

**CLASSROOM QUESTIONING IN ONLINE SPEAKING  
CLASS: A DESCRIPTIVE STUDY**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for Gaining the Degree of Bachelor of Education in  
English Education Department



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2021**

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### **Classroom Questioning in Online Speaking Class:**

#### **A Descriptive Study**

It is my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

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**ADVISOR NOTE**

To  
The Dean of Education and Teacher  
Training Faculty State Islamic University of  
Walisongo *Assalamualaikumwr. wb.*

I inform that I have given guidance, briefing and correction to  
whatever extent necessary of the following thesis  
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## ABSTRACT

**Zahro', Dewi Sofiyantiz.** 1703046053. 2021. *classroom questioning in online speaking class: a descriptive study* Thesis. English Education Department. State Islamic University of Walisongo Semarang. Advisor: Dra. Nuna Mustikawati Dewi, M.Pd.

Teacher questioning does not always get positive feedback from the students. This may happen due to ineffective questioning strategies that applied by the teachers. This research is aimed to explain the implementation of classroom questioning in online speaking class and was explained the students' opinion toward the use of questioning strategies by the teacher. This research used a descriptive qualitative research design. The data collection techniques were used for observation and interview. Based on the observation data showed that teacher's questioning strategies are successfully engage students into classroom. There are five questioning strategies were used by the teacher; rephrasing, simplification, repetition, decomposing, and probing. Those strategies aimed to elicit verbal replies from the students and explore students' critical thinking about their opinion or argument. Based on the interview with the students, it was found that teacher's questioning is important to make students to be active into the classroom and develop their speaking abilities. Furthermore, the role of teacher's questioning is crucial to invite students' to engage into the classroom and provide positive feedbacks from the students'. It is implied that this study of the implementation of classroom questioning could build an active learning environment in online speaking class.

**Keywords:** *Classroom Questioning, Questioning Strategies, Classroom Interaction.*

## **MOTTO**

I am nothing without my parents' praying.

## **DEDICATION**

This thesis is wholeheartedly dedicated to my parents, family,  
friends, and kindhearted people around me

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*Bismillahirrahmanirrahim,*

In the name of Allah, the Lord of the world, the most mercies and the most merciful, all praises always be given to Him. Prayers and salutations are always offered to our beloved prophet, Muhammad SAW.

The writer realized that this thesis would not be finished without advice, motivation, guidance, help and encouragement from people around her. Therefore, she would like to express her wholeheartedly gratitude and appreciation to:

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16. My classmate, PBI 8B who survive and struggle with me
17. For me, myself, and I, Dewi Sofiyantiz Zahro', Thank you for being strong and never surrender.

Finally, the writer will happily accept constructive criticism in order to make this thesis better and she hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, April 26<sup>th</sup>, 2021

The writer



**Dewi Sofiyantiz Zahro'**

NIM: 1703046053



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# CHAPTER I

## INTRODUCTION

This chapter covers the background of the study, the reason for choosing the topic, research question, objectives of the study, limitation of the study, and significances of the study.

### **A. Background of the Study**

During the crisis of COVID-19 pandemic, the Minister of Education and Culture of Republic Indonesia has instructed to carry out online learning in 17 March 2020 for the affected areas.<sup>1</sup> Later after that, the government has ordered all education units to run online learning from 24 March 2020 since the increasing spread of COVID-19 and maintaining the health of students, teachers and educational staffs. These policies suggest the students to learn from home and teachers to work from home. Switching offline learning environment to totally online learning environment will bring such a challenge both for students and teachers. Even though the teaching and learning interaction is moved to the online media source, the practice of teaching and learning activity should engage students' participation as proper as offline classroom. Simply, it can be inferred that active learning circumstance does not depend on the media sources.

Active online learning is not far different from the active

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<sup>1</sup> Stephan Gerhard Huber and Christoph Helm, 'COVID-19 and Schooling: Evaluation, Assessment and Accountability in Times of Crises—Reacting Quickly to Explore Key Issues for Policy, Practice and Research with the School Barometer', *Educational Assessment, Evaluation and Accountability*, 32.2 (2020), 237–70 <<https://doi.org/10.1007/s11092-020-09322-y>>.

offline learning. The practice was just same but the difference only lies on the media and the circumstance. Online learning embraced anything delivered, enabled, or mediated by electronic technology for seeking the knowledge.<sup>2</sup> Ormiston (2011) argued that technology is an integral part of an active learning circumstance and the focus in the learning process refers to the students' engagement. Online instructors should build active online learning circumstance to increase student satisfaction, connectedness, engagement, and learning.<sup>3</sup> There are five stages framework for active online learning to engage students participation in virtual circumstance; welcoming students' to get access and motivation, interacting and building relationship in online socialization, participants exchange information, collaborative interaction, reflecting and getting benefits from the online interaction.<sup>4</sup> Moreover, Indonesian curriculum nowadays obligated integrated and active learning processes that can assist students develop their skills including thinking skill, knowledge, and behavior as well.<sup>5</sup>

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<sup>2</sup> U I N Walisongo Semarang, 'Hybrid Learning of Daviq . Com in the Subject of Teaching Listening and Speaking Daviq Rizal', 6.2 (2017), 177–91.

<sup>3</sup> Doris U. Bolliger and David Des Armier, 'Active Learning in the Online Environment: The Integration of Student-Generated Audio Files', *Active Learning in Higher Education*, 14.3 (2013), 201–11 <<https://doi.org/10.1177/1469787413498032>>.

<sup>4</sup> Erik Kyrkjebø, 'A Guide to Student-Active Online Learning in Engineering', *Modeling, Identification and Control*, 41.2 (2020), 91–107 <<https://doi.org/10.4173/MIC.2020.2.5>>.

<sup>5</sup> Wachyu Sundayana, 'Readiness and Competence of Senior High School English Teachers to Implement Curriculum 2013', *Indonesian Journal of*

Active online learning process happens as the feedback of the positive classroom interaction. The positive classroom interaction can be defined where the teachers and students co-construct a learning environment that encourage active students' participation.<sup>6</sup> A teacher should create the good environment which can boost students' motivation and performance.<sup>7</sup> In addition, the goals of positive classroom interaction is when the teacher establish positive instructor-student relationships, focus on the students and their needs, and strike a balance between being challenging and being caring (Pratt, 2002). Ellis (2004) declared that a positive classroom interaction has been linked to the student outcomes, such as promoting students' motivation and diminishing student apprehension. So that the presence of active online learning environment related to the positive classroom interaction. In summary, active learning is crucial to be built in the online classroom to achieve the goals of learning process.

Speaking is an important skill which need to be developed in acquiring foreign language. Without speaking, the active learning interaction will not start and the information will

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*Applied Linguistics*, 5.1 (2015), 28–35  
<<https://doi.org/10.17509/ijal.v5i1.828>>.

<sup>6</sup> Jason J Barr, 'Developing a Positive Classroom Climate', *The IDEA Center*, 61.October (2016), 1–9 <[IDEAedu.org](http://IDEAedu.org)>.

<sup>7</sup> Siti Tarwiyah, Nuna Mustikawati Dewi, and Lulut Widyaningrum, 'Coaching Program to Develop Teachers' Pedagogical Competence: A Description of Experience', *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2018), 107 <<https://doi.org/10.21580/vjv7i22966>>.

be not delivered as well. Harmer (2007) investigated that there are three reasons why students should speak in the class; speaking activities provide opportunities to practice more speaking to develop speaking skills, providing feedback for teachers and other students to assess their speaking abilities, and the more students have the opportunity to activate the language elements of languages, the more they use the elements automatically. Speaking is a productive skill that divided into two main parts: accuracy and fluency. Accuracy deals with the use of vocabulary, grammar and pronunciation then fluency deal with the ability to keep going when speaking spontaneously (Derakhshan, Khalili, & Beheshti, 2016). Sidik (2013) stated that oral interactions can be characteristic in terms of routines, which are conventional ways of presenting information that can focus on information or interaction. Koşar & Bedir (2014) also stated that speaking is an interactive process of constructing meaning that consists of producing and receiving information. Learning and practicing speaking skill is essential to lead the speaker to be proficient in the producing languages and to produce effective communication.<sup>8</sup> It can be inferred that speaking is one of the language skills that focuses on verbal interactions.

One of the way to raise positive interaction in online speaking class is through questioning. Positive online classroom

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<sup>8</sup> Muhammad Nafi Annury, 'Promoting Multilingualism in the Classroom: A Case Study of ELT Program', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 96 <<https://doi.org/10.21580/vjv6i11587>>.



interaction can be seen where the students feel free to ask questions to the teachers or other learners, students feel free to answer questions and other students not feel threatened by delivering incorrect response.<sup>9</sup> Through questioning, teachers can explore students' understanding and for students they can build that curiosity into critical thinking as they try to criticize one's problem. Teachers facilitate questions in the online speaking class to require a teacher-student relationship and patterns of classroom interaction that are linked to the pattern of teacher elicitation, student response, and teacher feedback.<sup>10</sup> Taba (1964) stated that teacher start the interaction in the classroom by asking recall questions to test students' knowledge of fact and then ask higher-cognitive questions. In shaver's model of socratic teaching (1964) stated that the teacher ask the student for a statement of an issue, then ask appropriate follow-up questions to probe the students' stated position. In the online speaking class, it is important for teacher to spend in developing students' thinking and communication skills through questions.<sup>11</sup> So that questioning activity provides the complex interaction between teacher and students to build an active circumstance in the online

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<sup>9</sup> Tony Lynch, 'Questioning Roles in the Classroom', *ELT Journal*, 45.3 (1991), 201–10 <<https://doi.org/10.1093/elt/45.3.201>>.

<sup>10</sup> Sri Wuli Fitriati, Gabby Allen Vica Isfara, and Novia Trisanti, 'Teachers Questioning Strategies To Elicit Students Verbal Responses in Efl Classes At a Secondary School', *English Review: Journal of English Education*, 5.2 (2017), 217–26 <<https://doi.org/10.25134/erjee.v5i2.537>>.

<sup>11</sup> Stephanie S. Goodwin and others, 'Effective Classroom Questioning', *University of Illinois Teaching Assistant Training*, 1983.

speaking class.

However, teachers' questions do not always successfully engage students to be active in the online speaking class. Teachers' questioning served as an invitation to the students to explore the materials given yet the implementation is sometimes far from the expectation. In fact, many of students tend to silent rather than answer teachers' questions and unwilling to participate into classroom interaction.<sup>12</sup> Silence is the situation where students do not talk or answer teachers' questions. It can be noticed that students silence is a part of classroom interaction that students become silence in certain condition.<sup>13</sup> Students silence in speaking class becomes crucial issue that can influence their language academic ability. Harumi (2011) investigated on her research about Japanese learners' classroom silence in the context of Japanese EFL classroom. The result shown that the roots lies on teacher's strategies in teaching speaking. In addition, the study from Sri Rahayu (2018) revealed on her research about students' silence phenomenon in Indonesia EFL speaking class. This problem caused by many factors, such as lack of confidence, feeling of having low competence, lack of understanding from the teachers' topic, fear of being judge or being mistaken, having different personalities and do not have a chance to speak.

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<sup>12</sup> Krishna Bista, 'Silence in Teaching and Learning: Perspectives of a Nepalese Graduate Student', *College Teaching*, 60.2 (2012), 76–82 <<https://doi.org/10.1080/87567555.2011.633943>>.

<sup>13</sup> Sri Rahayu Juniati, Baso Jabu, and Kisman Salija, 'Students' Silence in the EFL Speaking Classroom', *The 65th TEFLIN International Conference*, July, 2018, 90–94.

Inadequate teachers' method of teaching also influences students' speaking inputs when the focus on speaking practice is still sparse.<sup>14</sup> Moreover, the curriculum 2013 assigns teachers to refer to guide book for English in ELT. Oftentimes, the teaching materials provided in the book for speaking has limited time compared to the other skills. At last, teachers need to define appropriate way of teaching English, particularly speaking skills, where students have more opportunities to speak and generate ideas.

Questioning strategies is important in order to make students actively engage into classroom. Ornstein (1987) affirmed that teachers should know how well and effective their questioning techniques and strategies are. Using strategies in giving questions is necessary to assist teacher elicit students' verbal response as questions can allow student to engage in the online classroom. Questioning strategies provide ways to make students understand teachers' questions. Therefore, the use of rightful strategy can use to stimulate student' response in speaking class. There are five strategies in questioning that can be a reference for teachers to be implemented in speaking class, such as probing, rephrasing, simplification, repetition and

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<sup>14</sup> Bista; Nguyen Thu Hanh, 'Silence Is Gold?: A Study on Students' Silence in EFL Classrooms', *International Journal of Higher Education*, 9.4 (2020), 153–60 <<https://doi.org/10.5430/ijhe.v9n4p153>>.

decomposition.<sup>15</sup> So that, the implementation of appropriate questioning strategies and drilling speaking practice can overcome the problems mentioned.

There are two types of questions that are commonly used in the speaking class; open ended question and close ended question. Open-ended questions invite to engage in high-order thinking skill (Roth,1996) and it involves reasoning and judgment (Hargreaves, 1984). In contrast, Close ended questions demand a single or short response like yes or no which indicate low-level thinking (Hamide, 2016). Teachers can check how far students' understanding and exploration from the materials by observing students' type of questions. Therefore, both for teachers and students, it is highly recommend to use open-ended question oftentimes to invite students to speak more in the classroom.<sup>16</sup> More than that, not only teachers question that the only becoming the determiner in building active online learning in speaking class. The existence of students' questioning also necessarily important to be considered in EFL Classroom. So that, the students not only monotonously answer the teachers' question but also try to criticize and explore what they have learned through questioning. According to the Indonesia education curriculum, teachers need to engage students in an

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<sup>15</sup> Kam Yin wu, 'Classroom Interaction and Teacher Questions Revisited', *RELC Journal*, 24.2 (1993), 49–68  
<<https://doi.org/10.1177/003368829302400203>>.

<sup>16</sup> Janet L.S. Moore, *Questions, Questioning Techniques, and Effective Teaching*, *Journal of Music Teacher Education*, 1994, IV  
<<https://doi.org/10.1177/105708379400400106>>.

active learning. Through the questioning strategy, it can help either teachers or students participate in whole classroom interaction. This strategy also requires teachers to provide open-ended question that will lead students' way of thinking and speaking ability. By doing so, the goals of teaching speaking in online class can be achieved.

