

# TEACHER'S QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION AT ISLAMIC SENIOR HIGH SCHOOL

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## ABSTRACT

There were several students' problems that the writer found at Private Islamic Senior High Schools (MAS) including in MAS AsySyarif Koto Laweh Tilatang Kamang. First, some students are often silent in English class. Second, some students find it difficult to understand the learning material. The last the teacher ignores the differences in students' abilities. This research aims to determine the type of questioning strategy and how to apply the questioning strategy in classroom interaction. This research is qualitative descriptive. The informant of this research was an English teacher at MAS AsySyarif Koto LawehTilatangKamang. The data were obtained through observation and interviews. This research found 6 types of Questioning Strategies used by the teacher, there were Knowledge questions, Comprehension questions, Application questions, Analysis questions, Synthesis questions, Evaluation questions. And found 3 to apply questioning strategy there were, questioning at the beginning, Questioning at the middle of the class, and Questioning at the end.

**Keywords:** Classroom Interaction, English Language Teaching, Questioning Strategies.

## INTRODUCTION

Classroom interaction is an interaction between teachers and students which occurs in the classroom during the teaching and learning process. According to Dagarin, classroom interaction is an interaction among the teacher and students in the classroom in which they can create interaction among each other (Dagarin, 2004). It means that classroom interaction is all of the interactions that occur in the learning and teaching process. According to A.B. Classroom interaction is a teaching method that involves students in the learning process rather than seeing them as passive recipients (Prabowo & Alfiyanti, 2017). Wasi'ah says that classroom interaction is considered as activities or interactions that provide opportunities for teachers and students who talk to each other in teaching and learning in the classroom (Wasi'ah, 2016). Students are expected to be more active during the learning process to find the material, and they are also expected to be more active to do

the discussion among them with the teacher. Hence, they can acquire knowledge and skill through the process.

An interaction was certainly necessary for English class. A teacher and students interact with each other during the learning process. The students are demanded to be active in the classroom interaction while teachers are also demanded to communicate in the classroom interaction. Dikti says classroom interaction is a matter that is used to discuss how learners acquire knowledge and skills through interaction with a teacher or other language learners (Matra, 2014). It means that classroom interaction is very important in the teaching and learning process because it is considered as an interaction that provides opportunities for teachers and students to talk among each other in the teaching and learning process, and also provides them finding, discussing and helping the material together with the teacher. It is because a teacher has an important role as the instructor to help students understand the lesson. A classroom interaction strategy can be by checking students' understanding after material explanation. Checking students' understanding will help the teacher to construct classroom interaction so that the students will be more active instead of passive during the class. If the classroom interaction is missing, students may also lose their interest and motivation in the learning process. The way that the teacher finds certain strategies in encouraging students' interaction is necessary. Therefore, the teacher has to apply the appropriate strategy in the classroom interaction to help the students be able to communicate.

Some strategies can be used by the teacher in the English classroom interaction its like general or yes/no questions, special questions using wh-words, choice questions, and disjunctive or tag/tail questions, and One of them is questioning strategy. Questioning strategy is the strategy that is used by the teacher through some questions. The teacher gives some questions to the students. The Questioning strategy is the skill frequently used, more power to create the talk move by the teacher (Fitriati et al., 2017). It can influence the student's participation and comprehension. Through questions, the talk or discussion will be created in the classroom interaction. Hence, through the questions, the talk will be dominating during the teaching and learning process, so the discussion will be created between teacher and students.

A question is a tool used by the teacher to build an interaction with students by giving some questions to get feedback from students. Through questions, the teacher can motivate students to share their ideas with others. Questions are an integral part of the inquiry learning process is a learning process that allows students to interpret problems without the help of the teacher(Arslan, 2006). A question is a tool that is used by the teacher to stimulate students' critical thinking(Kipper T., 2010). In addition, Xiaoyan Ma(2008), States Questioning is a technique used to check students' understanding and to enhance students' critical thinking in classroom interaction(Ma, 2008). It means that questions are a general part of learning and the inquiry learning process. The inquiry learning process is a learning process Questioning strategy is one of the appropriate strategies that can be used by the teacher.

