AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING ONLINE CLASSROOM INTERACTION THESIS

Submitted in Partial Fulfillment of the Requirement For gaining the Bachelor's Degree of Education In English Education Department



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ΜΟΤΤΟ

لاَ يُكَلِّفُ اللهُ نَفْسًا إِلاَّ وُسْعَهَا لَهَا

"Allah does not burden a soul but to the extent of their ability"

ABSTRACT

Robeirt Haikal Fikri (Students of Number: 1703046032) Undergraduate thesis. Semarang, bachelor program of English Language Education Universitas Islam Negeri Walisongo Semarang, 2021

Questioning has been known as the useful way tomake an interactive classroom interaction and used to recall the previous material that has been taught, test apprehension, and develop critical thinking during the learning activity in the classroom. And every teacher have their own way to delivered the question that called as teachers' questioning strategies. According to Xuerong teachers' questioning strategies divided into two kinds. The question-controlling strategy and question-planning strategy. By used descriptive qualitative research to describing the main focus of this study, which are what kind of teachers' questioning strategies that used by English teachers in online classroom interaction and the purpose of the strategies. The participants of this study are three English teachers from three different grades. By using observation and interview this study conducted at SMAN 01 Majenang and focus on the way three different teachers run the online classroom interaction with their own questioning strategies. And the final data result from this study showed that question-controlling strategy often used by the teachers to managing the online classroom and question-planning strategy is the least method to used to measure the understanding of the material that has been delivered. This study could be used to improve teachers' strategies in asking question in the classroom to managing and get a feedback from their students. Teacher can apply different kind of way to engaging themselves with the students by assessing their performance. Key words: Teachers' Ouestioning Strategy, Ouestioning, **Online Classroom, Classroom Interaction**

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Semarang, 20 August 2021 The researcher,

Robeirt Haikal Fikri NIM. 1703046032

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction of the study. This chapter consists of four parts. There is a background of study, the research question, objective of the study and the significance of the study.

A. Background of The Study

Teacher needs to facilitate students in every way possible and provide them with endless support such as provoke their comprehension in the material with questionsto make an interactive classroom. Using questions in the learning process is one of the useful methods that used for decades. Gattis describes a question as one of the most effective tools in managing and enhancing students' understanding. It surely helps the teacher to improve students' work and thinking. This strategy is used to trigger the thought of previous knowledge, test apprehension, and develop critical thinking during the learning activity in the classroom.¹

Teachers' questioning has been studied fromtheoretical schemes in classroom interaction. It is technically the large proportion in the classroom. And as

¹Syarifah Rahmah, 'Teacher Questioning Strategies: To Improve Students' Motivation in English Classroom Learning Activity Thesis', 2017 <https://core.ac.uk/download/pdf/293465916.pdf>.

English teachers' questioning used to managing and directing teaching. The purpose occasionally to examine whether teachers can help students' enhancement in their learning activity, which maneuver their knowledge instead of rote.²

Penick states that it is important to realize that the earlier-mentioned benefits of asking questions depend on the teachers' ability to use this method effectively. Depending on personal characteristics, It is also has a lot of variation from the questioning goals, level of their questions, questions type, use of probing questions, waiting time for follow-up questions, to whom the teachers direct the questions like individual, group, the whole class, etc. And their reactions after the questioning session will show this variance in strategy.³

Questioning skills are the essential of contemporary strategies, specifically inquiry-based strategies. The question is an interrogative sentence or a request that has another verb, and its objective is to achieve a verbal answer, which serves to another question or questions, to lead to retrieving answers

²Wenshu Zheng and Chenglin Wang, 'Teachers ' Questioning Strategies from the Perspective of Scaffolding Instruction in EFL Classrooms', *Academic Journal of Humanities & Social Sciences*, 2.4 (2017), 43–48 <https://doi.org/10.25236/AJHSS.040096>.

³Dos Bulent and others, 'An Analysis of Teachers Questioning Strategies', *Educational Research and Reviews*, 11.22 (2016), 2065–78 <https://doi.org/10.5897/err2016.3014>. or reactions, and the purpose behind all of this is the success of the investigation process, or any other strategy based on the structural approach, and from Then the students respond to everything that is being displayed, to call up their role in active participation in the lesson, to trigger and manage their understanding, to enhance the connects between the teacher and the student, and to acquire the skills of dialogue, discussion and tact in speaking.⁴

In the previous research titled An Analysis of Teachers' Questioning Strategies by Bülent Döş, Erdal Bay, Ceyda Aslansoy, Betül Tiryaki, Nurgül Ç Showed that not only asking questions can make students recall what they already studied in the classroom and develop their critical thinking, but this strategy can also manage the class and provoke their activeness in particular material that already given to them.⁵

In another research by Dinda Fadilla and Yeti Zainil entitled Teachers' Question Types and Students' Speaking Performance in EFL Classroom, After analyzed the data, the researcher found that LOTS questions were frequently used

⁴Dr. Abdul Rahman Jaber Al-Mutairi, 'The Effectiveness of Teaching Social Sciences With Using Questioning Strategies in Enhancing Creative Thinking Skills Among Secondary School Students in Kuwait', *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12.4 (2021), 423–34 <https://doi.org/10.17762/turcomat.v12i4.523>. ⁵Bulent and others.

by teachers. But, HOTS questions could provoke students to speak than LOTS questions. And from the interview, it was found that if the teachers could relating their questions to the student's daily life, they would answer the questions easily.⁶

And the other one is research that conducted by Nashruddin and Putri Rahmawati with title English as a Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction, The teachers applied some type of questions in the classroom. But it's all depend on what kind of material that taught by the teachers. This strategy included opening questions, prompting questions, probing and then finally the teachers gave reinforcement. This is also used by teacher to evaluate their students' achievement and improving their learning strategies.⁷

Despite of have almost similar title, this last previous research is the one that inspired the researcher have different focus and held on face-to-face classroom interaction, different settings and overall of collecting data based on completely different theory that conducted by Ziarah,

⁶Dinda Fadilah, Yetti Zainil, and Article History, 'Journal of English Language Teaching Teachers ' Question Types and Students ' Speaking Performance in EFL Classroom', 9.4 (2020), 661–71

<https://doi.org/10.24036/jelt.v9i4.110208>.

⁷Nashruddin and Putri Rahmawati Ningtyas, 'English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction', *Utamax : Journal of Ultimate Research and Trends in Education*, 2.1 (2020), 5–11 <https://doi.org/10.31849/utamax.v2i1.3720>.

entitled An Analysis of Teachers' Questioning Strategies During Classroom Interaction. This research objectives is focus on the types of questions used by theEnglish teacher. This research used descriptive qualitative research and took place in MA PKP Al-Hidayah Jambi. And focus on only one class that is XII C. And the result showed that based on Richard and Lockhart theory the types of questions used by the English teacher include procedural questions and convergent questions. The teacher was frequently used procedural questions in a classroom.⁸

Questioning can be a good instrument to make a good atmosphere and relationship between teachers and students. Questioning can enhance the attention of students and motivate their class interest. also it can drag out their thought on the issue that is given. Moreover, it helps the teacher to get feedback and evaluating themselves through it. That's why classroom questioning is important in English teaching. Questioning in class is essential; it can increase two-side activities of teaching and learning. It is proven to be an important means to managing classroom situation, provokes

⁸Undergraduate Degree and English Education, An Analysis of Teacher' S Questioning Strategies During the Classroom Interaction Ziarah Nim Te161841 English Education Program Faculty of Education and Teacher Training State Islamic University Sulthan Thaha, 2020.

students' creativity, and gaining students' understanding of the material that delivered.⁹

A question that skillfully asked can support students understanding and fill the gaps between the unknown to the known. The question that can be considered being of a high quality will lead students to think deeply, reflective, creative and out of the box. By asking questions, teachers serve many purposes such as analysis student capabilities in specific areas, developing students to figure out, engaging students in discussions in a non-threatening manner, building up respect and tolerance in students, and fostering cooperation and responsibility.¹⁰

And, teachers have really important role to manage and control the class, especially when it comes to provoke some students that passive in the teaching and learning situation. White and Lightbown described that teachers are a dominant role in the classroom, controlling everyday topics, to manage the conversation, and giving stimulus as a questions and help the students to respond to it as well. Teachers have to know the appropriate question and deliver it to students. In fact, teachers always involved these

⁹Bulent and others.

¹⁰Coşkun Küçüktepe and Emre Çakmakcı, 'Investigation of Class Teachers' Opinions About Question Asking Skill, Questioning Strategies and Question Types', European Journal of Education Studies, 8.2 (2021), 439–48 https://doi.org/10.46827/ejes.v8i2.3599>.

questioning skills as a main tool to reach the teaching goals. This is an impressive and useful approach to improve, encourage, evaluate, and test the successfulness of the learning itself. According to Chaudron that teacher's questions dominated the entire teaching and learning process for 20%-40%.¹¹

But in the recent condition, we face the new condition where we have to keep interacting in the online classroom because of the widespread covid-19 pandemic. This new condition challenged the education system across the world and forced educators to change the traditional ways of teaching to an online mode of teaching immediately. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching-learning.¹²

In the virtual classroom, teachers and students are connected via online tools that provide them with communication applications so that the class still able to go on. In Indonesia, we usually used applications such as

¹¹Sri 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>.

