

**TEACHER'S QUESTIONING STRATEGIES APPLIED IN TEACHING SPEAKING
(A CASE STUDY AT SMA NEGERI 1 KOTAMOBAGU)**

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**POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2022**

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Thesis

As one of the requirements for achieving Master degree

English Language Studies

Written and submitted by

GIA PUSPITA MOKODOMPIT
F022211011

To

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THESIS

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States truthfully that this thesis was the result of my own work, and it is not the work of others. If it is proven later that either some of entire part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, December 19th, 2022



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Makassar, December 19th, 2022

Gia Puspita Mokodompit

ABSTRACT

GIA PUSPITA MOKODOMPIT. *Teacher's Questioning Strategies Applied in Teaching Speaking (A Case Study at SMA Negeri 1 Kotamobagu).* (Supervised by Nasmilah and Abidin Pammu).

The aim of the study was to (1) identify the type of questioning strategies used by the teacher in EFL classroom interaction, (2) investigate the application of the TQS (Teacher's Questioning Strategies), and (3) find out the students' perceptions about the TQS used to stimulate students in speaking English. This study used a descriptive qualitative approach. The participants in this study were one teacher and one class that consisted of 21 science students from the twelfth (XII) grade at SMA Negeri 1 Kotamobagu. In collecting the data, two instruments were used, including observation and an interview. The data were analyzed by using thematic analysis. The results of this study indicated that the teacher used question-planning strategies and question-controlling strategies in the learning process. In applying TQS in teaching speaking, the teacher mostly asked the question student individually and the whole class rather than asking students in pair. Moreover, to find out the students' perception regarding the implementation of TQS in speaking, the researcher used thematic analysis as identifying and analyzing method for the data which resulted in positive perception. Most students strongly agree that TQS can help them in the classroom, especially during the teaching process. At the end of this study, it can be concluded that TQS is beneficial both the teacher and the students to improve classroom interaction which is one of the factors to increase students' motivation to learn English.

Keywords: Teacher's Questioning Strategies, Teacher Talks, Concept of Speaking, Classroom Interaction



Makassar, 30 November 2022

ABSTRAK

GIA PUSPITA MOKODOMPIT. *Strategi Bertanya Guru yang Diterapkan di dalam Pengajaran Berbicara: Studi Kasus di SMA Negeri 1 Kotamobagu* (dibimbing oleh Nasmilah dan Abidin Pammu).

Penelitian ini bertujuan: (1) mengetahui jenis strategi bertanya yang digunakan oleh guru di dalam interaksi kelas EFL; (2) menyelidiki strategi penerapan *teacher's questioning strategies* (TQS); dan (3) mengetahui persepsi siswa tentang TQS yang digunakan untuk mendorong siswa untuk berbicara bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Para peserta dalam penelitian ini adalah seorang guru dan satu kelas yang terdiri atas 21 siswa IPA kelas (XII) SMA Negeri 1 Kotamobagu. Dalam mengumpulkan data, dua instrumen digunakan meliputi observasi dan wawancara. Hasil penelitian menunjukkan bahwa guru menggunakan strategi perencanaan pertanyaan dan strategi pengendalian pertanyaan dalam proses pembelajaran. Dalam menerapkan TQS dalam pengajaran berbicara, guru lebih banyak mengajukan pertanyaan kepada siswa secara individu dan seluruh kelas daripada mengajukan pertanyaan kepada siswa secara berpasangan. Selain itu, untuk mengetahui persepsi siswa tentang penerapan TQS dalam berbicara, digunakan analisis tematik sebagai metode identifikasi dan analisis data yang menghasilkan persepsi positif. Sebagian besar siswa sangat setuju bahwa TOS dapat membantu mereka di dalam kelas terutama selama proses pengajaran. Dapat disimpulkan bahwa TQS bermanfaat bagi guru dan siswa untuk meningkatkan interaksi kelas yang merupakan salah satu faktor untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris.

Kata kunci: strategi bertanya guru, bahasa yang digunakan guru, konsep berbicara, interaksi kelas



TABLE OF CONTENT

TITLE PAGE	ii
APPROVAL SHEET	iii
A STATEMENT OF THESIS AUTHENTICITY	iv
ACKNOWLEDGMENT	iv
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENT	ix
CHAPTER I INTRODUCTION	1
1.1 Background of Study	1
1.2 Research Questions	5
1.3 Research Objectives	5
1.4 Significances of the Research	5
1.5 Scope of the Research	6
CHAPTER II LITERATURE REVIEW	7
2.1 Previous Studies	7
2.2 Theoretical Discussions	10
2.2.1 Interactive Principles	10
2.2.2 Roles of Interactive Teacher	11
2.2.3 Teacher Talk	11
2.2.4 Teacher's Questioning	11
2.2.5 Types of Teacher's Questioning	13
2.2.6 The Function of Teacher's Questions	14
2.2.7 The Purpose of Teacher's Questions	15
2.2.8 Questioning Strategies	16
2.2.9 Types of Questioning Strategies	18
2.2.10 Modification of Questions	19
2.2.11 How to Apply the Questioning Strategy	20
2.2.12 Concept of Speaking	23
2.2.13 Classroom Interaction	27
2.3 Conceptual Framework	30

CHAPTER III RESEARCH METHODOLOGY.....	31
3.1 Research Design	31
3.2 Participants of the Research.....	31
3.3 Location of the Research.....	32
3.4 Technique of Collecting Data.....	32
3.5 Research Instruments	32
3.6 Research Procedure	33
3.7 Technique of Data Analysis	34
CHAPTER IV FINDING AND DISCUSSION	35
4.1 Research Findings	35
4.2 Research Discussion.....	54
CHAPTER V CONCLUSION AND SUGGESTION.....	58
5.1 Conclusion	58
5.2 Suggestion	59
BIBLIOGRAPHY	
APPENDICES	

CHAPTER I

INTRODUCTION

1.1 Background of Study

Currently, students in Indonesia are required to become proficient in a number of subjects, including the study of English as a foreign language. According to Pammu et al. (2014), EFL (English as a Foreign Language) provides benefits to those who pursue overseas training and study. Therefore, language teaching methods play a significant role in EFL classroom in order to improve the academic performance and English proficiency of their students. In other word, English teachers must apply effective language teaching strategies, which play a significant role in the English-learning process. As an outcome, students are able to communicate in the target language.

English class is considered the most important place for foreign language learners to learn and practice their target language. Classroom is conceptualized to create a condition in which students can improve their ability in learning English, that is, for using the English in real communication. Teachers should create communication with their students, either in oral or written form. Therefore, teachers are expected to be able to give comprehensive input during the teaching and learning process by encouraging the motivation of students in the classroom.

