

English Teacher's Questioning Strategy in EFL Classroom Interaction

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Abstract

This study investigated the types of English teacher's questioning strategy and Students' perceptions towards the use of teacher questioning strategy in EFL classroom interaction. This study was conducted at SMA Muhammadiyah 1 Palembang with five students as the participants taken from the twelfth grade nature science students by using purposeful convenience sampling. In collecting data, the researcher used one-on-one interviews through open-ended questions. The interviews conducted in the class XII IPA 1. The result of this study that those were three types of English teacher's questioning strategy, they were (1) procedural, convergent, and (3) divergent, and the students' perceptions toward questioning strategy, they were (1) English reading activity, (2) English speaking activity, (3) English writing activity, and (4) English listening activity. This study indicated that those were the students' perceptions towards the types of teacher's questioning strategy that used in EFL classroom interaction at SMA Muhammadiyah 1 Palembang.

Keywords: Teacher's questioning strategy, students' perception, EFL classroom interaction

A. Introduction

In teaching learning English, teacher strategy is needed to support students' skill in classroom interaction. Research by Ellis (1990) found that interaction is more focused and done to facilitate the switch of information. There is an interaction between students and teacher. It is used to deliver the material, made discussions, using reply the questions, and etc. In addition, it is in line with a research conducted by Gattis (2002) stated that a questioning is the most important device in extending and guiding students' learning. It is supported by Brown (2006) that interaction in classroom activity involves a significant number of teacher questions directed to students. In brief, teacher's questioning strategy is able to help students' confidence in learning

speaking English.

There is a process in teaching learning English as known as asking and giving questions by teachers and students in the classroom interaction. Long and Sato (1983) argued that the interactive classroom is the output of common interaction between students-teacher, students-students, group discussion and other classroom participation. It is supported by Lie and Zhao (2010) that through interaction, students can upgrade their language skills, get the opportunity to understand language that is incomprehensible, helping them to learn the target language effectively. So, teacher's questioning strategy could be a way to establish teachers and student interaction the classroom.

The teachers should not ignore and pay attention to the role of teachers' questioning strategy in English teaching process because questioning strategies are very important to affect the students' learning process in studying English. It is in line with a research conducted by Sujariati (2016), stated that using questioning strategy can stimulate students to be much involved in English learning process in the classroom interaction. In addition, it supported by Shen (2012) found that the result was about the kinds of features questioning that used by teacher in college EFL in reading activity and the reason teacher's question strategy can be facilitated learners' critical thinking in the classroom. Besides that, research by Al-Zahrani (2017), the result of his research is the correlation between question's types and the creation of interaction during activity. In brief, I found some types that usually used by teacher in classroom interaction in teaching English.

Based on the explanation above, it is useful to achieve the goal of teaching English through using questioning strategy in English for language classroom interaction and it is the factors that should be considered by the teachers to make the process of learning and teaching effectively. It must be applied in a good way in teaching-learning in EFL classroom interaction. Therefore, I was interested in to find what kinds of teacher's questioning used in EFL classroom interaction and students' perception about the kinds of questioning strategies that used by teachers in EFL classroom interaction.

B. Literature Review/Theoretical Frameworks

Classroom Interaction

Interaction is a kind of action between two people or more to have an effect upon one another. According to Allwright (2008), interaction is synonymous with the learning process. A language learner can be gotten more opportunity to use language by using interaction. Douglas (2001) supported that interaction is the hearth of communication, because it can be in the forms of sending messages, receiving, interpreting or negotiating meaning. Interaction always use in the classroom learning process.

The Concept of Questioning Strategy

Questioning strategy is one of the most important tools of teaching-learning process. Guest (1985), questioning strategy is one of the important tools to extending students' learning which can help teachers demand their strategies to enhance the students thinking and work. It means that we cannot ignore that questioning strategies are very important for teachers and students. So, questioning strategy has an important role for students' response to know their understanding in knowledge. The teachers used some questions their strategy to promote classroom interaction, but it is to encourage the students to communicate in a real-life and to help the students deal with difficulty in expressing themselves because of their limited vocabulary.

In teaching and learning in the classroom interaction, questioning strategy needs to be obvious on what the purposed outcomes of the question/ answer session by the teacher. Harvey (2000), states that questioning strategy is will become fully involved in the learning process when it allows pupils to. It means that it will help a teacher to plan asking and answering session effectively based on the students need and the question types to be involved all students' interaction.

Types of Questioning Strategies

Richards and Lockharts (1994), there are three kinds of questions such as: procedural, convergent, and divergent questions.