¹²Shivangi Dhawan, 'Online Learning: A Panacea in the Time of COVID-19 Crisis', *Journal of Educational Technology Systems*, 49.1 (2020), 5–22 <https://doi.org/10.1177/0047239520934018>.

WhatsApp, Google meets, Zoom, Google Classroom, etc. The teachers will give the lesson in every meeting and after that, the students are asked some questions from the topic in individual or group to solve the problems/questions that given to them.¹³

The researcher believe that this typical yet important and essential way really affect students' activeness, developing their speaking skills and improving their critical thinking in the classroom, but because we still struggling in the new online era and we surely don't know what future holds. So, the researcher wants to know how these questioning strategies work in online classroom, what kind of questioning strategies that teachers frequently use and what the purpose of it as well.

B. Research Questions

Based on the background of study above, problems of the study are as follows:

1. What kinds of questioning strategies are use by English teachers in X, XI, and XII grade during online classroom interactionat SMAN 01 Majenang?

¹³Rekha Asmara, 'Teaching English in a Virtual Classroom Using Whatsapp During Covid-19 Pandemic', *Language and Education Journal*, 2020, 16–27 http://ejournal.uniski.ac.id/index.php/LEJ/article/view/152.

2. What arethe purpose of the English teachers' questioning strategies inX, XI, and XII grade during the online classroom interaction at SMAN 01 Majenang?

C. Objective of the Study

Concerning the problem of the study, the objectives of the study are:

- 1. To find out what kinds of questioning strategies are uses by English teachers in X, XI, and XII gradeduring online classroom interaction at SMAN 01 Majenang
- 2. To find out what are the purpose of the English teachers' questioning strategies inX, XI, and XII grade during the online classroom interaction at SMAN 01 Majenang

D. Scope and Limitation of the Study

This research requires the outlook to define the information as the researcher run, and the limitation of this research as follows:

- This study has a reason to analyzing Teachers' Questioning strategies during the online classroom in three different classes. Focus on Xuerong theory about questioning strategies that divided into two divisions, questioningcontrolling strategy and question-planning strategy.
- The pedagogical means of this research have been picked up from the X IPA 1, XI IPS 5, and XII IPA 3 at SMAN 01 Majenang

E. Significance of the Study

The result of the study is expected to give some benefits for researcher, teacher, student and reader:

The result of the research is expected to be able to provide the following benefits:

1. Theoretical benefit

The researcher hopes that the results will provide additional knowledge to readers about teachers' questioning strategies, especially in online classroom interaction. The findings of this study also can enhance awareness of language learners about the importance of good interaction between students and teachers especially in questioning session that can be used to managing classroom situation, provokes students' creativity, and gaining students' understanding of the material that delivered.

- 2. Practical benefit
- a. For the learners

This research can provide many benefits for the learners, especially for gaining new experience in the field about teachers' questioning strategies in the online classroom. For the researcher hopes that this research can provide benefits to readers, so this research becomes information for learners and a useful reference for future studies. b. For the next researcher

The findings of this study can help next researchers to get information about and benefits for language learners.

c. For institution

To be one of a researcher at Walisongo State Islamic University, the researcher tries the best that he could to be established in research field and believes that this research will be helpful and excellent research journal for the university.

CHAPTER II REVIEW OF RELATED LITERATURE

In literature review, the researcher discusses some related literature that has contributed to this research.

A. LiteratureReview

1. Teachers' Questioning Strategies

The teacher's questioning is acknowledged to be particularly applied in the learning activities. It is in correlation with Nunn and Ho claimed that about the promotion of conversational language teaching and concentrate on students' lack of being prepared to reach out, they said that the study of the language classroom, notably about teachers' discourse, becomes frequently intense on teachers' questions. Teacher questions are relevant and necessary in the teaching and learning process of language, and the questions can be used as the teaching quality indicators. King explained that critical thinking and intensity analysis of students can be formed throughstimulation from some appropriate questions.¹⁴

¹⁴Irene Rosalina, Slamet Setiawan, and Suhartono Suhartono, 'An Analysis of a Local and International University-Graduated Teachers Questioning in English for Specific Purposes Class', *Alsuna: Journal of Arabic and English Language*, 3.1 (2020), 19–35 https://doi.org/10.31538/alsuna.v3i1.676>.

The teacher will encourage students' speaking ability through verbal interaction in the classroom, whether students' production is a single word, a sentence, or longer utterances in conversational patterns. Qashoa studied the questioning behavior of EFL teachers in purpose to find out the way this method can expand students' critical thinking and comprehension in the related material.¹⁵

Most teachers might be not understand their positions in the classroom and these always disturb the quality of teaching and learning in this system. Due to the lack of teaching techniques or strategies, teachers have been criticized for not improving their students' achievement and still stick to traditional approach that hamper the improvement of the students.¹⁶

That's why teaching strategy plays a very significant part in strengthening the quality of education. The one that relevant to the students will make a good result. Therefore, teachers require evaluating or assess the strengths of their

¹⁵Mona 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>.

¹⁶Ijeoma Margaret Opara and Ajike Afor Uma, 'Effects Of Teachers' Questioning Strategies On Students' Achievement In Social Studies In Obio-Akpor Local Government Area Of Rivers State, Nigeria', *Advances in Social Sciences Research Journal*, 7.3 (2020), 211–19 https://doi.org/10.14738/assrj.73.7913>.

students, and set up on their lack then stepping up their strategy preparation. Teachers' teaching strategies should organized and make a new instruction into their successful teaching.¹⁷

Teachers' questioning strategies in English teaching process are very important in order to affect the students' learning process. That is why in achieving the goal of teaching. Teachers' questioning strategies must be viewed and applied because teacher's questioning strategies in interaction is one factors that should be considered by the teacher to make an effective process of teaching and learning. Strategies in questioning are used to give guidance to teachers in giving questions to students. Tekene states that of questions which are used and planned by teachers are very important processes for students' achievement and their level of engagement in teaching and learning.

Even though, every teacher have their own ways of applying the questioning strategy, Xuerong classify questioning strategies intoquestion-planning and questioncontrolling strategies.

¹⁷Yani Lubis, 'The Effect of Using Sensory Images and Questioning Strategies on the Students' Ability in Reading Comprehension', *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, 1.1 (2019), 30–38 <https://doi.org/10.47006/ijierm.v1i1.5>.

Question-planningstrategy refer to many questions that used by teachers in the classrooms. The purpose are to extract feedback and classify issues, also further understanding of students' material comprehension, and call for better discussions. This strategy consists of asking display question, open-referential, close-display, rhetorical, and follow-upquestions. This also includes asking for supporting data.

Meanwhile, a question-controlling strategy applied by teachers to ask questions in the classrooms. The functions are to administer turn-taking and reinforce participation. Question-controlling strategies consist of saying the question first and inviting on the student, calling on specific students to answer questions, asking questions to entire class, encouraging students to consult their classmates before answering questions, encouraging students to begin questions, going closer to students when asking questions, repeating question when there is no feedback, and correcting question when it is not understood.¹⁸

¹⁸Akhyar Rido, 'What Do You See Here From This Picture?: Questioning Strategies of Master Teachers in Indonesian Vocational English Classrooms', *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 28.2 (2017), 193 https://doi.org/10.15639/teflinjournal.v28i2/193-211>.

Question-planning strategy include: ask question that relevant to students, open-ended question, follow-up question, ask for supporting data or evidence to support a particular point, ask different type of questions. On the other hand, question-controlling strategy use phrase the question, then call students to answer the question, call the students' name when asking a student to answer question select students to response randomly instead of following any set pattern when calling on students, beware if students who dominates in class by asking or answering all the questions, give students enough time to think about before answering all the questions, give students enough time to think before answering the questions, try to encourage students to take part, encourage students to consult with classmate before answering teacher, encourage students to initiate the questions, try to move to the students when asking questions, nominate non-volunteer, repeat question when there is no response, and modify the question when it is not understood.¹⁹

Teacher questions are so important to engaging students, preserve critical thinking skills, result feedback, and monitoring the understanding of students themselves.

¹⁹Dian Ekawati, 'An Analysis of Teachers' Questioning Strategies During the Classroom Interaction at SMAN 4 Makassar.', 8.5 (2019), 55.

Both teachers and learners going to have a good feedback an benefit through a successful questioning activity in the classroom. For teachers, this action can lead to opportunities for students to answer, to make higher score and engagement, and deliver evaluation. For students, it foster their critical thinking, training their analysis of some issues, reinforce a new learning, provoke their focus and attention on learning and monitor their own comprehension in the material that given to them.²⁰

There are three effective questions mentioned by Tanaka as cited in Nishimura, the first one is authenticity indicates that the question is natural, the other one is meaningfulness means that the question is easy to comprehend and attracts student attention and last but not least, personalization means that the questions apply to them. But, eliciting a desired response from students, Ur mentioned that true effective questioning should have clarity. learning value, interest, availability. and extension. While in Classroom, Interaction Tsui stated that definition of classroom interaction as the interaction between the teacher and students in forms of either teacher to students interaction or student to student interaction it has been

²⁰Shannon Harris Brown, 'Teacher Questions in the Classroom: The Effects of Using a Low- to High-Level Questioning Sequence on the Text-Based Reading Comprehension Outcomes of Low-Performing Students By', 2020.

proven that these interactions affect students achievement and gained their comprehension.²¹

2. Online Classroom Interaction

Classroom interaction is not only carried out during face-to-face learning, but also in online learning. As we know that classroom interaction an important component to achieve the effectiveness in the learning process. In online learning, teacher must manage good interaction with students, not just explaining material and giving assignments. This encourage researcher to know how the online classroom interaction would be run and how the interaction between English teachers and students would work out.