The interaction between teachers and learners is one of the most important activities in the classroom. One of the methods in improving the interaction between teachers and learners in teaching and studying English is asking or providing questions. According to Gattis (2002), a question is one of the most important tools in guiding and extending students' learning.

Whether helping learners acquire a basic skill or a better understanding to solve problems or to engage in highly-order thinking such as evaluation, questions are crucial. For teachers, asking good questions is a key skill that anyone can learn to use well. Similarly, ways of helping teachers develop their own ability to raise and formulate questions can also be learned. Raising questions and knowing the right question to ask are important teaching skills that teachers need to be taught.

"Questioning strategy" is the question that is asked by the teacher to motivate the students in a learning activity. Harvey (2000) argued that

questioning strategies are most effective when they allow students to become fully involved in the learning process. It means that students will be motivated to learn when teachers use a questioning strategy in a learning activity. It is supported by Guest (1985), who stated that questioning strategy is one of the important tools for extending students' learning and can help teachers develop their own strategies to enhance students' work and thinking.

Questioning is used to check students' knowledge and understanding of the subject matter, challenge the students to be critical thinkers and involve the students in being active in classroom interaction. This strategy has become an important tool to help teachers motivate their students during teaching and learning activities. By applying the questioning strategy, the teachers know what they are going to ask their students during a classroom learning activity.

The questioning method used by teachers must be fascinating in order to urge students to reply and learn English. It maintains a strong relationship as a teacher, and it uses the questioning method to become an initiator and sustainer of interaction in the classroom (Brown, 2007). Therefore, it can be concluded that we cannot overlook the reality that questioning strategies are significant and it cannot be separated from teachers' question and classroom interaction.

The most typical issue that EFL teachers face is dealing with a passive class where students are unresponsive and avoid interacting with the teacher (Ma, 2008). This is especially true when a teacher seeks interaction in a teacher-class dialogue, such as by asking questions to the class as a whole and expecting at least one student to respond. The teacher just came to give the material and teach with little interaction between students and the teacher. Finally, the result of that subject was lower than another subject, which had a strong interaction with question and answer as the feedback of the teacher's questioning strategy.

Based on researcher's preliminary observation at SMA Negeri 1 Kotamobagu, it was found that the teacher used Teacher Questioning Strategy in teaching English speaking. The teacher used the teaching strategy to improve the students' interaction due to some students still tended to be passive at the classroom. The students were still afraid and unconfident to speak English. Asking a good question in teaching and learning activity would motivate students to study hard if it's a good question given at an appropriate

time. Therefore, an English teacher must be familiar with questioning strategies in order to provide an effective question and engage the student in conversation.

Teacher Questioning Strategies in teaching speaking English give benefit for the teachers in delivering question for interactive learning. Moreover, the teachers also could apply various questioning strategies that can help them to elicit the student's responses in the classroom interaction.

There were some previous studies of this current research. Hadiani, N.S. (2014) conducted research specifically on investigating the questioning strategies applied by the teacher in classroom interaction. This research found that the teacher applied several questioning strategies in classroom interaction: rephrasing, filling in the blank, code-switching, probing, simplification, exemplification, repetition, and decomposition. Besides, the research by Mona Yousef (2017) examined the effect of questions on fostering interaction in EFL and determined the characteristics of questions that promote increased classroom interaction. It was sought to investigate classroom interaction as a consequence of verbal questioning and to identify the questioning features that lead to classroom interaction. The similarity between the previous and present research was the impact of teacher questioning on classroom interaction.

Even though the previous studies had concerned with the use of Teacher Questioning Strategies, this research has different considerations from previous research. Moreover, most learning strategies studies explored the frequencies of the use of learning strategies by employing the quantitative method. On the other hand, this current study used the qualitative method and deeply narrated the participants' experiences. The data was gained with a deep exploration of the participants' learning experiences.

Having the gap mentioned above, this study explored what types of questioning strategies, how the teacher applied these strategies, and how the students perceived about teacher's questioning strategies. In this study, the participants were one teacher and 21 science students from the twelfth grade of SMA N 1 Kotamobagu. It means that this research explores students' perceptions based on their experience when using Teacher's Questioning Strategy in the teaching and learning process.

Furthermore, this research will investigate the teachers' questioning strategies, which are categorized into two groups: question-planning strategies

and controlling strategies. Teacher's questioning strategies are most often applied to encourage and facilitate students' participation in these forms of interaction. In this research, the researcher is interested in teachers' questioning strategies and their impact on student's speaking abilities. So, the researcher will research speaking as a productive skill in English.

In the second and foreign language classrooms, speaking is considered to be the most difficult of the four skills. Chastian (1971) pointed out that learning to speak is obviously more difficult than learning to understand the spoken language. One who wants to speak to others sometimes faces some troubles. He cannot communicate his ideas, arguments, or feelings communicatively. Therefore, more efforts are required on the part of teachers. Chastain further states that it is not enough for students to listen to a speech alone.

Rivers (1968) argued that teachers need to give students ample opportunity to practice their speaking skills; this means that much practice is needed to overcome the problem of speaking faced by students who learn a foreign language. In line with this, feedback is essential for student progress. Providing feedback means giving students an explanation of what they are doing correctly and incorrectly. It is supported by Nasmilah et al.'s (2021) mentioned that teachers' feedback as a source of input plays a vital role in helping learners gain better performance in speaking skills.

Furthermore, this research will investigate the teachers' questioning strategies, which are categorized into two groups: question-planning and controlling strategies. Teacher's questioning strategies are often applied to encourage and facilitate students' participation in these forms of interaction. In this research, the researcher is interested in teachers' questioning strategies and their impact on student's speaking abilities. So, the researcher is going to research speaking as a productive skill in English.

Concerning the statements above, the teachers of English are expected to create an effective teaching and learning process for improving the students' skills to speak English. One of the strategies is the use of questioning strategies in teaching and speaking. Based on the considerations above, it is essential to conduct research about teachers' questioning strategies applied in teaching speaking.

1.2 Research Questions

The research questions for this research are set up as follows:

1. What types of questioning strategies does the teacher apply in teaching speaking?
2. How does the teacher apply the questioning strategies in teaching speaking?
3. How do the students perceive the teacher's questioning strategies to motivate students in speaking?

