

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents research finding and discussion. The research finding contains the result gained from the source of the data that is teacher's questions during teaching learning process. The findings are the results to answer the two research questions. Those research questions are; what type of questions does the teacher tend to use in classroom interaction, what are the questioning techniques used by the teacher in classroom interaction. The findings will be explained on the discussion section. The discussion will correlate the finding with the theories used in this research

To begin the analysis, the researcher gives a brief summary of the topics of the lesson discussed in the classroom. There were two main topics discussed in two meetings, which are preposition of direction and asking and offering help. Each topic contained sub-topic that were discussed during the lesson. The topic about preposition of direction was about kinds of prepositions used to describe the position of something. When talking about asking and offering help, the lesson was about some expressions used to ask and offer help.

The research conducted in two meetings. In the first meeting, the teacher discussed about preposition of direction. In the second meeting, the teacher continued to discuss about preposition of direction and move to ask and offer help

A. Findings

After conducting the research, the data is gained from observing the classroom and interviewing the teacher of XI Multimedia-2. Both of the data, form

the first and the second research questions, are gained from classroom observation and interview. The data are also obtained from the instruments that are prepared before. The instruments are classroom observation checklist, which is completed by the examples of teacher's questions types and techniques, interview guideline, and audio recording. Those instruments help the researcher to gain the data of the research

1. The teacher's questions tend to be used in classroom interaction

According to Richard and Lockharts, the teacher's questions are classified in three main types. They are procedural, convergent, and divergent. Based on the classroom observation, all of the question types are used by the teacher in the classroom. The researcher then tried to find out which types of questions tend to be used in the classroom, which is procedural, convergent, or divergent. It means there was type of question which often used by the teacher. There are 77 questions found in two meetings. The classification would be explained below.

21 of the questions in the classroom are included into procedural questions. In other words, there are 21 procedural questions asked by the teacher. From 21 questions found, 10 procedural questions were found in the first meeting. While in the second meeting, there were 11 questions asked by the teacher. One of them was given to check the students assignment, whether or not it had been completed. For example, have you done? Other questions were asked to check whether or not the students were ready to join the English class.

It can be seen on the question are you ready for learning English? and can

we start it now? Another one was asked to know whether or not the teacher's explanation is clear. For instance, *do you understand? can you?* These questions were also asked to check whether or not the instruction for a task was clear. All these procedural questions were asked as opposed to the content of learning. The content of the questions is not related with English material, moreover on classroom management or classroom procedural.

1. First Meeting

NO.	Teacher Utterances
1.	Are you ready to learn English today?
2.	Can we get started?
3.	Do you all bring LKS books?
4.	have you had breakfast?
5.	how are you today?
6.	Who's sweeping schedule today?
7.	have you done your homework?
8.	is it finished or not?
9.	are all present?
10.	Daffa, why were you late?
11.	do you have any questions?

2. Second Meeting

NO.	Teacher utterances
1.	How are you today?
2.	Rita, are you sick?
3.	is anyone still sleepy this morning?

NO.	Teacher utterances
4.	did anyone bring a marker?
5.	Are you ready to learn English today?
6.	Do you all bring LKS books?
7.	why forgot to bring it?
8.	who is not present today?
9.	what date is today?
10.	Try saying today's name in English?

The second type of questions used in this research is convergent question. There were 45 convergent questions occurred in the classroom. It means more than a half of questions in the classroom are convergent questions. From 45 questions, 19 of them were found in the first meeting. In the second meeting, there were 26 questions found during teaching learning process. All of the questions were used to ask the students about the content of the lesson, which needs short answer and non-higher level thinking. For instance, anyone know what is preposition of direction?, is your answer corect?What is the meaning of 'after'?,or how do we say 'kantor pos' in English? Another question was also asked to recall the previous information, such as what is the meaning of between?. It was asked in the second meeting to ask students recalling the previous information before moving to the next material.

1. First Meeting

NO	Teacher Utterances
1.	how do we say 'kantor pos' in English?
2.	Anyone know what is preposition of direction
3.	what is preposition of direction
4.	How is about preposition?
5.	What is preposition?
6.	What is the meaning of across?
7.	What is the meaning of after?
8.	do you know the meaning of 'in'?
9.	Does anyone know the meaning of into?
10.	It is correct?
11.	Are you sure?
12.	Can we use that sentence?
13.	What is the meaning of above?
14.	Do you know what is above
15.	Henry, do you know what the meaning of above
16.	What the meaning of between?
17.	in the picture where is the hospital near?
18.	what's across the hospital?
19.	Ahmad, what do you want your house to be close to?