Online based classroom mainly used internet and other multimedia technologies that presented many ways of conveying knowledge as alternative learning that carried out in the classroom. But it requires supporting devices, such as smart phone, laptop, or tablets that available to access information anywhere and anytime. Since implementing of study from home, the Indonesian government has brought several applications that can be used to support online

²¹Eka Fatmawati, Andi Qashas Rahman, and Murni Mahmud, 'Teacher' S Questioning Strategies in Efl Classroom Interaction', 9.May (2020), 59–72.

learning. It can be in the form of synchronous or asynchronous learning.²²

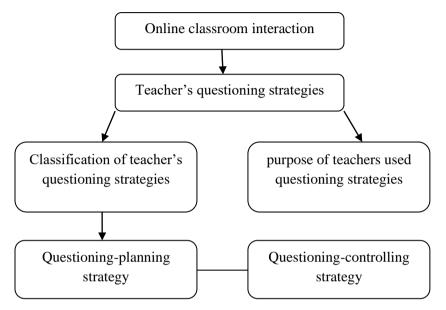
Communication issues is a typical problem in online classroom because of the connection or the not effective time that available. And it can be reduced or avoided thoroughly if the teacher instruct students how the teacher prefer them to engage in the course and in the discussion forums from the beginning of the class or even before the class starts, and students could to review the materials as they needed.²³

This situation forces teachers and students to immediately change the usual classroom face-to-face interaction to distance learning through online classroom. The motivation is increased because of mass involvement of attractive platforms for online interaction such as Zoom, Discord, Google Classroom, Microsoft Teams and others. However, educational interaction fairly had the lack of live interaction. Educational agents faced an obstacle: whether it is conceivable to teach through online platforms, without

²²Dice Lestari, 'An Analysis of Classroom Interaction Using Flint System in Online Learning During Pandemic Covid-19', 2021, 48–60.
 ²³Bethanie L. Hansen and Elizabeth Gray, 'Creating Boundaries within the Ubiquitous Online Classroom', *Journal of Educators Online*, 18.3 (2021)
 https://doi.org/10.9743/jeo.2018.15.3.2>.

personal communication and interaction of students with professionals.²⁴

3. Conceptual Framework



²⁴Irina Saveleva and others, 'International Mining Students' Perceptions of Online and Classroom Interaction (A Case Study of Kuzbass University)', 03009 (2021).

CHAPTER III RESEARCH METHOD

This chapter discusses research methods that used in this study, such as research design, object of the study, research instruments and the technique of collecting the data.

A. Research Design

This research used a descriptive qualitative method. focused on achieving Oualitative research а deep understanding of human and social problems. This research focused on a variety of methods. Both used analytical and naturalistic approaches to the subject of the research. Hence, this method studies a problem in their natural setting. Qualitative research included a variety of empirical material case studies, personal experiences, reflective, life stories, interviews, observations, historical, interactional, and visual passages. Researchers will describe how subjects determine meaning from their environment and how it's the effects their behavior.²⁵

Usually, data collection techniques for qualitative research include direct observation and face-to-face interviews (individual or groups). These are considered the essential source of qualitative research. The observation provides the

²⁵Tabrani. ZA Warul Walidin, Saifullah, *Metodologi Penelitian Kualtitatif* & *Grounded Theory*, 2005.

study an ethnographic and case study type of research wherein a qualitative researcher involves himself in the regular basis activities of the participants. Face-to-face add the detailed data to the researcher to instantly acquire data from the participants in the exchange of conversation following the semi-structured questionnaire.²⁶

B. Population and Sampling Technique

This particular study was implemented at SMAN 01 Majenang. that located in Pahonjean highway, Majenang district, Cilacap regency, Central Java. This research used a sample called as a participant or informant. There are three participants in this research which were three English Teachers. The first teacher teach X IPA 1, she lives in Padangsari village, Majenang, Cilacap, Central Java. Alumni of Galuh University Ciamis, West Java. She has been teaching English at SMAN 01 Majenang since 2014. The second teacher that teach XI IPS 5 lives in Pakuaji village, Majenang, Cilacap, Central Java. She's also an alumni of Galuh University Ciamis and has been teaching English in this school since 1999. And the last teacher that teach XII IPA 2 lives in Bugelsari village, Majenang, Cilacap, Central Java.

²⁶Moises C., Jr. Torrentira, 'Online Data Collection As Adaptation in Conducting Quantitative and Qualitative Research During the Covid-19 Pandemic', *European Journal of Education Studies*, 7.11 (2020), 78–87 https://doi.org/10.46827/ejes.v7i11.3336>.

He has been teaching there since 2002 and alumni of State University of Yogyakarta. The key of this study is to know what kind of questioning strategies that applies by the teachers and what the purpose of each questioning strategies in 3 different grades. So, the researcher focused on collecting data from these 3 different English teachers that each of them teaches 3 different classes as well. started from July 22nd to July 31nd, During this time the researcher applied the observation through Google meeting in the online classroom and then researcher went to each of the teachers' houses to interviewed them to obtained the further explanation about their questioning strategies afterwards.

C. Research Instruments

The observation would be used to to researcher enter the online classroom via Google meeting and observe the interaction in 3 different online classroom which were X IPA 1, XI IPS 5 and XII IPA 3 at SMAN 01 Majenang to know what kind of questioning strategies that teachers applies and how the interaction between the teachers and students going on because of the questioning strategies. The researcher did not take part in the activity or the learning process in the online classroom that was observed, also known as nonparticipant observation; so that it would be easier to focus on observe the situation in the online classroom. The interview would be used to collect more information from the subject of this research. The interview has been used to know what the purpose of questioning strategies is. It was typically used to collect research data by asking direct questions, either with or without an interviewing guide. But the interview was more flexible as long as the data that needed were answered. After make an appointment according to willingness and time availability of each teachers the researcher came to their houses. Researcher went to each 3 of the teachers' houses to interview them to get the further explanation about their questioning strategies in 3 different online classrooms.

Here	are	the	lists	of	the	question	guideline	to
interview:								

No.	Category of	Interview question	
	questioning		
	strategy		
1.	Question-	1. What kinds of question-controlling	
	controlling	strategy that you use during online	
	strategy	classroom?	
		2. What the purposes are of used	
		those kinds of question?	
		3. What kind of reaction or response	
		that you get from students?	
		4. What are the differences in	

			applying question-controlling
			strategy in online classroom and
			offline classroom? Is it effective?
		5.	Do you have to apply different
			strategies to do that?
2.	Question-	1.	What kinds of question-planning
	planning		strategy that you use during online
	Strategy		classroom?
		2.	What the purposes are of used
			those kinds of question?
		3.	Are you get a good feedback or
			answer in every question that
			you're delivered to the students?
		4.	What is the differences between
			applying question-planning strategy
			in online classroom and offline
			classroom? Is it effective?
		5.	Do you have to apply different
		5.	strategies to do that?
			strategies to do that.

D. The Technique of Collecting Data

As mentioned before that there were two techniques to accumulate the data in this study. The prior one was through observation. Through this way, researcher knew what kind of questioning that teachers frequently use in the online classroom interaction. The researcher attended 3 meetings through google meeting according to the schedule that given by the teachers and by witnessed directly what kind of strategy that teachers applied in online classroom situation and tried as best as the researcher could to determine and classified what kind of questioning strategy that teachers used and divided into two categories of it. The observation also recorded during the learning process without the participation of the researcher in the activity that was observed. So that the researcher could go back to double-check the result.

And the second technique is interview, after make appointments with 3 different teachers based on their willingness and availability the researcher came to their houses. Since the learning activity still run online, so the teacher delivered the material and teach their students in their own houses. This semi-structured interview was used to collect more information from the subject especially the purpose of the questioning strategy that they used in online classroom. The researchers used guidelines of the interview above so that it would be focus on this study. But most of them already mentioned and answer the question without the researcher asked them the questions. So the interview was flexible, as long as the data that needed by researcher already answer and the result of it is obvious. This interview also recorded so that if there was a data that forgotten in the faceto-face interview, the researcher still able to double-check in the voice recorded result.

E. Data Analysis Technique

The researcher need to summarize the data, selecting the data that suitable for the research and focus on the data that relevant to this study. Thus, after the data result that needed for this study have been gathered and analyzed, then the next step was showed it in description and explanation. For this study, the research bases the research on the theory of questioning strategies by Xuerong. As mentioned before in the literature review that Xuerong classified questioning strategy into two strategies which is question-controlling strategy and question-planning strategy. By looking back to the observation and saw how teachers applied the questioning strategies, the researcher tried to find the question that would be classified as question-controlling strategy or question-planning strategy. For example, the question that form of command and aims to controlling the class would be listed in question-controlling strategy. And the question that form of display question to extract the feedback from the students would be listed to question-planning strategy.

In the interview with the teachers, the researcher would asked some questions to get the detail data from the observation, find the purpose of the teachers used that questions, the struggle of teachers in online classroom and question that relate to the research. So that, the researcher could draw the conclusion of the result, and interpreted in the form of description from the observation and interview that significant with teacher's question strategies in online classroom.