1.3 Research Objectives

Based on research questions, the objectives of this research are:

1. To identify the types of questioning strategies applied by the teacher in teaching speaking.
2. To investigate the application of teachers' questioning strategies in teaching speaking.
3. To find out the students' perception of the teacher's questioning strategies to motivate students in speaking.

1.4 Significance of the Research

This research is to give a better understanding, either for the researcher or the reader, of the definition, the importance, the function, the types, and the role of the teacher in questioning strategies to motivate students in speaking English.

The result of this research is expected to be useful to either teachers or students. For the teacher, it was hoped that this research would encourage the teacher to give more attention in the classroom, which is one of the factors that improves students' motivation to study. It is easier to prevent all aspects that may disturb, and it is also providing some useful information about questioning strategies that can be applied in the classroom in order to gain students' responses to check the students' understanding and engage students' participation in the classroom interaction.

By this research, the students are free to express their ideas about their condition, whether the learning process is going well or poorly. It is also helping the weaker students be more engaged in the classroom. Consequently, teachers should plan what questions they will ask their students, what the purposes of asking those questions are, and how they will ask the questions in the classroom interaction.

1.5 Scope of the Research

This research focused on the teachers' talking or questioning strategy as one of the important aspects of classroom interaction as it is applied by English teachers. The researcher observed and interviewed activities from how the class started until how the class ended.

The scope of the research is restricted to "interactional speaking," which is a process of communicating information by involving two or more people and aimed at establishing a social relationship between the participants, e.g., a conversation, and then restricted to "students' motivation in speaking English," which focuses on their perceptions of their competence, vocabulary, pronunciation, and fluency. It was conducted in the twelfth (XII) grade of SMA Negeri 1 Kotamobagu.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

Several researchers have undertaken studies on the various types of questioning strategies. The first previous study was conducted by Wu, K. (1993) entitled "*Classroom Interaction and Teacher Revisited.*" This research aims to investigate the relationship among these four variables in the ESL classroom in Hong Kong: question types, questioning strategies, student attitudes, and pattern of interaction. The findings indicated that the overwhelming majority of responses generated by these questions were restricted rather than elaborate, irrespective of the types of questions that elicited them. Then referential and open questions were less effective than display and closed questions in eliciting responses from the student.

The similarity between this previous and present research was in the objectives of this research, which was to investigate the question types and questioning strategies in classroom interaction. The differences were that this previous research investigated the relationship between the student's attitudes and pattern of interaction. In contrast, the present research investigated the impact of teacher questioning strategies on students' speaking abilities.

Furthermore, related to the use of questioning strategies, Sari, Y. P. (2011) also conducted research entitled "*An Analysis of Teacher's Questioning Strategies in a Public Senior High School in Bandung.*" The objectives of this research are

1. the teacher's questioning strategies in the classroom,
2. the teacher's rationale for applying the strategies, and
3. the most helpful strategies for the learners.

It was discovered that the teacher applied some questioning strategies such as blank-filling, repetition, rephrasing, simplification, exemplification, code-switching, and waiting time. Based on the findings, the teacher frequently used the "blank and fill" strategy in electing learners' responses. However, sometimes this strategy could have been more effective when applied to senior high school learners. Meanwhile, the teacher's purposes for applying these strategies were based on three aspects: (1) the characteristics of the learners, (2) the understanding of teachers about questioning strategies, and (3) the learning objectives. Furthermore, the learners considered code-switching, exemplification, and waiting

time the most helpful strategies in supporting their learning. It was concluded that the teacher knew the learners' strategies to respond to his questions. The teacher, however, could have performed some strategies better.

It is recommended that teachers apply questioning strategies in their teaching since the strategies may encourage learners to be active in the classroom. The previous research had a similar topic, but the difference was in the framework used to classify teachers' questioning strategies and the subject and location where the research took place.

Other studies were also conducted by Hadiani, N.S. (2014) with the title "*Teacher's Questioning Strategies in Classroom Interaction.*" The objective of this research was to investigate the questioning strategies applied by the teacher in classroom interaction, along with the teacher's and student's perceptions toward the use of questioning strategies. This research found that the teacher applied several questioning strategies in classroom interaction: rephrasing, filling in the blank, code-switching, probing, simplification, exemplification, repetition, and decomposition. The general questioning strategies she applied in her lessons helped manage classroom interaction. The questioning strategy that was found to be most helpful was rephrasing. However, based on the analysis of the data collected from classroom observation, the most frequent questioning strategy applied by the teacher in selecting the students' responses was the rephrasing strategy, and the teacher generally showed a positive perception. Regarding the student's perception toward implementing questioning strategies, the students found that questioning strategies helped make them comprehend the questions the teacher gave. Moreover, questioning strategies also supported the students to gain confidence to express their ideas verbally since several strategies, like rephrasing, provide clues or choices of the answer that give them confidence in answering.

The similarity of this previous research with this present research was one of the objectives of investigating questioning strategies applied in classroom interaction. The differences in this previous research classified teachers' questioning strategies into nine categories: repetition, rephrasing, simplification, decomposition, probing, exemplification, blank-filling, code-switching, and wait time. This research classified questioning strategies into two groups. They are question-planning strategies and controlling strategies.

Yamazaki conducted another necessary research about teacher questioning (2015), entitled "*An Interaction Analysis: A Teacher's Questions, Feedback, and Students' Production Through Classroom Observation*" from the University of Birmingham. The purpose of this study was to conduct an interaction by looking at the teacher's questions, feedback, and students' production. This research tried to identify whether asking questions or giving feedback would lead to deeper insights.

The differences between the researcher's paper and previous studies were the specifications of the question. The researcher also described how the teacher applied a questioning strategy in teaching speaking in the twelfth grade. Meanwhile, the previous study focused on students' responses.

The last previous research was "*The Impact of Teacher Questioning on Creating Interaction in EFL*" by Mona Yousef (2017). This research examined the effect of questions on fostering interaction in EFL and determined the characteristics of questions that promote increased classroom interaction. It was sought to investigate classroom interaction as a consequence of verbal questioning and to identify the questioning features that lead to classroom interaction. The similarity between the previous and present research was the impact of teacher questioning on classroom interaction. The differences were that the previous research investigated a correlation between the questions' characteristics, classroom interaction creation, and their impact on students' speaking abilities. Besides that, the differences also exist in the classroom interaction setting, where the present research focused on young students' classroom interaction.

Nevertheless, the previous studies had concerned with the use of Teacher's Questioning Strategies, this research has different considerations from previous research. Moreover, most learning strategies studies explored the frequencies of the use of learning strategies by employing the quantitative method. On the other hand, this current study used the qualitative method and deeply narrated the participants' experiences. The data was gained with a deep exploration of the participants' learning experiences.