Procedural questions

Procedural questions have to do with classroom procedures, routines and classroom management. For example: “while teachers are checking that assignments had been completed, that instructions for a task are clear, and that student are ready for a new task” ***Convergent Question***

Convergent Question is to push student responses which focus on a central theme. These responses are often short answers: “yes” or “no” or short answer. Richard and Lockharts (1994) states that convergent question is more focus on the recall of previously presented information and it does not require students to gain in higher level thinking.

Divergent Question

Divergent question is push students to prepare their information. Richards and Lockharts (1994) stated that to push student responses which are not short answers but to engage in higher level thinking. In general, divergent question often require students to analyze or evaluate a knowledge based on the outcomes.

The Components in Terms of English

Skills Component of Reading

Stanly (in Liya 2009:19) stated that reading has five components contained in reading text, they are:

1. Finding main idea

Main idea requires reader to scan specific details. The main idea questions are generally prepared for the students and those which appear with WH question word. There are many type of question; reason, purpose, time, comparison, etc. in which of the answer can be found in the text.

2. Finding supporting idea

Recognition of supporting idea of paragraph is very important because it helps you not only understand the paragraph on the first reading, but also help you remember the contain letter.

3. Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability on the world

which is not familiar with him or her, by relating the close meaning of unfamiliar word to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has or nearly the same meaning.

4. Identifying reference In English

It is as in other languages, it would be clumsy and boring to have and repeat the same word or phrase several time, after it has been used we can usually refer to it that repeat it. For this purpose, we use reference words. Recognizing reference word and being able to identify the word to which they refer to will help the reader understand the reading passage.

5. Reference words

It is usually short and very frequently pronoun, such as: it, she, he, they, they, this, etc. Making inference is as skill where the reader has to be able to read between lines. King and Stanley divide into main attentions, draw logical inference and make accurate prediction.

Components of Speaking

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

Vocabulary means the appropriate diction which is used in communication.

Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

4. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features.

5. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency.

Components of Writing

Jacobs (1981) specially mentions that in order to be effective: a piece of composition should meet the following qualities:

1. Content

Contents refer to the substance of writing, the experience of the main idea, for example: groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directl as he/she can. As a general rule, clarify should be his/her prime objective. Choosing words that express his/her meaning is precisely rather skews it or blurs it.

4. Mechanic

Mechanic refers to the use of graphic conventional of the language, for example: the steps of arranging letters, words, paragraphs by using knowledge of structure and some others related to one another. In short, it is clearly seen that the quality of effectiveness writing is not only defined by its correct use of grammar and structure.

Component of Listening

Joseph DeVito has divided the listening process into five stages: receiving, understanding, remembering, evaluating, and responding.

1. Receiving

Receiving is the intentional focus on hearing a speaker's message, which happens when we filter out other sources so that we can isolate the message and avoid the confusing mixture of incoming stimuli. At this stage, we are still only hearing the message.

2. Understanding

In the understanding stage, we attempt to learn the meaning of the message, which is not always easy. Even when we have understood the words in a message, because of the differences in our backgrounds and experience, we sometimes make the mistake of attaching our own meanings to the words of others. For example, say you have made plans with your friends to meet at a certain movie theater, but you arrive and

nobody else shows up. Eventually you find out that your friends are at a

different theater all the way across town where the same movie is playing. Everyone else understood that the meeting place was the “west side” location, but you wrongly understood it as the “east side” location and therefore missed out on part of the fun. So much of the way we understand others is influenced by our own perceptions and experiences. Therefore, at the understanding stage of listening we should be on the lookout for places where our perceptions might differ from those of the speaker.

3. Remembering

Remembering begins with listening; if you can't remember something that was said, you might not have been listening effectively. Wolvin and Coakley note that the most common reason for not remembering a message after the fact is because it wasn't really learned in the first place. Moreover, if something distracts your attention even for a moment, you could miss out on information that explains other new concepts you hear when you begin to listen fully again.

4. Evaluating

The fourth stage in the listening process is evaluating, or judging the value of the message.

5. Responding

Responding, sometimes referred to as feedback, is the fifth and final stage of the listening process. It's the stage at which you indicate your involvement. Almost anything you do at this stage can be interpreted as feedback.

C. Research Methodology

Research design

A qualitative research applied in this study. Creswell (2002, p. 26), qualitative research is the approach to data collection, report and analysis writing. It aimed which are related to understanding some aspect of social life, and its methods which in general use the generate words rather than numbers as data.

