

**A COMPARATIVE STUDY OF TEACHER'S QUESTIONING TYPES
BETWEEN SOCIAL AND SCIENCE CLASSES IN SMA**

A Script

By

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**LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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ABSTRACT

The objectives of this research were i) to explore the most common questioning forms used by the teacher at SMAN 2 Bandar Lampung and ii) the differences between the teacher's questions in Science and Social classes. The main data were the transcription of English classes in SMAN 2 Bandar Lampung.

The results of the research show that knowledge questions have the highest frequency in total number of teacher's questions. Knowledge Questions in the Science Class has the percentage of 84,1% in the first meeting, 71% in the second meeting, and 100% in the third meeting. While in Social Class, Knowledge Questions category has the percentage of 82,7% in the first meeting, 80% in the second meeting, and 66,7% in the third meeting. The result also shows that the materials difference affects the number of questions given by the teacher

The difference between Science and Social classes was the use of statements with questioning intonation. The teacher's strategy of offering questions was asking the whole class most of the questions. Therefore, the finding suggests that the teacher asks cognitive type question or combination of low-level and high – level cognitive questions

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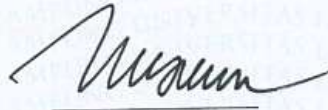
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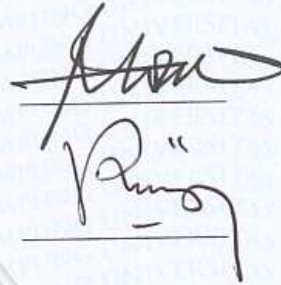
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MOTTO

“The world is full of good people. If you can’t find one, then be one” - unknown

CURRICULUM VITAE

The writer's name is Unggul Pratiwi Bangsawan. She is also known as Uung by her closest friends and family. She was born in Kotabumi, August 2nd, 1996. She is the 5th children of Tabrani Achmad Bangsawan and Maryana B. She has two sisters named Intan and Kiwah Andanni Bangsawan and two brothers named Agung Brahmana, and Dirgantara.

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Right after she graduated from high school, in 2013, she was accepted as an undergraduate student in English Department in the Teacher Training and Education Faculty, University of Lampung.

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Among many individuals who generously gave suggestions to improve the quality of this script, first of all the writer would like to take this opportunity to acknowledge her sincere gratitude and deep respect to:

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Hopefully, this writing will be beneficial for its readers

Bandar Lampung, February 2018

The Writer,



Unggul Pratiwi

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I. INTRODUCTION

This chapter introduces the research. The introduction covers the background of the research, the identification of the problem, the objectives of the research, the uses of the research, scope, and the definition of terms.

1.1 Background of the Problems

The English language skills that have to be mastered by SMA/MA (senior high school) students are listening, speaking, reading, and writing (Depdiknas, 2006:307). In L1, these language skills are naturally developed from the less complex to the more complex one (listening, speaking, reading, and then writing). In foreign language learning such as English, the same pattern commonly occurs, yet with more levels of difficulty, particularly in general classroom settings. The skills that should be mastered are built to have what we call as a communication.

Besides its function as a tool of communication, language also has many functions. According to Diana, Larsen-Freeman (1986:123), while we speak, we use the language to accomplish some functions such as arguing, persuading, or promising and we carry out these functions within a social context. It means that, when someone is speaking, he/she expresses his/her idea, shows his/her feelings, responds to other person, or even influences others' perception.

When two or more people discuss similar issue, they create communication. Scott (1965) states that communication is typified as an activity involving (two or more) people in whom the participants are hearers and speakers have to listen to what they hear and make the contribution at speech. There are two kinds of communications; verbal communication and non-verbal communication. Verbal communication such as arguing, persuading, or it can be influencing. Meanwhile, non-verbal communication is like showing mimic, body language and gestures. Communication is a two way process when the speaker 'A' says something to the speaker 'B', he expects some kind of reaction (not necessarily in words; he might get gestures, a facial expression, or semi verbal sound like, 'hmm').

In English class or another second language teaching class, the communication between the teacher and the students will not run well without interaction. Interaction means a collaboration of teacher and students to have a conversation. Rivers (1987) states that an interaction is what gets done when two or more speakers converse. In interaction, students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages. In this case, the teacher should build a good interaction between him/her and the students in order to get the attention of the students obtained and the lesson can be accepted by the students. In other words the role of the teacher is very important in arising students' participation in classroom activity. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased.