Having the gap mentioned above, this study explored what types of questioning strategies, how the teacher applied these strategies, and how the students perceived about teacher's questioning strategies. In this study, the participants were one teacher and 21 science students from the twelfth grade of SMA N 1

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Furthermore, this research will investigate the teachers' questioning strategies, which are categorized into two groups: question-planning strategies and controlling strategies. Teacher's questioning strategies are most often applied to encourage and facilitate students' participation in these forms of interaction. In this research, the researcher is interested in teachers' questioning strategies and their impact on student's speaking abilities. So, the researcher will research speaking as a productive skill in English.

2.2 Theoretical Discussions

2.2.1 Interactive Principles

According to Brown 2007, the theory of interaction in the language classroom is as follows:

- a. Automaticity true human interaction is best accomplished when focal attention is on meanings and messages, not grammar and other linguistic forms. Thus, learners are freed from keeping language in controlled mode and can more easily proceed to automatic processing modes.
- b. Intrinsic motivation: As students engage with each other in speech acts of fulfilment and self-actualization, their deepest drives are satisfied. As they more fully appreciate their competence to use language, they can develop a system of self-reward.
- c. Strategic investment: Interaction requires strategic language competence both to make certain decisions on how to say or write or interpret language and to make repairs when communication pathways are blocked, requiring judicious use of comprehension.
- d. Willingness to communicate interaction requires an attitude on the part of the learner that says, I want to reach out to others and communicate. This willingness to communicate further implies the risk of failing to produce the intended meaning, interpret the intended meaning, be laughed at, or be shunned or rejected. The rewards, of course, are great and worth the risks.
- e. The language culture connection to the cultural loading of interactive speech and writing requires that the interlocutor be thoroughly versed in the cultural nuances of language.

- f. Interlanguage the complexity of interaction entails a long developmental process of acquisition.
- g. Communicative competence is involved in human interaction. All aspects must work together for successful communication to take place.

2.2.2 Roles of the interactive teacher

An interactive teacher is, by definition, one who is fully aware of the group dynamic of a classroom. As Dornyei and Murphey (2003) explained, the success of classroom learning depends on how students relate to each other, what the classroom is, how effectively students cooperate and communicate with each other, and of course, what the roles the teacher and learners play. The interactive teacher is the teacher as controller, manager, facilitator, and resource.

2.2.3 Teacher Talk

Teacher Talk is a variety of language used by teachers when they are in the process of teaching (Richards et al., 1992). Teachers often modify their speech to a simple form to make language learners easier to understand and help them acquire the target language (Nunan, 1986). This indicates that teacher talk is used to give learners comprehensive input.

Another definition is proposed by Ellis (1990), who says that teacher talk is the teacher's adjustment to facilitate communication. She said that the adjustment could be in function and form.

From these two definitions, it can be concluded that teacher talk is the language teachers use in the learning-teaching process to communicate with the learners and make comprehensive input for the learners. Teachers often adjust their pronunciation, lexical item, and the speed of their speech to their students. By doing so, the learning-teaching process could run better, and the students could benefit from the process.

2.2.4 Teachers' Questioning

A question is any sentence with an interrogative form or function in classroom settings. Most commonly, teachers ask questions, and students answer. Teacher questions are defined as interactional cues or stimuli that convey to the students the content elements to be learned and the direction for

what they are to do and how they are to do it (Cotton, 2001). Another view defines questions as a most valuable instructional skill when used skillfully. The question-and-answer method can be a powerful instructional tool. The Socratic method of stimulating creative or official thinking in students through skilful questioning can be especially valuable on a lower level. It may take the form of a rote drill, with the teacher asking questions around the room and soliciting answers (Partin, 2009).

In line with the views above, Thompson (1997) claims that language teachers need to ask the appropriate questions and emphasize the complexity attached to good questioning so that they can have a broad effect on students learning and be able to increase the opportunities for meaningful participation in classroom interaction. Wilen (1991) points out that most decisions that teachers make about questioning in the classroom are intuitive primarily based on experience.

In addition, Richard and Lockhart (1996) state that there are some reasons why teachers widely use questioning as a teaching technique. First, questioning stimulates and maintains the student's interest. Second, questioning encourages the students to think and focus on the lesson's content. Third, it enables the teacher to clarify what the students have said. Fourth, it is enabled the teacher to elicit particular structures or vocabulary items. Fifth, it is enabled the teacher to check the student's understanding. Sixth, it encourages the student's participation in the classroom.

Furthermore, Morgan and Saxton (1991) and Ur (1996) have pointed out the reasons why teachers ask questions in the classroom as the following:

- 1) To get the student's participation in the lesson and learning process actively
- 2) To provide the opportunity for weak students to express their ideas and thoughts openly
- 3) To endow the students getting more explanation from the teacher or their peers.
- 4) To gain students' attention on the topic
- 5) To evaluate the student's understanding of the lesson

The elaborations above give us a clear insight that teachers' questions as instructional stimuli can have a positive effect on students learning and increase their meaningful participation in classroom interaction. Questions are commonly used by teachers as an instrument to create student interaction in the

classroom. It is the best way to encourage some responses from the students and check the student's understanding of the material which has been studied.

2.2.5 Types of Teacher's Questions

Teachers in EFL classrooms apply different questions to make their teaching effective and enhance the student's proficiency in the target language. As it has been explained by Richards and Lockharts (1994), there are three types of questions they are procedural, convergent, and divergent.

Procedural questions have to do with classroom procedures and routines and classroom management as opposed to the learning content. For example, Richards and Lockharts (1994) state that the following questions occurred in the classroom while teachers checked that assignments had been completed, that instruction for a task was clear, and that the students were ready for a new task. The example of these questions can be seen as the following:

Did everyone bring homework?

Do you understand what I want to do?

How much time do you need?

Can all of you read what I have written on the whiteboard?

Did anyone bring the dictionary to the class?

Procedural questions are designed to engage students in the lesson's content to facilitate their comprehension and promote classroom interaction.

Convergent questions encourage similar student responses that focus on a central theme. These responses are often short answers, such as 'yes' or 'no' or short statements. This means they do not usually require the students to engage higher level thinking to come up with a response but often focus on recalling previously presented information. In general, convergent questions may expect the students to repeat some conventional wisdom. Richards and Lockhart (1994) recommend the following questions as convergent and used by the teacher in introducing a reading lesson focusing on the effects of computers.

How many of you have a personal computer in your home?

Do you use it every day?

What do you mainly use it for?