Questioning strategy is the important strategy to the growth of critical thinking skills creative thinking skills, and higher-level thinking skills(Stephens, 2005). It shows that the questioning strategy can create the student's critical thinking in the English classroom interaction. Because students know how to use the information they have obtained to solve

problems, look for relevant sources of information to convey to themselves. The Questioning Strategy aims to give students more opportunities to think and understand what the teacher asks and also gives them time to answer the questions given by the teacher. That way there will be interactive communication between teacher and students. Because student answers are strongly influenced by teacher questions, especially in the application of asking strategies, the teacher must consider strategies in asking questions in terms of the level of question type and asking behaviour.

The teacher's question and answer can be applied in three sessions, namely playing question and answer at the beginning, asking in the middle, and asking at the end (Sujariati et al., 2016). By applying the strategy of asking questions at the beginning of learning students will repeat the previous learning and will remember the lessons that have passed and by asking questions in the middle of learning, the teacher will know the extent of students' understanding. Finally, asking questions at the end of the lesson will determine the extent to which students understand the material being taught and can evaluate the learning that has been done. Thus, the application of the questioning strategy is very important for teachers and students and asking the teacher knows the extent of student understanding so that it is necessary to apply the questioning strategy in the teaching and learning process in-class interaction.

Researchers found some problems. Based on pre-research in March 2020. The first problem was some of the students were often silent in the English classroom. If students were silent in the classroom, this condition made learning less interactive. The second problem was some of the students were difficult to understand the learning material. In the learning process, the teacher presents learning by speaking or verbal explanation directly to students or also called conventional strategies so that students lack the motivation to understand the material. The last problem is the teacher ignores the differences of each student. This is caused by the teacher's ignorance of individual students while students have unique differences where they have different strengths, weaknesses, interests, and concerns. Regarding the problems, the writer is interested to conduct this study to find out the types of questioning strategies used by the teachers and to find out the way the teacher applies questioning strategies during classroom interaction.

## **METHODS**

### ***Research Design***

The method of the research used a descriptive qualitative. The researcher chose descriptive qualitative because the researcher wanted to know what questioning strategies were used by the teacher during class interaction at Mas AsySyaif Koto Laweh. According to Gunawan, qualitative research is research conducted to find out human problems by providing an overall picture and complex ideas using words or linguistic or language from sources in research settings (Gunawan Imam, 2015). In conclusion, descriptive qualitative research is research that describes phenomena, facts, or reality.

### ***Subject of the Research***

There is one English teacher at MAS Asy-Syarif Koto Laweh, therefore the researcher only takes and analyzes the strategy of the English teacher, because the teacher often uses a questioning strategy to communicate with students in the teaching and learning process in the classroom. The statement above is based on the results of observations and interviews that have been carried out by researchers, and the results show that the teacher is indeed using the strategy of asking questions in-class interaction.

### ***The Technique of Collecting Data***

#### *Observation*

The researcher observed the teacher, to find out some data related to the research, such as how the teacher asked the students, what type the teacher used in asking questions, and at any time the teacher would ask the students. The researcher also took several videos and made notes as evidence and information obtained when carrying out observations.

#### *Interview*

The researcher used interviews to collect data. In this study, researchers used structured interviews with English teachers at MAS AsySyarif Koto LawehTilatangKamang. Interviews were conducted to obtain accurate responses and information about the type of questioning strategy and how does the teacher apply the questioning strategy in-class interaction. The function of the interview in this study is to check the data and ensure that the data is valid.

### ***Instrument of the Research***

In collecting the data, the writer used Interview Guidelines and an Observation Checklist. Semi-structured are a common interview guide approach. its purpose is to ensure that general area play information is collected from each interviewee; it provides a lot more focus than a conversational approach. Because it was by the research conditions conducted by the researcher in analyzing the questioning strategy. An observation checklist is a list of things the observer will look at while observing the class. Researchers found the type and how often the teacher asked questions.