Questioning the students is one of the most popular ways in arising the students' participation in English class. Traditional language classroom interaction is usually characterized by a rigid pattern, particularly the act of asking questions, instructing and correcting students' mistakes. Teachers in traditional classrooms tend to dominate the interaction and speak most of the time because they think that close and persistent control over the classroom interaction is a precondition for achieving their instructional goals and students' unpredictable responses can be avoided (Edwards and Westgate, 1994). This is especially the case for those teachers who lack confidence in the subject matter they teach (Smith and Higgins, 2006). A common consequence is that open-ended questions are rarely asked because of the unpredictability of students' responses. Instead, pupils act mainly as the receivers of knowledge and their responses are constrained by the types of questions asked by their teachers (Edwards and Westgate, 1994). This interaction pattern is likely to inhibit students' opportunities to use language for communication (Hasan, 2006). Many students feel hesitant when they face English lesson, because they think that English is difficult to understand. Sometimes they find it hard to catch the teacher's explanation and they are afraid of making mistakes when they want to ask the teacher's clarification about the lesson.

Actually, this is one of the teacher's task to revise such condition. In relevance to this, the teacher has great influences in classroom interaction, since that communication of message in another language is an objective of language teaching.

In Indonesia, Senior High School students commonly categorized into 2 types of classes, Science Class and Social Class since their second year in high school. The students are categorized into these classes based on their preference and/or their talent. Students that has higher score in their science subjects (math, physics, chemistry, biology) in their first year of high school are suggested to enter the science class for the next 2 years, while Students that has higher score in their social subjects (economy, geography, and sociology) in their first year of high school are suggested to enter the social class. Students also can enter the class they prefer by discussing it with their homeroom teacher if their score shows the otherwise. For example when a student has a higher science score than the social score, yet he prefers entering the social class, he can ask his homeroom teacher to enter him into the social class.

Sperry (1961) stated that human brain is divided into 2 parts, left brain, and right brain. Each part of brain deals with different things. Left brain controls the logical, math, system, analytic, symbolic, and many other areas that are useful in studying science. On the other hand, right brain controls the emotion, imagination, random, creativity and other things that are useful in social topics. This means that the students of science and social class might have different way to study based on their brain. That's why the researcher is interested in comparing the science and social class in this research.

The researcher has conducted a pre observation research to find a problem from SMAN 2 Bandar Lampung. It was found out that the students were quite able to communicate in English during the teaching learning process, yet the

students are not too active in teaching and learning process. Thus, the researcher is interested in analyzing the classroom activity at that school, and also how the teacher treats students with different characteristics based on their class (Science, and Social Class). More specific, the writer observed the teacher-students' interaction seen from teacher talk on questioning aspect. The researcher analyzed how the teacher asks the students questions in order to deliver the lessons and make the students involved in the learning process. That is why the writer proposes the study entitled: "A Comparative Study of Teacher's Questioning Types in English Class between Social and Science Class in SMAN 2 Bandar Lampung". Hopefully, the result found from the classroom interaction is going to lead to new perspective of ELT system that optimizes the students' motivation and competence.

1.2 Identification of the Problems

Based on the background above, the writer would like to identify the problems as follow:

1. What are the most common types of questions asked by the teacher in the teaching and learning process?
2. Is there any difference on teacher's questioning types between science class and social class' English lesson?

1.3 Objectives of the Research

The objectives of this research are:

1. To identify the most common types of questions asked by the teacher during English Class.
2. To find out if there is any difference on teacher's questioning types between science class and social class' English lesson

1.4 Uses of the Research

1. The writer expects that this research can be used by the teacher to pose good questions to the students in classroom activities.
2. Theoretically, it is expected that this study can enrich our understanding of the aspect of teacher's questioning types.

1.5 Scope of the Research

The research was conducted at SMA Negeri 2 Bandar Lampung. The object of this research is questioning types used by the teacher in one class. Each class consists of about 40 students. This research is a qualitative descriptive research by using classroom interaction analysis. The theory used to classify the questions taken from Bloom's Taxonomy question categories. The research was conducted in 45 minutes for each class. The writer acted as a non-participant observer to record the conversation between the teacher and the students during the teaching-learning activity. The writer used video recorder to collect the data accurately. Then, the researcher transcribed the data in order to be analyzed. The writer focused on the types of question as given by the teacher.

1.6 Definition of Terms

1. Classroom interaction is the action performed by the teacher and the students during instruction interrelated which covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback (Chaudron, 1988: 10)).
2. Teacher's question is the teacher's strategy of using questions to elicit information, to check understanding and also to control learner's behavior (Nunan and Lamb (1996)).
3. Questioning type is a sentence that using several forms of interrogative sentence which depends on the purpose of the question.

II. FRAME OF THEORIES

In this chapter, the literature review for the research is provided. The discussion will cover classroom interaction, teacher talks, teacher's questions, pedagogical concept of questions, grammatical form of teacher's questions, and the implication between teacher-students interaction and teacher talk in questioning strategies.

2.1 Review of Previous Research

Some related studies about questioning strategies were conducted by some researcher. First, Daulay (2016) whose research entitled teacher's questioning in classroom interaction. She used a qualitative method in her research and observed the teaching and learning activity. In her research, she found that Referential-open questions that can elicit longer responses had the percentage 15%. On the other hand, display-closed (checking students' understanding of the materials questions that categorized as referential/open questions were widely used for looking for certain information from the students) questions had the percentage 85% .