CHAPTER IV RESEARCH FINDINGS

This chapter shows the result from this research to be discussed to establish the results in the later chapter. As pointed out in other previous chapters, this study concentrated on teacher's questioning strategies in SMAN 01 Semarang.

A. Research Finding

After observed 3 different classes and interviewed 3 different teachers in SMAN 01 Majenang, the researcher analyzed the results from the data that already collected. As mentioned before that this study focused on finding out what kinds of questioning strategies are uses by English teachers in X, XI, and XII grade during online classroom interaction and what are the purpose of the English teachers in questioning in X, XI, and XII grade during the online classroom interaction. Followed by that, the research underlying theory for this study is the questioning strategies by Xuerong that would be focused on two different classification, the first one is question-controlling strategy, and the second one is, question-planning strategy

1. Questioning Strategies That Used By English Teachers during Online Classroom Interaction at SMAN 01 Majenang

The researcher used observation to know what kind of questioning strategies that used by teachers during online classroom interaction. The observation was conducted at SMAN 01 Majenang started in Friday, July 22nd 2021, in 3 different grades, which are X IPA 1, XI IPS 5, XII IPA 3 with 3 different teachers, and 3 different materials. The duration of each class is 80 minutes. But sometimes the teachers have to end the meeting quicker because either the material already given properly or there are connection issues in the process and any other struggles.

Based on the final data that collected from observation in 3 different classes, the researcher found two categories of teachers' questioning strategies as expected, which are question-controlling strategies to manage the online classroom situation and question-planning strategies to engaging students' attention to the material.

No.	Categories of	Frequency			
	questioning	X IPA 1	XI IPS 5	XII IPA 3	
	strategies				
1.	Question-	39	30	29	
	controlling				
	strategies				
2.	Question-planning	36	23	21	
	strategies				
Total		75	53	50	

The finding of this observation from 3 different classes showed that all 3 teachers used questioning-controlling strategy most of the time. Meanwhile, the question-planning strategy applied less used. For example:

"Ahmad and Imron, Please, read the dialogue"

"Repeat! Have you ever been to Jakarta?"

"Please, read out the second conversation!"

In question-controlling strategy, teacher in charge of managing the classroom through question that delivered to the students, the teacher has to administer turn-taking and reinforce participation. The step is to saying the question first and inviting on the student, calling on specific students to answer questions, asking questions to entire class, encouraging students to consult their classmates before answering questions and encouraging students to begin question.

"How are you today?"

"For example, if the room is too hot, and you offering someone to make room cooler, what do you say?"

"Do you know about adjective?"

"Do you understand?"

Question-planning strategy used to extract feedback and classify issues, also further understanding of students' material comprehension, and call for better discussions. This strategy consist of ask a display question, ask question that relevant to students, open-ended question, follow-up question, ask for supporting data or evidence to support a particular point, ask different type of questions.

For the better understanding on the example. Here's the table to specify each types of questioning strategies:

No.	Categoriesof	The type of	example
	questioning	questioning	
	strategies	strategies	
1.	Question-	Display question	What is
	planning		congratulating
	strategies		means?
		Open-referential	What the
		question	differences
			between
			congratulating
			and
			complementing?
			Is it same?
		Close-display	What is
		question	gorgeous
			means?
		Rhetorical	Are you guys
			understand?
		Follow-up	What's
		question	happening in the
			conversation?
			Can somebody
			explain?

2.	Question-	Saying the	Who wants to
	controlling	question first and	read the
	strategies	inviting on the	question?
		students	
		Calling on	Come on Ayu,
		specific students	please read
		to answer	expression of
		questions	complementing!
		Asking questions	Can you guys
		to entire students	repeat? Should I
			try to talk to
			him?
		Encouraging	Nah, come on,
		students to	Yeti talk to
		consult their	Fahira about
		classmates before	this!
		answering	
		questions	
		Encouraging	Now, who can
		students to begin	ask a question
		questions	to your friends?
		Going closer to	(Nothing one,
		students when	because it's
		asking questions	online
			classroom)

Repeating	Do you know
question where	about adjective?
there is no	Do you hear
feedback	me? Hallo?
Correcting	Still not
question when it	understand yet?
is not understood	If you have a
	problem what
	should I do

material from X IPA 1class The about was congratulating and complementing others. The teacher greeted the students and asked about their condition, only after that, the teacher checked their attendance. The teacher already sent the material on WhatsApp group. The students only have to open it and then, discuss the material with the teacher via Google meeting. All the students were fresh graduated from junior high school. So, mostly when the teacher asked them to willingly answer the questions they're still shy. But when the teacher called out their names one by one they could answer the questions and understand about the material nicely. And when the teacher asked them to do something they're directly do so. Mostly still used Indonesian language to explain everything, but the material delivered properly and all the students seem to understand the material.

The second class was XI IPS 5, with material about giving suggestion. The teacher also greeted the students and asked about their condition. This class held in the middle of the noon, most of the students already tired and not focuses to the material. But the teacher tried her best to ask them a lot of questions and called them one by one to practicing the material. The teacher started out to ask follow up questions from the previous material and tried to remind the students about it. But Sadly for the material that would be discuss in that meeting, it seems like the teacher not give any supporting material so that the teacher has to explain all the material manually. The teacher asked the students to write every important thing on their notebook and motivated the students to practice English more often. After material already given, the teacher checked their attendance and closed the meeting.

The last class that was observed is XII IPA 3, with material about helping others. Straight from the start the teacher called out students one by one and asked them about the previous material, a lot of students were given the situations to helping someone else. The teacher mostly used English language and it seems that the students from this class didn't struggle to understand the material and the way the teacher explained the material. The teacher showed the material on the Google meeting screen and engaging students to role play with the dialogue that showed on the screen and tried to analyze the dialogue together. Unfortunately, because of the poor signal, the teacher has to end the meeting faster than itsupposed to be, and give the students' assignments to be work later on.

2. The Purpose of English Teachers' Questioning Strategies during Online Classroom Interaction At SMAN 01 Majenang

The interview conducted with 3 different English teachers to get the detailed data and explanation from the meeting in the online classroom. Particularly, to know they purpose of teachers' questioning strategies during online classroom. The researcher has to explain about the focus of the study beforehand and gave them the simple summary of the study and then after that the researcher started to interview them one by one.

Name	Question-	Purposes	Question-	Purposes of
of the	controlling	of used	planning	used those
teache	strategy that	those	strategy that	kinds of
r	used during	kinds of	used during	question-
	online	question-	online	controlling
	classroom	controllin	classroom	strategy

		g strategy		
	Mengajak	Agar	Saya bahas	Mengetahui
Х	mereka untuk	mereka	dulu pelajaran	apakah
IPA 1	aktif dalam	lebih	kemarin, lalu	siswa-siswa
	kelas, kadang	aktif	saya tanya	sudah faham
	dengan cara	dalam	tentang	tentang
	membaca	kelas, dan	pelajaran	pelajaran
	dialog bersama,	mengajak	sekarang, saya	yang
	agar	mereka	tanya keadaan	kemarin dan
	menyalakan	andil	mereka,	setelah saya
	speaker ketika	dalam	memberi	selesai
	giliran	aktifitas	pertanyaan	memberi
	berbicara.	kelas,	menggunakan	materi saya
	Sering juga	mengatur	contoh dan	tanyakan
	saya	giliran	keadaannya	mereka
	harus memang	anak-	atau kondisi,	apakah
	gil mereka satu	anak	diberi	sudah faham
	persatu untuk	menjawa	pertanyaan	atau belum,
	menjawab	b	seperti, semisal	juga untuk
	pertanyaan	pertanyaa	ada yang	memancing
		n juga	seperti ini,	siswa agar
			terus kalian	lebih fokus
			harus	terhadap
			bagaimana?	pelajaran
	Ya, tentang	Untuk	Tentang	Mengingat

XI	mengatur kelas	mengatur	pelajaran	materi yang
IPS 5	dalam online	jalannya	pertemuan	sudah
	classroom	kelas,	kemarin, lalu	disampaikan
	seperti ini,	untuk	terkadang saya	, agar
	tentunya	menge-	pakai yes no	mereka lebih
	mengaktifkan	check	question, kalau	terbiasa
	suara ketika	sebenarn	gak faham	dengan
	menjawab	ya ada	nanti saya	bahasa
	pertanyaan,	atau tidak	ulang-ulang	inggris dan
	mengaktifkan	anaknya.	lagi atau saya	lebih faham
	kamera, dan	Kadang	ganti	kepada
	kadang kalau	kan cuma	pertanyaannya	materi yang
	sudah tanya	masuk	agar lebih	saya
	tapi gak ada	saja	mudah	sampaikan
	yang jawab	ditinggal	dimengerti	
	saya panggil	tidur,		
	satu-satu	juga agar		
	namanya	anak-		
		anak		
		semuanya		
		kebagian		
		menjawa		
		b		
		pertanyaa		
		n		

XII	I always asked	То	Yang sering	To know the
IPA 3	students to	manage	saya tanya itu	level of
	stand by in the	the online	tanya jawab	students'
	online	classroo	masalah kabar,	understandin
	classroom, and	m, to	keluarga	g, to remind
	if they want to	remind to	dahulu, lalu	them about
	ask questions	students	langsung	the previous
	they have to	to not go	menyambungk	material and
	take a turn to	away	an ke contoh	to make
	asking question	from the	yang terkait	them focus
	to me,	classroo	dengan materi	on the
	sometimes,	m and	yang akan	material
	after I give	make	disampaikan.	
	them question	students	Supaya mereka	
	and no one	active in	bisa lebih	
	answer, I will	the	faham	
	point out one of	classroo		
	the students to	m		
	answer the			
	question			

From the table above, the teacher that taught the students from X IPA 1 gave her personal reason in the interview why she used that kind of question strategies and the purpose of it. She explained that she asked them to do certain activities, she ask the entire classroom questions about the material and calling out their name if no one answer. In this case in online classroom, she asked students to turn on the microphone if they want to speak and sometimes to turn on their camera. These questions identified as the question-controlling strategy and then she clarified that the purpose of these are to make students active in online classroom, to make students engaged to the material in the class, and managing the students to asking questions or to answer the question. She also asked the students a follow up question about previous material, asked them the further explanation and example of the material that classified as question-planning strategy and then she said the purpose of these are to know the level of comprehension of her students, to know whether or not they understand the material and make them focus to the material. In online classroom she has to be patient, and she struggles to lead the students in the material, and the students sometimes not only focus on the class.