### ***The Technique of Analysis Data***

#### *Observation*

The researcher observed and see some activities for the students. in doing the observation, the researcher sees the student's activities and responses to them. So, from that way, the researcher can combine and compare the data get from the interview and observation. When the data have been analyzed the researcher concluded as the final result of this research and the research proposes the suggestion to any part which has relation to the topic of his research.

#### *Interview*

The researcher makes the transcriptions of the interview result then reviews the whole transcriptions of the interview result. Furthermore, the researcher reduction it into

some important points regarding the purpose of this research. This analysis is a compare and combines with other data that were get from the observations. Another way to get deep data of this research, the researcher dit some observations during the learning process is going on.

## RESULTS

The researcher will explain what was found when the researcher conducted interviews and observations as below:

### *The Types of Questioning Strategies Used by the Teacher during Classroom Interaction*

#### *Knowledge Questions*

Based on the findings of the researcher when conducting observations and interviews that at the first meeting the researcher saw before opening the lesson, the teacher opened first then discussed the material that had passed to connect to the next material, Mr. repeating last week's material, so here who still remembers last week's material?: Then here the students think and try to remember the material that has passed and some students will explain about the material, and the teacher asks "is there anyone who doesn't understand? if there are still please ask "then if there is no teacher will explain the material again until the students understand the material. at the second meeting as usual the teacher starts again with an opening prayer, and others, just like the first meeting. here the teacher also start by asking about past material." do you still remember the last subject last week? come on, who still remembers raise your hand!" and here some students explain about the material that has passed" well good, last week we learned about introducing someone, well who can explain what to pay attention to when introducing someone? about what is discussed in it?" then some students answered "there is a name, date of birth, hobbies, and others." ok good" and because here the teacher sees the students already understand the teacher also concludes the material and proceeds to the next material. in this case, the teacher can be stated that before starting new learning the teacher tries to discuss and remind the material that has passed so that students can understand the material that has passed and to connect to the next material, in this case, the teacher's treatment of students in the teaching and learning process at In class interaction, it is related to the first type of questioning strategy, namely knowledge question where the meaning of this knowledge question is the ability to remember and explain the learning material again. and this has been done by the English teacher at Mas Asy Syarif Koto Laweh Tilatang Kamang.

#### *Comprehension Questions*

In the teaching and learning process, there are various ways the teacher does to make students understand the learning material as was done by the English teacher at Mas Asy Syarf Koto Laweh Tilatang Kamang. according to the findings found when conducting observations and interviews that researchers found at the first meeting the teacher was explaining material about letters. the teacher started the lesson like a guess which

functioned so that the students understood the material to be discussed, Mr. Aris said, "When you want to say something to your friends in private, what do you do?" and some students said they met him, some said they sent a message, and here the teacher responded when the student said sending a message. "ok send a message almost close any other input?" and finally someone said to send a letter." ok so our day's material today is about personal letters, what should be considered in the letter? then students will answer and that's how the teacher makes students think and try to guess and understand the material that will discuss the meeting the next day at the third meeting the teacher did something different, this time the teacher did not do it as usual but the teacher immediately explained the material they were going to learn that day, Mr. from numbers? what's the first? who can guess?" Then some students answered yes, sir, then Mr. Aris answered again, "Ok good, so the first three divisions are cardinal number, ordinal number, and percentage number, and today we will focus on percentage number, ok that is first who can say  $1/2$  in English?" the student answered one second "ok good said Mr. Aris, continued  $2/2$  how to say in English?" the student answered two seconds, "ok good" and that's how the teacher teaches in-class interaction at the second meeting, then entered the third meeting, at the third meeting the material taught by Mr. Aris was the same as the material in the second meeting, namely about numbers, but the similarities in the material were different in the way Mr. Aris, the third meeting of the teachers also immediately said that the material to be discussed was number. "OK, today's student, we will learn about numbers, what is a number?" Then the students answered that the number was "ok good a" Are there others?" The students answered the numbers, sir, "Well good, how many numbers are there in English? " the student answered there are integers, there are fractions, " ok good, so in the number, there are three number names, namely: cardinal number, ordinal number, okay now we will start from the first, namely cardinal number, where to start with a cardinal number, some can you answer?" students answered starting from zero sirs, "ok god, so starting from zero, then what else, tens, what else?" and that's how the English teacher explained the material they simultaneously said the order of the cardinal numbers started from zero to trillions. In this case, of course, students will understand the material with questions given by the teacher intel and simultaneously and this is related to the second type of questioning strategy, namely comprehensive question, which means the ability to understand the material, in the way the teacher explains students will understand the material given.