Second, Yani Sumartina, whose research entitled a study on teachers' questioning techniques during English classroom activities at the first year students at SMAN 10 Pekanbaru. She conducted her research using a qualitative method and have observation and questionnaire as her research instrument. She

found that there is differences between the student's respond from questionnaire and the writer's observation, the most of teachers done very well in giving questioning techniques during English classroom activities.

Those previous researches are used by the researcher as a guide for the researcher in drawing the conclusion and as a reference in doing her research.

2.2 Classroom Interaction

Interaction occurred everyday in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of action that occurs as two or more objects has an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occurs everyday in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together. Allwright and Breen as quoted by Chaudron (1988:10) state: Interaction is viewed as significant because it is argued that:

- a) Only through interaction, the learner can decompose the TL structures and derive meaning from classroom events.
- b) Interaction gives learners the opportunities to incorporate TL structures into their own speech (the scaffolding principles)
- c) The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which

communication has been jointly constructed between the teacher and learners.

Furthermore, Rivers (1987:6-9) states that the teacher in teaching learning process should not be too focused on the best method, the teacher should be looking for the most appropriate approach, design of materials, or set of procedures in a particular case. The teacher is being flexible, while keeping interaction central; interaction between teacher and learners, learners and teacher, learner and learner, learner and authors of texts, learner and the community that speak the language. The teacher should not be directed and dominated in the classroom. Interaction cannot be one-way, but two-way, three-way or four-way.

Moreover, Brown (1994:164) says that the most common classroom activity is that the teacher's interaction with all students as a class. To increase the interest among the students, in learning English as a foreign language, the teacher should be able to create an interactive classroom, by considering the factors affecting the classroom interaction, if the communication is to be achieved in the foreign language classroom. He isolates four areas affecting classroom that the teacher should attend to:

1. Social Climate

With a good social climate, the teacher will not meet any problems because if students do not enjoy the class caused by the teacher performance when giving the lesson, the interactive language class will not appear. It is of course the teacher's responsibility to sustain the proper atmosphere, so that the students will feel relax when they faced the lesson.

To do this, the teacher should attend to (a) being fair, (b) making the class as fun as he/she can. Being fair means not showing any favoritism to any special students, and making the class as fun as he/she can means not to make the class becomes less convenience for the students, involves jokes which can make the students smile or laugh but do not be too excessive.

2. Variety in Learning Activities

By involving the variety in learning activities, the teacher can make the class more alive and less monotonous. The teacher may use games, drama, or a discussion to create more interactive atmosphere in the class.

3. Opportunity for Students' Participation

This is very important in creating interactive language classroom, since the students want to express what they have on their mind, they have the opportunity to participate by asking, answering the question, sharing their ideas, arguing other student's participation and so on. So the teacher will not dominate the class, and minimize his/her talking time.

4. Feedback and Correction

When a teacher allows students to participate, his/her responsibility in giving feedback and correction becomes greater. Guide the students in correcting their own mistake is more important rather than only provide them with the correct form. By knowing the factors that affect the classroom interaction, it can lead the teacher to promote a lively classroom interaction.

Meanwhile, Flanders (1970) has developed a research tool, namely Flanders Interaction Analysis (FIA). FIA is a system of classroom interaction analysis and became widely used coding system to analyze and improve teaching skills.

Flanders coding system consists of ten categories of communication which are said to be inclusive of all communication possibilities. Seven categories are used to categorize various aspects of teacher talk and two are used to categorize student talk. The last category is used when there is silence or confusion in the class. The figure below shows Flanders categories in classroom interaction.

A. TEACHER TALK INDIRECT INFLUENCE

The first one is *accepts feelings*, which means accepting and clarifying the feeling tone of the students in a non-threatening manner. Feeling may be positive or negative. Predicting or recalling feeling is included. The second one is *praises* or *encourages* that means praises or encourage student to do actions or behavior. Jokes that release tension, not at expense of another individual, nodding head or saying “um hum?” or “go on” are included. The third indirect influence is *accepts or uses ideas of students*. This includes clarifying, building, or developing ideas suggested by a student. As a teacher bring more of his own ideas into play, shift to category five. The fourth is to *ask questions*: asking a question about content or procedure with the intent that a student answers.

B. TEACHER TALK DIRECT INFLUENCE

There are some direct influences of teacher talk. They are; *lecturing*, when teacher is giving facts or opinion about content or procedure with his own ideas, asking rhetorical question. Then, *giving directions* is when the teacher commands, or orders the students to do some actions. The next one is *criticizing* or *justifying authority*. This happens when the teacher intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extremely self-reference.

In this research, the writer tries to analyze the interaction between teacher and students, especially the questions from the teacher.