There is previous research that related to this present study, Yan Liu and Wenbin Liu (2019) explore that in the classroom interaction the existence of teacher's question benefits both for the teacher and the students'. The benefits for teacher are to improve their teaching skill, and helped teachers to control classroom order. Therefore, the benefits for students, to promote self-concept, helped to stimulate students' motivation, enhance their interest in learning. According to the previous researcher, there are nine questioning strategies to build an active environment class. Whereas, this current research describes five questioning strategies for teacher that is introduced by Wu. Hence, the online speaking class environment and the questioning strategies will be the gap between this research and the previous research. So, this current research is proposed to describe the implementation of classroom questioning in online speaking class.

## **B. Reasons for Choosing the Topic**

The researcher will discuss about the implementation of classroom questioning in online speaking class with some reasons below:

1. Speaking is one of four language skills that must be mastered by students
2. Comprehending classroom questioning can lead on to an active learning environment
3. Appropriate questioning strategies can lead to good speaking

## **C. Research Question**

This research is aimed to find the answer to the following research question:

1. How is the implementation of classroom questioning in online speaking class?
2. What are the students' opinion on teacher questioning in online speaking class?

## **D. Research Objective**

1. To explain the implementation of classroom questioning in online speaking class.
2. To describe the students' opinion on teacher questioning in online speaking class

## **E. Research Significant**

The findings of this study are claimed to be significant to:

1. Theoretical benefit

The researcher expects that the study will give the readers additional information about the result of classroom questioning in online speaking class.

2. Pedagogical benefits

The researcher desires that this study's result would help the teachers learn about using classroom questioning in speaking class.

3. Practical benefits

a. For the students

This study can help the students to be motivated in speaking. This study will reveal the classroom questioning in online speaking class. Hopefully, this research will encourage students to speak more by implementing appropriate strategies. This study hopefully can be applied in speaking class all over the grades. As a result, students can be motivated in English speaking.

b. For the teacher

This study can help the teacher to raise up their motivation in teaching the students. Besides, the teacher also can implement and apply these strategies in their speaking class. This study can be a reference to motivate students' willingness for both responding teachers' question and delivering the questions.

c. For the school

Hopefully, the finding of this study can be useful for the school or related institution in maintaining the class due to the students' knowledge and social background. So that it can build an active learning environment in the classroom.

d. The next researcher

This study can help and be valuable for the next researcher to do his/her research for similar topic. Hopefully, the next researcher can take further information about the same topic.

e. For the researcher

This study can help and be valuable for the researcher to fix and finish her study as the one of requirements. The researcher also hope that the research can provide useful information for the readers.

## **F. Scope and Limitations**

This research is conducted for Language Center (LC) Course Pare. The subject is students in Language Center (LC) Course Pare who takes basic online speaking class. There are eight learners in each class.

Because of the limitedness of time and access of students, this study only concerned the implementation of classroom questioning using questioning strategies that is introduced by Wu. This research described the implementation of classroom questioning in online speaking class to find out the



questioning strategies and types of questions in the classroom. This study involves all members of basic online speaking class. So, this study also concerned on EFL context. The scope is in terms of the classroom questioning; the writer limits the investigation on implementation of classroom questioning in online speaking class by using the questioning strategies that introduced by Wu, and students' opinion on teacher questioning. The writer focuses on the basic speaking class, which the teacher using questioning as the strategy to engage students' to be more active in the classroom.

This research has been carried out in accordance with scientific procedures. Therefore, there are some limited problems existing in this research. The limited problems are stated below:

1. The total of participants are only 8 students due to pandemic COVID-19
2. The investigation of this research only conducted to the basic online speaking class
3. This research focused on the implementation of classroom questioning method. While there are many genres of method that can be explored by the next researcher.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter highlights some theories, references and conceptual framework related to the title of this research.

#### **A. Literature Review**

##### **1. Classroom Questioning**

At the prior research in 1990, the classroom questioning design does not only focus on teachers question but also focus on students' questioning.<sup>17</sup> It implies that the components of classroom questioning are teachers' questioning and students' questioning. Some researchers admitted that teachers' questions fostering students' activeness to engage positive environment from the process of language acquisition (Shahid and Aziz, 2018; Mona and Abdullah, 2017; Cook, 2000; Chaudron, 1988). In recent years, some researchers also agreed that the role of students' questioning play a significant role in learning science (Patricia, 2010; Almeida, 2008; Chin and Osborne, 2008; Olde, 2003). As a result, the goal of classroom questioning is to create an active learning environment by engaging students' and teachers' participation to deliver the questions into classroom.

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<sup>17</sup> Goodwin and others.

### **a. Interaction in Classroom Questioning**

Interaction regarding to the Cambridge International Dictionary of English defines the verb “to interact” as “to communicate with or react to each other”. Referring to the New Oxford Dictionary of English defines the noun “interaction” as a reciprocal action or influence. Therefore, it can be concluded that interaction is more than action followed by reaction. Interaction among teacher-students and students-students are naturally occurs in the classroom. In the classroom setting, interaction facilitates not only language development but also learners’ development. In the classroom interaction, students and teacher can create the learning opportunities which motivate students’ interest and invite students’ participation into the classroom. The most essential role of classroom interaction is providing opportunities to acquire new language. So that, the students need interactional space and support to express their ideas or thoughts. Moreover, opportunities to learn language acquisition are maximized when new concepts and language can be both understood and verbalized. As a result, through classroom interaction students access new knowledge, develop new skills, identify problem of understanding, deal with

'breakdowns' in the communication, establish and maintain relationship.<sup>18</sup>

The interaction can be built through many patterns, such as group work, classroom questioning, coral responses collaboration, self-access, teacher talk, teacher initiates and students answer, full-class interaction<sup>19</sup> Among these patterns, classroom questioning is considered as the ideal and interactive way to build active classroom environment. Regarding to the policy of 2013 curriculum, the teaching learning process should require students in active learning. Emilia (2005) stated that the curriculum of English has experienced changes to attain better results in learning English. Also stated by Marocco (2018) and Abidin (2014) that related to characteristics of the teaching learning in the century 21th have to cover the ability of the highest understanding, critical thinking, collaboration and communication. The advantages of the implementation of active learning are giving positive atmosphere, improving speaking skills, improving students' interest in learning and giving a chance for students to deliver their opinion freely. Edgar (2019) introduced the cone of learning and emphasized that the active learning assists students to remember about

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<sup>18</sup> Riski Valentika and Yuyun Yulia, 'Journal of English Language and Pedagogy', 3 ( 1 ), 2020 , Pp . 41-51 An Analysis of Teachers ' Classroom Interaction by Using Self -Evaluation of Teacher Talk', 3.1 (2020), 41–51.

<sup>19</sup> Runmei Yu, 'Interaction in EFL Classes', *Asian Social Science*, 4.4 (2009), 48–50 <<https://doi.org/10.5539/ass.v4n4p48>>.

70%-90% of what they have learned in the class. There some activities that can actualize active learning such as discussion, tutoring, presentation and simulation. In contrast, in passive learning such as lecturing, viewing arts, graphs, maps can only reach 10%-30% of what students have learned. Tedesco-Schneck (2013) stated that the existence of active learning act as a path to critical thinking in promoting students' in involvement in classroom activities.

Students' language proficiency can be improved through the interaction between the teacher and the students and among the students themselves.<sup>20</sup> The interaction can be built through the questions. Questions potentially can encourage students' participation and elicit students' response. Daniel (2006) on his research found that students have difficulties using the language and in interacting in the classroom. He also found the importance of questioning to alleviate some of these problems. Chaudron (2007) suggested that ideally in the language classroom teachers' talk only dominated 20%-40% and the rest are from students. Teacher's questions are crucial to make students speak both for eliciting students' feedback or for stimulating students' questions. In addition, questioning is also produce oral interaction between students and teacher. When teacher ask,

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<sup>20</sup> Hamed Barjesteh and Behrouz Alipour Moghadam, 'Teacher Questions and Questioning Strategies Revised: A Case Study in EFL Classroom in Iran', *Indian Journal of Fundamental and Applied Life Sciences*, 4.2 (2014), 651-59.

students try to response teachers question. So that, students can practice to speak English properly when answering the teachers' questions. Moreover, students speaking ability will improve by responding to the questions. As the result, the purpose of curriculum 2013 in creating an active learning environment can be achieved by engaging students into classroom.

#### **b. Teacher Participation in The Classroom Questioning**

In curriculum 2013, teacher holds a position as a facilitator instead of main source that was once used in conventional teaching method. As a facilitator, teacher should deliver the materials briefly and stimulate students to gain more information about the materials by themselves in detail.<sup>21</sup> Teacher can be considered as a facilitator if they give a particular task to the students through which the students improve their responsibility in their language learning (Hmelo-Silver, 2006). The obligation of a facilitator does not only give responsibility but also it presents learners' greater participation rights which give them a chance to be more initiative (Clifton, 2006). Moreover, the teachers find the ways to encourage the students about how to ask or how to answer, setting examples for asking, answering and thinking deeply as a role model during the learning process (Hmelo-

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<sup>21</sup> Mateja Dagarin, 'Classroom Interaction and Communication Strategies in Learning English as a Foreign Language', *ELOPE: English Language Overseas Perspectives and Enquiries*, 1.1-2 (2004), 127-39  
<<https://doi.org/10.4312/elope.1.1-2.127-139>>.

Silver, 2006). In addition, the teachers find ways of access to the resource materials, which must be available and ready for the use of students (Crosby, 2000). Beside as a facilitator, teachers also spot as a controller or leader who manage the class as effective as possible. In addition, teachers also perceive role as a motivator, supporter, friend, informant, guidance, nurture, and counselor for the students.<sup>22</sup> This relation will grow an intimate feeling that can bridge to a successful learning. The effect will influence to the increasing of students' confidence and both students' and teachers are willing to foster shared-decision making that lead to becoming self-directed and motivated to have input into the direction and composition of classroom activities.<sup>23</sup> At this condition, teachers' role as facilitators will be much more prominent.

Teacher's participation in the classroom can be figured through questioning. The interaction in the classroom starts where the teacher gives the question and the students answer. Teacher questions function as language input for the students therefore form a basis in a classroom interaction (Ho, 2005). In addition, Ellis (2008) examines two reasons why teachers ask questions in their classrooms. First, questions provide responses. Through questioning learners will involve

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<sup>22</sup> Asma Shahid Kazi and Fakhra Aziz, 'Role of Teachers in Students Classroom Participation at University Level', 4.May (2018), 46–57.

<sup>23</sup> Shaun O'Dwyer, 'The English Teacher as Facilitator and Authority.', *Tesl-Ej*, 9.4 (2006), 1–15.

in the classroom interaction. Learners' responses also provide the teacher with feedback which can be used to adjust content and expression in subsequent of classroom setting. Second, questions serve as a device for controlling the progress of the interaction. In addition, Chaudron (1988) declares teachers' questions constitute a primary means of engaging learners' attention promoting verbal responses, and evaluating learners progress. The teachers continue the interaction by providing feedback. To extend the interaction, not only rely on the teachers' questions but also allow students to give the question to show their critical thinking, develop their curiosity and awareness to criticize the problem. Moreover, Abbot (1980) also stated that it is the duty of English teacher to invite the learners delivering their opinion or question to get the information. Therefore, teachers should encourage learners to produce communicative outputs and be engaged in communicative activities and teachers involvement should be minimize.<sup>24</sup> This can be concluded that teachers should not only dominate the questioning but also giving students a chance to be more active both for questioning and answering activity.

### **c. Students' Participation through Classroom Questioning**

Based on the curriculum 2013, students' participation in the classroom should be students centered learning. Student-centered learning means students dominate

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<sup>24</sup> J Harmer, 'Teaching Lexically', *ELT Journal*, 71.October (2017), 519–21.



the activities in the class yet teachers position only as the facilitator to stimulate students. Students are the center of the educational enterprise and their learning outcome including cognitive and affective learning experience should guide all decisions as to what is done and how.<sup>25</sup> In addition, in the students-centered classroom the roles of the teacher and students necessity change from “sage on the stage” to the “guide on the side” who observe the students not as empty vessels to be filled with knowledge but the seekers who need to be guided along their intellectual developmental journey.<sup>26</sup> The emergent of student-centered learning environment are designed to provide students’ with the opportunities to involve in more active role in their learning by shifting the responsibilities of organizing, analyzing, and synthesizing content from teacher to the learner. It is fundamental requirement in the classroom to set the students to build knowledge through teachers’ stimulus.<sup>27</sup> Hannafin, Hill and Land (1997) also asserted that these environments allow students to inspect complex problems using a wide variety

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<sup>25</sup> Brenda Leibowitz, Vivienne Bozalek, and Peter Kahn, ‘Theorising Learning to Teach in Higher Education’, *Theorising Learning to Teach in Higher Education*, 23.3 (2016), 1–237  
<<https://doi.org/10.4324/9781315559605>>.

<sup>26</sup> Leibowitz, Bozalek, and Kahn.

<sup>27</sup> Muhammad Nafi Annury, ‘Students’ Language Learning Styles: An Ethnographic Case Study At Uin Walisongo Semarang’, *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), 133 <<https://doi.org/10.21580/vjv5i1863>>.

resources, develop their own strategies to refer these problems, to present and negotiate solutions to these problems in a collaborative manner.

Students freedom to explore and gain the knowledge as much as possible by doing interaction with the components of classroom. Students engage in a wide range of communication: they initiate topics, they demand explanation, they request and specify information from the teacher that they have agreed is important.<sup>28</sup> There are three styles of students' questioning interaction in the classroom, students-teacher questioning, students-students questioning and students' self-questioning.<sup>29</sup> Students-teacher questioning interaction means that students try to seek the information from the teachers, students-students questioning interaction means to discuss the problem in a pair or a group and students' self-questioning means to evaluate one's state of understanding. Most importantly, the consistent interaction between teachers-students and students- students will help improve student's speaking ability.

Abbot (1980) stated that students have right to questioning the materials or something they want to know. Students ask questions usually as the result from a gap or discrepancy in the students' knowledge or a desire to expand

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<sup>28</sup> Lynch.