The second teacher from XI IPS 5 explained that she asked the students to turn on the microphone when the students want to speak up, to activate the camera, and to calling out the students' name randomly. Then she also explained the purposes of these are to managing the classroom. To check the students condition so she knows who still stand by in her classroom as her act to applied question-controlling strategy. Then, in the question-

planning strategy, she usually asked students about the previous material, open ended question, and probing to provoked her students to answer the questions. The purposes of these are as reminder of the previous material, and motivated them to practice English more often, and to know the level of understanding from each of students. She expressed her struggle in online classroom that she cannot control the students directly and she realized that there is a reduction of students' achievement.

XII IPA 3 teachers pointed out that in question-controlling strategy he always asked the students to stand by in the online classroom, and if they want to ask questions they have to take a turn to asking question to him. When no one answer, he will point out random students to tired answer the particular question. He did this to manage the online classroom, to remind to students to not go away from the classroom and make students active in the classroom. Meanwhile, for question-planning strategy, he asked about their condition and their life and relating it to the material that would be presented. So the question would be more understandable. And these questions used to know the level of students' understanding, to remind them about the previous material and to make them focus on the material. In online classroom some students still struggle in online learning but believed that its teachers obligated to make online classroom as interesting as possible and to be creative in managing the class.

B. Discussion

According to the research questions, the researcher wants to know what kind of questioning strategies that teachers applied in 3 different grades at SMAN 01 Majenang, and what's the purpose of that questioning strategies.

Speaking of teacher questioning strategies, there are many research that focus on this certain topic out there. For example, is research that done by Ziarah, entitled An Analysis of Teachers' Questioning Strategies During Classroom Interaction. Even thought, this study also based on qualitative research in the form of descriptive, with completely different theory and condition. The underlying theory of this research is based on Richard and Lockhart theory the types of questions used by the English teacher include procedural questions and convergent questions and conducted during face-to-face classroom interaction, with different settings which done at MA PKP Al-Hidayah Jambi in only one classroom.

But in this preferential study, it is mentioned in chapter 2 the literature review that this researcher used teachers' questioning strategies based on Xuerong theory. Xuerong divide questioning strategies into two types. The one is question-control strategy and the other one is questionplanning strategy. Question-planning strategy consists of

asking display question, open-referential, close-display, rhetorical, and follow-up questions. This also includes asking for supporting data. While, question controlling-strategy consists of asked first and inviting on the student, calling on specific students to answer questions, asking questions to entire class, encouraging students to consult their classmates before answering questions, encouraging students to begin questions, going closer to students when asking questions, repeating question when there is no feedback, and correcting question when it is not understood.

From the table in observation result we know that question-controlling strategy mostly and dominantly used by teachers the frequency was 39 in X IPA 1, 29 in XI IPS 5 and also 29 in XII IPA 3. And the less asked by teachers is questioning-planning strategy which were 36 in X IPA 1, 23 in XI IPS 5 and 21 in XII IPA 3.

It is showed in interview result that teachers used question-controlling strategy during online classroom to ask students to stand by and engaging to the activities in the online classroom, to managing the students when they want to ask question about particular issue or if the students need to answer the question that asked by teachers, the teachers calling on specific students to answer questions if there are no one answer. Teachers used this to reinforce their students to take part in classroom activities and to controlling how classroom would be run.

Question-planning strategy that used by the teachers during online classroom was a follow up question about previous material, asked the students the further explanation and example of the material, asked the students open-ended questions, asked them about relevant questions. These type of questions used to know the level of students' understanding, to remind them about the previous material and to make them focus on the material, Extract feedback and classify issues, also further understanding of students' material comprehension, and call for better discussions.

In this online classroom, by Google meeting, teachers tried their best to deliver material as professional as they have to. By read dialogue, conversation, to practicing English as much the students could, role-playing in certain situation based on material with other students, and a lot more. The feedback and responses from students is mixed, In questioncontrolling strategy a lot of students sometimes feel shy and quiet when teachers asked volunteer to take part in certain activities but later if their names called by teachers, the students tried their best to answer and do teachers commands. In question planning-strategy if it's only about open-ended questions a lot of the students would answer quickly,

moreover if the question is about something that relate to them and just need yes or no answer but some of them would be so quiet and completely silent if the teachers asked about explanation of the material and example of it.

This result answered the two research questions of this study that teachers used two kinds of questioning strategies, and they most likely to used question-controlling strategy, the purpose is to manage and control the classroom in daring situation. Meanwhile, Question-planning strategy to measure students' comprehension and extracting feedback. They're tried their best to cope with new situation provided by new idea and new perspective to teach the students professionally.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter displays conclusion that produced from the research findings and discussion in prefacing chapter that would be included into several points contain the final statement from the researcher.

A. Conclusion

The data obtained from the research findings and discussion revealed about teacher questioning strategies at SMAN 01 Majenang. From the data that collected and analyzed by incorporating theories from another past research which can be concluded that the author of this study present the final findings and recommendation to the readers. With sincerely hope that this study could be a future reference also useful and beneficial to readers and improving the quality of our learning and teaching activity.

By studied in three distinct grades at SMAN 01 Majenang, the researcher found that teachers used two different questioning strategies which are question-

controlling strategy and question-planning strategy. But between two of them, the result revealed that teachers used question-controlling strategy more often to control the classroom rather than the question-planning strategy. Teachers then revealed that by used question-controlling strategies they can handle the class in question that presented to the students, the teacher has to administer turn-taking and emphasize participation. Meanwhile, question-planning strategy used to extract feedback and classify issues, also further understanding of students' material comprehension, and call for better discussions.

B. Suggestion

This researcher contrived to provide a meaningful also valuable results and further in-dept information about investigated the teachers' question strategies and the purpose of it at SMAN 01 Majenang with the help of some participants in quite some times. These are some suggestion that the author could give to several sides:

1. For the researcher

After this study already completed and examined, the researcher wants to explore more about another

study, and expand the knowledge on the field to find new experience especially in education world and hopefully able to write another study with completely different topic with intensive treatment and lots of leeway so that the result of it would be more professional, better and worthwhile.

2. For teachers

This research might be a good reference to the teacher to improve their strategies in asking question in the classroom to managing and get a feedback from their students. Teacher can apply different way to engaging themselves with the students by assessing their performance and the way they brought several questions to students, so that the students would be more cooperative and active.

3. For the students

Even though the concentrate of this research is the teacher but the students also take a good part on it and the students might be more enthusiastic and responsive in the classroom to all direction and guidance that teacher have to them.

4. For future researcher

A researcher must be innovatively develop and provide new and fresh result and quote another previous research on their study. therefore, this research have to use different methods, instruments, setting, population, and theory to widen the variety of this study.

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LIST OF APPENDIX

Appendix 1 Lattice of instruments

No.	Aspects	Indicators	Instruments
1.	Learning and teaching process during online classroom	1. To observe how teachers applying questioning strategies during online classroom	Observation
2.	Collecting detailed data from teachers' point of view	 To find out what kinds of questioning strategies are use by English teachers during online classroom To find out what are the purpose of the English teachers in the use of questioning d uring online classroom 	

Catag	X IPA 1	XI IPS 5	X IPA 3
Categ	A IFA I	AI 1P3 J	A IFA J
ories			
of			
questi			
oning			
strateg			
ies			
Questi	- Now	- Before	- Ayo
on-	please,	we	semuanya
contro	open the	continue	segera
lling	material	our study	masuk kelas!
strateg	that I	let's pray	- Before we
у	sent in	together!	start our
-	WA	- Coba	class I would
	Group!	repeat	like to invite
	- Coba	pelajaran	Depri,
	Ninda,	kemarin!	Where's
	apa itu	- Gimana	Depri!
	congrat	coba?	- Please
	ulating!	Nabil!	everyone
	Biasany	Would	who's not
	a kan	you like .	invited do
	ada	?	not speak, or
	orang	- Miura,	maybe you
	yang	gimana	better to turn
	bilang	contohny	off your
	congrat	a?	microphone,
	ulation!	- Oke, ayo	and then the
	Gitu	yang	student that I
	- Ayo	lainnya	invited
	coba	bagaiman	should
	tirukan	a?	answer the
	ya,	- Do you	question!
	congrat	hear me?	- Please turn
	congitut	neur me.	i lease talli