2.3 Teacher Talks

Teacher talk is the special language the teacher uses when addressing second language learners in the classroom (Ellis, 1998). There are four types of teacher talk according to Nunan (1989):

1. Instruction and explanation

In teaching learning process, the teacher gives instructions to the learners. It gives the learners some idea on what to do in the learning process. Research tells us what can be expected from a teacher employing instructional strategies and practices that are proven to lead to increased lessons mastery. Better learning happens in a dynamic setting in which teachers offer explicit active instruction than in situations in which teachers do not actively guide instruction and instead turn control over content and pace of instruction to students (Hattie, 2009)

2. Speech modification

Lynch (1996), as cited in Schneider & Barron, 2014, states that there are three reasons for teachers' modification of their language when talking to language learners. Firstly, there is a link between comprehension and second language progress; secondly, learner language is strongly influenced by teacher language, and thirdly, learners frequently face problems understanding their teachers. Also, one of the causes stated by Walsh (2013) for this modification to occur is that learners should understand what is being said by the teacher in order to progress and learn the language. Walsh (2013) points out that "an understanding of the ways in which second language teachers modify their speech to learners is clearly important to gain greater insights into the interactional organization of the second language classroom and help teachers make better use of the strategies open to them" (p. 31). There are various ways through which teachers can modify their talk.

3. Offering questions

Teacher's question is a kind of input provided by a teacher from an integral part of classroom interaction (Ho, 2005). Nunan and Lamb (1996) stated that teachers use questions to do many things such as to elicit information, to check understanding, and also to control learner's behavior. This subject will be explained deeper in sub chapter 2.4

4. Error correction

In learning new language, students might have no idea about how to speak or create correct sentences in the new language. Sometimes, the

students learn from what they are exposed to such as movies, music, and other people's speech. Since what the students get from the exposure might be incorrect without them noticing it. This condition is what is called error. When the students use this incorrect speech repeatedly without knowing that it's incorrect, it means that usage errors have become embedded (i.e., habitual) in L2 learners' language production. It occurs when learners get no corrective feedback. In some cases, L2 learners with error patterns are able to communicate successfully enough for their immediate purposes and thus have no immediate motivation to change. Other times, L2 learners have no resources available to help them improve their English usage.

However, this is one of the teacher's task to make the students capable of communicate in the second language. In order to do that, the teacher corrects their mistakes, and exposes the learners to the correct language. Some teacher doesn't point out the learners' mistakes, instead, they repeat the students speech in the correct form.

Example:

Learner (L): I eat banana yesterday.

Teacher (T): you ate banana yesterday. What about today? Do you eat banana today?

L : yes, I eat banana today, and I eat banana yesterday.

T : so you **ate** banana yesterday, and also you **eat** banana today.

By repeating the learners' speech in the correct way, the learners are exposed to the correct form and start to think that they are supposed to say it like the teacher does.

Moreover Nunan states that teacher talk of crucial importance, not only for the organization of the classroom but also for the process of acquisition. It is important for the organization and management of the classroom because it is through language that teacher either succeeds or fails to implement their teaching plans. In short, teacher talk is the major source where it being modeled by the students and obviously, teacher talk also influences the success of the objectives in language learning. Nunan also argued that teacher talk is not always effective when the teacher talks in excessive way. Teacher talking time should be limited in a classroom. This is also applicable in giving questions to the students, because questioning the students is included in one type of teacher talks.

Quirk and Greenbaum (1973:191) states that the usual function of a question in discourse is to request the listener to respond verbally with the information that the questioner seeks. By considering teacher's talking time in giving questions to the students, the teacher can give the opportunity to the students to use their own talking time.

2.4 Teacher's Questions

Teacher's question is a part of the classroom of teacher talks and classroom Interaction. Teacher questions as a kind of input provided by a teacher from an integral part of classroom interaction (Ho, 2005). Nunan and Lamb

(1996) suggest that teachers use questions to do several things such as to elicit information, to check understanding, and also to control learner's behavior.

The application of the statement by Nunan and Lamb can be found quite often in teaching and learning process. For example, when a teacher sees a student busy with his phone, a teacher might not say "Keep your phone in your bag." to control student's behavior. Instead, the teacher can send the message implicitly by asking "What are you doing with your phone right now? Is it urgent? Do you know the rules in my class?". The questions will make the students realize that they're not supposed to check their phone while in class and keep it.

Another example of the application is when a teacher asks the students to trigger their background knowledge in the beginning of the lessons. When a teacher is going to teach about announcement as a short functional text, the teacher ask some questions like "have you heard about the Independence Day ceremony? The information was announced yesterday". The teacher asked the question to trigger student's schemata about announcement.

In most of the classrooms interactions, questioning remains the common strategy for eliciting responses from students during the whole class teaching. Chaudron (1988) mentions that primary means of engaging learners' progress. In other words, it means that teacher questions play an important role in managing classrooms routines.