Research site and participants

This research conducted at SMA Muhammadiyah 1 Palembang in academic years of

2019/2020. I used convenience sampling took as one of purposeful sampling strategy to choose the participants. At SMA Muhammadiyah 1 Palembang, there was one teacher who taught at grade of twelve in nature science class and I chose five students that recommend by the teacher at the school. Therefore, the subjects of this study were five students grade of twelve in nature science class at SMA Muhammadiyah 1 Palembang years of 2019/2020.

Data collection and analysis

Data collection

Interview was a kind of instrument in qualitative research, it was useful to collect the data and it conducted to obtain in-depth information to answer the research question. Creswell (2012) affirms that a qualitative interview occurs when researchers used open-ended questions and records their answers while ask one or more participants general.

One-on-one interview used in this research. It was related to open-ended questions. Creswell (2012), One-on-one interview is a data collection process in which the researcher records answers from only one participant in the study at the time. I did the interview with the students. In this research, the interview protocol was made by me as the researcher and adapted the theory from Richards and Lockharts (1994). Interview was in Bahasa Indonesia and the data was translated and transcript into transcription. The first language was used to make the participants understand the questions and be able to give much information to the interviewer.

Data analysis

I used thematic analysis to analyze the data. I applied thematic analysis through following the six steps of data analysis from Cresswell (2012). First step was familiarizing me with the data I got. Second step was transcribing and coding the data from interview. Third step was looking for the themes. Fourth step was reviewing the data. I devised a set of candidate themes and it involved the refinement of those themes. Fifth step was defining and naming the themes. Last steps were interpreting and producing the data. The researcher identified teacher's questioning

types and the students’ perceptions toward the kinds of questioning strategy by teachers in classroom interaction. The researcher provided some conclusions from the finding that was related to the purpose of the research.

D. Results and Discussion

1. Results

There were some findings presented in this chapter. The research finding was related to the types of teacher’s questioning strategy that used by the teacher in EFL classroom interaction and the students’ perception towards the types of questioning strategy that used by teacher in EFL classroom interaction at SMA Muhammadiyah 1 Palembang. The data obtained from the interview analyzed by using a thematic analysis were described as follows.

Table 1 Themes and codes for the teacher’s questioning types used in EFL Classroom Interaction

Themes	Codes
1. . Types of Procedural question	Students answered the teacher’s question in the beginning such as; students’ readiness and checking assignment when teacher started to teach in the classroom.
2. Types of Convergent question	Students said that teacher asked the questions in the form of yes/no answer and short answer in the beginning of the lessons.
3. Types of Divergent question.	Students gave their responses after the teacher asked questions that require responses in the form of open answers.

After analyzing the data gotten from the interview, I discovered the students’ perceptions of questioning strategy that used by teacher in EFL classroom interaction. The themes and codes gained from the analysis of qualitative data were listed in table 4.1.1.

Table .2 Themes and codes of Students’ Perception of Questionin Strategy that used by Teacher in EFL Classroom Interaction

Themes	Codes
	English Reading Activity
Brainstorming	Students could guess the topic by answering the teacher’s questioning.
Discussing the text	Students retold the text using skimming and scanning after the teacher asked questions to retell the text
	Students used the dictionary to check the meaning of new words when teacher asked questions

Checking Comprehension	A teacher always asks some questions to check students' understanding about the material that already explained by the teacher
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English Speaking Activity	
Pronunciation	Teacher did not use questioning for teaching students' pronunciation so, students did not understand about how to pronounce the word correctly
Intonation	Students used unchanging intonation when they spoke in English in front of the class because the teacher rarely used questioning strategy to asked them used intonation in speaking
Fluency	Students remembered and added vocabularies to solve the problem when they tried to tell the information of the text that asked by teacher's questioning by using same meaning in English.
Accuracy	A teacher always reminds the students to use the grammar correctly in teacher's questioning in the classroom during activity when they tried to tell their opinion

English Writing Activity

Content	Students already knew to write the paragraph with decide the topic that contain about main idea and supporting sentence when the teacher asked questions in the class
Discourse	A teacher did not explain the relationship between the sentence and she did not ask some questions, so the students did not know to write related sentences
Mechanics	Students had already used punctuation properly because the teacher asked a question to make them understood using punctuation in writing.
Vocabulary checking	A teacher's questioning had checked the assignment and gave the commands, so students could revise and rewrite the paragraph correctly

English Listening Activity

Comprehension	Students would search the meaning of the word unknown to answer the questioning that asked by the teacher, so they would find the information by the speaker.
Giving attention	Many students felt worried and less confident to spoke in English when they tried to answered the teacher's questioning The teacher used teacher's questioning to asked students listened carefully the speaker and they tried to practice their listening by using media internet
Understanding and memorizing	Teacher's questioning strategy made many students improved their vocabularies and memorized their meaning to help them getting the information by the speaker
Giving response	A teacher asked some questions to make students give their response, so it will keep students motivated to speak in English

2. Discussion

Based on the result of data, I found that the students answered the questions used by teacher at SMA Muhammadiyah 1 Palembang contributed three types of questions proposed by Richard and Lockarts (1994), they were procedural question (the question related to the activity), convergent question (yes/no and short answer), and divergent question (open answer).