2. Second Meeting

NO.	Teacher Utterances
1.	what is preposition of direction?
2.	What is the meaning of under?
3.	What is the meaning of between?
4.	Do you know what is asking and offering help?
5.	What is asking and offering help?
6.	How many kinds of asking and offering help?
7.	Have you ever done asking and offering help?
8.	does anyone know one of the expressions we can use for asking and offering help ?
9.	What the meaning of can ?
10.	Can you help me is included in the expression ?
11.	And then Can I help you is included in the expression?
12.	anyone want to read one of the other examples of asking for help?
13.	bayu, do you know what it means?
14.	It is correct?
15.	Which one is asking help expression?
16.	Can you give me the example of informal expression?
17.	does anyone want to read exercise number 4 ?
18.	what is your answer for number 4?
19.	what is the answer to this question?
20.	Are you sure?
21.	does anyone want to read the next exercise?

NO.	Teacher Utterances
22.	Is your answer correct?
23.	Is that true or false?
24.	Any other opinion?
25.	try to mention one of the responses from offering help?
26.	what is the difference between asking and offering?

The last question type in this research is divergent questions. From the first and the second meeting, the total number of divergent question is only 10 question used in the classroom . The used of divergent question was for encouraging students to provide their own information. For example is '*why do you say that the sentence is correct?*'. It was occurred when the student had different answer than the other. Therefore, divergent question was given to measure the students understanding by giving a question that may provide their own opinion.

1. First Meeting

NO.	Teacher Utterances
1.	how can you say that the sentence is true?
2.	which one do you not understand well?
3.	do you understand the meaning of the dialogue?
4.	can anyone give one example that is not in the book on prepositions?
5.	Can you show me the way to the hospital in the picture?
6.	try to explain how close is our school?

2. Second Meeting

NO.	Teacher Utterances
1.	why does the question have to start with "May I" ?
2.	Why do we use 'May I' ?
3.	give me an example that is not in the book about asking or offering help?
4.	From the dialogue, who asking for help?

To conclude, from those three types of questions, convergent question is the question that tend to be used in classroom interaction. It is proven by the data that obtained from field note and observation checklist. The result shows that convergent question gets the highest number of used. It was also admitted by the teacher in the interview session. The teacher said that she often used convergent question in the classroom.

2. Technique of Questioning Used in Classroom Interaction

After discovering the frequently used of teacher's questions types, the researcher try to find the techniques used while giving the questions. Based on William Willen, there are 9 techniques of questioning that can be used by the teacher. They are plan key question to provide lesson structure and direction, phrase questions clearly and specifically, adapt questions on student ability level, ask questions logically and sequentially, ask questions on variety of levels, follow up student responses, give student time to think when responding, use questions that encourage wide student participation, encourage student questions. All nine questioning techniques were not used while giving

the questions. Only 8 questioning techniques found in asking all the types of questions during teaching learning process. They are adapting questions on student ability level, phrase questions clearly and specifically, asking questions logically and sequentially, asking questions on variety of levels, following up student responses, giving student time to think when responding, using questions that encourage wide student participation, encouraging student questions. Different techniques were found on each question type. Thus, this finding will be classified based on the question types. The detail explanation will be explained below

a. Questioning technique used in asking procedural questions

In asking procedural question, three techniques of questioning found when asked questions to the students in the classroom. The techniques consists of following up students responses, using questions that encourage wide student participation, encouraging student questions

Table 1 Techniques of questioning used in asking procedural questions

No.	Techniques of Questioning
1.	follow up students responses
2.	use questions that encourage wide student participation
3.	encourage student questions

In this questions type, there are some techniques that were used in a same question. For example,do you have any question? This question is type of procedural question which was given to encourage students questions in order

to build students participation in the classroom by asking a question to the teacher. Therefore, this question consists of two questioning techniques, which are using questions that encourage wide student participation and encouraging student question

b. Questioning technique used in asking convergent questions

In asking convergent question, the number of the questioning techniques are more variable than procedural question. There are seven questioning techniques used while asking convergent question. They are adapting questions on student ability level, asking questions logically and sequentially, asking questions on variety of levels, following up student level, giving students time to think when responding, and using questions that encourage wide student participation and phrase questions clearly and specifically