2.5 Pedagogical Concept of Questioning Types

Pedagogy is a study of ways and methods of teaching In questioning aspect, Nassaji and Wells (1999) define the goal of classroom interaction studies

as an attempt to understand in what ways the classroom interaction underlying structure is adapted to meet the varied demands of the pedagogical relationship. To achieve this goal, classroom interaction studies may for instance look at the structure of teacher-learner interaction, including the kind of questions used by the teacher, and the instructional words contained in the questions. These instructional words are categorized into 14 categories, as follows:

No	Instructional Words	Similar Instructional Words
1	Analyze	Explore, examine, consider
2	Compare and contrast	Distinguish between, critically examine
3	Criticize	Do you agree, asses, evaluate, appraise, write a critique
4	Describe	Survey, present, state, identify, define, what, which, who
5	Discuss	Argue, debate, support, justify, examine, critically examine, is it true
6	Explain	Account for, why, describe, how, what, which, who
7	Illustrate	Demonstrate, give example
8	Outline	Indicate, list, summarize
9	Relate	Also integrate, refer
10	Suggest	Show on, hypothesize, generate
11	Calculate	Compute
12	Draw	Also sketch, write on
13	Prove	Also deduce, derive, show
14	Others	Including make, produce, design

Figure 2.1 Categorization of Instructional Words

Meanwhile, Bloom has classified questions into six levels. They are: knowledge, comprehension, application, analysis, synthesis, and evaluation. In this case of research, the writer divides those questions in more simple categories,

they are: Low level questions and higher level questions. Low level questions ask the students to memorize his/her words material previously read or taught by the teacher, it refers to knowledge, comprehension and simple application level of questions. Higher level of questions is also refers to analysis, synthesis, and evaluation n level of questions.

Lower Level Questions:

1. Knowledge

Example: how many types of verbs does English has?

2. Comprehension

Example: please explain about the use of passive sentence in daily life!

3. Applicaton

Example: From the information given, can you develop a set of instructions about writing a narrative text?

Higher Level Questions:

1. Analysis

Example: What was the main conflict in the text?

2. Synthesis

Example: please create your own puppet show based on the text!

3. Evaluation

Example: what would you do when you face a technical problem during the show? Takes the blackout when you are about to perform your puppet show as an example

Questions also can be categorized based on the answers expected from those questions. There are 2 category for these types of questions; Probing Questions and Clarifying Questions.

Probing Questions are intended to help the presenter think more deeply about the issue at hand.

Examples of Probing Questions:

1. Why do you think this is the case?
2. What do you think would happen if...?
3. What sort of impact do you think...?

Clarifying Questions are simple questions of fact. They clarify the dilemma and provide the nuts and bolts so that the participants can ask good probing questions and provide useful feedback.

Examples of Clarifying Questions:

1. Is this what you said...?
2. What resources were used for the project?
3. Did I hear you say...?

Yufrizal (2006:85) also has classified questions into seven categories. He calls the questions with prompts or instructions. The categories are:

- a. Draw and List

In this category, the prompt requires an answer in the form of a drawing, a graph, a table, or a picture; without any obligation to discuss or to analyze it.

For example: Sketch cross section through a basalt shield volcano indicating the major differences between the two structures! (Geology)

b. Calculate

In this category, the prompt requires an answer in the form of calculation.

For example:

What amounts should the following items appear in the Consolidated Income Statement of P Ltd and S Ltd for the year ended 31 December 1989?

(Accountancy)

- | | |
|------------------------|-----------------------|
| a. Investment in S Ltd | b. Inventories |
| c. Fixed assets | d. Account Receivable |
| e. Minority interest | f. Retained earnings |

c. Verify

In this category the prompts require answers either in the form of a drawing or a calculation, followed by an explanation of verification.

For example:

A positive charge $+D$ and a negative charge $-q$ are placed a distance D apart. Sketch the lines of E for this combination, and find where E is zero (if there is no such point, explain why) (Physics)

d. Define and Illustrate

In this category the prompts require a short answer about a process, an object, a concept or a fact without any obligation to give a longer explanation, to give a personal conclusion or to make an evaluation.

For example: What is a multi-programming? (Computer Science)

e. Describe and Explain

In this category, the prompts instruct longer description or explanation about a process, an object, a concept, or a fact. The answers include identification of the relationship between parts but the prompts do not require a comparison or a contrast between different points of views nor do they require the students to take a stand.

For example:

What is the New International Division of Labour? Why did it arise? And what are its effects on both developing and developed nations? (Geography)

f. Discuss and Analyze

In this category the prompts have the characteristic of open-endedness, they involve comparing and contrasting arguments for and against different points of views but they do not require the students to take a personal stand.

For example:

To what extent can marriage in contemporary Western societies be described as a partnership of equals? (Sociology)

g. Argue and Evaluate

In this category the prompts require an evaluation of various opinions or facts, demanding personal opinion, and requiring that the students take a personal stand.

For example:

Do you agree that social and political rights do not have the same claim to be natural right to freedom? (Philosophy)

Aside from Yufrizal's classification, teachers also have some strategies in delivering their questions in order to make the questions more comprehensible to the students, to get responses from the students, teachers use many ways to promote students' involvement in teaching and learning process in the classroom interaction.