In the process of teaching and learning activity, the students mostly answered the questions that asked by the teacher in the form of short and yes/no answer. This result of study was congruent with the results of other researches (Matra, 2014; Sujiarti, Rahman, & Mahmud 2016; Ndun 2015) indicating that the question in the form of short and yes/no answer used at the

most. Furthermore, when the teachers asked the question in the form of yes/no answer, the teachers asked to follow up question to clarify and students understanding. According to Blosser (2000), closed questions not only need the respond with one- or two-word answers, but also to ask further question in order to clarify students' understanding and asked further question. So, the data gained from observation and interview, the students more prefer to answer with long answer that asked by the teacher during learning.

To sum up, from the three types of questions, I found that the teachers mostly asked the question in the form of yes/no and short answer. However, the teachers should avoid the question in the form of yes/no answer. With this regard, Blossers (2000) informs that the teacher should avoid the form of yes/no answer because the teachers need to ask open question to increase the students' thinking. The findings of the study are consistent with the findings of other studies (Matra, 2014; Sujiarti, Rahman, & Mahmud 2016; Ndun 2015) indicating that the teacher often asked the question in the form of short answer and yes/no answer to the students.

After analyzing the data by using a thematic analysis, I found that there were some students' perceptions of teachers' questioning strategy that used in EFL classroom interaction on every skill such as, reading, speaking, writing and listening. The first was in reading activity such as; (i) brainstorming, (ii) discussing the text which covered retelling the text and using dictionary, and (iii) checking comprehension. The second was in speaking activity, these consisted of (i) pronunciation, (ii) intonation, (iii) fluency, and, (iv) accuracy. The third was in writing activity, it consisted of (i) content, (ii) discourse, (iii) mechanics, and (iv) checking assignment. The last was in listening activity, it consisted of (i) comprehension, (ii) giving attention which covered students' feeling and students' practice e, (iii) understanding and memorizing, and (iv) giving response. Therefore, the explanation of the students' perceptions was described as following in order to know further much information about them.

The first was in reading activity, it was on brainstorming. It occurred when the teacher begun asking questions to start delivered the material and it made students could guess the topic of the text in reading. This result of study was congruent with the statement by Richards (1990) recognized that brainstorming was effective of achieving student interaction in developing the cognitive skills for the purpose of generating ideas. It was supported by Feather (2004) stated

that brainstorming provides plenty of materials for making prediction. Furthermore, it is likely that through this strategy, the student becomes conscious concerning what they know about a given text's topic before they go on reading it or start to learning.

The next was on discussing the text which covered retelling and using dictionary to find the unknown words to know the meaning. This result of study was similar with the statement of Reem (2013) stated that retelling is redoing or reconstructing something. This leads us to say that it is a sophisticated activity that requires the students will retell the text by using to collect items, organize, find the relation among them in order to reconstruct and introduce them in a new form that keeps up the meaning and the theme. Stoicovy (2004) also points out that based on several studies, retelling has positive influence in language learning as it promotes students' abilities in rearranging information from the text that they have read. In addition, Brown & Cambourne (1987) mention that during the retelling process students apply and develop their language knowledge through the internalization of the texts' features. So, retelling activity in reading text was used when students do to discussing the text

Students also used the dictionary to find out the unknown meaning that they found in the text and students have to memorize the meaning. This result of study was related to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories. It was supported by Wilkins (1972) stated that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. Furthermore, Schmitt (2000) stated that many learners do use strategies for learning vocabulary, especially when compared to language tasks that integrate several linguistic skills, like oral presentation that involves composing the speech content, producing comprehensible pronunciation, fielding questions, and so on. Thus, memorize many vocabularies could give some help for students to increase their comprehending the text when they do to try discussing the text in reading activity in EFL classroom interaction.

The last part was on checking comprehension. It was on teacher clarify and justify about the material that has been taught by the teacher for the students by using asking some questions. It was similar with Pressley (2000) describes the development of reading comprehension as a two stage process, beginning with "lower processes" focused at the word level—such as word

recognition (phonics, sight words), fluency (rate, accuracy, and expression), and vocabulary (word meanings). The second stage of reading comprehension development focuses on higher-order thinking—relating prior knowledge to text content and consciously learning, selecting, and controlling the use of several cognitive strategies for remembering and learning from text. So, using questions could make students' understanding in the material.