### *Application Questions*

After the teacher explains or tells the learning material, of course, students must apply the knowledge that has been given, at the first meeting the material taught is about personal letters, early on students are asked to make examples of personal letters." ok, have you understood everything about personal letters? one example of a personal letter, it's up to who the letter is for, but adjust the letter to the conditions needed in the letter "and here the researcher saw students starting to make personal letters. "If anyone doesn't understand, please ask me or a friend who already understands!" here when students do the exercises, Mr. Aris as the English teacher at the school walks while watching the students work, and until finally, the students can make the personal letter well, then at the

second and third meetings the material is about numbers, here the teacher asks students to count in English from 1-20 in English. "Well, there are still those who don't understand the number? Try Ihsan, what is English five?, Dina is English 12? Yuda or is English Twenty?" and here students try to answer the question. "Well, I think you understand, now I want you to memorize English from numbers one until twenty, this is shown one by one in the future, do you understand? , and students begin to train themselves to present themselves in front of the class and that's the learning process Aris teaches in-class interactions so that students can understand the material and can apply the knowledge he gets from the teacher's explanation, this is related to one type of questioning strategy on the third principle, namely application questions, namely the ability to apply information what was obtained and this was done by the English teacher Mas Asy Syarif Koto Laweh Tilatang Kamang. Students will be asked to write a personal letter according to the information that has been obtained from the English teacher. Application is the ability to apply information.

### *Analysis Questions*

When the teaching and learning process is in progress the teacher will direct students to be able to master the material being implemented. As done by the English teacher at Mas Asy Syarif Koto Laweh Tilatang Kamang, at the first meeting the researchers found that when conducting the teaching and learning process the teacher asked questions so that the students were good at deciphering the important parts of the material such as: "Today we are learning about personal letters. and there are some things we need to pay attention to in the making, so what do we need to know in a private letter?" Then students answered the types of letters, time, date, sender and some answered how to write and so on. "Ok good, so in making a letter we must understand what elements we need to include in it and as you mentioned earlier such as the type, time, date, name of the sender and other functions so that the letter we make is clear". in this case, the teacher tries to hone students to be able to describe a material explaining the important parts in the material so that it is structured. then in the second and third meetings of high school, as the teacher did in the first meeting, the material discussed was about numbers, so the teacher asked the students to understand the part of the number, the type of number, and others as follows: "Today, I think you have understood about numbers, so things that must be known in any number" students answer the type of number, its use. " If you want to count an item, what type of number do you use? If you want to know the position of an item, what number does it match? And what about the cardinal number? And the students answer the questions the teacher asks, in this case, the teacher trying to teach students to be good at separating cardinal, ordinal, and percentageage numbers so that they know the parts of a number clearly and they understand the groups of numbers well. the English teacher said that if students do not understand the learning material, the teacher will explain it well good and as detailed as possible so that students can analyze a problem and understand the problem so that they understand the parts that will be explained. This is also related to the fourth type of questioning strategy, namely analysis question where analysis question is the ability to describe a material or describe a material into parts ng clear.