<sup>29</sup> J. T. Dillon, 'The Remedial Status of Student Questioning', *Journal of Curriculum Studies*, 20.3 (1988), 197–210  
<<https://doi.org/10.1080/0022027880200301>>.

their knowledge. Students ask questions to make sure by unknown words or inconsistencies between their knowledge and the new information (Graesser & Olde, 2003, p. 525). Students' involvements in the classroom both for questioning and answering teachers' questions play an essential role in meaningful learning and motivation, and can be very meaningful about the quality of students' thinking and conceptual understanding. Student questioning, particularly at the higher cognitive level, is also an essential aspect of problem solving. Moreover, interesting and productive answers are dependent on good questions for eliciting them. Low levels of questioning and explaining on the part of the students a line with lower achievement. In addition, student questioning can also guide teachers in their work. Some researchers have proven the potential of using students' questions to influence the curriculum (Rop, 2002). Some questions show that students have been thinking about the ideas presented and have been trying to explore and establish relationships between new information, students' perception and other concepts they already know. Moreover, questions that students deliver can also expose much about the quality of students' thinking, conceptual understanding, students' alternative frameworks, confusion about various concepts, their reasoning and what it is they want to know (Watts, Gould & Alsop, 1997). So that, the students' participation in the classroom questioning not monotonously as the answerer

but also as the questioner.

#### **d. Classroom Questioning in Online Speaking Class**

During the spreading of COVID 19 pandemic in Indonesia, the setting of offline learning has switched to online learning. Teachers are forced to manage their ways of teaching as schools are designed to change the face-to-face mode of learning to the online (Moorhouse, 2020). The new obligation from the government becomes a new challenge for teachers to explore whereas learning application that can support and equip students as effective as the offline learning. Commonly, classroom questioning in online class is not far different from classroom questioning in offline class. The difference is in the media of learning. The practice of teaching speaking in online media is as a valuable tool to attain new experience in teaching and learning process.<sup>30</sup> So that, classroom questioning in online speaking class hopefully can be set as equal as offline environment.

##### **1) The Definition of Speaking Skill in Online Speaking Class**

There are a lot of definition that has been stated by the researches in language learning. Brown (1994) and Amir (2010) argued that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In Webster New

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<sup>30</sup> Paul Mahon and others, 'Transforming Classroom Questioning Using Emerging Technology', *British Journal of Nursing*, 27.7 (2018), 389–94 <<https://doi.org/10.12968/bjon.2018.27.7.389>>.

World Dictionary, speaking skill is to utter words orally, to do interaction as by talking, to make a request, and to make a speech (Nunan, 1995). Chaney (1998) defined speaking skill as the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) interpreted speaking as an interactive process of making meaning that provides producing, receiving, and processing information. Bygate (1987) informed speaking as the production of auditory signals to produce different verbal responses to the listeners. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking skill as the process including a true communication of opinions, information, or emotions. In addition, Nunan (1991) stated that to master the art of speaking and success in learning English in term of ability to carry out a conversation in the language. Simply to say, the definition of speaking is a skill to produce sounds or words to express feelings, thoughts, and ideas.

Speaking is considered to be the most important active skill (Widdowson, 1994) for a foreign language learning (Khamkhien, 2010). Besides, speaking English is used to communicate globally. People who able to speak English are having a big chance to be recruited in international manufacture and gaining promotion. In the

educational field, speaking is used as the requirement of the test, scholarship, and important to assist students to access up-to-date information in different fields of sciences (Barker & Westrup, 2003). In summary, learning English especially speaking as one of the language skills is really essential.

## 2) Aspects of Speaking Skill in Online Speaking Class

It is important to know the aspects of speaking skill to produce good oral communication skills in learning speaking in online class.<sup>31</sup> According to Harris (1974), he stated that there are five aspects of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

### a) Comprehension

In oral communication, comprehension means a lot in speaking to measure the understanding of conversation. Comprehension deals to the understanding of language. Hornby (1995) stated that comprehension is the power of understanding of a language in written or spoken context.

### b) Grammar

Grammar and speaking have an intertwine relationship. Grammar provides meaningful features

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<sup>31</sup> Ali Derakhshan, Atefeh Nadi Khalili, and Fatima Beheshti, 'Developing EFL Learner's Speaking Ability, Accuracy and Fluency', *English Language and Literature Studies*, 6.2 (2016), 177 <<https://doi.org/10.5539/ells.v6n2p177>>.

insight into word order, inflection and derivation to speak fluently. It is related to the students' ability to produce structure and to distinguish appropriate grammatical form in appropriateness (Heaton, 1978: 5). In addition, it is used to compose a correct sentence in conversation orally or written.

c) Vocabulary

Hornby (1974) defines vocabulary as a range of words to be used in conversation. It simply can be called as diction. Vocabulary also can be a tool to express our idea and feeling. We must have sufficient vocabulary when doing interaction with people by oral or written.

d) Pronunciation

Pronunciation is the way to produce clearer and correct language in oral communication. It has relation to the phonological process. There are two features of pronunciation, they are phonemes and supra segmental features. Simply, it can be called as a study for learning how the words in a particular language are produced. Learning pronunciation is crucial in order to make our utterance pronounced correctly. Therefore, it can be understood by the listener and can make the process communication in an effective way.

e) Fluency

Fluency is the ability to speak without hesitation. Wolfe (2005) interpreted that is how much and how fast the speaker without frequent pause. Fluency also can be defined as understanding and responding a language clearly and effectively about the meaning and the context. In addition, it also can be defined as an ability to speak a language fluently and accurately.

Thus aspects of speaking skill is crucial to be emphasized by foreign language teachers when teaching speaking to students. Besides this huge importance, it is necessary to deal first with what good speakers of a foreign language can do. Moreover, these aspects of speaking skill are used by the course to give the assessment for the students in online speaking course.

### **3) Types of Questions in Speaking Class through Classroom Questioning**

The educational reference of cognitive domain nowadays is changed to the revised bloom taxonomy in 2001 instead of original bloom taxonomy in 1956. This happened not only due to the criticisms of the original bloom taxonomy, such as listings or renaming from nouns to verbs, renaming of some of the components, re-positioning of the last two categories but also the major differences lie in the more useful and comprehensive



additions of how the taxonomy intersects and acts upon different kinds and levels of knowledge such as, factual, conceptual, procedural and metacognitive.<sup>32</sup> This changing can be charted to see how is the teaching at both knowledge and cognitive process levels. The chart goes from simple to more complex and challenging types of thinking level. The revised is used to emphasize the aim of meaningful learning which defined as learning to promote retention and learning transfer. The revised bloom taxonomy can be used to identify and delineate questions involving higher order and lower order thinking skill.<sup>33</sup>

The order of revised bloom taxonomy is drawn into pyramidal hierarchy which is three above of it contains HOTS (High Order Thinking Skills) and three below of it contains LOTS (Lower Order Thinking Skills). There are six order of revised bloom taxonomy from the lower level of thinking to the higher level of thinking:<sup>34</sup>

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<sup>32</sup> Leslie Owen Wilson, 'Anderson and Krathwohl Bloom's Taxonomy Revised; Understanding the New Version of Bloom's Taxonomy', *The Second Principle*, 2016, 1–8 <<https://thesecondprinciple.com/essential-teaching-skills/blooms-taxonomy-revised/>>.

<sup>33</sup> Jeff Irvine, 'A Comparison of Revised Bloom and Marzano's New Taxonomy of Learning', *Research in Higher Education Journal*, 33 (2017), 1–16 <<http://www.aabri.com/copyright.html>>.

<sup>34</sup> Aly Amer, 'Reflections on Bloom's Revised Taxonomy Aly Amer', *Electronic Journal of Research in Educational Psychology*, 4 (1).8 (2006), 213.230.

- a) Remembering, retrieving relevant knowledge from long-term memory - This stage contains recognizing and recalling
- b) Understanding – Determining the meaning of instructional messages including oral and graphic communication. This stage contains interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
- c) Applying – Using or carrying out a procedure in a given situation. This stage contains executing and implementing
- d) Analyzing – Breaking material into constituent parts and detecting how the parts related to one another and to an overall structure or purpose. This stage contains differentiating, organizing and attributing
- e) Evaluating – Making judgement based on criteria and standards. This stage contains checking and critiquing
- f) Creating – Putting elements together to form a novel, coherent whole or make an original product. This stage includes generating, planning and producing. Therefore, at the present research the bloom's taxonomy hierarchy is used to determine the level of thinking from students which is determined from the form of uttered questions.

There are some reasons why must use bloom's taxonomy in implementing teaching and learning process.<sup>35</sup>

- a) The learning goals of teaching and learning process are important to establish in pedagogical interchange so that teachers and students alike understand the purpose of that interchange
- b) Teachers can get benefit from using frameworks to organize objectives because organizing objectives helps to clarify objectives of themselves and for students
- c) Having an organized set of objectives helps teachers to plan and deliver appropriate instructor; design valid assessment task and strategies; and make sure that instruction and assessment are aligned with the objectives of learning.

In addition, Hussain (2003) classified classroom questioning into “closed questioning classroom” and “opened questioning classroom” based on the thinking level expected from the students. Closed questioning classroom environment provides the use of closed-ended questions frequently that yields passive classroom environment. Besides, opened questioning classroom provides the use of open-ended questions frequently that

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<sup>35</sup> Patricia (Center for Teaching) Armstrong, ‘Bloom’s Taxonomy Bloom’s Taxonomy’, *Center for Teaching*, 1, 2009, 2–5.

leads to active classroom environment. Closed-ended questions yield answer in limited number or in a short statement yet opened-ended questions yield acceptable answers which promote critical thinking statement.<sup>36</sup> Adriana (2010) analyzed on her research that good environment for classroom questioning is to live up the questions using open-ended question. She attached her experienced in teaching in L2 class, when teacher oftentimes using open-ended questions it will encourage students to use open-ended questions as well.<sup>37</sup> It can be concluded that the ideal classroom questioning are both students and teachers tend to apply open-ended question rather than close-ended question.

#### **4) Teaching in Online Speaking Class**

The practice of teaching speaking through online class should enable effective, conducive, creative and active learning environment. There are some ways to cope this different speaking class situation:<sup>38</sup>

- 1) Designing digital content class, such as lesson plan, handouts, power point, video or audio. In order to

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<sup>36</sup> Hamzah A. Omari, 'Analysis of the Types of Classroom Questions Which Jordanian English Language Teachers Ask', *Modern Applied Science*, 12.4 (2018), 1 <<https://doi.org/10.5539/mas.v12n4p1>>.

<sup>37</sup> Adriana Lores Gonzalez, 'Researching Classroom Questioning.', *Online Submission*, 19 (2010), 52–59.

<sup>38</sup> Uhamka International Conference, 'UHAMKA International Conference on ELT and CALL (UICELL) Jakarta, 21-22 November 2019', November, 2019, 21–22.

make the materials seem more attractive for students. Preparing all of this beforehand will let the lesson flow easily.

- 2) Choosing online learning platform. The teachers should know the most accessible platform to be used in teaching. For example: zoom, google meet, google classroom or whatsapp.
  - 3) Choosing appropriate strategies in teaching. Teacher should know the appropriate strategies in teaching speaking in online environment. In online environment, sometimes external problem comes such as signal problem that affects late time presence, and little material present. The inappropriate strategies in teaching speaking will cause students' lack of attention and inadequate material conveyed. Therefore, teacher should use appropriate strategies that can maximize the teaching learning process moreover time in practicing speaking.
  - 4) Giving attention to the all students. The teachers are required to give or ask students to give their chance to speak. The teacher should be fair in giving opportunities for students. Handling the class is not easy moreover in online circumstance but teacher should be aware for giving attention to the all students.
- 5) **Questioning Strategies in Online Speaking Class through Classroom Questioning**

Questioning is one of the most common techniques used by teachers to stimulate students verbal communication in which as the way to control the classroom interaction.<sup>39</sup> Some related researches investigate that questioning is the most popular strategies used by EFL teacher/ESL teachers after lecturing in the classroom (Ellis, 2003; Foster, 1998). According to Richards and Lockhart (1996), teachers who aware of questioning skills can motivate their students to ask questions and to provide responses. In addition, Tolfeson (1989) asserted on his research that asking questions in the classroom requires knowledge of the types of questions, strategies and the art of questioning skills. Through the use of appropriate questioning strategies can be as a tool for motivating students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior.<sup>40</sup> In term of interaction, teachers usually use a conversation strategy to make students speak more in the target language. Thus strategy can be done through questioning and answer session. Brock (1986) found that learners in the classroom

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<sup>39</sup> Heather Smith and Steve Higgins, 'Opening Classroom Interaction: The Importance of Feedback', *Cambridge Journal of Education*, 36.4 (2006), 485–502 <<https://doi.org/10.1080/03057640601048357>>.

<sup>40</sup> Deborah Holdstein, 'College Composition and Communication (CCC)', *NWSA Journal*, 32.Ccc (2016), 1–5.

which more referential question were asked gave more significant longer and more syntactically complex response. Without a strategy, a discussion in the classroom can become a series of single question, lack cohesion and purposeful sequence.<sup>41</sup> Due to the reasons above, teacher should implement questioning strategies to produce quality question and to assist in eliciting students' verbal response.

According to Wu (1993) there are five questioning strategies that can help teachers to produce valuable question:

- a) Rephrasing: a question is expressed in another way to anticipating an unknown vocabulary.
- b) Simplification: similar to the rephrasing strategy yet in simplication the teachers simplified the meaning of the question. In this strategy, teachers may provide the clues, example, mixing language and highlighting words to make the questions clearer
- c) Repetition: Repeating the question for 2-3 times to attract students' attention.
- d) Decomposition: broke down the initial question which is quite complex into several simple question in order to assist students' understanding about the meaning

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<sup>41</sup> W William, *Questioning Skills for Teachers*, ed. by ERIC, 3rd edn (USA: National Education Association of The United States, 1991).

- e) Probing: A question is followed by one or more questions in the context of WH question to solicit more responses from a student.

Based on the Wu's study, he found that the use of these strategies can elicit more verbal response from the students.

## **B. Previous Research**

The existence of questioning activities is necessarily important to build in active classroom interaction moreover in teaching speaking. To deliver the questions, teacher should know the strategies in delivering the questions. Many of the researchers have approved the effect of implementing appropriate questioning strategies in the English speaking class can build students' willingness to respond and questioning the teachers back. Hence, it will affect to the quality of speaking skill. There are some researchers that are related to the researcher's study which currently will be conducted.