To identify the techniques of modifying the questions used by the teacher, the frameworks from some researcher will be presented. Chaudron (1988) reveals his study about teacher's questioning strategy. He states that one of the effective teacher's questioning strategies is wait-time.

Wait-time is defined as the amount of time a teacher pauses after delivering questions or prior to addressing further question to either the same learners or others (Chaudron, 1988). In this strategy, teacher gives time to students to think about the question before she or he would answer it. This strategy may give opportunity to students to improve their achievement in classroom interaction.

There are some benefits when teachers use wait-time as questioning strategy. Moreover, Sadker (2003, as cited in Lang & Evans, 2006) listed some benefits of providing longer wait-time such as: students tend to give longer answer (up to 700 percent longer); students give more appropriate answer so that failures to response are decreased; there are more students who volunteer to respond; higher-order responses are given by teacher more frequently; students ask more questions; students are more confident and it is shown in responding;

students are more willing to risk because the number of speculative responses is increased and the need to discipline is decreased.

The following example will show how proper wait-time can engage more learners' responses:

Teacher	: What makes a good piece of writing?
Student	: When you write neatly
Teacher	: Hmmm (pause)
Student	: Like it's a good story-it's easy to read
Teacher	: Ahh—easy to read. What else?
Student	: Well it has to have a good beginning or you don't want to carry on—I mean it's got to be – exciting—make you want to go on reading it.

Furthermore, Chaudron developed another study with another researcher. Wu (1993) revealed three types of teacher's questioning strategies/ They are repetition, rephrasing, and decomposition.

Repetition is a repeated question which is posted by the teacher in order to get a verbal response from their students. For example:

Teacher	: Have you been to the airport before?
Students	: (No response)
Teacher	: (point to a girl) have you been an airport before?

White and lightbown's study (1984, as cited in (Chaudron, 1988) found that three secondary ESL teacher asked up to four questions per minute, with

overall about 40% of the questions receiving no response and up to 64% being repetition.

Rephrasing is used by posting the questions in another way to make it more understandable. In addition, rephrasing can be done by providing alternative or “choice” questions (Chaudron, 1988).

For example:

- T : then can anybody tell me the advantages of being an air stewardess? The advantages
- S : (no response)
- T : what are the benefit from being an air stewardess?

Decomposition is a technique which refers to breaking down the initial question into several questions which are more simple and shorter.

For example:

- T : who are they?
- S : (no response)
- T : your? How many sisters?
- S : no sister
- T : no sister, how many brothers?
- S : three brothers.

From the classification above, we can see that the pattern of classification is almost the same with the Brown's. Each level of questions has the same

function to check and elicit the students' understanding of the lesson. The writer uses this classification to confirm the result of this study.

2.6 Grammatical Form of Teacher's Questions

According to the grammatical points of view, question is an interrogative form of word which is used to make an interrogative sentence (Cyssco, 2003:27). It is usually prompted by what was said before, though they may be stimulated by the situational context. Interrogative sentence formed by placing to be (am, is, are, was and were) or auxiliary (do, does, shall, will, have, has, can, could, may, might) in front of the sentence. It could be answered by the positive short answer (yes,..) or negative short answer (no,..), or in the other words, questions that require 'yes' or 'no' answer are called yes-no questions. Examples:

1. Interrogative questions by placing to be

Is the office of the principal on the first floor?

Are the policemen on the corner busy with the traffic?

2. Interrogative questions by placing auxiliary

Can he understand everything I say?

However, the questions that started by question words cannot be answered by yes or no, it needs some explanations or long answers. We can see the form of question words in form of w-h questions (Sharma, 2003:192) as follows:

1. "What" is used as the subjects of a question. It refers to things.

Sample: *What* is the title of the movie?

2. "Why" is used to ask questions about reason

Sample: *Why* don't you apply for a scholarship?

3. "Where" is used to ask questions about place

Sample: *Where* are you going?

4. "When" is used to ask question about time

Sample: *When* did she leave?

5. "Who" is used to a subject of a verb. It refers to people.

Sample: *Who* is the man behind you?

6. "Whom" is used as the object of a verb or a preposition

Sample: *Whom* are you talking to?

7. "Whose" is used to ask questions about possession

Sample: *Whose* book is that?

8. "Which" is used instead of what, when a questions concern choosing of a definite group.

Sample: *Which* color do you prefer?

9. "How" is used as the manner or way of something.

Sample: *How* do you go to school?

There is also a question, which is used to ask some instructions, or commands are called imperative or alternative questions. Quirk and Greenbaum (1973:98), states that there are two types of alternative questions, the first resembling a yes-no question, for example:

1. Imperative or alternative questions that resembling a yes-no question.

"Would you like rice, bread or pasta?"