### *Synthesis questions*

When carrying out the lesson, the English teacher at Mas Asy Syarif Koto Laweh did not forget to ask about the material taught in class interaction at the first meeting, Pak Aris said "Okay so far this material can be understood? Is there anyone who doesn't understand? Then the students answered "Yes sir, someone said not yet. After that the teacher took over the learning and said "for those who don't understand, please ask a friend who already understands, to those who already understand help your friend so that he understands, with this there is interaction between students and solve after they have explained to each other, the teacher asks again, "how do you understand it?" sir, the student answered, after that the teacher will explain the material again so that students understand better and the problem is solved properly, then at the second meeting discuss about numbers, here are some students who don't understand how to group the parts of a number. " if we want to know the amount of a finished product that is used which type of number?" one of the students answered, "cardinal number" and so on, the teacher asked about the material, but there were still some who didn't understand about the grouping, so to solve the problem the English teacher trying to figure out the part the students don't understand." which part do you not understand, if you do not understand please ask me, we will solve the problem together "after that the student answered he did not understand how to group, and the teacher gave an explanation." so when you want to know the number then it is called cardinal, the shape is like one, two and others, then if you want to know the position or order then it is called ordinal like first, second," and so on the teacher explains in detail until the student understands and the problem is solved by completely, this is related to the synthesis question which is defined as the ability to solve problems through a new structure, and this is used by the teacher in problem solving at Mas Asy Syarif Koto Laweh Tilatang Kamang.

### *Evaluation questions*

The lesson is finished than at the end the teacher will ask to conclude and conclude the material discussed that day, like at the first meeting." Okay, sir, I think today's material is enough to come here before we end our meeting, who do you think can provide an evaluation or evaluation? conclusion at our meeting today?" then a student answered "when we are going to write a letter the things to pay attention to are, name, date, purpose, author. then after that, the teacher will explain and evaluate the material such as explaining what a letter is, the types of letters, which need to be considered in making letters. The teacher tries to explain so that students understand and the treatment of the teacher who asks students to evaluate can function as an added sense of courage and most importantly students can conclude and evaluate the material. at the next meeting which discussed the material about letters, here the teacher also asked students to give conclusions on the material. "Ok, try to summarize the material we discussed today?" the students answered "well, I will try to explain today's material, which is about numbers, so what we need to remember is the type and grouping, such as cardinal numbers are used to count numbers such as one, two, tree and ordinal namely first, second, third and there is also

percentage number such as one second, tree second. students explain this and are listened to by all their friends in the class, and to give students a sense of pleasure the teacher clap "well good give applause, ok can anyone conclude?" and after that, the teacher explained again "so it's true what was explained by my friends and brothers" and the teacher explained again, after that at the end the teacher said, "if there are still people who don't understand, please read the book again or ask a friend to the father too. . in this case the teacher tries to explain the material to students so that students understand, the teacher tries to find problems that students get and solves them together and concludes together and in this case, it relates to the type of questioning strategy in the sixth principle, namely evaluation question, namely the ability to evaluate or give conclusions about the material, and this has been done by the English teacher at Mas Asy Syarif Koto Laweh Tilatang Kamang.

Based on the findings above, it can be concluded that the English teacher at Mas Asy Syarif Koto Laweh Tilatang Kamang correctly applies 6 types of questioning strategies, the six types are Knowledge questions, Comprehension questions, Application questions, Analysis questions, Synthesis questions, and Evaluation questions.

### ***The Way the Teacher Apply the Questioning Strategies during Classroom Interaction***

#### *Question play at the beginning*

Based on observations and interviews conducted by researchers in the field, at the first meeting, the researchers found that before starting the lesson the teacher first opened it. The steps in the introductory activity of the teacher instil a polite attitude by greeting and smiling to students when entering the class which is replied with greetings from students. . The teacher instils a religious attitude by inviting students to pray "Come on, before studying today, let's start praying together so that today's lesson goes well! "Students pray together before studying. then after reading the prayer, the teacher said hello, asked how the students were, then the teacher made a small joke that made the students laugh and relax after that the teacher said the student's presence. after the opening ends then the teacher will begin to enter the lesson "ok ok we will enter the new material". the teacher starts the lesson like guesswork which serves to make students understand the material to be discussed, the English teacher said, "If you want to say something to your friends in private, what do you do?" and some students said they met him, some said they sent a message, and here the teacher answered when the student said sent a message. "ok send message almost close other input ?" and finally someone said to send a letter." ok so our material today is about personal letters, what should be paid attention to in the letter? then students will answer and that's how the teacher makes students think and try to guess and understand the material that will be discussed in the next meeting at the third meeting the teacher did something different, this time the teacher didn't do it as usual but the teacher immediately explained the material they were going to learn that day sir from numbers? what was the first one? who can guess?" Then some students answered yes sir, then the English teacher answered again, "Okay good, so the first three divisions are cardinal numbers, sequential numbers, and percentage numbers,