Table 2 Techniques of questioning used in asking convergent question

No.	Techniques of Questioning
1.	Adapt questions on student ability level
2.	Ask questions logically and sequentially
3.	ask questions on variety of levels
4.	follow up students responses
5.	Give student time to think when responding
6	use questions that encourage wide student participation
7.	phrase questions clearly and specifically

- c. Regarding to the number of convergent questions used, the used of questioning techniques have more variations than the others. There are seven techniques found in convergent question. The first technique, adapt questions on student ability level, was used in asking 8 questions. The second, ask questions logically and sequentially was found in asking 7 questions. Then, there are 5 questions were asked using ask questions on variety of levels technique. As the first technique, there are 8 questions asked using follow up students responses technique. The fifth technique used in asking convergent questions is giving student time to think when responding. There are 6 questions asked using this technique. And the technique used in asking convergent questions is using questions that encourage wide student participation. This technique was used to ask 11 question of convergent question. and the last technique is phrase questions clearly and specifically used in all questions, because all the questions asked by the teacher are very clear and uncomplicated.

Table 3 Techniques of questioning used in asking divergent questions

No.	Techniques of Questioning
1.	Ask questions logically and sequentially
2.	ask questions on variety of levels
3.	Follow up student response

The first technique used in asking divergent question is asking questions logically and sequentially. It was used in asking 3 divergent questions in the classroom. There are 5 questions found using the second technique, which is asking questions on variety of levels. The last technique used in asking divergent questions is following up student response. It was used in asking 2 divergent questions

B. Discussion

The teacher of XI Multimedia-2 is chosen to be the subject of this research. It is caused the teacher of XI Multimedia-2 is deemed always interact with the students by giving questions. After getting the data of the teacher's questions, this research analysed type of question that tend to be used by the teacher and techniques used while giving the questions in the classroom interaction. After the result of the research question presenting on the research finding, then the data are discussed on the discussion.

1. The teacher's questions tend to be used in classroom interaction

The first research question asked the type of question that tend to be used by the teacher. A huge number found of teacher's questions used in the classroom. 77 questions found in two meetings. According to Chaudron, when the system is applied to the description of what happens in whole-class teacher-led activities, both second language and first language classrooms are same; 70% of the classroom time is taken up by the teacher talking and asking questions. That is why it is not surprising to know the total number of questions used in the classroom interaction

From three types of questions, convergent question is found being the questions that commonly used by the teacher in the classroom interaction. Convergent question needs short answer, such as yes or no or short statements. It does not requires student to engage in higher level thinking in order to come up with a response, but often focuses on recalling previous material. According to Freeman and Larsen, by asking display question, which has similar feature as convergent question, students can answer the questions correctly because students can find the answer on the previous material although it is only provide short answer. It was also said by the English teacher in Multimedia-2 of SMKN 1 Pelaihari . She said that asking convergent questions, which often focuses on recalling previous material and using short answer, can rise the students answer in the classroom. Beacuse what they have to do is only remembering the previous material, so they can answer easily and confidently. Thus, the teacher prefer using convergent questionsto help the classroom interaction going on smoothly.

The number of convergent questions used in the first meeting are 19 questions, while the number of convergent questions in the second meeting are 26 questions. So, the total number of convergent questions used in the classroom interaction are 45 of 77 questions. In other words, a half of questioning-answer section is done by asking and responding convergent questions. This finding is same as the finding from Yona's research. In her research, Yona said that convergent question, which is quite same with display question, got a highest number among the others. According to Yona's

research, there are (60%) convergent questions asked by the teacher in classroom in two months observation. This type of questions is the commonly used by the teacher.

In analysing the questions, whether or not the question included into convergent question, the researcher used the description of convergent question as the criterion. It has been described in the Richard and Lockhart's book, entitled *Reflective Teaching in Second Language Classroom*, that convergent question is designed to engage student in the content of learning, to facilitate students thinking, and to promote classroom interaction. It does not need higher level thinking to come up with a response, but often focuses on recalling previous material. The answers are often short answer, such as yes or no, or short statement.

The following tables present kinds of convergent questions used in classroom interaction. The teacher's utterances will be presented by adding the description why the question is included into convergent question based on Richard and Lockhart's theory.

Table 4 Teacher's Convergent Questions in The First Meeting

NO	Teacher Utterances
1.	how do we say 'kantor pos' in English?
2.	Anyone know what is preposition of direction
3.	what is preposition of direction
4.	How is about preposition?
5.	What is preposition?
6.	What is the meaning of across?