2. Imperative or alternative questions that resembling a w-h question

"Which fruit do you prefer? apple, mango or banana?"

Based on the literature review about grammatical forms of questions above, there are three types of question based on its grammatical form; yes-no questions, w-h questions and imperative or alternative questions. The writer used those forms to analyze the type of questions asked by the teacher in term of grammatical point of view.

2.7 Implication of Teacher-Students Interaction and Teacher Talk in Questioning Strategies

Cameron (2001) has already given the general description about teaching she emphasizes that teaching is a process to construct opportunities for learning and to help learners take advantages of them. Cameron (2001) stated that teaching can never guarantee learning; all it can do is to construct opportunities for learning and to help learners take the advantages.

According to that statement, it can be drawn that in a teaching learning process, the teachers should be able to help the students in constructing understanding towards the lesson. Meanwhile, Brown (1994:164) says that the most important key to create an interactive language classroom is the initiation of interaction by the teacher. Without any intervention from the teacher, when he/she conducts the class, classroom interaction can easily stray out from its line, for instance: Teacher asks the students to make some discussions about human “Human Resources” but when it runs for about ten minutes, the students start to be busy with their own discussion which is out of the topic, obviously, the teacher’s guidance is very important in leading the students to the topic decided, so that the teacher and the students can get the objective of the class. Therefore,

the teacher should know five roles of teachers (Brown, 1994:160) in order to create conductive language classroom. The roles are as follows:

1. Teacher as controller

Here the teacher determines what the students do, when they should speak and what language forms they should use. When the classroom activity takes place, when the interaction takes place, the teacher must create a climate in which the spontaneity can appear in which the language used and which the freedom to express. Their ideas given over the students make it impossible to predict everything that the students will say and do.

2. Teacher as a director

As students deal with spontaneous language performance, it is the teacher's duty to keep the teaching learning process flows smoothly and efficiently.

3. Teacher as a manager

This aspect includes the teacher's role as one who plans the lesson, activity, one who manages the classroom time but he/she also the one who allows each individual player to be creative.

4. Teacher as a facilitator

In this case, the teacher's duty is to make learning becomes easier for the students, helping them to clear away the obstacles, to solve the problem and so on. A facilitator allows the students to discover the language through using it pragmatically rather than telling them about the language.

5. Teacher as a resource

As a resource means that the students may take the initiative to come to him/her for advice and consult when they find some problems.

By knowing the roles of the interactive teacher, hopefully it can help the teacher to conduct more interactive language teaching in the class. Besides the teacher should know the role of the teacher, Brown also states that the teacher has the responsibility to provide the stimuli for continued interaction. Obviously, a stimulus is important to give in the beginning of the lesson

Questioning the students is one of some ways where the teacher can initiate the interaction between students. The higher the proficiency level of the class, the more the teacher gives referential questions, the teacher should know some strategies in order to initiate and to sustain the interaction, so that the teacher's questions can be a bridging of communication.

In short, questioning the students can initiate teacher-students' interaction in English class, and the teacher should maintain and sustain the interaction through some kinds of questions. Of course by involving the strategy in questioning the students so that the students will not feel bored during the teaching learning process.

III. RESEARCH METHOD

This chapter will cover the method of the research that was used in this study. They are research design, source of data, data collecting procedure, data collecting techniques, data analysis, and validity of the data.

3.1 Research Design

Interaction analysis is an analysis of language phenomena found in the interaction activities involving two or more participants. In this research, classroom interaction analysis is applied. The writer analyzes some phenomena that might occur in interaction. The writer describes and observes the classroom during English lesson, and she takes notes during the English lesson. This analysis is based on the observation, recording and transcription of interaction. The writer analyzes every question that occurs in the interaction between the teacher and the students.

3.2 Source of Data

The main source of the data is English lesson classes. The writer used two classes consisting of about 40 students each. One class is a science class, and the other class is a social class which was chosen randomly. The classes chosen are the second year classes of SMA Negeri 2 Bandar Lampung which have the same

English teacher. The researcher chooses the classes that have the same teacher in order to make the research focused on only one variable, which is the teacher's questioning. The object of the data is the interaction between the teacher and students in English lesson class. In this research, the teacher's questions and are observed and recorded by the writer in 90 minutes for each class.

3.3 Data Collecting Procedure

1. Finding the Subject of the Research

A class both from Science and Social class were randomly chosen from several XI grade classes that are taught by the same teacher as the subject of the research to know how the interaction proceeds.

2. Observing the Teaching Learning Process Conducted by the English Class Teacher

Observation is administered for the sake of probing the information about the characteristic as well as the extent of important factors interrelated within social phenomenon, human actions or habits. To be coherently explained, the purpose of observation is to explain the situation being investigated; activities, person or individuals who are involved in an activity and the relationships among them. What the researcher hopes, then, by administering this procedure into an observation sheet is to gather information about the teacher's and learners' activities during the classroom interaction.