and today we will focus on percentage numbers, ok that's first who can say  $1/2$  in English?" students answered one second "okay good said sir aris, go on  $2/2$  how do you say it in English?" students answered two seconds, "okay good" and that's how the teacher taught in class interaction at the second meeting, then entered the third meeting, at the third meeting the material taught by the English teacher was the same as the material in the second meeting which was about numbers. In the third meeting, the teachers also immediately said that the material to be discussed was numbers. "Okay, kids today, we will learn about numbers, what are numbers?" Then the students answered that the number was "ok good" Is there anything else?" The students answered the numbers, sir, "Good, how many numbers are there in English?" The student answered there were integers, there were fractions, "okay good, so in that number, there are three names of numbers, namely: cardinal numbers, sequential numbers, okay now we start from the first, which is cardinal numbers, where do you start with cardinal numbers, can you answer anything?" The students answered starting from zero, sir, "Oh my god, so starting from zero, then what else, tens, what else?" And that's how English teachers explain their material simultaneously saying the sequence of cardinal numbers ranging from zero to trillions. Based on the explanation above, of course, before starting learning, it is very important for teachers to often ask questions, especially at the beginning of learning, because at the beginning of learning the teacher will remind students about the lessons that have passed and the lessons that will be discussed even more Asking questions at the beginning is very important for students to prepare for their practice after the teacher explains at the beginning of the lesson because after the material is explained, of course, there will be a test. this relates to the way of applying the questioning strategy at the beginning, namely questioning at the beginning in the class which is useful for helping the student learn material for test preparation. this has been done by the English teacher at Mas Asy Syarif Koto Laweh Tiltang Kamang

### *Questioning at the middle of the class*

In the middle of learning the teacher will ask about new material that day, such as personal letters, when the students are completing the task of making personal letters, the teacher will walk and pay attention to what the students have made. "How do you understand Hanum? Can you see what you made?" The teacher also checked the student's creations. like that the teacher teaches in the middle. those who do not understand please ask me or a friend who already understands "if they do not understand it, the teacher will ask students who already understand to explain it. return to their friends so that learning effectiveness will increase and their students also interact with each other. At the second meeting and the three materials discussed are numbered, students are asked by the teacher to memorize English one to twenty, and there is also a way of pronouncing the percentage number." Before we start the exercise there are still those who don't understand, is there anything else you want to ask, if not please feel free to ask. at the start of the task ". The students began to memorize what they were going to show. The teacher's habit after giving the assignment was to walk around the students and while asking the students "do you understand?" and when there is still something the teacher doesn't say

again." remember how to pronounce one to twenty, try ihsan how to say twelve in English?" students also answered based on what the teacher asked. Usually, in the middle of this lesson the teacher will ask about exercises about the material, "Is there still something that hasn't been done yet? understand? if you don't understand ask me or a friend who already understands, the teacher asks in the middle of learning to remind again and repeat so that when students make exercises they can ask questions about what they don't understand, so learning is effective because asking in the middle will make the interaction between students and students and with the teacher. After that, so that students understand better, the teacher will explain again so that the material is completed and the desire is achieved so that students understand. this is related to the second application, namely the question pay at the middle of the class which functions to increase its effectiveness and achievement. and teachers have made effective achievements in the learning process at MAS Asy Syarif Koto Laweh Tilatang Kamang.