7.	What is the meaning of after?
8.	do you know the meaning of 'in'?
9.	Does anyone know the meaning of into?
10.	It is correct?
11.	Are you sure?
12.	Can we use that sentece?
13.	What is the meaning of above?
14.	Do you know what is above
15.	Heny, do you know what the meaning of above
16.	What the meaning of between?
17.	in the picture where is the hospital near?
18.	what's across the hospital?
19.	Ahmad, what do you want your house to be close to?

These questions are given to engage the students in the teaching material. Most of them are given to ask the meaning of the teaching learning topic. There are 14 of 19 questions asked about the meaning of some words which were being the topic of the material, such as asking about the meaning of preposition of direction, across, after, and so on. These questions were given after asking the students to read the material. It means, the teacher want to recall the material that they have read before. From this reason, those questions can be said as convergent questions because the questions were given to recall the previous information that they have read before. Another reason is the way to answer the questions. the students do not need to be engaged in higher level thinking,

because the answer have been provided on their book. What they have to do is answering using short statement by recalling the information on their book

Meanwhile, the rest of those questions, the ninth, tenth, and the eleventh questions are given to facilitate the students' comprehension. These three questions were given to confirm their previous answer. For instance, *can we use that sentence?* It was given when the teacher asked the students to make a correctness about a sentence that the teacher made. Some of them gave a wrong answer. Meanwhile, one of the students answered it correctly. Then, the teacher use that question to check her comprehension in order to engage the student recalling the previous information, whether or not the sentence that she made is true. The student also use short statement, which is *yes* as the answer. It is same as the ninth and tenth questions. That is why these question are included into convergent question.

Table 5 Form of Convergent Questions Usedin The Second meeting

No	Teacher's Utterances
1.	It is correct?
2.	Is that true or false?
3.	Is your answer correct?
4.	Any other opinion?

There are 45 of convergent questions found in second meeting. 26 numbersare found in the second meeting. Having same role as the first meeting. the role of the convergent questions in the second meeting is also used to engage students in the content of the lesson. As mentioned in Richards book, many of

the questions teachers ask are designed to engage students in the content of the lesson, to facilitate their comprehension, and to promote classroom interaction. Convergent question encourage similar student response which focuses on a central theme. As mentioned in the chapter 2, convergent question needs short answer, such as yes or no, or short statement. It does not require students to engage in higher level thinking, which require students to come up the response using their own opinion, but often focuses on recalling previous information

In the second meeting, the convergen questions were used by the teacher to encourage students response which often short answer. For example, *is your answer correct?* then the student answered *yes*. Looking at the answer, it shows that the question is included into convergent question, because it needs short answer, and it was proven by the students answer '*yes*'. Looking at the purpose of the question, it was given to engage student in recalling previous information. To answer this question, the student was asked to recall the previous material that has been discussed in order to know whether or not the student's answer of the exercise is correct. The other example is *Is that true or false?* It is also included into convergent question because it needs short answer. What the teacher need in asking this question is short answer, which is true or false. Looking at the answer, it was answered using short answer. *False* was the answer given by the students in the classroom.

Table 6 Form of Convergent Questions Used in The Second meeting

No	Teacher's Utterances
1.	what is preposition of direction?
2.	How many kinds of asking and

	offering help?
3.	What is the meaning of between?
4.	What is the meaning of under?
5.	What is asking and offering help?

As mentioned in the table, those are the example of convergent questions that used to recall the previous material. The example is *what is the meaning of preposition of direction?* This question did not require students to engage in higher level thinking in order to come up with a response, but focused on recalling previous information. It was given in the end of the lesson before moving to the next material. In other words, the teacher gave this question to encourage the students participation through answering the question that required to recall their previous information. It could be used to facilitate the students comprehension, since asking a question regarded to the previous information can help students to strengthen their memories and understanding. Another example is *what is asking and offering help?* It was given after the students reading the explanation about asking and offering help on their book. It was given to check the students understanding, whether or not they understand the meaning of asking and offering help after reading the explanation

Table 7 Form of Convergent Questions Used in The Second Meeting

NO	Teacher's utterances
1.	Do you know what is asking and offering help?
2.	What is offering help?

Richard also said that convergent question can be the way to introduce a topic of the lesson. On his book, Richard mentioned some examples of convergent questions which were given to introduce a reading lesson.