What are some other machines that you have in your home?

What are the names of some computer companies?

What is the difference between software and hardware?

Divergent questions encourage students' responses that are not short answers and require students to engage in a higher level of thinking. They encourage the students to provide their information rather than to call on previously presented information. In general, divergent questions often require students to analyze, synthesize, or evaluate the knowledge base and then project or predict different outcomes. Therefore, divergent questions often require new, creative insights. After asking the divergent questions above, the teacher went on to ask divergent questions such as the following:

What is the economic impact of using a computer on your society?

What will happen to business today without a computer?

Do you think computers have a negative impact on society?

What is the best way to promote the use of computers on the education side?

2.2.6 The Function of Teachers' Questions

Appropriate questioning in an interactive classroom can fulfil several different functions (Brown, 2007). Christenbury and Kelly, as cited in Brown (2007), propose four functions of teachers' questioning.

First, teachers' questions can give students the drive and opportunity to produce the language contentedly because EFL students are generally afraid of initiating classroom interaction without any stimulus from the teacher. Sent students will get a great chance to produce their language (communicate) if appropriate questions are addressed.

Second, teachers' questions can set off some stimulus for students to communicate and interact with each other. One question may be needed to start the process without the initial question. However, students will be hesitant to start the process.

Third, teachers' questions can give the instructor immediate feedback about the student's comprehension After posing the questions. Students can utilize the students' responses to diagnose linguistic or content difficulties. Grammatical or phonological problems areas, for example, may be exposed through the students' responses and give the teacher some specific information about what treat

Fourth, teachers' questions can provide the students with opportunities to learn what they think by listening to what they say. As they are nudged into responding

to questions about, say, reading or a film, they can discover their opinions and reactions. This self-discovery can be especially useful for prewriting activities.

As a diagnostic tool, classroom questions allow the teacher to glimpse into the students' minds to find out what they know and how they think about the topic. In addition, Kauchack and Eggen (1989) have grouped the functions of teachers' questions into three categories. They are diagnostic, instructional, and motivational functions.

The structural function means the questions can be used as a technique to facilitate the students to learn new knowledge in the learning process. Questions provide the practice and feedback essential for development. Questions alert the students to the information in the lesson. The questions are also available at the learning of integrated bodies of knowledge. Toward this goal, questions can be used to review previous material to establish a knowledge base for learning new material. In addition, as the new material is being developed, questions can be utilized to clarify the relationships within the concept being discussed.

2.2.7 The Purposes of Teachers' Questions

One of the reasons why questioning has been considered the essence of effective teaching is the multiple purpose questions served. Supporting this view, Ross (1860) suggests two main purposes of teachers' questions. They are (1) to ascertain whether the students remember and understand what has been taught and (2) to have the students apply what they have learned.

Willen (1991) points out that the two main purposes of teachers' questions are to determine students' understanding of basic facts using critical thinking skills. Some scholars (Carin and Sund, 1971; Grosser, 1964; Hyman, 1980) have suggested other related purposes as the following: to stimulate the student's participation, to conduct reviewing previous material, to stimulate discussion of topic, issue, or problem, to involve the students creative thinking, to diagnose students' abilities, to assess the student's progress, to determine the extent to the achievement of study, to arouse students' interest, to control students' behaviour, to personalize subject matter,

Elaborating on the above views, the variety of teachers' purposes has given a clear insight that teachers ask questions in the classroom with the clear purposes that they want to achieve.

2.2.8 Questioning Strategies

Hyman (1979) defines a strategy as a carefully prepared plan involving steps to achieve a given goal. It serves as a guide for the teacher to determine which questions will be asked in the classroom and provides a framework for interaction with students.

As well as knowing what questions to ask, teachers need to know how to organize the questions and the strategies to be applied in the classroom. Doff (1998) classifies these as nomination strategies. The teacher can ask each student to turn around the class, can let any students call out the answers, can choose the student to answer, and they can get the class to answer in chorus.

There is an art and a science to effective questioning. According to Partin (2009). Here are twenty-two tips gleaned from outstanding teachers and research for improving teachers' use of questions:

- 1) As part of lesson planning, list the process questions to ask.
- 2) Challenge the whole class to respond mentally. When asking the question, pause, and select the person to respond
- 3) Wait at least five seconds after directing a question before saying anything else
- 4) Use closed-ended questions when you are seeing information, facts, or commitment
- 5) Open-ended questions usually allow greater latitude in students' responses with a variety of possible answer
- 6) What the teacher does after a student responds to a question significantly influences the group discussion process.
- 7) Encourage the student to respond in some fashion, even if they are unsure of the answer.
- 8) Probe students' responses to clarification and stimulate further reflection.
- 9) Avoid multiple questions

- 10) Effective teacher keeps a no volunteer
- 11) Occasionally have all students jot down an answer to the question before
Calling one person to share the answer
- 12) For variety, have all students share their answers to your question in
pairs or small groups
- 13) Challenging questions balance between volunteer and
seem most effective for classes of high-ability students.
- 14) Strive to ask questions that yield a high level of correct responses
- 15) Learn to allow students to talk more
- 16) Acknowledge the correct response, but be specific in praise.
- 17) Occasionally ask the students to repeat the question before replaying
- 18) Give students equal opportunity to respond to a question.
- 19) Research support permitting concerns students of lower socioeconomic
levels, particularly the elementary level.
- 20) Do not receive the incorrect answer.
- 21) Encourage students to ask a question but do not say, "any questions?"
- 22) Be wary of asking a question to control miss behaviour.

Ellis (1990) states that questions typically serve as devices for initiating discourse centred on medium-orientated goals. Efficient questions can stimulate the students to participate in classroom activities (Ur, 1996). Teachers' questioning strategies are categorized into two groups; they are question-planning strategy and controlling strategy. The question-planning strategy includes asking the question relevant to the students, asking open-ended questions, asking follow-up questions, asking for supporting data/asking for evidence to support a particular point, and asking different questions.

Furthermore, the controlling strategy includes: phrasing the question, then calling on the student, calling on specific students to answer the questions, calling the students' name when asking a student to answer the question, selecting a

student to respond randomly instead of following any set of patterns when calling the students. Be aware of the students who dominate in a class by asking answering the questions, asking the questions of the entire class and trying to encourage all students to participate, give the students enough time to think before answering the questions, encourage students to consult with classmates before answering the teacher, encourage the students to initiate the questions, move closer to students when asking the questions, nominate non-volunteers, repeat the questions when there is no response, modify the question when it is not understood. These two groups of questioning strategies can be done before, during, and at the end of the class.