Appendix 2List of Observation Result

	ulation		Halo?		on your
	for your	-	Ayo, fifi,		camera!
	wedding		lupa?	_	Ya sudah
	l		Atau		yang jawab
_	Ayo		firdaus		saja yang
	coba		gimana?		menyalakan
	repeat	_	Di		kamera!
	after	-	usahakan	_	Depri, have
	me,		membuat	-	you ever
	congrat		sentence		help
	ulation		in english		someone?
	for		biar		Yang lain,
			terbiasa	-	0
	winning				habe you
	the English		ya?		ever help
	English	-	Coba		someone?
	debate		Salma!	-	Tri Mahesa,
	competi		Apa itu		can you
	tion!		adjective?		share your
-	Ayo	-	Coba		exprerience
	repeat		diulang,		on helping
	lagi,		how far		someone?
	congrat		.?		What do you
	ulation	-	Yang lain		do at the
	on your		coba		time?
	graduati		diulang	-	Sherli, you
	on!		lagi! Tio,		want to offer
-	Kamera		gimana		someone to
	nya		Tio?		open the
	lebih	-	Coba		window, in
	baik		ulangi!		that situation
	dinyalak		Ayo,		what do you
	an ya?		yang lain		say?
-	Ayo		juga ikut	-	Argeta, you
	semuan		mengulag		are making
	ya		i!		coffee in the
	tirukan	-	Coba		morning and
	ya?		tirukan!		you also
	Jangan		What a		want to offer

i		<u> </u>		1		1 0
		am		beautiful		a glass of
		ja!		woman!		coffee to
		oba	-	Sambil		your mother,
		nron,		dicatat,		what will
		baca		biar nanti		you say?
		sponn		bukunya	-	Wahyu, you
	-	i, apa		ada		see someone
		ja itu!		catatanny		looks so
		oba,		a		confuse and
	Ni	ida	-	Gimana		then what
		ica		coba tadi		will you do?
	sis	sanya		ulangi?	-	Ya, tolong
		ing	-	Ayo.		diulangi
		telah		Tirukan!		bersama-
		at's		Repeat!		sama!
	U	eat!		Have you	-	Reza, you
		yo,		ever been		see an old
		ba		to		lady carrying
	Fa	njar,		Jakarta?		two heavy
	be	ri	-	Sekarang		suitcases,
	se	lamat		siapa		what do you
	ke	;		coba yang		say to offer a
	Im	nron!		berani		help to that
	- Co	ongrat		bertanya		lady?
		ation		kepada	-	Reza ayo
	Im	nron		temanmu		dijawab!
	fo	r		? Yang	-	Ayo, diingat
	ge	etting		satu		lagi!
		ghest		bertanya,	-	Ayo ulangi
		ore in		yang satu		lagi!
	the	e		menjawab	-	Dilihat
	cla	ass,		, ayo!		materinya ya
		igaima	-	Ayo		dilayar
		ayo		Tiara,		kalian!
		ba		have you	-	Tolong
	ula	angi!		ever been		semuanya
		oba ini		to Bali?		perhatiannya
	ad			Coba		ke layar ya?

dialog	jawab!	Can you
dialog	U	- Can you
	- Sekarang	please read
bawah	silahkan	dialogue one
respons	mba	and identify
e, ayo	Miura	the
dibaca!	bertanya	expression to
- Ahmad	ke mba	offering a
and	Rahmadit	help!
Imron,	a, coba	- I want two
Please,	pakai	person to
read the	kalimat	read the
dialogue	yang	dialogue,
!	sama tapi	coba Tri dan
- Itu ada	ganti	Depri, baca!
dialog	konteksny	- Halo?
kedua	a!	Apakah
ayo	- Coba	masih on?
coba	tirukan! I	- Please, read
baca,	have a	out! The
Sofyan	problem,	second
dan	what	conversation
Laila!	should I	!
- Coba	do?	- Coba,
ayo	- Masih	sekarang
siapa	belum	yang baca,
yang	jelas? If	Argeta sama
belum?	you have	Nuril,
- Naila	a problem	silahkan
coba	what	kalian
berikan	should I	bacakan!
selamat	do?	- Now, I want
kepada	- Ayo,	you two to
Fahira	tirukan!	identify the
karena	Do you	expression!
telah	have any	Which one?
memena	idea?	- Tolong nanti
ngkan	- Coba	baca
lomba	tirukan!	materinya
 		j 4

	fashion		Should I		logi covo
					lagi, saya
	show!		try to talk		kirim ke
	- Tadi		to him?		Google
	kan ada	-	Ayo		Classroom
	contohn		tirukan, I	-	Ini ada 5 soal
	ya!		suggest		on your
	Congrat		that you		screen nanti
	ulation		go to a		kamu
	Fahira,		doctor		membuat
	for	-	Coba		ungkapan
	winning		sekarang		terus diberi
	fashion		siapa		responnya
	show		yang mau		ya!
	competi		mencoba?	-	Siapa yang
	tion,		Misal		mau coba
	ayo		kamu		menjawab
	semuan		belum		salah satu
	ya		belajar		soal?
	ulangi!		terus	-	Siapa yang
	- Ayo		kamu		mau
	coba		meminta		membaca ini
	Ayu		saran ke		pertanyaanny
	dibaca		temanmu,		a?
	expressi		ayo siapa	-	Karena
	on of		yang		jaringannya
	comple		berani?		yang susah
	menting	-	Tadi yang		saya ingin
	- Semuan		ibu kasih		kalian
	ya		tahu, coba		mengerjakan
	mengik		kamu		ini nanti ya!
	uti ya!		ulangi, I		- ,
	- Ayo		have test		
	ulangi,		tomorrow		
	you		but i have		
	look so		not study,		
	handso		what		
	me!		should I		
	- Coba		do?		
l	2004				

	sekaran	_	Coba	
	g Nizar,	_	yang	
	kamu		lainnya	
	memuji		-	
	si		yang belum	
	Ahmad!		pernah	
	apa		menjawab	
	yang		!	
	ingin	-	Halo,	
	kamu		Mar'atus	
	puji dari		Sholihah,	
	dia?		coba	
-	Ауо		kamu on-	
	ulangi		kan	
	lagi,		kamerany	
	you		a biar ibu	
	look so		tahu!	
	handso	-	Silahkan	
	me!		kamu	
-	Nah,		tanya ke	
	coba		orang	
	Yeti ke		lain,	
	Fahira,		kamu	
	ayo!		mau	
-	What a		belanja	
	good		tapi gak	
	clothes		punya	
	you		uang,	
	have!		gimana	
	Ayo		sarannya?	
	repeat!	_	I suggest	
_	Nah		that you	
_	ayo,		take	
	dibaca		money in	
			the Bank,	
	siapa		coba	
	yang		tirukan!	
	mau		unukan!	
	baca?			

Farhancoba,yangbelumpernahbaca!Response fromcomplement!-Ayoulangisama-sama,bagaimana?-Ayocobayangbelum,cobayangbelum,cobayangbelum,cobayangbelum,cobayangbelum,cobayangbelum,cobayangbelum,cobamemberi pujiandalamkonteksapa sajadanbagaima		
coba, yang belum pernah baca!pernah baca!baca! Respons e from comple ment!-Ayo ulangi sama- sama, bagaima na?-Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan	- Ayo	
yang belum pernah baca! Respons e from comple ment! - Ayo ulangi sama- sama, bagaima na? - Ayo coba yang belum, coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima		
belum pernah baca! Respons e from comple ment! - Ayo ulangi sama- sama, bagaima na? - Ayo coba yang belum, coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima	coba,	
pernah baca!Respons e from comple ment!-Ayo ulangi sama- sama, bagaima na?-Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima		
baca! Respons e from comple ment! - Ayo ulangi sama- sama, bagaima na? - Ayo coba yang belum, coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima	belum	
Respons e from comple ment!-Ayo ulangi sama- sama, bagaima na?-Ayo coba yang belum, coba-Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima	pernah	
e from comple ment! - Ayo ulangi sama- sama, bagaima na? - Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima	baca!	
e from comple ment! - Ayo ulangi sama- sama, bagaima na? - Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima	Respons	
ment! - Ayo ulangi sama- sama, bagaima na? - Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima	e from	
ment! - Ayo ulangi sama- sama, bagaima na? - Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima	comple	
ulangi sama- sama, bagaima na? - Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima		
ulangi sama- sama, bagaima na? - Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima	- Ayo	
sama- sama, bagaima na? - Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima		
sama, bagaima na? - Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima	_	
bagaima na? - Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima		
na? - Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima		
- Ayo coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima		
coba yang belum, coba member i pujian dalam konteks apa saja dan bagaima		
yang belum, coba member i pujian dalam konteks apa saja dan bagaima		
belum, coba member i pujian dalam konteks apa saja dan bagaima	yang	
coba member i pujian dalam konteks apa saja dan bagaima	belum,	
i pujian dalam konteks apa saja dan bagaima		
i pujian dalam konteks apa saja dan bagaima	member	
dalam konteks apa saja dan bagaima		
apa saja dan bagaima		
apa saja dan bagaima		
dan bagaima		
bagaima		
11a	na	
responn	responn	
ya?		
- Hello		
can you		
guys		
hear		
me?		
	Bisa	