#### *Questioning at the end of the class*

Questions at the end of the lesson the teacher will cross check the learning from beginning to end, and after that, the teacher will usually ask some questions about the material and at the end, the students and the teacher evaluate the material as well as possible when the lesson is finished then, in the end, the teacher will ask to conclude and conclude the material discussed that day, as at the first meeting. do you think can give an evaluation or evaluation? the conclusion at our meeting today?" Then a student answered "when we are going to write a letter the things that must be considered are, the name, date, purpose, author. After that, the teacher will explain and evaluate the material such as explaining what a letter is, the type -types of letters that need to be considered in making letters The teacher tries to explain so that students understand and the treatment of the teacher who asks students to evaluate can serve as an addition to a sense of courage and most importantly students can conclude and evaluate at the next meeting that discusses material about letters, here the teacher also ask students to give conclusions about the material. "Ok, try to summarize the material we discussed today?" students answered "well, I will try to explain today's material which is about numbers, so what we need to remember is the type and grouping, such as cardinal numbers used to calculate numbers such as one, two, tree and ordinal namely first, second, third and re also percentage figures such as one second, second tree. students explain this and are listened to by all their friends in the class, and to give pleasure to students the teacher claps "okay give a clap, ok anyone can conclude?" and after that, the teacher explains again "so what is explained by my friends and relatives is true" and the teacher gives another explanation, after that at the end the teacher says, "if there are still people who don't understand, please read the book again or ask friends and me".

By asking at the end of learning students can tell what they know at the end of learning here the teacher continues to ask students to ask questions if they don't understand, of course, this makes the class effective and students can also evaluate or conclude the learning, in this case, related to the application The third of the questioning strategy is asking at the end of the lesson which means being able to provide an

explanation of the learning material and being able to conclude a material, and this has been done by the teacher at Mas Asy Syarif Koto Laweh Tilatang Kamang and students have also been able to evaluate the learning material in the process. learning in-class interactions. Based on the explanation above, there is three teacher applications questioning strategy there are: questioning play at the beginning of the class, questioning play at the middle class, and questioning play at the end of class. and all these principles are used by the English teacher.

## **DISCUSSION**

This section presents a discussion based on the research findings. This is about the analysis of Questioning Strategy During Classroom Interaction. There are two research questions posed in this study. The first research question is about the type of questioning strategy. Meanwhile, the second discussion focuses on how does the teacher to apply the questioning strategy. Furthermore, with the use of a questioning strategy, the teaching and learning process is successful, especially with the use of a questioning strategy, the teacher must consider several factors. Based on the theory in chapter II, the researcher tries to compare and apply it in this study.

### *Types Questioning Strategies*

In the research conducted by the researcher in interviews and observation checklist, the researcher found that the English teacher at MAS AsySyarif Koto Laweh Tilatang Kamang used a type of questioning strategy in the learning and teaching process. According to the English teacher, the type Questioning strategy needs to be done in the learning and teaching process because by using the type of questioning strategy, the teacher can find out how far the students have mastered the material being taught and can see the students' ability to master the subject supported by the theory put forward by Brown, H. D. in the journal Dian Prasetiawati, there are six types of questioning strategy they are Knowledge Questions, Comprehension Questions, Application Questions, Synthesis Questions, and Evaluation Questions.

The first, knowledge Question. It is the ability to remember and explain what has passed, and this has been done by M.A as an English teacher at Mas AsySyarif Koto Laweh Tilatang Kamang, before starting the material that will be discussed on that day, the teacher asks first about the material. what has passed, "before we enter the new material today, then I will ask first about last week's material, who can explain last week's material, said M.A then there are some students who want to explain about the previous material after that, sir M.A will re-explain the previous material before entering the next material, and this is related to the principle of the questioning strategy in the first part, namely the knowledge question.

While Comprehension Questions are an ability to understand the material, here the teacher does things like guessing, "who knows what the letter is? when you want to say something with your friend, then you will send a letter personally to your friend" so with the explanation above who knows our material today?" Then the students answered today's material was a letter, and some also answered a personal letter, from which

students can understand the material that will be carried out on that day and this principle is in the second type, namely Comprehension questions

The Application questions are the ability to apply information after students understand the material then of course they must be able to apply the information that has been obtained, students will be asked to make personal letters according to the information that has been obtained from Pak Aris as an English teacher, this principle is related to type the third is Application questions.

Analysis Questions are the ability to describe a learning material in a clear part. Mr. Aris said that if students do not understand the learning material, the teacher will explain as well as possible and in as much detail as possible so that students can analyze a problem and understand the problem so that they understand the parts they will describe. and this is related to one of the principles of questioning strategy in the fourth principle, namely Analysis questions.