2.2.9 Types of Questioning Strategies

Xuerong (2012) classified questioning strategy into question planning and question-controlling strategy. Question-planning strategy refers to the types of questions used by the teachers in the classrooms. The functions are to elicit a response and identify problems, better understand students' knowledge, and invite further discussions. The question-planning strategy consists of asking questions relevant to students, open-ended, and follow-up questions. This also includes asking for supporting data. Meanwhile, the question-controlling strategy refers to ways or procedures used by teachers to ask a question in the classroom. The function is to distribute turn-taking and encourage participation.

Table 1.

Questioning Strategies by Xuerong (2012)

Question-planning strategy	Question-controlling strategy
Ask questions relevant to students	Phrase the question, then call on the students
Ask open-ended questions	Call on specific students to answer question
Ask follow-up questions	Call students' names when asking a student to answer question
Ask for supporting data/ask for evidence to support a particular point	Select students to respond randomly instead of following any set pattern when calling on students.

Ask different types of questions	Beware of the students who dominates in class by asking or answering all the questions.
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Using strategies in giving questions to students is important to help teachers to know how the students respond, and it can make the students attentive to the lesson and engage the students in the teaching-learning process. Questioning strategies provide a way to make students clear about teachers' questions. Sometimes students are quiet because they probably do not understand what has been asked by the teacher, how to answer it or feel shy. So, by applying questioning strategies, teachers can solve these problems. It can encourage students to answer and help them to arrange utterances so they are motivated to speak confidently.

2.2.10 Modification of Questions

In an EFL classroom, students often become reluctant to answer and ask questions in the target language. This is because some teachers' questions could be clearer for students to comprehend. To support this, Chaudron (1988) stated that teachers should modify the questions by rephrasing them with alternative or choice questions. In line with this idea, Tsui (1995) suggested that it is fairly common among teachers to repeat the questions when they fail to get a response from the students.

Modifying questions can help students to provide the answer without taking more time to wait. In addition, to this, students with low proficiency can be helped more to improve their abilities in the language.

As Chaudron (1998) has pointed out, rephrasing is an essential modification to make it appropriately comprehensible and answerable within the students' subject matter and second language comprehension. On the other hand, repetition is one of the teachers' strategies to make their directions and instructions understandable to the learners (Richards & Lockhart, 1994).

Chaudron (1988) strengthen the above strategies of modifying teachers' language by adding the following points:

1) Speaking more slowly, when teachers speak with the language learners in the classroom, they often use a slower speech rate than in other situations.

2) Using pause. Teachers tend to pause more and use longer pauses when teaching language learners, particularly lower-level students. These pauses give learners more time to process what he/she said and hence facilitate their comprehension.

3) Changing pronunciation. Teachers may use a clearer articulation or a more standard style of speech, which contains fewer reductions and contractions than they would use outside of a teaching situation.

4) Modifying vocabularies. Teachers replace difficult words with what they think is more commonly used.

5) Modify grammar language Teachers often simplify the grammatical structure of sentences in the classroom situation than in other contexts or avoid using complex tenses

6) Modifying discourse. Teachers may repeat themselves or answer their questions to make themselves understood.

7) Modifying teachers' questions makes the teachers as easy to understand as possible and provides the learners with essential support to facilitate language comprehension.

Therefore, it can be concluded that teachers modify their questions to ensure that the students are eager to answer and ask the questions. It also helps weak students to participate more in the classroom.

2.2.11 How to Apply the Questioning Strategy

There have been some studies about teachers' questioning strategies. Durkin (1979) reveals that most teachers asked students questions after they had taught. Another study conducted in the late 1990s (Pressley et al., 1998) revealed that despite abundant research supporting questioning before, during, and after teaching to help comprehension, teachers still frequently used questions in post-teaching to comprehend the material.

Eble (1988), in addition, argues that teachers' questions can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of

teaching, (3) and the questions play at the end after teaching in the classroom. The questions are used frequently at the end of the lesson but sometimes at the beginning and middle of teaching are also used. Furthermore, the questions are applied in each section based on the functions.

1. Questioning at the beginning

Addressing questions before teaching and studying material is effective for low/highability students and known to be interested in the subject matter. Some teachers apply questions in the classroom early to help students who have questions about previous lectures, readings and exam preparation (Eble: 1988). At the beginning of a class, giving questions as opening questions in a conversation can make it easy for the students to answer and does not force them to reveal too much about themselves.

The questions before teaching can be written as a quiz or oral questions. In this session, questions play an instructional which focuses on the role that questions play in helping students learn new material and integrate it with the old one. This questions session can also be motivational for encouraging students' motivation to learn more and increase students' curiosity about the lesson is going. Furthermore, this session is essential to remind the previous lesson before entering the new material so it will be easier for students to learn and get the course's purpose.

The question in this session can provide some sample questions to help students write meaningful questions. These questions can then be submitted (a good way to take attendance) and randomly addressed at the beginning of the class period or used to develop exam questions. In this session, the teacher can use recall questions to recall or retain anything that has been done. In other words, the questions are used to keep students' minds remembering the lesson which has been taught. Furthermore, the questions are very useful to stimulate students before getting new material; all at once, it used to measure the input in mind.

2. Questioning in the middle of the class.

An oral question is suitably used during class teaching and learning because it is more effective in fostering learning than written questions. Students perform better on lesson items previously asked as recitation questions than on items they have not been exposed to. Questioning in the middle effectively produces achievement; it gains more than instruction carried out without questioning students.

Questions that focus student attention on salient elements in the lesson result in better comprehension than no questions. Asking questions during the class teaching-learning process is positively related to learning facts. Based on the functions, the questions in this session can be as confirmation checks and clarification requests. It also can be motivational for students in increasing their power to master all the material. Furthermore, increasing the frequency of classroom questions during the class does not enhance the learning of more complex material.

Questioning students during class can motivate students to learn more. Students and readers or listeners tend to focus only on material that will help them to answer the questions if these are posed before the lesson ends. In this session, teachers can use yes/no questions, display questions, or another type of question that teachers need. For instance, teachers want to ensure that the students understand before moving to another explanation or another sub-topic. It also gives students a chance to clarify an ambiguous meaning of the learning process.

3. Questioning at the end of the class.

Questioning students at the end of class teaching is mostly used by teachers because it is essential to know students' understanding, assess students' learning, test students' input and evaluate both teachers' teaching quality and the teaching learning process whether they have been running well or not.