-	
menden	
gar?	
- Ayo	
Dwi	
Anggita	
sama	
Alfan!	
- Ayo	
Dwi	
Anggita,	
jangan	
diam	
saja!	
- What a	
beautifu	
l car	
that you	
have	
Alfan,	
ayo	
semua	
ulangi!	
- Bagaim	
ana	
respon	
kamu	
Alfan?	
Setelah	
diberi	
pujian?	
- Itu ada	
contoh	
dialog	
ya di	
bawah,	
coba	
siapa	
yang	

	mau	
	baca?	
-	Ayo	
	Farhan	
	lagi gak	
	papa,	
	sama	
	Indah!	
-	Ayo	
	dialog	
	yang	
	selanjut	
	nya	
	siapa	
	yang	
	mau	
	baca?	
_	Masa	
	ibu	
	tunjuk	
	melulu,	
	gak ada	
	yang	
	mau	
	mengaju	
	kkan	
	diri?	
	Kita	
	baca	
	sama-	
	sama	
	saja ya	
	yang	
	terakhir	
	ini?	
-	Ayo	
	Helmi,	
	identifik	

	asi yang mana ungkapa n yang member i pujian dan mana responn ya?		
Questi on- planni ng Strate gy	 How are you today? Semuan ya sehat ya? Ada yang tahu apa itu congrat ulating? Pernah tidak kalian member ikan ucapan atau ungkapa n selamat pada orang lain? Biasany 	 How are you? Sudah pada makan siang belum? Have you eat your lunch? Ada yang masih ingat gak sama pelajaran kemarin? Coba bagaiman a kemarin, saya sudah menerang kan banyak? Kemarin 	 Semuanya dalam kedaan sehat ya? Tolong semuanya ti masa global pandemik ini tetap jaga kesehatan ya? Masih ingat tentang materi kemarin? Have you ever help someone do something? For example, for your friend? Offering help kemarin artinya apa?

keadaan		belajar		tidak? Masih
seperti		tentang		belum faham
apa sih,		kata		pertanyaan
kita		useful,		saya?
harus		bagaiman	_	For example
member		a		if the room is
ikan		contohny		too hot, and
selamat		a?		you offering
9	_	Kita juga		someone to
- Sudah	_	belajar		make room
faham		0		cooler what
atau		tentang nice, ayo!		do you say?
perlu		Make a		You want to
•		sentence!	-	
saya				open the
ulangi?	-	Pretty, what's		window, and
- Apa saja				you offer it
contoh		the		to someone
ungkapa		meaning		in the same
nnya?		of pretty?		room,
- Kalian	-	Do you		gimana cara
tahu		think		ngomongnya
bagaima		pretty has		?
na cara		the same	-	Bagaimana
merespo		meaning		ungkapan
n		as		untuk
ucapan		beautiful?		memberikan
selamat	-	Oke,		bantuan
?		sekarang		kepada
- Biasany		sudah		seseorang?
a kalau		faham	-	Ini termasuk
kalian		ya?		formal atau
datang	-	Do you		tidak formal?
ke pesta		know	-	Apa yang
pernika		about		menunjukka
han		adjective?		n bahwa
bilang	-	Tadi how		kalimat itu
apa ke		artinya		formal atau
orang		apa?		non-formal

	yang	-	Kalau	-	Mana
	nikah?		betapa		kalimat yang
-	Bahasa		ibuku		menunjukka
	inggrisn		sayang		n memberi
	ya		padaku		bantuan?
	bagaima		gimana	_	Ayo,
	na		inggrisny		bagaimana
	coba?		a?		caranya?
	Coba,		Sekarang		Diingat lagi
-	semisal	-	ibu ingin		
	Imron		tahu	-	Ungkapan untuk
	baru		artinya,		menjawab
	mendap		have you		offering help
	at nilai		ever been		itu apa?
	tertinggi		to Jakarta,	-	Apa saja
	dikelas,		apa coba		responnya
	bagaima		artinya?		setelah diberi
	na cara	-	Kalau		bantuan
	kamu		belum	-	Lengkapi
	member		pernah ke		kalimat
	ikan		Bali,		menawarkan
	selamat		jawabnya		bantuan ini
	?		gimana?		ya?
-	Ayo	-	Do you	-	Nanti coba
	mana		have		direspon
	yang		some		bebas negatif
	menunj		problem		atau positif
	ukkan		today?	-	Tahu kan
	expressi	-	Are your		caranya
	on of		parents		menolak dan
	congrat		always		menerima
	ulating?		give you		bantuan?
-	Yang		suggestio	-	Siapa yang
	mana		n?		mau
	responn	-	Sudah		menjawab
	ya?		faham		coba, ayo!
-	Kalimat		belum	-	Halo, are
	yang		tentang		you still
1	J O		0	1	J

	menunj		ungkapan	joining
	ukkan		-	guys?
	ungkapa		ungkapan	- Coba itu
				nomer satu
	n member		nya? The	dijawab
	i	-	situation	uljawab
	-		is I'm	
	selamat			
	yang		sick terus	
	mana?		saya	
-	Yang		harus	
	mana		berbuat	
	responn		apa?	
	ya?	-	Today,	
-	Very		I'm sick,	
	kind of		what	
	you,		should I	
	artinya		do?	
	apa?	-	Apa	
-	Semuan		artinya	
	ya		giving	
	sudah		suggestio	
	faham		n?	
	ya?	-	Misalnya	
-	Ada		saya tidak	
	yang		punya	
	ditanyak		uang,	
	an		today i	
	mengen		don't	
	ai		have	
	materi		money,	
	congrat		what	
	ulating?		should i	
	Coba		do?	
	kalau	-	Bingung	
	kalian		ya? Kalau	
	faham		bingung,	
	beri		saya	
	contoh		•	
	conton		ulangi	

	1	1	
	lagi	lagi	
	member		
	ikan		
	ungkapa		
	n		
	selamat!		
	- Selamat		
	Fahira,		
	karena		
	telah		
	memena		
	ngkan		
	lomba		
	fashion		
	show,		
	Bagaim		
	ana		
	bahasa		
	inggrisn		
	ya?		
	- Nah,		
	kalau		
	comple		
	menting		
	itu apa,		
	sama		
	atu tidak		
	dengan		
	congrat		
	ulating?		
	- Apa		
	bahasa		
	indonesi		
	anya		
	comple		
	menting		
	?		
	- Biasany		
	- Diasally		

I		
	a	
	kenapa	
	kalian	
	memuji	
	seseoran	
	g?	
	Apakah	
	sama	
	halnya	
	dengan	
	member	
	i	
	selamat	
	?	
-	You	
	look	
	gorgeou	
	s!	
	Gorgeo	
	us	
	artinya	
	apa?	
	What	
	disini	
	artinya	
	apa?	
	How	
	disini	
	artinya	
	apa? Misal	
	dia	
	sangat	
	pintar,	
	bagaima	
	na cara	
	kamu	
	memuji	

[]	-	
	nya?	ļ
-	Member	
	i pujian,	ļ
	misal itu	
	dia	
	pakai	
	baju	
	yang	
	sangat	
	bagus,	
	bagaima	
	na, how	
	to give	
	comple	
	ment to	
	her?	
-	Misal	
	Alfan	
	punya	
	mobil	
	yang	
	bagus,	
	gimana	
	cara	
	kamu	
	memuji	
	nya?	
-	Glad	
	disini	
	artinya	
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Appendix 3 List of Interview Result

a. Interview Transcript 1

Class : X IPA 1

Date : Tuesday, July 27th 2021

Turn	Speakers	Utterances
1.	R:	What kinds of question-controlling strategy that
		you use during online classroom?
2.	H:	Mengajak mereka untuk aktif dalam kelas, kadang

r		
		dengan cara membaca dialog bersama, agar
		menyalakan speaker ketika giliran berbicara. Sering
		juga saya harus memanggil mereka satu persatu
		untuk menjawab pertanyaan
3.	R:	What the purposes are of used those kinds of
		question?
4.	H:	Agar mereka lebih aktif dalam kelas, dan mengajak
		mereka andil dalam aktifitas kelas, mengatur giliran
		anak-anak menjawab pertanyaan juga
5.	R:	What kind of reaction or response that you get from
		students?
6.	H:	Banyak yang masih malu-malu menjawab, padahal
		sebenarnya sudah bisa mas. Nanti setelah saya
		panggil namanya mereka baru mulai berusaha
		menjawab
7.	R:	What is the differences in applying question-
		controlling strategy in online classroom and offline
		classroom? Is it effective?
8.	H:	Tidak efektif. Kita tidak bisa mengarahkan anak-
		anak secara langsung, kita juga terhalang sama
		jarak, anak kadang tidak hanya fokus ke kelas saja.
		Tidak ada kuota dan sinyal jelek karena rumah
		mereka ada yang di tempat yang susah sinyal
9.	R:	Do you have to apply different strategies to do that?
10.	H:	Seringnya saya tanya semuanya dulu, lalu kalau
		tidak ada yang menjawab, saya panggil namanya,
		yang penting kita jangan kendor memberi
		pertanyaan
11.	R:	What kinds of question-planning strategy that you
		use during online classroom?
12.	H:	Saya bahas dulu pelajaran kemarin, lalu saya tanya
		tentang pelajaran sekarang, saya tanya keadaan
		mereka, memberi pertanyaan menggunakan contoh
		dan keadaannya atau kondisi, diberi pertanyaan
		seperti, semisal ada yang seperti ini, terus kalian
		harus bagaimana?
13.	R:	What the purposes are of used those kinds of