- a. *How many of you have a personal computer in your home?*
- b. *Do you use it every day?*
- c. *what is the difference between software and hardware*

These questions were given before the teacher began the lesson. The teacher led students into the topic of the reading.

In this research, the teacher gave some questions to begin the new material. *Do you know what is asking and offering help?* Different with the example on the Richard's book, rather than lead the students into the topic, the teacher asked the meaning of the topic of the lesson immediately. This question was given to engage students to the content of the lesson, whether or not the students know the meaning of asking and offering help before discussing the material deeply.

Table 8 Form of Convergent Questions Used in The Second meeting

NO	Teacher's Utterances
1.	Can you give me the example of informal expression?
2.	Which one is asking help expression?

The rest of the convergent questions in the second meeting was focusing on asking the students to give the example of each expression that was discussed. In that time, the topic was about asking and offering help. For instance, *which one is asking help expression?* It was given after the students reading a dialogue about asking and offering help. In this question, the teacher asked the student to mention

the example of asking help expression used in the dialogue.

Using convergent question is meaningful to be applied in the classroom. It can be also used to interact with the students. Regarding to the classroom interaction, asking answering convergent questions could create an interaction in the classroom. There are two types of classroom interaction used in asking and answering convergent questions. The first type is interpersonal interaction. Interpersonal interaction is two individuals, which are an originator and a responder. In the classroom, there are some questions that were given to an individual students, such as Bayu, do you know the meaning? It was given to a student which was passive in the teaching learning process.

The second type is group interaction. Group interaction involves the interaction between the teacher and several students, between several students and the teacher, or between student and several students. Example of group interaction in the classroom is group or class discussion, class recitation and activities involving group project. In the classroom, most of the questions were given voluntarily. It means, all of students can respond the questions, such as what should be the answer then?. As the result, more than five students in the classroom answered the questions.

In conclusion, all of convergent questions in the first and second meeting was given to engage students in the teaching material. Although the teacher used many kinds of questions purposes, such as asking the meaning of some expressions used in the material, asking the students to give an example of the expression, moreover asking the students to double check their answer in doing the exercises,

whether or not it was correct, the role of the questions are same. The teacher asked those questions to facilitate their understanding and promote the classroom interaction. Based on the interview, the teacher said that asking questions that focusing on the main topic have two functions. The first function is for developing the students' oral skill, because they are willing to answer the teacher's questions orally. Second, asking convergent questions can be the way for encouraging and measuring their understanding about the material in teaching learning process

1. The techniques of questioning used while asking the questions in classroom interaction

Based on the finding, the researcher found 8 techniques of questioning used in classroom interaction. All these elements are adapt questions on students ability level, ask questions logically and sequentially, phrase questions on variety of levels, follow up the students response, give the students time to think while responding, use question that encourage wide student participation, and encourage student questions. Those techniques are used in asking procedural, convergent, or divergent questions. The following tables present the use of questioning techniques in giving the questions during teaching learning process.

NO	Techniques of Questioning
1.	adapt questions on students ability level
2.	ask questions logically and sequentially
3.	ask questions on variety of levels
4.	follow up the students response
5.	give the students time to think while responding

6.	Use question that encourage wide student participation
7.	Encourage student question
8.	Phrase question clearly and specifically

The table shows that there are seven techniques in asking all the types of questions. The first questioning technique, which is adapting question on student ability level, is used only on asking convergent question. This technique is used to ask a question based on the student level. In other words, it is important to know the student ability level before giving a question. Giving an appropriate question based on the student's ability level can help the student answer the question easily. According to Willen, the use of this technique can also enhance understanding and reduce anxiety. In this research, the questions are given to the students who are believed having ability to answer. For instance is can you help her?. It was given after the teacher giving a question that could not be answered by a student. Thus, the teacher choose another student who was believed can answer the question correctly. Another example is what is your answer for number 4? It was given to the weak student who did not pay attention to the teacher. Considering this question needs short answer, and it is believed as easy question to be answer because it does not need higher level thinking, thus the teacher try to give this question to the low level student.

The second questioning technique is asking questions logically and sequentially. This technique can be used by avoiding random question that lacking clear focus and intent. The use of this technique will enhance the students thinking and learning particularly during discussion. The example of this technique used is

when the teacher asked convergent question, which is *do you know what is the meaning of above?*. Based on the topic of the lesson, which is preposition of direction, the question was asked sequentially because it was asked after the teacher asking the meaning and purpose of preposition of direction.