First, an International Journal from Cao Wangru in 2016 investigated The Research on Strategies of College English Teachers Classroom Questioning.<sup>42</sup> This study revealed the result using Quan-Qual research method. The participants of this study were five teachers and their 150 students in Henan Polytechnic

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<sup>42</sup> Cao Wangru, 'The Research on Strategies of College English Teachers Classroom Questioning', *International Education Studies*, 9.8 (2016), 144 <<https://doi.org/10.5539/ies.v9n8p144>>.



University. The participants were the same native language Chinese. The data were collected from the researcher's observation and recording, the questionnaire and interviews. The instruments of the research were observation and recording in classroom, questionnaire, interviews, and SPSS 17.0. The study highlight to figure out the general characteristics of college English questioning in Henan Polytechnic University. The result of the teachers' interview were they thought that teachers' questions plays important role in the class. The teachers' also agreed to avoid pointing particular students to answer the question or to deliver the question. So that, the teachers always let the volunteers or in chorus to answer the question. The result of students' interview were they thought that teachers' questioning affect their English learning. The students' feel motivated to be engage in the classroom if the teachers' questions are clear and interesting. On the other hand, some students' would like to challenge and want to infer from teacher's questions yet if teachers' question cannot stimulate their attention, they had better learning by themselves. The students' eager to get positive feedback from the teachers and they prefer WH question rather than YES/NO question. The study also found that the most favorable questioning strategies based on students' interest were prompting strategy (78.9%), followed by redirecting, probing, and repetition. In the questionnaire, students expected that their teacher can wait for 3-5 seconds after posing the questions.

Second, an International Journal from Wang Lu and Cai Rongxiao in 2016, Classroom Questioning Tendencies from The Perspective of Big Data.<sup>43</sup> The study was revealed by using Quan-Qual research method. The research was taken from the perspective of data analysis of classroom questioning, the paper chooses three districts in city B that have significant differences. These were less developed in district F, educationally developed in district D, and developing in district M. The study used stratified sampling method to determine novice teachers, competent teachers, and experienced teachers. The data were collected from video case analysis, the Item Response Theory, and the inductive and deductive method to analyze the characteristics of teachers' classroom questions. The findings of this research were the three district needed to develop open-ended question in classroom questioning, the lowest level of the three tendencies in the classroom questioning was problem-solving, and among the three districts, the experienced and qualified primary school teachers in the developing district has potential in raising critical and creative questions. Meanwhile, in the middle schools, novice teachers generally have a lower level than experienced and qualified teachers in raising creative and critical questions. The result of big data analysis let the researcher draw a conclusion about teachers' value orientation

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<sup>43</sup> Lu Wang and Rongxiao Cai, 'Classroom Questioning Tendencies from the Perspective of Big Data', *Frontiers of Education in China*, 11.2 (2016), 125–64 <<https://doi.org/10.1007/BF03397112>>.

refers to questioning activities in the class. This research was important to reveal the overall value of classroom questioning including instrumental value, objective value, superficial value and underlying value of classroom questioning.

Third, an International Journal from Mona and Abdullah in 2017, The impact of Teacher Questioning on Creating Interaction in EFL:A Discourse Analysis.<sup>44</sup> The study revealed the result by using qualitative research method. This study executed the effects of teacher questions on fostering interaction in EFL class and seeks to determine the characteristics of questions that influence increased classroom interaction. The data will be collected through video recordings of EFL classroom and then would be transcribed and analyzed using qualitative discourse analysis techniques. The participants were consisted of a group of intermediate-level English students at the English Language Institute of a Saudi Arabian University. The findings of this study indicated that the levels of classroom interaction in EFL class can be significantly improve through the use of questioning techniques. It can be proven from the data collection that the use of questioning techniques can assist students become more involved in classroom interaction. This study concluded that verbal questions asked, generate different interaction levels according to the questions' features such as complexity, cognitive

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<sup>44</sup> Mona Yousef Al-Zahrani and Abdullah Al-Bargi, 'The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis', *English Language Teaching*, 10.6 (2017), 135  
<<https://doi.org/10.5539/elt.v10n6p135>>.

level, type and communication pattern. English language proficiency level also appears to have a direct connection to the kinds of responses generated in reply to questions. The higher proficiency level of the participants, the higher level of interaction occurred. So that, this research is important to raise active classroom interaction by using teachers' questions as the stimulus.

Fourth, a journal from Fitriati, Isfara, and Trisanti in 2017, *Teachers' Questioning Strategies to Elicit Students' Verbal Responses in EFL Classes at a Secondary School*.<sup>45</sup> This research revealed the result by using qualitative research method. The participants were two Indonesian teachers of English in one of junior high school in Central Java Province. The data were collected through audio-video recordings, transcripts of the lesson, classroom observations notes, and teachers' interviews. The transcription were analyzed by using Wu's taxonomy of questioning strategies. This research investigated English language teachers' skills in questioning to enhance students' verbal responses in EFL classes. The findings showed that the teachers used mostly used rephrasing, simplification, repetition and decomposition as the strategies to questioning. The first teacher tended to use decomposition strategy where the initial question was elaborated into some questions, meanwhile the second teacher often to use repetition strategy. This study proved that teachers' questioning skills is important to successfully make

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<sup>45</sup> Fitriati, Isfara, and Trisanti.

students' engaged in the classroom interaction, enhance students' verbal responses, and lead to the comprehension of the lesson. As the result, this research suggested that teachers should be more aware of their questioning skills to assist students achieve better proficiency in the foreign language classroom.

Fifth, an International Journal from Yan Liu and Wenbin Liu in 2019, Functions and Strategies of Classroom Questioning in College English Teaching.<sup>46</sup> This study revealed the result by using Qualitative research method. This study mainly describes the strategies and skills of questioning in English teaching, and clarifies that questioning was also an important teaching skill. The research mentioned that questions have positive function for students' to promote self-concept, helped to stimulate students' motivation, enhance their interest in learning. On the other hand, questions have positive function for teachers to build active environment in the classroom, helped teachers improve their teaching skill, and helped teachers to control classroom order. This research also mentioned the strategies of asking questions in English classroom: provided equal opportunities for students to participate in the classroom, pay attention to the question name strategy, try to make students participate in the classroom as much as possible, pay attention to the use of open-ended questions, provided time to wait the students answer, try to create

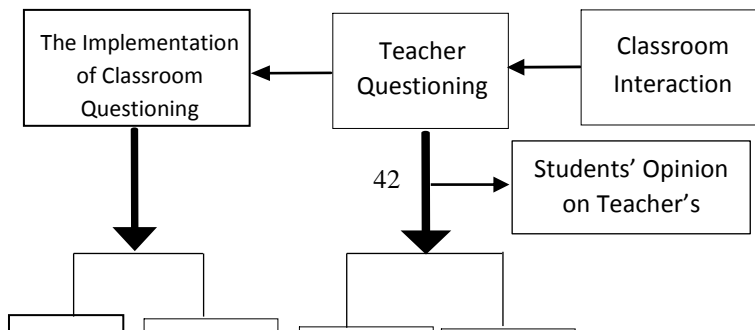
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<sup>46</sup> Yan Liu and Wenbin Liu, 'Functions and Strategies of Classroom Questioning in College English Teaching', *International Conference on Education and Social Science (ICESS)*, Icess, 2019, 593–96 <<https://doi.org/10.25236/icess.2019.110>>.

a relaxed classroom atmosphere, ask questions as much as possible to contact the actual, asking the questions from easy to difficult, and allowing students to communicate in groups.

Finally, regarding on the explanation above the researcher is going to conduct a research about a descriptive analysis of classroom questioning in online speaking class at Language Center (LC) Pare. This research will describe about the implementation of classroom questioning in online speaking class at Language Center (LC) Course Pare. The researcher will collect the data by doing observation to the online speaking class in Language Center (LC) Pare as the main data. Therefore, interview and documentation is conducted as the supporting data. This study will focus on describing the implementation of classroom questioning in online speaking class at Language Center (LC) Course Pare as the conclusion of research questions. This research is expected can inspire also suggest teacher to choose proper method in teaching speaking by implementing questioning strategies. As the result, it will raise students' motivation in learning speaking and teachers' reference in teaching speaking.

### C. Conceptual Framework



## CHAPTER III

### RESEARCH METHOD

This chapter explains the methodology of the study including types and research approach, research setting and time, data source, techniques of data collection, participants, and techniques of data analysis.

#### **A. Research Design**

This research conducts qualitative research. According to Satori, qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore the social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of information, and conducts the study in natural setting<sup>47</sup>. Whereas Bogdan and Taylor explained that qualitative research is one of the research procedures that produce descriptive data in the form of speech or writing and the behavior of the people observed<sup>48</sup>. The result of qualitative research more emphasized in the meaning rather than generalization<sup>49</sup>. This research reveals a certain social situation by describing it in the right way, builds by some words based on

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<sup>47</sup> Djam'an Satori & Aan Komariah. *Metodologi Penelitian Kualitatif*, (Bandung: Alfabeta, 2017), p. 24

<sup>48</sup> Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami*, (Yogyakarta: Pustaka Baru Press, 2014), p.19

collecting data technique, and analyzing relevant data from the natural situations.

#### **B. Research Setting and Time**

This study conducted on the 7<sup>th</sup> April – 16<sup>th</sup> April 2021 with the members of basic online speaking course at Language Center (LC) Pare in the academic year of 2020/2021. This study conducted in Language Course (LC) Pare Kediri, because of the teacher in this institution implemented questioning strategies in teaching online speaking class.

#### **C. Data Source**

The type of data in this research is a descriptive analysis of classroom questioning in online speaking class. The primary data has been collected directly by the researcher using observation as the main data source. In this case, the main data will be collected from observation to know how is the implementation of classroom questioning in online speaking class. Besides, interview and documentation are used as a supporting data. The supporting data attach the result of the interview from the students in speaking class at LC Course Pare and the documentation of the activity to answer the research question number 2.

#### **D. Research Focus**

This study was conducted at basic online speaking class at Language Center (LC) Course Pare. The focus of this research is the implementation of classroom questioning in basic online

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<sup>49</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p. 15



speaking class and students' opinion on teacher questioning in online speaking class.

## **E. Techniques of Data Collection**

### **1. Observation**

Observation is used in the social sciences as a method for collecting data about people, processes, and cultures. It is also a tool used regularly to collect data by teacher researchers in their classrooms, by social workers in community settings, and by psychologists recording human behavior. According to Marshall & Rossman, observation is a systematic description of the events, behaviors, and artifacts of a social setting.<sup>50</sup> Observation has been documented as a foremost method by researchers. Many studies set the standard for how one conducts an observation today to answer research questions in many disciplines. Whether a researcher interested in studying an educational setting, a social scene, organizational processes, individual behaviours, or the culture of a group of people, observation is a primary tool to help document what is going on in that setting.

There are two kinds of observation, such as participant observation who involves in the setting of study as both observer and participant, and direct observation who involves observing without interacting with the objects or people in the

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<sup>50</sup> C. Marshall & G.B. Rossman, *Designing Qualitative Research*, Newbury Park, CA: Sage, 1989, p. 79.

setting of study.<sup>51</sup> In the present study, the researcher conducts a participant observation to gain deeper understanding in the implementation of classroom questioning in online speaking class. Participant observer is the researcher who participates in the social setting study but does not as the member of group. By participating in the group activities, the researcher will be easily to understand what is being observed. To obtain the main data, the observation will observe some necessary aspects as shown in the observation instrument that will help answer question No. 1.

## **2. Semi-Structured Interview (One-on-One Interview)**

Semi-structured interviews are those in-depth interviews where the respondents have to answer the question in the context of open-ended questions. Semi-structured, in-depth interviews are utilized extensively as interviewing format possibly with an individual or sometimes even with a group.<sup>52</sup> These types of interviews are conducted once only, with an individual or with a group and generally cover the duration of 30 minutes to more than an hour.<sup>53</sup> The researcher

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<sup>51</sup> Barbara DiCicco-Bloom and Benjamin F. Crabtree, 'The Qualitative Research Interview', *Medical Education*, 40.4 (2006), 314–21 <<https://doi.org/10.1111/j.1365-2929.2006.02418.x>>.

<sup>52</sup> Corbin J. & Strauss A, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory (3rd ed.)*, Thousand Oaks, CA: Sage, 2008, p. 258.

<sup>53</sup> Seyyed-Abdolhamid Mirhosseini and Seyyed-Abdolhamid Mirhosseini, 'Collecting Data Through Observation', *Doing Qualitative Research in*

chooses a one-on-one interview because the advantage of this method provides a great opportunity to gather precise data about what people believe and what their motivations are. These interviews will be conducted online.

This kind of data collecting method aims to obtain supporting data of this research which is what are students' opinion on teachers' questioning in online speaking class (question number 2) by conducting interviewing section. In addition, this data collection method will be used to find the answer of (question number 2) and as the supporting data from the implementation of classroom questioning in online speaking class (question number 1).

### **3. Documentation**

This is intended to collect and analyze the data. The written document examples are daily notes, life histories, biography book, magazines, articles, journals, and documents relevant to the study. But on this study, the researcher will use the picture and video recording as a documentation of the classroom questioning in online speaking class. This kind of data collection method will be used as a secondary source for supporting the main data. The researcher can use this collecting data method for seeing the classroom that has been recorded to make easier and help the researcher in finding and identifying the result of implementing questioning strategies

in classroom questioning at online speaking Language Course (LC) Pare (to answer question number 1)

#### **F. Participants**

The participants of the present research are 8 members of basic online speaking class at Language Center (LC) Course, academic year 2021. The students' age and class are randomly from student of senior high school and university students will be involved in this study. The age of the students is about 16-25 years old.

#### **G. Technique of Data Analysis**

In arranging and looking for the study result, the researcher used descriptive-qualitative technique to analyze and to describe the data. The data research in qualitative study can be obtained from observation, interview, questionnaire, audio, video, book, magazines, etc. In this research, the researcher obtained the observation as the main data and use the interview and documentation as a supporting data. So it will be easily understood by the researcher and the readers.