According to Arikunto (2002), there are four aspects to observe in instructional activities, they are: material, specific instructional objective,

teaching learning process and evaluation. In this research, however, the researcher focuses on knowing the pattern and the process of classroom interaction in the teaching and learning process. The researcher observes the class one time, and lasts for 45 minutes. After the interaction is observed, it is then, writing it in the observation form of note.

3. Recording the participants' conversation

At this part, the researcher records the conversation between teacher and learners by video-taping as soon as the material is presented. Besides, the researcher at the same time takes note about all events and problem occurred during the teaching learning process.

4. Transcribing the conversation

After recording the conversation between teacher and students during teaching and learning process, the researcher makes a transcription based on the video recording that has been taken previously.

5. Coding the transcription into the observation sheet

This activity functions to see the questioning types that occur in the teaching and learning process. In coding the interaction from the class based on Bloom's classification of questioning types. Then the result of the coding will be written into the observation sheet.

6. Analyzing the data

The data obtained from observing the classroom interaction is subsequently analyzed and taken into certain conclusion and suggestion.

3.4 Data Collecting Techniques

To gain the data intended, the researcher uses these techniques:

1. Video-Recording

The researcher chooses to have video recording to record the conversation between teacher and learners instead of audio recording, since this mechanism of research focuses on classroom interaction, then many of the data can be clearly obtained through video recording. The choice depends very much on the purpose of the research. If turn-taking mechanism in the interaction is the focus of the research, then many of the relevant information is lost in an audio recording. By doing this technique, the researcher intends to get clear and perfect data about question utterance proposed by the teacher to the learners in the teaching process.

2. Interview

In order to make the data valid, the researcher decided to use interview as an instrument. After coding the video transcription, the researcher will do the interview to the teacher, asking her to check about the transcription according to the recorded videos. The interview also helped the researcher to collect the data in order to answer the research questions.

3.5 Data Analysis

Data analysis is the process of organizing the data in order to get the pattern of other information from whereas data interpretation is the process of giving meaning to the result of data analysis (Setiyadi, 2006).

There are four steps that were done in analyzing and interpreting the data in this research. They are as follows:

1. The researcher transcribed one recording into written dialogs. Then the researcher checked the transcription by listening to the recording to minimize the transcription mistake.
2. After the researcher transcribed a recording, and the researcher categorized and counted the questions found in the transcription based on the observation sheet using tally right after the transcription was done.
3. Calculating the total questions in all categories, including making the percentage of each category.
4. The researcher repeated steps 1-3 until the data has formed a specific pattern that is consistent. That is when the researcher decided that all the data is collected (in this research, there are 3 recordings for each class)
5. Interpreting the data into substantive theory. The researcher interpreted the data into category, which means that it is already a part of the theory and completed with the arrangement of functional hypothesis as the theory. (Moleong, 1990:189).

3.6 Validity of the Data

In the qualitative research, the researcher has to reveal the data as the real life of the subjects (Setiyadi, 2006). Reliability and validity aspects are related to the collected data. This qualitative research will use some methods to keep the validity of the data in order to have more accurate conclusion.

This method is used since in obtaining the data, the researcher uses distinguished method to gather the authentic data that is in form of video recording. The purpose of video recording is to help the researcher transcribing the data accurately for the video can be replayed in order to minimize the mistake in the transcription.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusion of the research, that are the most common types of questions used by teachers and the comparison between science and social class and suggestion for teachers or further researchers.

5.1. Conclusions

After conducting the research at the second year in SMA Negeri 2 Bandar Lampung and analyzing the data, the conclusions draw.

1. The teacher hasn't used the questions in an effective way in order to trigger the students in the teaching and learning process for the teacher only used a few types of questions and she used the lower level questions that only need short answers, or even an obvious answer. However, the can use the higher level questions such as analysis, and synthesis questions to encourage the students to think more and improve their critical thinking.
2. The class' difference character doesn't affect the teacher's way of asking questions in terms of question types. There is no difference between the questioning types used in both Science and Social class for the materials delivered, the time allocation, students number, and the teacher are the same.

3. The learning materials affect the number of teacher's questions. The domination of students in some method, such as presentation, makes the teacher asks less questions in the teaching learning process.

5.2. Suggestions

Referring the data, some events occurred in treatments, the researcher would like to recommend some suggestion as follows:

1. For teachers, they should use more types of questions in order to make the questions more colorful and not only avoiding the boredom for the students in the classroom, but also to improve the students' critical thinking by being asked varieties of questions instead of same repeated questions.
2. For further studies, the researcher suggest to add the students responses in the next researches so that the studies will cover not only one point of view in the teaching learning process, but 2 point of view because, the point of the teaching and learning process is not just about how the teacher teach, but how the students absorb the material taught.
3. For further researchers. This research focused on finding the most common types of questions used, and the comparison between science and social class. In the next study, the researcher suggest to use the subjects with more different variables such as, different teacher, materials taught, or even from different school with a different level of students' ability.

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