		question?
		question?
14.	H:	Mengetahui apakah siswa-siswa sudah faham
		tentang pelajaran yang kemarin dan setelah saya
		selesai memberi materi saya tanyakan mereka
		apakah sudah faham atau belum, juga untuk
		memancing siswa agar lebih fokus terhadap
		pelajaran
15.	R:	Are you get a good feedback or answer in every
		question that you're delivered to the students?
16.	H:	Sama mas seperti yang controlling tadi, masalahnya
		adalah mereka masih malu-malu menjawab
		pertanyaan, mungkin karena masih kelas X dan
		baru mengenal lingkungan baru,walau dalam
		keadaan online
17.	R:	What is the differences between applying question-
		planning strategy in online classroom and offline
		classroom? Is it effective?
18.	H:	Tidak mas. Ini kan Bahasa Inggris ya mas, sudah
		pelajarannya susah, keadaannya juga susah, kalau
		tidak online biasanya saya mendekati anaknya
		ketika baca untuk menuntun mereka, orangnya juga
		tidak kelihatan jadi susah melihat keadaan mereka
		apakah sudah benar-benar faham atau belum
19.	R:	Do you have to apply different strategies to do that?
20.	H:	Tidak terlalu berbeda, hanya saja keadaan yang
		seperti ini membuat saya harus lebih ekstra
		mengajak mereka untuk lebih aktif di kelas, harus
		ekstra sabar juga
	1	onotra baoar jaga

b. Interview Transcript 2

Class : XI IPS 5

Date : Friday, July 23th 2021

Turn	Speakers	Utterances
1.	R:	What kinds of question-controlling strategy that

		you use during online classroom?
2.	E:	Ya, tentang mengatur kelas dalam online classroom
۷.	E.	seperti ini, tentunya mengaktifkan suara ketika
		menjawab pertanyaan, mengaktifkan kamera, dan
		kadang kalau sudah tanya tapi gak ada yang jawab
3.	R:	saya panggil satu-satu namanya
3.	K:	What the purposes are of used those kinds of
4	_	question?
4.	E:	Untuk mengatur jalannya kelas, untuk menge-
		check sebenarnya ada atau tidak anaknya. Kadang
		kan cuma masuk saja ditinggal tidur, juga agar
		anak-anak semuanya kebagian menjawab
	-	pertanyaan
5.	R:	What kind of reaction or response that you get from
		students?
6.	E:	Ada yang langsung manjawab dan faham. Tapi ya
		itu, banyak yang diam juga, sekarang secara online
		anak-anak jadi gak keliatan lagi ngapain, suruh
		mengaktifkan kamera kadang tidak mau atau lama
7.	R:	What is the differences in applying question-
		controlling strategy in online classroom and offline
		classroom? Is it effective?
8.	E:	Kurang efektif. Bedanya sekarang, kita tidak bisa
		mengontrol secara langsung, kita tidak tahu
		keadaannya mereka di rumah. Sinyalnya jelek,
		keluar masuk, kuotanya gak ada. Banyak kendala
9.	R:	Do you have to apply different strategies to do that?
10.	E:	Iya, saya harus memanggil nama mereka berkali-
		kali, sering menge-check keadaan mereka juga
11.	R:	What kinds of question-planning strategy that you
		use during online classroom?
12.	E:	Tentang pelajaran pertemuan kemarin, lalu
		terkadang saya pakai yes no question, kalau gak
		faham nanti saya ulang-ulang lagi atau saya ganti
		pertanyaannya agar lebih mudah dimengerti
13.	R:	What the purposes are of used those kinds of
		question?
L		

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E:	Mengingat materi yang sudah disampaikan, agar
	mereka lebih terbiasa dengan bahasa inggris dan
	lebih faham kepada materi yang saya sampaikan
R:	Are you get a good feedback or answer in every
	question that you're delivered to the students?
E:	Ya sama seperti tadi, apalagi yang namanya online,
	jawaban dari siswa tingkat kejujurannya tidak
	100% kadang pegang dua hp yang satu buka kelas,
	yang satu buka google
R:	What is the differences between applying question-
	planning strategy in online classroom and offline
	classroom? Is it effective?
E:	Saya rasa tidak ya. Keaktifan siswa sangat berbeda,
	prestasinya menurun, sebenarnya banyak yang
	tidak faham, serba memberi nilai karena
	kemanusiaan saja. Melihat keaktifan siswa
	seringkali dari cara mereka menjawab pertanyaan
	dalam kelas saja karena yang lain tidak terlalu
	terjamin jujurnya
R:	Do you have to apply different strategies to do that?
E:	Sering memberi tahu nanti dikasih nilai kalau
	menjawab, agar mereka aktif agar aktif, biasanya
	saya mengutarakan dulu pertanyaanya, kalau belum
	faham nanti saya ulang lagi terus membantu
	sedikit-sedikit, kata kunci dari materinya dan habis
	itu saya suruh mereka mengulang jawabannya,
	repeat please! Begitu
	R: E: R:

c. Interview Transcript 3

Class : XII IPA 3

Date :Thursday, July 29th 2021

Turn	Speakers	Utterances
1.	R:	What kinds of question-controlling strategy that
		you use during online classroom?

2	DD	T 1 1 1 1 1 1 1 1 1 1 1 1
2.	RR:	I always asked students to stand by in the online
		classroom, and if they want to ask questions they
		have to take a turn to asking question to me,
		sometimes, after I give them question and no one
		answer, I will point out one of the students to
		answer the question
3.	R:	What the purposes are of used those kinds of
		question?
4.	RR:	To manage the online classroom, to remind to
		students to not go away from the classroom and
		make students active in the classroom
5.	R:	What kind of reaction or response that you get from
		students?
6.	RR:	I think in the controlling classroom, I still get a
		good feedback, but i have to call their name again
		and again so they will participate in classroom
		activities
7.	R:	What is the differences in applying question-
		controlling strategy in online classroom and offline
		classroom? Is it effective?
8.	RR:	I think, it depends on how the teacher organize the
		learning process, if teacher so creative in carrying
		the class, I think the result also going to be good
9.	R:	Do you have to apply different strategies to do that?
10.	RR:	I think the goal of controlling classroom is to make
		students active, so as long as we make the
		classroom interesting and relax, we will be easy to
		manage the class
11.	R:	What kinds of question-planning strategy that you
		use during online classroom?
12.	RR:	Yang sering saya tanya itu tanya jawab masalah
		kabar, keluarga dahulu, lalu langsung
		menyambungkan ke contoh yang terkait dengan
		materi yang akan disampaikan. Supaya mereka bisa
		lebih faham
13.	R:	What the purposes are of used those kinds of
15.	1	question?
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14.	RR:	To know the level of students' understanding, to
		remind them about the previous material and to
		make them focus on the material
15.	R:	Are you get a good feedback or answer in every
		question that you're delivered to the students?
16.	RR:	Typical Indonesia students is they feel shy to
		answer the question so we have to encourage
		students to answer the question again and again
17.	R:	What is the differences between applying question-
		planning strategy in online classroom and offline
		classroom? Is it effective?
18.	RR:	Saya rasa masing-masing punya kelemahan dan
		kelebihan. Lebih ke siswa ya, dalam online
		classroom there is more preassure, a lot of students
		still not used to online classroom, suasana
		psikologisnya beda saja, banyak masalah kalau
		mereka tidak terbiasa
19.	R:	Do you have to apply different strategies to do that?
20.	RR:	First, I asked them a really easy question that relate
		to their life or question that interesting to them. So
		they will feel excited and relax to answer my
		question, as I said before and in this online
		classroom we have to cheer up students and make
		classroom as exciting as possible so they not feel
		bored
L	1	

Appendix 4 Curriculum Vitae

CURRICULUM VITAE

Personal Data :

Name	: Robeirt Haikal Fikri	
Place of Birth	: Ciamis	
Date of Birth	: September 30 th 1998	
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Religion	: Islam	
Gender	: Male	
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Formal Educations:		
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MTo El Davan Majanana		

MTs El-Bayan Majenang

MAN 01 Cilacap

UIN Walisongo Semarang

Sincerely,

Robeirt Haikal Fikri

Appendix 6 Research Permission Paper



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Prof. Hanka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024-761587

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18 Juli 2021

Nomor: B-2807/Un.10.3/K/D1/PG.00/08/2021 Lamp : -Hal : Mohon Izin Riset a.n. : Robeirt Haikal F NIM : 1703046032

Yth. Bapak/Ibu Kepala Sekolah di SMAN 01 Majenang

Assalamu'alaikum Wr. Wb.,

Diberitahukan	de	ngan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :
Nama	:	Robeirt Haikal Fikri
NIM	:	1703046032
Alamat	•	Rt 03 / Rw 02 Desa Padangsari, Kec. Majenang, Kab. Cilacap.
Judul Skripsi	:	An Analysis of Teachers' Questioning Strategies During Online Classroom
		Interaction at SMAN 01 Majenang

Pembimbing : 1. Daviq Rizal, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas mulai tanggal 22 Juli 2021 sampai dengan tanggal 31 Juli 2021.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih. Wassalamu'alikum Wr. Wb.

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Dipindai dengan CamScanner