An analysis used in this research is an analysis according to Miles and Huberman.<sup>54</sup> Activities in data analysis are data reduction, data display, and conclusion drawing. Data analysis can be defined as a process to look for and arrange the data systems that have been taken from interview, field report, recording, and other supporting material. This aims to give

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<sup>54</sup> Sugiyono, 'Memahami Penelitian Kualitatif', *Bandung: Alfabeta*, 2016.

description of the research subject based on the data.<sup>55</sup> As the result, it can be understandable for the researcher and others in understanding the findings. Bellows are breakdown of the steps in analyzing data:

### **1. Data Reduction**

Data reduction refers to the process of selecting, refining, simplifying, segregating, and transforming "raw" data visible in field written notes. Therefore, data reduction took place during the research activities carried out. Here, the researcher will sharpen, select, focus, discard, and organize data in one way, where the conclusions can describe and verify.<sup>56</sup> The researcher collected many data; therefore, it is important to record it carefully and straightforwardly. The longer the writer is in the field, the more data obtained. It is essential to analyze data through data reduction.

Then, the process of reducing data applying all data gathered through observation and interviews categorized as follows: the implementation of classroom questioning in online speaking class and students' opinion on teacher questioning in online speaking class. Therefore, the last researcher gathered a triangulation process in which the study chose essential data.

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<sup>55</sup> Azwar, 'Metode Penelitian. Yogyakarta: Pustaka Pelajar.', Azwar, 2013.

<sup>56</sup> A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, Dan Penelitian Gabungan* (Jakarta: Pena Media, 2014), 407.

## **2. Data Display**

In this second step, the set of information compiled, the researcher would begin drawing conclusions and taking action. In this research, the activity is carried out by displaying data descriptions or charts of the data reduction results. Thus, researchers could not more easily understand what is happening. Then from that, further work is schemed based on what is already comprehended. Data displays are employed to analyze the data which are taken from the data collection.

The result of the data display pointed to accurate data. It made the product explained more comfortable by displaying data, which happens in the place that observes. This step is after the data from researchers has been reduced and then produce a data presentation. The presentation of data does in the form of a brief description, explanation of the relationship between categories, etc. The most frequent form of data display for qualitative research data has been a narrative text in the past. The data is organized by data display, arranged in a pattern of relationships that would be easily understood.<sup>57</sup> Therefore, the researcher has provided accurate data and create the study results to be illustrated to the reader so that it is easier to understand.

## **3. Conclusion Drawing**

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<sup>57</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), page 249.

The result of the analyzing process will yield a conclusion as the finding of the research. In this research, the conclusion will be in the form of a descriptive analysis of classroom questioning in online speaking class. The conclusion highlights the description of implementation of classroom questioning in Language Course (LC) Pare and students' opinion on teacher questioning in online speaking class.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the result of the research finding and discussion about classroom questioning in online speaking class. The main purpose of this chapter will answer the research question that has been written in the chapter I.

#### **A. Profile of Language Center (LC) Course Pare**

Language Center (LC) located in Pare, East Java, is considered as one of English central learning in East Java. It has many intensive English Program. One of them is the speaking class which consist of basic class, intermediate class and advance class. The vision of this course is makes everyone speak using integrated learning. The missions of Language Center (LC) Course are as follows:

1. Providing maximum education and learning in the field of education.
2. Improving the quality of education and giving the best service for the students.
3. Carry out educational services that are useful for developing society.
4. Maintaining credibility to provide safe and secure for the students.
5. Developing education field with intensive learning program.

Language Center (LC) Course is one of the best course and the most favorite course in Kampung Ingggris Pare. This course



provides short time learning and long time learning period. This course not only focuses on learning English material including speaking, listening, reading, and writing but also focus on the fun method learning. Since English becomes an international language, English is needed on many occasions. This course exist to assist students to master English skills using integrated program. The integrated program means that the materials correlated each other with all of English skills. After taking a class from this course, this course guaranteed to master English in precise and excellent way.

## **B. Findings**

### **1. The Implementation of Classroom Questioning in Online Speaking Class**

The data of this study were obtained from the observation related to the implementation of classroom questioning in online speaking class. The researcher was a participant observer who involve as a part of the classroom. The implementation of classroom questioning had some significant roles for students to engage into the classroom and encourage them to speak more in the classroom. Based on the observation, the researcher found that the teacher has collaborated five questioning strategies which has mentioned in the previous research to elicit feedback and explore the answer from the students.

#### **a) Rephrasing**

*T: Anyone will be a volunteer, please! Tell me about **the advantages** of being an independent person?*

*S: (Silent for a while)*

*T: Tell me about **the positive things or the benefits** of being an independent person!*

*S: (Raising hand)*

*T: Agung, please*

*S: Off course, em if I am an independent person, I do not know how to say bergantung miss?*

*T: Rely on*

*S: Yea, I do not need to rely on my friends, I can do anything what I want and I will be so happy.*

*T: Tremendous!*

The teacher's utterance in a bold sentence show the rephrasing strategy. The teacher anticipate that the students did not know the meaning of the word 'advantages'. This kind of strategy was able to make students' response the question.

b) Simplification

*T: In the transaction activity, why do the buyer sometime bargain to price?*

*S: Silence*

*T: First, to give the price yang bagaimana?*

*S: Cheaper (in chorus)*

*T: Yep, exactly why the buyer wants to get the cheap price?*

*S1: Because, the seller gives the irracionale price so that the buyer bargaining*

*S2: It is economical principle miss, to get the lower price with the higher quality*

*S3: I think, it is because Indonesian people habit miss to do bargain*

*T: Ok, very good answer. Is there any additional opinion?*

The teacher's utterance in a bold sentence show the simplification strategy. By giving the clue to help the students to give the answer.

c) Repetition

*T: **How do you describe the thing on the picture?** (displaying the picture of handphone on power point)*

*S: Silence*

*T: Hello?*

*S: Hi!*

*T: **How do you describe the thing on the picture?***

*S: Let me try miss, handphone is the most important gadget because I need to check the important information from ig, wa and e-learning from my school.*

*T: Very nice answer!*

This strategy is repetition. This strategy helps the teacher to attract students' attention by repeating the same question.

d) Decomposition

*T: **What type of text it is?** (displaying example of descriptive text)*

*S: Descriptive text miss (in chorus)*

*T: Okay, come on, **what is descriptive text?***

*S: Text about the description of the object*

*T: Well, **what is the purpose of descriptive text?***

*S: to describe something*

*T: and then, **what are the language features of the text?***

*What kind of verb it is? (Displaying descriptive text on ppt)*

*S: Verb I miss.*

*T: Please, mention the verb I that you have found guys!*

This strategy is decomposition strategy. Teacher broke down the question about descriptive text to help the students to understand about descriptive text. This strategy provides enough chance for students to give their opinions or arguments.

e) Probing

*T: Well, today I am going to measure the level of your speaking one by one.*

*S: Yes, miss. (in chorus)*

*T: Start from Amel, **Which Indonesian typical food are worth to introduce internationally?***

*S: I think Rendang is the best miss.*

*T: **Why do you choose rendang?***

*S: Because, I think that rendang has Indonesian spices. Like ginger plant, lemongrass, umm (hesitant) and onions that mix become one is really delicious. Also, the combination of spicy, salty and sweet can make people feel tempting to eat. I hope that foreign people can try it.*

*T: Wonderful statement! Then, **how do you introduce rendang to the foreign people?***

*S: Um... Maybe I will start to promote rendang in my own online platform and suggest rendang as the optional menu if go to Indonesia by uploading the picture to International platform.*

*T: International platform like what?*

*S: In facebook, I follow the open forum for people around the world maybe one day I can suggest rendang in that platform.*

*T: Very interesting! Thank you amel for your answer, then Fida please ...*

This strategy is probing. Probing provides question in depth to criticize something. It is signed by the Why or How question. This question aims to explore students' critical thinking about an issue or topic related to the materials.

The researcher also noted the frequency of the questioning strategies

| Day/<br>Strategies | Rephrasing | Simplification | Repetition | Decomposition | Probing |
|--------------------|------------|----------------|------------|---------------|---------|
| 1                  | 2          | 3              | 1          | -             | 5       |
| 2                  | 3          | 2              | 2          | 1             | 4       |
| 3                  | 3          | 2              | 1          | -             | 5       |
| 4                  | 2          | 3              | 1          | 1             | 4       |
| 5                  | -          | -              | -          | -             | 5       |
| 6                  | 1          | 2              | 1          | 1             | 5       |
| 7                  | 2          | 2              | 1          | -             | 4       |
| 8                  | 3          | 2              | -          | -             | 6       |
| 9                  | 1          | 3              | 2          | -             | 6       |
| 10                 | -          | -              | -          | -             | 5       |
| Total              | 17         | 19             | 9          | 3             | 49      |

used by the teachers for 10 meetings as followed:

Table 4.1 Observation Result

The findings show that probing was the most used strategies employed by the teacher. Followed by simplification, rephrasing, repetition and decomposition. Therefore, the researcher noticed that rephrasing, simplification, repetition, and decomposition strategies were used by the teacher to elicit verbal replies due to the question failed to produce respond from the students. Besides, probing strategy was used by the teacher to form the classroom questioning that can explore students' critical thinking about their opinion or argument.

In the observation, the researcher also written down the list of students' participation in classroom questioning that produced by the students in every meeting, such as followed:



Table 4.2 Students' Participation in Classroom Questioning

| Day/Types of Question | Open Ended Question  | Close Ended Question  |
|-----------------------|--|---|
| 1.                    | <p>- Why do we need to sell something like temporal usage rather than permanent usage, miss? (S-T)</p> <p>Answer: The teacher answered the reason why.</p> <p>- Don't you think that it is too expensive? Why do you give this price miss? (S-T)</p> <p>Answer: The teacher gives the explanation why the price was expensive</p> <p>- What do you think of my new product? (S-S)</p> <p>Answer: The students explained about the opinion on the thing</p> | <p>- Should I promote my product to my parents? (S-T)</p> <p>Answer: The teacher answer no needed to promote to the parents</p> |
| 2.                    | - How to make our  | - How many minimum  |



|    |  |   |
|----|--|---|
|    | <p>customer interested in our product if I am an introvert person, miss? (S-T)</p> <p>Answer: Teacher gave her opinion as she also an introvert person</p> <p>- What do you think of bargaining something under the word of “friend price”? (S-S)</p> <p>Answer: The students try to give the opinion about the topic and tried to give the solution</p> <p>- Why do bargaining need skills miss? (S-T)</p> <p>Answer: The teacher explained why do bargaining need skills</p> | <p>products do we need to sell miss? (S-T)</p> <p>Answer: Teacher answered as many as possible</p> <p>- What kinds of product do you need? (S-S)</p> <p>Answer: The students explained what product they need</p> |
| 3. | <p>- What kinds of book do you like? Why do you like it? (S-S)</p> <p>Answer: The students tried to mind exchange about what kinds of</p>  | <p>- What do you think of my grammar right now miss? (S-T)</p>  |

|    |   |   |
|----|---|---|
|    | <p>book that the other students like and to explore the reason why the student like it</p> <p>- How is your opinion on romance-comedy genre?<br/>(S-S)</p> <p>Answer: The student explained about the opinion on the related topic</p> <p>- Why do you think reading is a good hobby?<br/>(S-S)</p> <p>Answer: The student explained why was reading a good hobby</p> |   |
| 4. | <p>- Why do you choose phone as your favorite gadget? (S-S)</p> <p>Answer: The student explained the reason why he/she chose handphone as her/his favorite gadget</p>   | <p>- Can we switch the question miss? (S-T)</p> |

|    |  |   |
|----|--|---|
|    | <p>- What do you think if the world without phone? (S-S)</p> <p>Answer: The students tried to criticize the problem about how if the world without phone</p>   |   |
| 5. | Examination  | examination   |
| 6. | <p>- Which one do you choose for diet? Vegetable or fruits? Give me the reasons why? (S-S)</p> <p>Answer: The students explained why they choose the option</p> <p>- What kind of fruit that you consider as the healthiest food? Why? (S-S)</p> <p>Answer: The students explained the reason why they choose fruit as the most healthy food</p> | <p>- Do we need to ask about the recipe of healthy food miss? (S-S)</p> |
| 7. | - How to make soup in your region? (S-S)   | - Do you need my help? (S-S)  |

|    |  |  |
|----|--|--|
|    | <p>Answer: The student explains about how to make soup in every region</p> <p>- How to express hungry instead of saying 'I am hungry' miss? (S-T)</p> <p>Answer: The teacher gave some expression to express hungry and let the students to give another examples</p>      | <p>- What foods that must be served when your family conducting party? (S-S)</p> |
| 8. | <p>- How to live healthy? Have you lived healthy? (S-S)</p> <p>Answer: The students described how the way they live healthy</p> <p>-What do you think of eating disorder?</p> <p>Answer: The student gave their opinion on eating disorder and gave the solution (S-S)</p> | <p>- How to pronounce seledri in English miss? (S-T)</p>                         |
| 9. | <p>- What is the special food from your region?</p>  | <p>- Where are you from miss? What is the special</p>                            |

|                    |   |                               |
|--------------------|---|-------------------------------|
|                    | <p>How does it taste? (S-S)</p> <p>Answer: The students asked about special food from every member's regional and get the answer about the name and the taste</p> <p>- Have you ever gone McD? What is the best menu and why do you choose it? (S-S)</p> <p>Answer: The student explained why they choose the menu and described the taste.</p> | <p>food over there? (S-T)</p> |
| 10                 | -   | -                             |
| Total of Questions | 19  | 10                            |

The effect of questioning strategies and instruction that applied by the teacher influence the students' participation whether to ask or answer to the teacher or to the other students. Based on the observation, the researcher found that open-ended questions were used by the students' to interact with other students', explore the answer and try to criticize the topic that was given by the teacher.

Besides, close-ended question were used by students to attain short answer, to ask about certainty, to ask the teacher's instruction, and to ask about the pronunciation of new vocabulary. Besides, students' answering the question, related to the question given, it can be in the form of short or long answer depend on the question. The most applied types of question in this speaking class was open-ended question. Therefore, the interaction in this online speaking class can keep going very well.