After knowing the meaning and the example of preposition of direction, the teacher asked the meaning one of the example. It was also given before asking the students to make a sentence without knowing the meaning. Hence, asking the meaning was done to help the students in enhancing their understanding in order to make their learning easier. In the second meeting, there was also example of divergent question that used this technique when giving the question. The divergent question is *why do we use 'may I'?* it was given after explaining the meaning of asking and offering help. It is showed that the teacher give a sequence question, because the students were engaged to think higher than before. After one of students give an example of offering help to older people that was began with 'may I', then the teacher asked to the students why the question should be began with 'may I'.

Asking questions on variety of levels is the third technique used in this research. According to Willen, this technique can be done by using knowledge level questions to determine basic understanding and diagnose potential for higher level thinking. In this research finding, the researcher found different questions level that were used to determine the students level. They are *do you get the point of the dialogue?* and *which one is asking help expression?*. These questions are different level, the first one is divergent and the second one is convergent question.

However, it was asked in continuous time. Looking at the questions

sequence, the divergent question was given firstly. It seems the questions were given not sequentially. The divergent question was given to engage students in higher level thinking. In that question, the teacher ask the students to analyse what the dialogue talking about is. Answering this question, the students required to provide their own information rather than to recall the previous information. Meanwhile, the second question is included into convergent question, because it required the students to recall the previous information about the expression of asking and offering help. Asking these different types of questions can be the way to determine the students' basic understanding.

The forth is following up students responses. To follow up the students responses, the teacher may develop a repertoire response that encourage students to clarify their response. *how can you say that the sentence is correct?* is the example of divergent question that was given as the way to encourage the student in order to clarify his previous answer. The other examples are *is that true?*, *are you sure?*, and *can we use that sentence?* All these convergent questions were given to follow up the students response. This technique was used to encourage students clarifying their responses

Giving students time to think when responding is the teachnique that often used by the teacher. Using this technique can help the student to think before responding the teacher's question. As the result, it may reduce students' wrong answer. Increasing wait time after asking a question to three to five seconds to increase the frequency and duration of student responses and to encourage student higher level thinking. For instance, *what is preposition?* is a question that was asked

before the teacher writing the material on the blackboard. In other words, the teacher wait the students answer while writing the material on the blackboard. Anyone know what is preposition of direction? also was given by using wait time technique. After the question did not get any response from the students, the teacher continue to ask a same question, what is preposition of direction? It was given after the students did not answer the previous question.\

The next technique is using questions that encourage wide student participation. According to Willen, this technique can be used by distributing question to involve the majority of students in learning activities. For example, call on nonvolunteer using discretion regarding the difficulty level of question.. One of them is can you give me the example of informal expression. It was given to the student who was passive. So, asking that question can encourage him to participate actively in the classroom. Who want to read number 4? was also given to increase the students participation in the calssroom. Here, the teacher asked one of the students to read the exercise of number 4.

The next technique used in the finding of the research is encouraging students questions. There are some benefits using this questioning technique. They are promoting active participation, stimulating higher level thinking, and giving students the opportunity to formulate questions and carry out follow up investigations of interest. In this research, the example of this questioning technique used is which one do not you understand well? . It was used to stimulate the students in order to give a question to the teacher about the difficult material that they do not understand yet. In this research, the teacher often used this technique to ask the

students, such as any questions? or do you have any questions? All these questions have the same meaning and purpose, which is encourage students in order to ask a question to the teacher.

the last technique is a phrase question clear and specifically, this technique is also used in classroom interactions because the teacher's questions on the learning material are clear and can be responded to by students well. there are no ambiguous questions

Those are eight techniques used in asking the questions to the students. All kinds of techniques can be used to ask variety questions to the students. The result about questioning techniques supports the theory used in this research. In other words, between the theory and the classroom application is same.

Using those eight techniques can be also built the interaction in the classroom successfully. For example, what is preposition of direction? .The technique that was used is using question that encourage wide student participation. It was given in the end of the topic discussion before moving to the next topic. Because there was no answer from the students, this question was given twice. Changing to another technique, the same third question was given to the student who was believed having good ability than the others. Using the technique of adapting students ability level, the question was answered correctly by the student who had better understanding than others. It means, knowing an appropriate technique to be used is important. The example above shows that an interaction could be built if the teacher knows what technique should be used.