Teachers can use both oral questions and written tests. In this section, it is essential for teachers to apply a recall question, a referential question, to check students' understanding. In completing the target learning, teachers can also use open/closed questions or another type of question.

Based on the functions, the teacher gives questions in this session as a diagnostic tool or comprehension check when a teacher needs to check students' understanding and the quality of learning. Furthermore, questioning students at the end of teaching can help students synthesize the information and draw conclusions. Their responses to one last question and the muddiest point can be submitted for teachers' review to address student issues at the beginning of the next class period or review to clarify content (Eble, 1988).

2.2.12 Concept of Speaking

Speaking is one of the four language skills that students or many peoples should master to communicate orally with other people. In conversation, speaking is the primary vehicle to express enough ideas with interlocutors of what we intention. Speaking is an instance of using communication; therefore, vehicle speaking is more direct to social interaction than other language skills.

Bahar (2014) defines speaking as saying something from feeling and mind expressed through the sequence of sound (pronunciation). Vocabulary, phrases and sentences (grammar) that contain meaning (pragmatic and semantic) to convey a particular function within a language.

The main skills involved in interactional speaking can be illustrated that the participants know how to:

- a. Open and close conversations
- b. Choose topics
- c. Make small talk
- d. Joke
- e. Recount personal incidents and experiences
- f. Employ turn-taking
- g. Use adjacency
- h. Interrupt
- i. React to others
- j. Use an appropriate style of speaking

Widdowson (1985) stated that speaking is a means of oral communication that gives information and involves two elements, namely, the speaker who gives the message and the listener who is receptive to the message in another world, the communication involves the productive skill of listening.

Furthermore, Birney (1976) states that speaking is a means of oral communication giving ideas or information to others. It is the most important way the speaker can express himself through language. The act of speaking involves not

only the production of sound but also the use of gesture, the movement of the muscles of the face, and indeed of the whole body. These non-vocal speaking as a communication activity are transmitted through the visual medium.

Byrne (1976) pointed out that oral communication is two ways process between the speaker and the listener and values the productive skill of speaking and the receptive skill of listening. So, both the speaker and listener are active during oral communication. This means that a speaker may express his/her mind to the listener, and the listeners later give a response related to the topic they are talking about.

Harmer (1991:46-47) points out that when people engage in talking to each other, we can be fairly sure that they are doing so far, a reason that probably makes the following generalization:

1. He wants to speak generally to suggest that a speaker decides to address someone. Speaking may be forced on him somehow, but we can still say he wants or intends to speak. Otherwise, he will keep silent.
2. He has some communicative purposes in that speakers say things they want something to happen as a result of what they say.
3. He selects his language store: the speaker has an infinitive capacity to increase the new sentence if he is a native speaker.

Concerning the statements above, speaking is a way of conveying a message from one person to another. It is the essential way the speaker can express himself through language.

Briefly, speaking performance refers to a student's skill to produce spoken language both accurately and fluently. Accuracy and fluency are emphasized in speaking to have more effective communication, meaningful and understandable to others. The description of speaking accuracy and fluency will be explained in the following details:

a. Speaking accuracy

Speaking accuracy lies in acceptable pronunciation, correct grammar and appropriate word choice. According to Mc Keenhiil in Syahbuddin (2008), pronunciation is the act or manner of pronouncing something, articulate utterance. Certainly, pronunciation cannot be separated from intonation and stress.

Pronunciation, intonation and stress are largely learnt successfully by imitation and repetition. Teachers should have a good standard of pronunciation in order that students can imitate their teacher in teaching and learning.

b. Speaking fluency

It is a highly complex notion related mainly to the smoothness of continuity in discourse. It thus includes a consideration of how sentences are connected, how sentence patterns vary in word order and omit structure elements and certain aspects of the prosody of discourse.

Richards, Platt and Weber, as cited by Syahbuddin (2008), pointed out that fluency is the features which give a speech the qualities of being natural and normal, including native-like use of pausing Rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.

In second and foreign language teaching, they further explain that fluency describes a level of proficiency in communication, which includes:

- 1) The capability to produce written and spoken language with ease.
- 2) The capability to speak with a good but not necessarily command of intonation, vocabulary and grammar.
- 3) The capability to communicate ideas effectively, and
- 4) The capability to produce continuous speech without causing comprehension difficulties or communication breakdown.

As with the other skills in English, in speaking, some specific elements strongly correlate with the skill. Harmer (1991) categorized those things into five skills. They are:

a. Pronunciation

It is the manner of pronunciation something articulate utterance (Webster: 1989). Certainly, we all realize that pronunciation is one of speaking elements that have strong relation with vowel and consonant, stress, and intonation, Wilkins in Ira, (2004). Pronunciation, intonation, and stressed are learned by way imitating and repeating. Therefore, teacher of English should have good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process.

b. Vocabulary

It is impossible to speak without mastering vocabulary. Therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and use them. Thus, they need to practice more to keep them in mind. Furthermore, Harmer, (1991:159) classifies vocabulary into three types. They are:

- 1) Active vocabulary: The words are customarily used in speaking.
- 2) Reserve vocabulary: The words we know but we rarely use them in ordinary speech. We use them in writing letters and in increasing for synonyms.
- 3) Passive vocabulary: The words we recognize vaguely, but we are not sure of the meaning, never use them either in speech or writing. We just know them because we have seen it before.

In addition, Marcel (1978) defines that someone can be considered of having good vocabulary use, when the vocabulary produced. is wide (lack of repetition) or appropriate with certain situation of dialogue or speech.

While Good, (1995) defines vocabulary either the content or the function words of language which are learnt so through, so that they become part of child's understanding, spelling and later reading and writing. It also means words is having been heard or seen even though not produce by individual himself to communicate each other.

c. Grammar

Cook, (1991) defines the types of grammar as in the following:

- 1) Perspective grammar that prescribes what people should say. It is the rules found in school-books; say the warnings against final preposition in sentence.
- 2) Traditional grammar concerns with labelling sentences with parts of speech. Analysing sentences mean labelling the parts their names and giving rules that explain verbally how they may be concerned.
- 3) Structural grammar concerned with how words go into phrases structure, which shows how some words go together in the sentences.
- 4) Grammar as knowledge, it refers to the native speakers' knowledge of language.