## **2. Student's Opinion on Teacher Questioning in Online Speaking Class**

Student's opinion on teacher questioning was crucial to determine success in teaching speaking in online class. Based on the interviews with the students, they indicated that teacher's questioning could affect their speaking abilities in some aspects below:

### **1. Grammar**

Grammar in speaking skill refers to the correct usage of sentence structure in producing utterance. Based on the observation was also shown that at the beginning of teaching, the teacher gave grammar materials that related to the speaking topic. Four out of eight students agreed that their grammar becoming better compared with the first meeting to the end of meeting because the teacher was instantly correct their speaking grammar when producing sentence. It was also in accordance with the observation result that the teacher correct their grammar as the direct corrective feedback. The

teacher's direct corrective feedback was given to the end of speaking practice so that the students did not feel anxious during practicing speaking. Chu (2011) executed that corrective feedback has a positive effect on improving oral English accuracy. Furthermore, some of them mentioned that the teacher's direct corrective feedback affect their grammar to be better. The evidence can be strengthened in the students' answer below:

*“Menurut saya iya, karena kalau ada kesalahan grammar atau ucapan yang tidak tepat, guru selalu membenarkan atau mengingatkan saya bahwa ada kesalahan yang saya ucapkan.”* (Agung Laksana, April 14<sup>th</sup>, 2021)

*“Grammar saya lebih baik seiring berjalanya waktu pertemuan, karena miss Indah langsung memberi saya koreksi.”* (Natalia, April 14<sup>th</sup>, 2021)

*“Benar speaking saya lebih baik. Terutama susunan kalimatnya jadi lebih bisa difahami karena dikasi masukan sama miss nya.”* (Nurul Safira, April 14<sup>th</sup>, 2021)

*“Saya merasa speaking saya lebih baik terutama tata Bahasanya. Itu semua karena sering praktek bicara dalam kelas.”* (Feberyl, April 14<sup>th</sup>, 2021)

## 2. Fluency

Fluency is about how comfortable and confident the speaker in speaking english. The indicator of strong fluency can be seen

through an extended period of time the speaker do. In speaking, fluency deal with a clear connection between each point that the speaker tries to make. This skill lead the listener to follow what the speaker are saying and does not get lost. In addition, fluency also known as the natural ability to speak spontaneously, rapidly and comprehensibly with few numbers of errors that probably distract the listener from the speaker's utterances. According to the observation, at the week 3 of meetings the students still used speech delay oftentimes such as “um” “e” “apa ya” yet at the week 4 their speech delay decrease because they were used to it. This result was also can be obtained by seeing the interview below:

*“Dulu, yang pada awalnya kaku sekarang jadi terbiasa ngomong Bahasa Inggrisnya. Kayak lebih ke spontan aja ngomongnya sekarang kak.”* (Eka S, April 14<sup>th</sup>, 2021)

*“Mulai pertemuan minggu ke-4 saya udah lumayan ngrasain kalo ngomong Inggris saya udah lancar kaya dulu lagi, mungkin karena terbiasa praktek dan diberi tugas sama miss Indah jadinya udah gak am-em lagi kak”* (Nurul, April 14<sup>th</sup>, 2021)

### 3. Pronunciation

The basic rule of pronunciation is that the speaker can speak and be understood by the listerner. A skilled speaker can use the sub skills of pronunciation to emphasise and make the communicative effect of their speech more impactful. Pronunciation is a complex skill in



speaking, with some of sub skills that can be practiced. There are list of sub skills of pronunciation: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. An effective way to make a good pronunciation is to practice and imitate someone with good pronunciation as closely as possible. The students stated that their pronunciation way better after joining online speaking class. Here the yield of interview with the students:

*“Pronunciation saya lebih jelas setelah rajin mengikuti kelas speaking online sama miss Indah ini.”* (Feberyl, April 14<sup>th</sup>, 2021)

*“Kayak sekarang, aku bisa arrange speaking sentence sesuai grammar yang tepat. Pronunciation aku jadi lebih fasih juga sih impactnya.”* (Amelia, April 14<sup>th</sup>, 2021)

#### 4. Vocabularies

The speaking activity will not happen when the speaker do not have any vocabularies. The vocabularies construct the meaning and information to the listener. Being a good speaker should try to improve the vocabularies. The more interesting words the speaker know, the stronger speaking skills will get. In speaking, the best way to grow the vocabulary is to communicate oftentimes with many people. In the online speaking class, the vocabularies was built through showing the list of vocabularies at the beginning of class and let the students' to practice the vocabularies they got by some

activities related to the topic at the time. It can be seen through the research data from the interview that the student said:

*“Saya juga merasa kalau vocabs saya meningkat, karena guru selalu menyediakan list of vocab baru di awal kelas untuk dijadikan bahan referensi untuk praktek speaking.”*

(Putri Natasya, April 14<sup>th</sup>, 2021)

Therefore, during the observation and interview with the students. The researcher also found some benefits that students' can take from the implementation of classroom questioning which mentioned as follow:

#### 1. Confidence

Based on the interview with the students, most of them stated that their confidence were improve since teacher questioning activated in the classroom. They were able to speak freely and enjoyably when teacher start questioning first. Based on the observation, the researcher noticed that teacher question stimulated students' feedback such as answerer and questioner. The answer given as the feedback for question delivered. Then, the question given in deeply to criticize the topic related to the materials.

*“Karena aku banyak aktif di kelas ya aku jadi tambah percaya diri”* (Nurul, April 14<sup>th</sup>, 2021)

*“Saya sangat senang, karena dengan diberi pertanyaan saya merasa dianggap dalam kelas. Terlebih, kalau guru tidak bertanya dulu nanti saya malu untuk berinteraksi dulu dalam kelas.”* (Agung Laksana, April 14<sup>th</sup>, 2021)

## 2. Thinking Critically

Most of students agreed that teacher questioning lead them to think critically. It was also accordance with the observation, the interaction in the classroom was mainly produced with ‘why’ and ‘how’ question. In the bloom taxonomy, that has been explained in the previous chapter, ‘why’ and ‘how’ question included in analyzing stage. In some meetings, teacher also assigned to make video or recording of their speaking practice. This activity was included in creating stage which means it was the highest level of thinking. This statement was also support with the students’ statement below:

*“Dalam setiap pertemuan, guru selalu mewajibkan kita untuk berpikir kritis tentang suatu permasalahan. Semisal, dalam suatu topik pembelajaran kita diberi pilihan untuk memilih suatu jawaban, kita harus memberikan alasan mengapa kita memilih suatu jawaban tersebut.”* (Agung Laksana, April 14<sup>th</sup>, 2021)

*”Selalu deh kak. Orang materi ringan aja kayak menceritakan kegiatan sehari-hari aja disuruh menganalisa kejadian penting dalam kegiatan tersebut. Kalau berpikir kritisnya lebih ke gimana arrange*

*sentencenya ke grammar yang tepat itu kak menurutku.”*  
(Amelia, April 14<sup>th</sup>, 2021)

*“Iya. Contohnya, ketika kita diberikan materi berupa gambar suatu benda yang ditampilkan di power point. Kita disuruh untuk memberikan pandangan atau opini tentang benda itu. Disini kita harus berpikir kritis bagaimana caranya kita menyampaikan ide kita dengan jelas dan dapat difahami. Nah, disini kalau ada grammarnya yang salah kita disuruh memperbaiki struktur kalimat lagi. Jadi, menurut saya berpikir kritisnya bukan hanya tentang menyusun grammarnya saja namun tentang bagaimana kita menjabarkan ide dalam kalimat yang diucapkan itu.”* (Putri Natasya, April 14<sup>th</sup>, 2021)

### 3. Construct longer conversation

As what the researcher observe in the classroom, the teacher and students' were mainly used open-ended question in many activities. So that influence to the students' to construct longer conversation and longer verbal produced. This statement cab be evidenced by the interview below:

*“Memang dituntut untuk ngomong panjang lebar kak. Karena di kelas ini kan fokusnya praktek speaking jadi ya ngomong sebanyak-banyaknya kak.”* (Agung Laksmana, April 14<sup>th</sup>, 2021)

Another findings of interview also proved that the classroom was dominated by the students. All of the students' agreed that the teacher position only as the facilitator in the class. Based on the observation, the teacher provided the materials which is displayed to the power point. Some were questioning activities such as guessing activities, describing the pictures, role playing activities, and analyzing the issues. The teacher provided those materials to make students' speak more. The teacher would explain the material for the knowledge bridging. The setting of this class was producing speaking as many as possible. Therefore, the evidence can be represented by the students interview as follow:

*“Murid lebih yang aktif untuk berinteraksi kak. Baik dalam menjawab pertanyaan guru, bertanya ke guru atau teman, bahkan yang suruh menebak atau menjelaskan slide materi ppt yang diberikan.”* (Agung Laksmna, April 14<sup>th</sup>, 2021)

*“Justru saya merasa yang mendominasi kelas adalah muridnya. Guru hanya memberikan materi dan pertanyaan untuk dijadikan patokan.”* (Putri Natasya, April 14<sup>th</sup>, 2021)

## **B. Discussion**

### **1. The Implementation of Classroom Questioning in Online Speaking Class**

Teaching online speaking class in Language Center (LC) Pare was a significant development of English learning. In spite of this course basically open for offline course, but this course tries to be productive during pandemic by holding online

course. This course has well management looking up by system class, curriculum, well-organized material, and teacher's capability to teach and handle the class. The system of class can run condusively because the participants of each class maximum 8 people. As we know that handling huge class will not the effective way to teach moreover in online circumstance. The syllabus in Language Center (LC) Pare is organized because it has been prepared further day before teaching and got revised in every years. A week before teaching the class, all the teachers got briefing to teach their materials.

The teacher has their own right to determine the strategies implemented on their class. Based on the observation of this current research, the teacher implemented questioning strategies to teach basic online speaking class. Klippel stated on his book that questioning activities is a need to always involve student's participation in the learning process, so that they will not become a passive learner.<sup>58</sup> Bangert (2008) argued that when online teachers choosing appropriate strategies to fostering an online social presence and teacher presence, the result will give more advanced cognitive presence. To build an active online speaking class, the classroom participants used open-ended frequently rather than close-ended question. As the result, teacher at basic online speaking class in Language Center (LC) Course

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<sup>58</sup> Elaine K. Horwitz and Friederike Klippel, 'Keep Talking: Communicative Fluency Activities for Language Teaching', *The Modern Language Journal*, 70.2 (1986), 167 <<https://doi.org/10.2307/327325>>.

applied questioning strategies that tend to open-ended question to build an active online speaking environment.

According to Halliwell (1992), in teaching English speaking, teachers should create and provide students with a communicative atmosphere to express themselves, which the teacher at basic online speaking class in Language Center (LC) Course did. The teacher has to prepare and succeed in making comfortable and fun English learning through questioning activities. This statement can be proven that teacher questioning was successfully inviting students' participation both as the questioner and the answerer. Positive online classroom interaction can be seen where the students feel free to ask questions to the teachers or other learners, students feel free to answer questions and other students not feel threatened by delivering incorrect response.<sup>59</sup> Toward teacher and students' participation, it enhances learning interaction, improves learning performance, fosters the development of critical thinking skills, and leads to greater satisfaction with a course.<sup>60</sup> As a result, the goals of teaching speaking in online circumstance can be achieved.

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<sup>59</sup> Lynch.

<sup>60</sup> J. Yuan and C. Kim, 'Guidelines for Facilitating the Development of Learning Communities in Online Courses', *Journal of Computer Assisted Learning*, 30.3 (2014), 220–32 <<https://doi.org/10.1111/jcal.12042>>.

## 2. Student's Opinion on Teacher Questioning in Online Speaking Class

This study's primary finding indicated that teacher questioning in basic online speaking class had positive feedback from the students. The students gave the positive feedback in terms of the learning activities and progress of learning. The positive feedback was an action, or attitude that acknowledged, showed, demonstrated, supported, conceded, and applied the standards where the individual was found.<sup>61</sup> According to Jacklin (2005), students' positive feedback has important implication for teacher to develop teacher's teaching performance. As the result, the positive feedback from students' of Language Center (LC) Course Pare showed and poured into opinion that has concluded by the researcher.

In terms of the progress of learning, there are some benefits of teacher questioning that students felt. First, the students confirmed that their speaking skills such as grammar, pronunciation, fluency, and vocabularies were better after joining the class. The students believed that practice made perfect, as what the teacher did in the classroom to make the students becoming an active learners. Not only in the classroom, but the teacher also allowed the students to make progress in speaking

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<sup>61</sup> Aldónio Ferreira and Andrijani Santoso, 'Do Students' Perceptions Matter? A Study of the Effect of Students' Percept...: EBSCOhost', *Accounting and Finance*, 48.May 2007 (2008), 209–31  
<<http://web.b.ebscohost.com.ezproxy.rollins.edu:2048/ehost/pdfviewer/pdfviewer?vid=1&sid=05dc37c7-ee52-401d-9f88-8d2e74628f45%40sessionmgr104>>.



from their home by accomplished the assignment to do recording and video vlogging. Richards on his research also found that the more the teacher provides students' to practice speaking, the more students' speaking skills improved.<sup>62</sup> Second, the students also confirmed that teacher questioning affect their ability to think critically, to do longer conversation, and confidence in speaking English. This happened due to they used to be speaking in English for 4 weeks. This statement a line with Zhang research that students being actively involved in the classroom activities to acquire a better understanding of the learning process and were more self-confident.<sup>63</sup> These benefits can be useful for students to develop their ability progress in speaking English.

In terms of the learning activities, the teacher provided different questioning activities in every meetings. The questioning activities which the researcher found such as, role playing, discussion, problem-solving, describing the things, guessing the vocabularies, and conversation. So that, the students did not feel bored and interest in learning. As what in the observation got, the students' were active becoming questioner and answerer. In interview section, the students also confirmed that they dominated the learning activity in the classroom. Therefore, it can be concluded that the class setting was student-

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<sup>62</sup> J. C. Richards, 'Developing Classroom Speaking Activities: From Theory to Practice', *Guidelines, (RELC, Singapore)*, 28 (2006), 3–9.

<sup>63</sup> Xiuqin Zhang and Katie Head, 'Dealing with Learner Reticence in the Speaking Class', *ELT Journal*, 64.1 (2009), 1–9  
<<https://doi.org/10.1093/elt/ccp018>>.

centered learning where the teacher participation only as the facilitator. This statement also lines with what Jeffrey said, “student-centered learning stresses learners developing their knowledge to facilitate transfer of their learning to new contexts and application of their learning to open-ended challenges such as problem-solving, critical thinking, and design”.<sup>64</sup> The teacher role only as a facilitator to provide the materials and questioning to stimulate students’ speaking activities.

