students. Students perform better on lesson item previously asked as recitation questions than on items they have not been exposed to before. In other words, questioning at the middle of the class usually to asses the material that have learned, it can be seen from one of questions that teacher used “*So, what is “to be” from I?*”. In this study found 9 questions that teacher used in the middle, even thus question as the high frequency used by the teacher.

c. Questioning at the end of the class

Questioning students at the end of class teaching is mostly used by teachers to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not (Sujariati, Rahman, & Mahmud, 2016, p. 113). Based on the finding, the teacher found 7 questions that categorized as questioning at the end of the class, one of the example was “*Could you*

give the example of imperative sentence?". Its question the teacher asked in the end of the class before come back, she asked after learned about imperative sentence.