Simon and Schuster, (1976) define grammar as in the following:

- 1) Grammar as knowledge, it refers to the native speakers' knowledge of language.
- 2) The system of word structures and words arrangement of a given language at a given time.
- 3) The system of rules for speaking and writing a given language.
- 4) A book containing such rules.
- 5) One's manner of speaking or writing. It has to be learned because the valuable transmission understanding of structural pattern. in speech through the understanding of structural pattern.

d. Self Confidence

Self-confidence is feeling sure that about one's ability as he states of feeling sure when people or students are able to think well. It is clear that is confidence is the ways we feel about what we are going to and also our perception how effectively we deal with other.

e. Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy, which is concerned with the type, amount and seriousness of mistake made. Therefore, fluency is highly complex ration relate mainly to smoothness of continuity in discourse, it includes a consideration of how sentences pattern very in word order and omit element of structure and also certain aspect of the prosily of discourse.

2.2.13 Classroom Interaction

Wilga M. Rivers (1987:3) states that interaction as the key to teaching language for communication. Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow student's discussions, problem-solving tasks, or dialogue journals. The important of an interactive classroom, as follows:

- a. In an interactive classroom there will be, first of all, much listening to authentic materials, with no prohibition or discouragement of spoken response or student-initiated contribution.

- b. Students from the beginning listen and speak in reacting to pictures and object, in role plays, through acting out, an in discussion; they create radio talk shows they conduct class flea markets with personally selected artifacts.
- c. Students are involved in joint tasks, purposeful activity where they work together doing or making things, making arrangements.
- d. Students watch film and videotapes of native speakers interacting They observe nonverbal behavior and the types expressions that are used.
- e. Pronunciation may be improved interactively not only while listening and speaking conversationally, but also in poetry reading and creation or while preparing dialogues, plays, or skits were reading the material over and over with each other is the learning procedure.

Classroom interaction is the interaction between the teachers and the learners in forms of either teacher-learner interaction or learner-learner interaction (Tsui 2001). It has been found that frequent interactions between teacher and learners are significantly related to the students' achievement and can even promote their achievement (Rosenshine, 1971) Ur (1996) introduces Individual work, Group work Collaboration, And Full-class Interaction as the various interactions that occur in the classroom participation patterns.

Classroom interaction covers classroom behaviors such as turn taking, questioning and answering, negotiation of meaning and feedback. Chaudron (1988) stated that Interaction between students and teacher is fundamental to the learning process. Related from the statement before we know that interaction in the classroom is fundamental, because without teaching and learning process in the classroom will not exist. As we know a good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased.

Kumpulainen and wray (2002) stated although teacher and students' interaction also play an important role in contemporary classroom, collaborative working models with small groups of students have increased in many classrooms as the result of the new conceptions of learning and their pedagogical implications.

Classroom interaction focused mostly on whole class interaction between the teacher and the student. Among other thing, typically classroom interaction

patterns, of which the most widely known is the initiation, response, and feedback/evaluations.

1. Initiation

The teacher controls the structure and content of classroom and initiation the discussion by posing question

2. Response

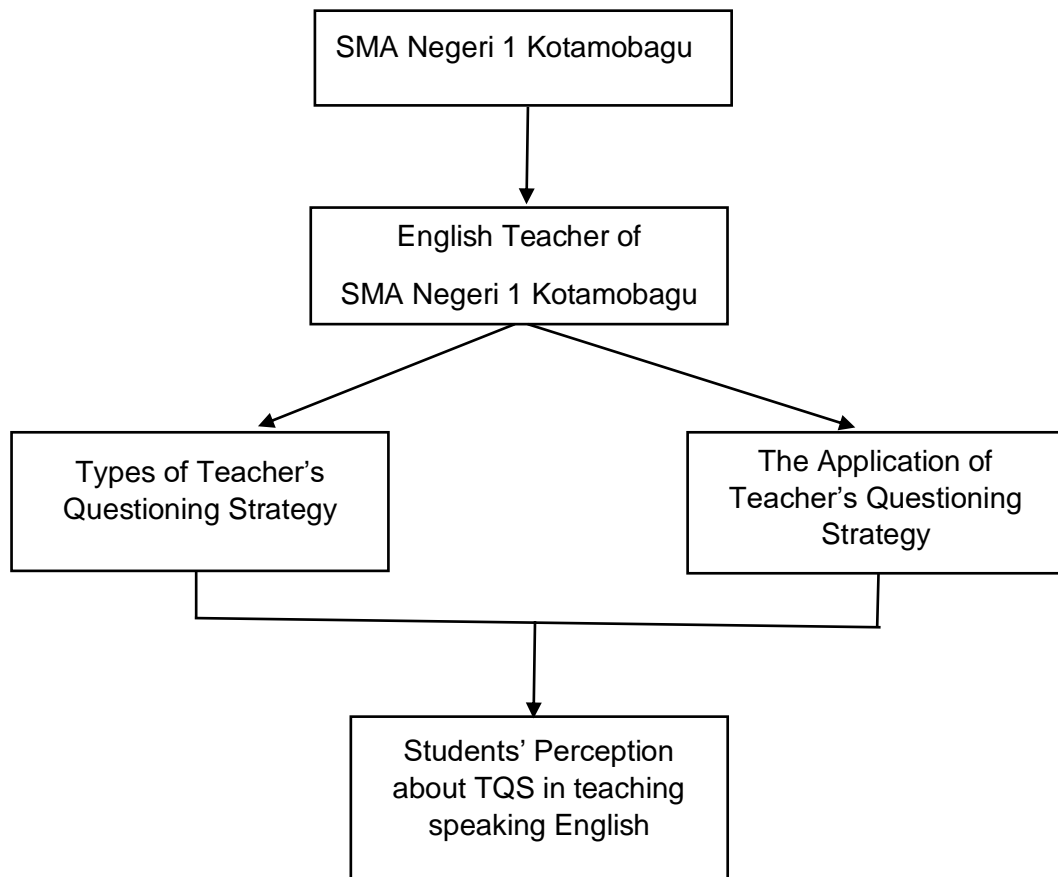
The teacher gives the student a question and the student give a response to the question

3. Feedback/Evaluation

After the student has responded to the question, teacher finishes the interaction sequences by giving feedback on student's response.

2.3 Conceptual Framework

The conceptual framework is depicted by diagram below:



In the conceptual framework, the teacher and students have a significant relationship, especially in classroom interaction. Particularly, in terms of the communication that take place in the classroom. During teaching and learning process, teachers and students interact in the classroom. Classroom interaction is defined as the way teacher used to make interacts between teachers and students by questioning. In this case, a role model of class, the teacher has questioning strategies for directing their students to express their opinion, specifically the improvement of the students' speaking ability. The ability to communicate each other made the English class able to function more interactively and effectively. The class is more interactive and effective when there is communication between them. The use of questioning strategies also balances the interaction between the communicant and the communicator.