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<sup>64</sup> Jeffrey Froyd, Jeffrey Froyd, and Nancy Simpson, ‘Student-Centered Learning Addressing Faculty Questions about Student- Centered Learning’, *Curriculum Labor and Improvement Conference*, 30.11 (2008), 1–11 <<http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.526.348>>.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This is the last chapter of this research. After the researcher explores the discussions of the research findings which focus on the implementation of classroom questioning in online speaking class, then some conclusions and suggestions are made below:

#### **A. Conclusion**

Based on the explanation from research finding and discussion in the chapter four, the researcher makes some conclusion about the implementation of classroom questioning in online speaking class. Thus, classroom questioning method happened due to the teacher and students' participation in the classroom. This method can build an active environment in the classroom. The effective classroom questioning happened where the teacher could make the students engage into classroom both as the questioner or answerer. The use of appropriate questioning strategies could give positive benefits for the teacher and the students.

The researcher found that the teacher used all of the five of questioning strategies that introduced by Wu. Based on the data, probing was the most used strategies employed by the teacher. Followed by simplification, rephrasing, repetition and decomposition. Therefore, the researcher noticed that rephrasing, simplification, repetition, and decomposition strategies were used by the teacher to elicit verbal replies due to the question

failed to produce respond from the students. Besides, probing strategy was used by the teacher to form the classroom questioning that can explore students' critical thinking about their opinion or argument.

The implementation of questioning strategies which applied by the teacher successfully can engage students' participation both as the questioner and answerer. The classroom setting in online speaking class at Language Center (LC) Course Pare was student-centered learning. The researcher noticed that students tend to use open-ended question in delivering their opinion. Based on the interview data, most of the students agreed that their speaking abilities such as grammar accuracy, fluency, pronunciation, vocabularies successfully improve due to the teachers' questioning strategies. In addition, some benefits which also mentioned by the students were improving their confidence, critical thinking, and construct longer conversation.

## **B. Suggestion**

In reference to the findings, there are some suggestions that are considered by the researcher after conducting this research. The suggestions are as follows:

### **1. For the researcher**

Due to COVID-19 pandemic, observation and interview was conducted online via google meet and whatsapp. So, it made some problems due to the signal problem and virtual learning. Even though this research is far from perfection, but hopefully this can encourage the next

researcher who wants to conduct the same research and give a guidance for them in conducting online research.

2. For the students

This research provides information for the students about how classroom questioning can improve their speaking abilities. In addition, the researcher suggests to the students in sharing the information to the other students from different school, so that the research findings will be useful for the other students.

3. For the teacher

This study provides teaching-method in speaking through classroom questioning. In doing so, the researcher suggests the teacher to use, adapt, apply and modify the teaching-learning speaking activity in the class.

4. For the institution

The researcher suggests that the findings of this study will be recommended and considered to be implemented in some school due to the advantages.

5. For the next researcher

Hopefully, this study can be beneficial as the reference for the next researcher who wants to conduct the same topic. The researcher also suggests for the next researcher to hold the study in longer time so that the information will be covered comprehensively.



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## APPENDIX 1

### Observation Guideline

Topic: The Implementation of Classroom Questioning in  
Online Speaking Class

| No. | Aspects of being Observed                                  | Descriptive of the Result |
|-----|--|---------------------------|
| A.  | The Classroom Questioning Setting in Online Speaking Class |                           |
|     | 1. The students' number                                    |                           |
|     | 2. Students participation                                  |                           |
|     | 3. Teacher participation                                   |                           |
| B.  | The Learning Process                                       |                           |
|     | 1. The questioning strategies                              |                           |
|     | 2. The language use  |                           |
|     | 3. The teaching material                                   |                           |
|     | 4. The learning activity                                   |                           |
|     | 5. The allocation time                                     |                           |
| C.  | The Teacher Evaluation                                     |                           |
|     | 6. The Assessment  |                           |

|    |                      |  |
|----|----------------------|--|
|    | 7. The Evaluation    |  |
| D. | The Additional Notes |  |

## APPENDIX 2

### Observation Result on April, 8<sup>th</sup> 2021

| No. | Aspects of being Observed                                  | Descriptive of the Result  |
|-----|--|--|
| A.  | The Classroom Questioning Setting in Online Speaking Class |  |
|     | 1. The students' number                                    | 8 Students   |
|     | 2. Students participation                                  | Questioner and answerer  |
|     | 3. Teacher participation                                   | As the facilitator who displays power point material and questioning activities to stimulate students' learning activity |
| B.  | The Learning Process                                       |  |
|     | 4. The questioning strategies                              | a. Reprashing (3)<br>b. Simplification (2)<br>c. Repetition (2)<br>d. Decomposition (1)<br>e. Probing (5)                |
|     | 5. The language use  | Mixed English-Indonesia  |
|     | 6. The teaching material                                   | Will you take \$20?<br>Bargaining for a lower price and suggesting for different prices                                  |
|     | 7. The learning activity                                   | The teacher started the lesson by giving the question about what activities did the people do in the                     |

|    |                        |   |
|----|------------------------|---|
|    |                        | <p>market. Then, the teacher displayed the jumbled word and let the students to guess the words. The students felt difficult to answer then the teacher gave the clue and allowed the students to open the dictionary. Then, the correct word order became the new vocabulary for the students. After that, the teacher gave the critical questions to answer. Next, the teacher displayed a picture of people who were doing conversation and let them to do role playing. Before asked the students to do role playing, the teacher invited the students to choose what kind of seller they would be. After that, the teacher displayed the materials included the formula of arranging bargaining for a lower price and suggesting a different price. To check students' understanding, the teacher gave some expressions and let the students to guessing the type of expression. At the end of the lesson, the teacher played an audio for listening activity. The students were asked to fulfill the answers on the listening sheets.</p> |
|    | 8. The allocation time | 100minutes  |
| C. | The Teacher Evaluation |   |

|    |                      |   |
|----|----------------------|---|
|    | 8. The Assessment    | Before closing prayer, the teacher explained the assignment to record monologue about bargaining for a lower price and suggesting a different price. Then, the teacher answered the student's question. |
|    | 9. The Evaluation    | The teacher gave complements to the all students for doing their best and gave some notes on students' sentence structure.  |
| D. | The Additional Notes | All of the students could join the class, and they actively followed the classroom activity.  |

### Observation Result on April, 14<sup>th</sup> 2021

| No. | Aspects of being Observed     | Descriptive of the Result  |
|-----|-------------------------------|--|
| A.  | The Classroom Questioning     | Setting in Online Speaking Class   |
|     | 1. The students' number       | 6 Students   |
|     | 2. Students participation     | Questioner and answerer  |
|     | 3. Teacher participation      | As the facilitator who displays power point material and questioning activities to stimulate students' learning activity |
| B.  | The Learning Process          |  |
|     | 4. The questioning strategies | a. Reprashing (3)<br>b. Simplification (2)   |



|    |                          |  |
|----|--------------------------|--|
|    |                          | <p>c. Repetition (-)</p> <p>d. Decomposition (-)</p> <p>e. Probing (6)</p>   |
|    | 5. The language use      | Mixed English-Indonesia  |
|    | 6. The teaching material | <p>Do you eat a big lunch?</p> <p>Describing what to eat and talking about healthy eating habits</p>   |
|    | 7. The learning activity | <p>The teacher started the lesson by displaying some pictures of food and let the students named it. Then, the teacher as the students to classify the food into two groups, healthy food and junk food. After that, the teacher provided list of vocabularies and pointed the students one by one to read it correctly. Next, the teacher gave the questions to the some of students. The rest of students were asked to practice conversation in pair about healthy life and healthy food.</p> |
|    | 8. The allocation time   | 100 minutes  |
| C. | The Teacher Evaluation   |  |
|    | 9. The Assessment        | <p>Before closing prayer, the teacher announced the assignment and gave some corrections about</p>   |

|    |                      |  |
|----|----------------------|--|
|    |                      | spelling and wrong pronunciation.  |
|    | 10. The Evaluation   | The teacher gave some advice to motivate students' learning, then prayed together.   |
| D. | The Additional Notes | <ul style="list-style-type: none"> <li>- Two students were absent because they were sick and took a rest.</li> <li>- The rest of students could be active in following classroom activity</li> </ul> |

### APPENDIX 3

#### Interview Guideline

Interview guideline for students

| NO. | Questions  |
|-----|--|
| 1.  | Do you think that teacher's questioning has yielded an active speaking environment?      |
| 2.  | Do you think that teacher's questions help you speak more whether to question or answer? |
| 3.  | Do teacher questions require you to analyze or criticize things?                         |
| 4.  | Do you feel that your speaking has improved through teachers' questioning?               |
| 5.  | Do teacher questions foster you to speak longer?   |

|    |  |
|----|--|
| 6. | Do you think that the teacher dominate the interaction in the classroom? |
| 7. | Do you think that learning speaking in online class is difficult?        |

## **APPENDIX 4**

### **Interview Transcription (From the Students)**

#### **Interview 1**

**Name : Agung Laksmna Ismail**

**Date : April 14, 2021**

A : Perkenalkan nama saya Dewi, saya akan mewawancarai anda terkait dengan pertanyaan guru dalam kelas speaking online. Silakan memperkenalkan diri anda terlebih dahulu.

B : Nama saya Agung Laksmna Ismail

A : Baik, langsung saja ke pertanyaan pertama. Apakah pertanyaan guru menghasilkan suasana kelas speaking yang aktif?

B : Benar sekali. Terlebih, guru di kelas kami selalu mengawali kegiatan pembelajaran dengan memberi pertanyaan entah tentang kegiatan yang berkaitan dengan kegiatan sehari-hari kita, review tentang materi sebelumnya atau mendiskusikan isu terbaru tentang suatu berita. Sehingga, kelas menjadi aktif.

A : Apakah kamu pikir pertanyaan guru membantu kamu untuk berpartisipasi dalam kelas entah sebagai penanya atau sebagai penjawab?

B : Partisipasi saya tidak hanya sebagai penjawab pertanyaan guru. Di kelas kami, guru memberikan tuntutan untuk kita bertanya tentang materi yang telah disampaikan. Terlebih, beberapa topik pembelajaran mengharuskan kita untuk bertanya dengan member yang lain.

A : Apakah pertanyaan guru membuat kamu untuk menganalisa atau mengkritisi suatu hal atau topik?

B : Dalam setiap pertemuan, guru selalu mewajibkan kita untuk berpikir kritis tentang suatu permasalahan. Semisal, dalam suatu topik pembelajaran kita diberi pilihan untuk memilih suatu jawaban, kita harus memberikan alasan mengapa kita memilih suatu jawaban tersebut.

A : Apakah dengan guru memberi pertanyaan membuat speaking kamu lebih baik?

B : Menurut saya iya, karena kalau ada kesalahan grammar atau ucapan yang tidak tepat, guru selalu membenarkan atau mengingatkan saya bahwa ada kesalahan yang saya ucapkan. Adapun apabila ada kosa kata yang saya tidak mengerti guru selalu memberi clue agar saya bisa menebak kosa kata tersebut. Apabila saya sudah mencoba menjawab namun tidak bisa, guru akan memberi tahu arti dalam Bahasa Inggris tentang kosa kata tersebut.

A : Apakah kamu senang dengan pertanyaan yang diberikan guru?

B : Saya sangat senang, karena dengan diberi pertanyaan saya merasa dianggap dalam kelas. Terlebih, kalau guru tidak

bertanya dulu nanti saya malu untuk berinteraksi dulu dalam kelas.

A : Apakah lewat pertanyaan-pertanyaan yang guru berikan membuat kamu berbicara lebih panjang?

B : Memang dituntut untuk ngomong panjang lebar kak. Karena di kelas ini kan fokusnya praktek speaking sebanyak-banyaknya kak.

A : Apakah kamu pikir guru masih mendominasi dalam kelas?

B : Tidak. Justru peran guru disini lebih ke yang memberikan motivasi buat murid mendominasi kelas.

A : Bisa dijelaskan lebih rinci murid mendominasi seperti apa?

B : Murid lebih yang aktif untuk berinteraksi kak. Baik dalam menjawab pertanyaan guru, bertanya ke guru atau teman, bahkan yang suruh menebak atau menjelaskan slide materi ppt yang diberikan.

A : Apakah menurutmu belajar speaking di kelas online itu sulit?

B : Tidak juga sih, selama guru mampu menyampaikan materi dengan baik. Paling kendalanya kalau lagi sinyalnya buruk. Tapi, selama satu periode ini errornya cuma dua kali saja. Itupun besoknya diberikan ganti kelas.

A : Baik, terima kasih.

B : Sama-sama.

## **Interview 2**

**Name : Amelia Widya Putri**

**Date : April 14, 2021**

A : Perkenalkan nama saya Dewi, saya akan mewawancarai anda terkait dengan pertanyaan guru dalam kelas speaking online. Silakan memperkenalkan diri anda terlebih dahulu.

B : Halo perkenalkan nama saya Amelia Widya Putri.

A : Apakah pertanyaan yang guru berikan menghasilkan suasana kelas speaking yang aktif?

B : Tentu saja. Kalau guru bertanya biasanya kita berebut untuk menjawab karena nanti akan diberikan nilai plus. Terlebih untuk yang paling aktif di kelas setiap minggunya akan diberi reward file pdf materi atau tips-tips penting yang menunjang speaking kita. Makanya kelas selalu aktif karena ada yang dijadiin rebutan kak.

A : Apakah kamu pikir pertanyaan guru membantu kamu untuk berpartisipasi dalam kelas entah sebagai penanya atau sebagai penjawab?

B : Balance sih ya kak. Ada waktunya aku sebagai penjawab ada juga waktunya aku sebagai penanya. Tapi, aku selalu mencoba buat bertanya sih kak tiap pertemuan soalnya selain biar tambah berani speak up di kelas, juga biar melatih speaking aku tambah bagus.

A : Apakah pertanyaan guru membuat kamu untuk menganalisa atau mengkritisi suatu hal atau topik?