Next is the Synthesis Questions. Synthesis Questions are the teacher's ability to ask students to evaluate information and conclude the value of information. Pak Aris said that when the students did not understand the material, the teacher would ask the students to study with other students who already understood, then the students interacted and shared information.

Lastly is the Evaluation Questions. That is the ability to evaluate a learning material. Evaluation activities are usually carried out at the end of the lesson when at the end of the lesson the teacher will ask students to conclude the material they have learned that day "For today, sir, do you think that's enough, who can conclude our material today?" said M.A then some students would raise their hands and after that, the teacher also concluded that the information was clear and this is related to the sixth principle, namely evaluation questions(Prasetyawati, 2015).

Based on the findings above, it can be concluded that the English teacher at Mas AsySyarif Koto LawehTilatangKamang correctly applies 6 types of questioning strategies, the six types are Knowledge questions, Comprehension questions, Application questions, Analysis questions, Synthesis questions, and Evaluation questions.

#### *The Way the Teacher Apply the Questioning Strategies during Classroom Interaction*

Firstly, Question play at the beginning. According to what researchers have found that at the beginning of learning the teacher will read greetings, ask how the students are doing and then ask students about the previous learning material to connect to the next material, and usually, the teacher will give a test about the previous material so that students understand better and remembering the material that has passed, and the test is discussed together and the teacher will ask if there is still someone who has not understood the material if there is still someone who does not understand as usual the teacher will explain again. and this is related to the application of questioning strategy questions that are carried out at the beginning of learning.

Secondly, Questioning in the middle of the class. In the middle of the lesson, the teacher will ask again whether all students understand the material and for students who already understand the teacher will ask the student to explain to his friends who do not

understand the material. that way one friend can help another friend and the teacher will also add a part to an explanation that is not clear, asking in the middle of learning, students will understand the material because the material is repeated and explained again and this is related to the second application, namely play. at the middle class.

Thirdly, Questioning at the end of the class. Questions at the end of the lesson the teacher will cross-check the learning from the beginning to the end, and after that, the teacher will usually give some questions about the material and at the end, the students and the teacher evaluate the material as much as possible and this is related to the application of teacher questioning at the end of the lesson.

Based on the research that has been done above, the similarities of this study with other research are that the three studies use the same discussion about the same questioning strategy as this study. Whereas the difference in this study is that the first researcher focuses on the effect of the questioning strategy, the second focuses more on the strategy of asking what the teacher does and the third research discusses questions like what is good to do in class, while the researcher focuses on what strategies the teacher uses and its application Questioning strategy, the research object used in the first study was EFL students and the second researcher used students and the third used the teacher as the object, however, this study took one teacher, besides that the place of this research was in MAS Asy Syarif Koto Laweh Tiltang Kamang, which is different from other studies.

## **CONCLUSION**

Based on the findings of this study, it was found that the use of type questioning strategy in the learning process needs to pay attention to six types of questioning strategies, namely: (a) Knowledge questions (giving understanding questions to students about learning material) (b) Comprehension questions (teachers helping students to understand information), (c) Application questions and (asking questions about what students have learned), (d) Analysis questions (helping students to increase their knowledge to analyze a problem), (e) Synthesis questions (helping students to solve a problem), (f) Evaluation questions (the teacher describes evaluation questions at the end of the lesson). and the teacher has implemented everything, according to M.A as an English teacher at MAS Asy Syarif that type of Questioning strategy needs to be done in the learning and teaching process because by using the type of questioning strategy, the teacher can find out how far the students have mastered the material being taught. and according to the researcher also found that teachers used how to apply the questioning strategy, based on the researcher's findings that there were three applications of questioning strategy, namely: (a) Questions play at the beginning (helping students learn material for test preparation), (b) Questioning at the middle of the class (increasing its effectiveness and achievement), (c) Questioning at the end of the class (explain information and draw learning conclusions). and all these applications have also been used by the English teacher at Mas AsySyarif Koto LawehTiltangKamang, according to him, by using the application of this questioning strategy, the students would be motivated to answer the questions given and also students are motivated to speak and ask some questions both at the beginning, middle and end of learning.

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