- B : Selalu deh kak. Orang materi ringan aja kayak menceritakan kegiatan sehari-hari aja disuruh menganalisa kejadian penting dalam kegiatan tersebut. Kalau berpikir kritisnya lebih ke gimana arrange sentencenya ke grammar yang tepat itu kak menurutku.
- A : Apakah dengan guru memberi pertanyaan membuat speaking kamu lebih baik?
- B : Aku ngrasa banyak perubahan di speaking aku sih kak dibanding sebelum join kelas speaking ini. Kayak sekarang, aku bisa arrange speaking sentence sesuai grammar yang tepat. Pronunciation aku jadi lebih fasih juga sih impactnya.
- A : Apakah lewat pertanyaan-pertanyaan guru membuat kamu berbicara lebih panjang?
- B : Iya kak, gak ada ceritanya di kelas speaking ini jawabanya yes no aja. Kalaupun ada yes no nya harus dikasih alasan yang panjang.
- A : Apakah kamu fikir guru masih mendominasi dalam kelas?
- B : Yang mendominasi ya muridnya kak.
- A : Bisa dijelaskan lebih rinci murid mendominasi seperti apa?
- B : Ya dalam kegiatan, yang speak up masih banyak murinya kak. Gurunya ngasih pertanyaan itupun biar kita banyak ngomong.
- A : Apakah kamu merasa belajar speaking di kelas online itu sulit?
- B : Ya karena pandemi ya memang harus begini kak. Ya sulitnya mungkin karena interaksinya ga langsung.

A : Terimakasih atas waktunya

B : You are welcome kak!

### **Interview 3**

**Name : Putri Natasya Fauziah**

**Date : April 14, 2021**

A : Perkenalkan nama saya Dewi, saya akan mewawancarai anda terkait dengan pertanyaan guru dalam kelas speaking online. Boleh memperkenalkan dirinya terlebih dahulu?

B : Iya miss, nama saya Putri Natasya Fauziah.

A : Apakah pertanyaan yang guru berikan menghasilkan suasana kelas speaking yang aktif?

B : Iya miss, karena pertanyaan guru selalu mengajak kita untuk berpartisipasi satu sama lain. Misalnya, kalau guru memberi kita materi baru nanti gurunya yang ngasih pertanyaan ke kita dulu buat nebak. Kalau kita bisa menjawab tapi masih bingung nanti kita gantian yang tanya. Jadi, interaksi kelas yang aktif berawal dari sini miss.

A : Apakah kamu pikir pertanyaan guru membantu kamu untuk berpartisipasi dalam kelas entah sebagai penanya atau sebagai penjawab?

B : Iya, sangat berpartisipasi baik sebagai penanya atau penjawab. Semisal kita bertanya terkait materi yang disampaikan guru, guru akan merespon dengan dengan baik dengan pujian lalu langsung memberikan tanggapan dan jawaban dengan baik. Kalau peran sebagai penjawab ya hanya fokus dengan pertanyaan yang diberikan guru. Beda



halnya dengan, kalau kita sebagai penanya, kita bisa lebih mengeksplor ilmu kita.

A : Apakah pertanyaan guru membuat kamu untuk menganalisa atau mengkritisi suatu hal atau topik?

B : Iya. Contohnya, ketika kita diberikan materi berupa gambar suatu benda yang ditampilkan di power point. Kita disuruh untuk memberikan pandangan atau opini tentang benda itu. Disini kita harus berpikir kritis bagaimana caranya kita menyampaikan ide kita dengan jelas dan dapat difahami. Nah, disini kalau ada grammarnya yang salah kita disuruh memperbaiki struktur kalimat lagi. Jadi, menurut saya berpikir kritisnya bukan hanya tentang menyusun grammarnya saja namun tentang bagaimana kita menjabarkan ide dalam kalimat yang diucapkan itu.

A : Apakah dengan guru memberi pertanyaan membuat speaking kamu lebih baik?

B : Tentu saja. Karena bagi saya kunci dalam speaking itu adalah dengan terbiasa. Kalau kita terbiasa dalam interaksi menggunakan Bahasa Inggris tentu saja speaking kita akan lebih lancar. Masalah grammar belakangan miss, yang penting bagi saya banyak berbicara Bahasa Inggris terlebih dahulu. Saya juga merasa kalau vocabs saya meningkat, karena guru selalu menyediakan list of vocab baru di awal kelas untuk dijadikan bahan referensi untuk praktek speaking.

A : Apakah lewat pertanyaan-pertanyaan guru membuat kamu berbicara lebih panjang?

B : Iya miss. Karena, guru sering memberikan pertanyaan seperti bagaimana dan mengapa jadi saya harus memberikan jawaban yang panjang. Terkadang, juga diberi waktu 1 menit untuk berbicara non-stop untuk melatih speaking kami.

A : Apakah kamu fikir guru masih mendominasi dalam kelas?

B : Justru saya merasa yang mendominasi kelas adalah muridnya. Guru hanya memberikan materi dan pertanyaan untuk dijadikan patokan.

A : Apakah menurutmu belajar speaking secara online itu sulit?

B : Kalau gurunya tidak bisa handle kelas pasti sulit miss. Tapi, guru disini saya pikir kompeten jadi kelasnya bisa kondusif meskipun pembelajarannya online.

A : Terimakasih atas jawabanya.

B : Iya miss, sama-sama.

## APPENDIXES 5

### Syllabus of Starter Pack

#### SYLLABUS OF STARTER PACK

| Week   | Day       | Topic                      | Goal   |
|--------|-----------|----------------------------|--|
| 1      | Monday    | How are you?               | Greeting people, saying goodbye                                  |
|        |           | Nice to meet you?          | Introducing myself, introducing others                           |
|        |           | Can you say that again?    | Asking for personal information, asking for repetition           |
|        | Tuesday   | I love pop!                | Expressing likes and dislikes                                    |
|        | Wednesday | My favorite movie is . . . | Asking about favorites and returning question                    |
|        | Thursday  | What time is it?           | Asking about time, telling time                                  |
| Friday |           |                            | <b>Exam</b>  |
| 2      | Monday    | Do you have any brothers?  | Asking about family, describing family members                   |
|        | Tuesday   | She's pretty smart.        | Describing someone's personality and comparing personalities     |
|        | Wednesday | What's she wearing?        | Asking and describing what someone is wearing                    |
|        | Thursday  | Where's the mall?          | Asking and describing about locations                            |
|        | Friday    |                            |  |
| 3      | Monday    | How much is coffee?        | Asking and giving prices   |
|        | Tuesday   | Will you take \$20?        | Bargaining for a lower price and suggesting for different prices |
|        | Wednesday | Do you ever buy books?     | Asking about frequency and describing frequency                  |
|        | Thursday  | Your phone is so cool!     | Describing features  |
|        | Friday    |                            |  |
| 4      | Monday    | Do you eat much fruits?    | Asking about quantities and talking about quantities             |
|        | Tuesday   | We need onions.            | Asking about needs and describing needs                          |
|        | Wednesday | Do you eat a big lunch?    | Describing what to eat and talking about healthy eating habits   |
|        | Thursday  | How does it taste?         | Asking about food and describing food                            |
|        | Friday    |                            |  |

## **APPENDIX 6**

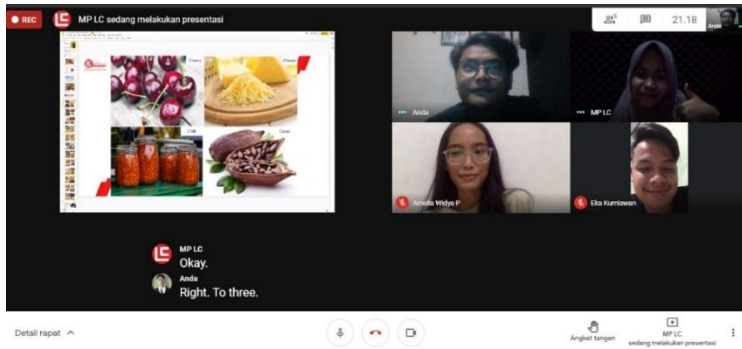
### **Documentation Guideline**

| NO. | Aspects                     |
|-----|-----------------------------|
| 1.  | Learning Method             |
| 2.  | Classroom Organization      |
| 3.  | Student-Teacher Cooperation |

## APPENDIXES 7

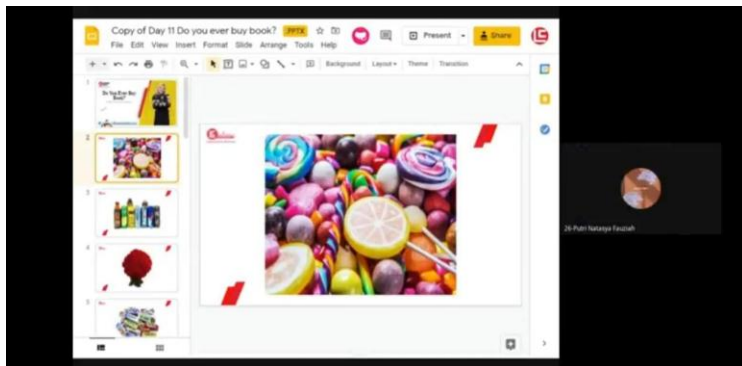
### Documentation

#### a. Teaching learning activity in online speaking class



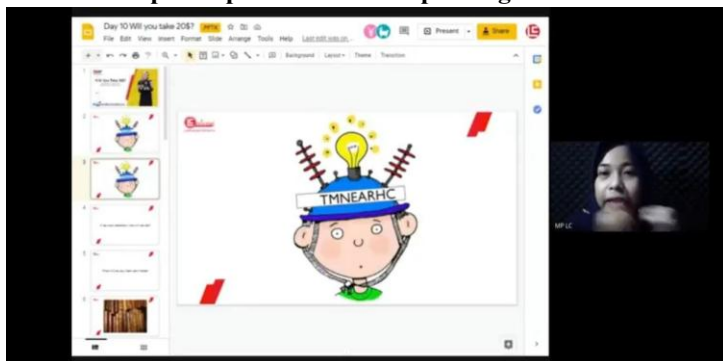
The teacher taught using power point to display the material and give the positive response to the students after doing conversation

#### b. Students participation in online speaking class



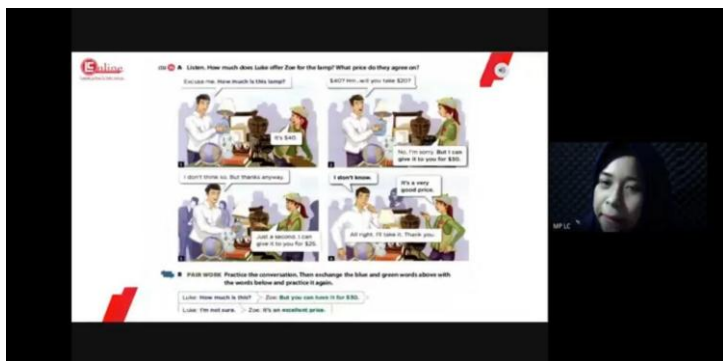
Students' participation as the questioner and the answerer.

### c. Teacher's participation in online speaking class



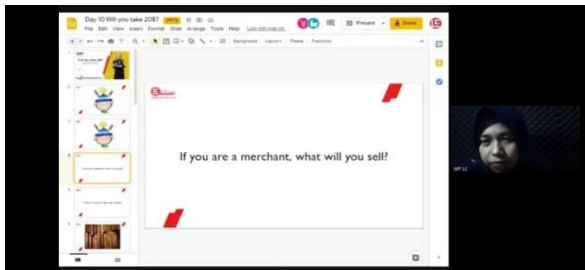
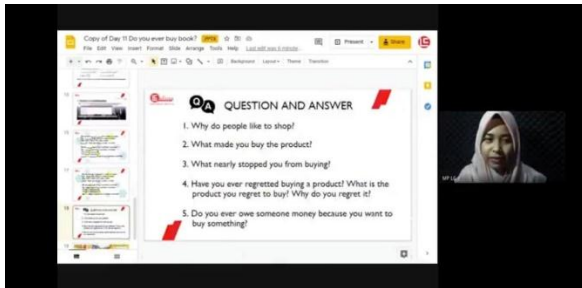
The teacher role as a facilitator who provided the materials to stimulate students' activities. This picture showed guessing activity.

### d. Teacher's learning method



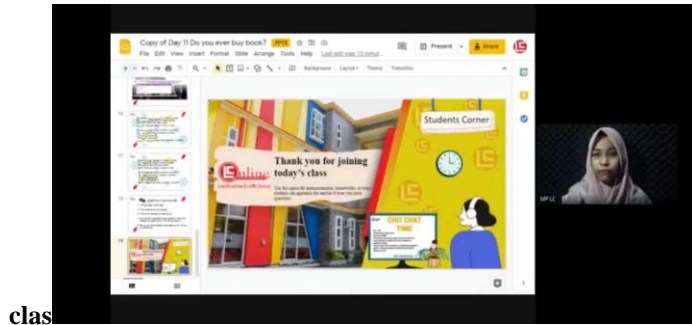
The teacher used role playing activity in teaching speaking through questioning.

### e. Teacher questioning in online speaking class



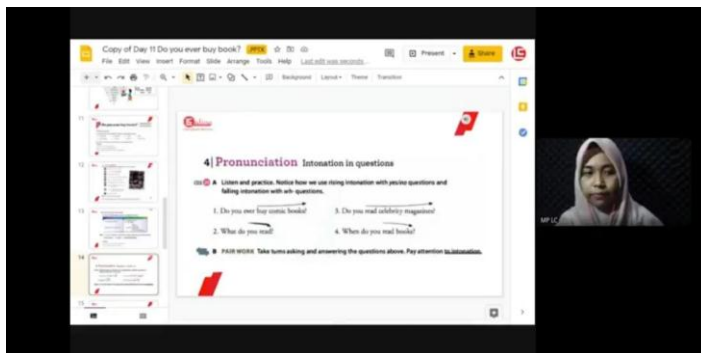
The teacher provided critical questions to make students spoke longer, invited the students to criticize the problem, and inspired the students to use open-ended question.

## f. Teacher's feedback in teaching speaking in online speaking



class

At the end of class, the teacher gave the reflection and sharing about what they have got.



At the end of lesson, the teacher also gave some correction on pronunciations, answered students' question, and gave the motivation for the students through compliment.



## CURICULUM VITAE

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