The second was in speaking activity, it was on pronunciation. The emergence of this factor was due to the students having not comprehended how to pronounce English words correctly. This result of study was congruent with the statement Gilakjani and Sabouri (2016) found that the students cannot interact smoothly and effectively without a nice familiarity of how to pronounce English words correctly. Therefore, teaching pronunciation is a very beneficial strategy to supply them some knowledge of good English pronunciation. Additionally, Marza (2014) discovered that the students need to have a good comprehension about pronunciation because it can prohibit the acceleration of an interaction without it. Pointedly, the students' comprehension about the pronunciation could influence the students' participation in the EFL speaking classrooms.

The next part was on intonation. The result of this study related to intonation exposed that the students' intonation was incomprehensible in speaking English. According to Yangklang (2013), an uninteresting interaction can be generated if someone speaks with error intonation. Therefore, a clear intonation has to be given more attention in speaking. Dieu (2015) discovered that a tutor need to think about how to infuse the knowledge of intonation to the students in rhythm because there are only some students who can understand the information conveyed in a communication well. Therefore, the unclear intonation had a contribution for the prosodic feature to affect the students' participation in the EFL speaking classrooms interaction. Furthermore, it was on students' fluency which is on vocabularies. The students' sometimes add their vocabularies to increase their comprehending when they try to speak English in front of the classroom. Juniati (2018) also has found that the students mostly are silent in class because of low competence, lack of understanding the topics of materials discussed, vocabularies, motivation, and speaking chance. Additionally, Aryanti (2016) has found that the students' hindrance in English speaking is generated by incorrect pronunciation, limited vocabulary,

difficulties in understanding materials, along with their incomprehensible and influent speaking performance as the result. Thus, the students' vocabularies were affected on students' comprehending to speaking in the classroom.

The last part was on students' accuracy which is on grammar. The result of this study about grammar revealed that the students had not understood the grammar of English well because it was not explained in detail although the teacher always reminds the students to use it properly. Al-Hosni (2014) found that the students are still difficult to express their ideas because they do not know how to construct good sentences in English even though the teacher had continually provided much time to teach grammar. Hadijah (2014) has revealed that the students' insufficient knowledge of pronunciation, grammar, vocabulary, fluency, and comprehension are the factors which hinder them to convey their ideas orally in English class. Essentially, the students' limited comprehension about English linguistic order could affect the students' participation in the EFL speaking classrooms.

The third was in writing activity, it was on content. Students should know to write the paragraph with decide the topic that contain about main idea and supporting sentence because it was important to make a good paragraph in writing. Brown (2004) stated that the writing section measures the ability to write English, including the ability to organize, develop ideas, to support those ideas with examples or evidence, to compose response to one assigned topic in standard written English, and to generate. It was supported by Liu (2001:36), he stated that the learners get difficulty in writing because they use different forms from first language and the second language in delivering their ideas, feelings or messages so they need to considerable amount of time to be able to master the target language well. Thus, before starting to write the paragraph, the students should know what the topic ideas in each paragraph and use supporting sentence to make connected between sentence to sentence.

The next part was on discourse which is about students' fluency. The result found that students' did not have comprehended about writing a paragraph that has connected sentence to sentence because itthe lack of vocabularies. Nunan (1992) claimed that vocabularies are essential for successful study on the second language in writing process. It was supported by Bachman (1990: 87) that he divides the language competence into two parts: organization competence and

pragmatic competence. Organization competence is ability to comprehend and form correct sentences, understand meaning of sentences and pour these sentences into a text. Sums, the students increase their vocabularies and increase their idea to make a good paragraph in writing activity.

Furthermore, it was on mechanics in writing activity which is on punctuation. It was one of the components of writing that should be understood. Sadiyah (2009) stated that the learners should have the knowledge about the components of writing. If the learners have less knowledge about the components of writing, they can't express ideas and provide information well to the readers. The researcher by Anamaryanti (2014) stated that the students got problems in mechanic because the students got confused in writing spelling of a word and they also got problems in using punctuation especially for using apostrophe and direct quotation. It was supported by Starkey (2004), if the writers are demanded not to make misspelling in their writing, it contributes the quality of the writing. Thus, students should be mastered to use the punctuation in writing English.

The last part was on checking of assignment which are about students' revise and rewrite the paragraph after the teacher has already done to check it. According to Harmer (2004) stated that in editing the students read again and submit the task, then students check the mistake in the paragraph and rewrite the paragraph correctly. It was supported by Murray (1982) argues that writing is rewriting, students often see revision not as an opportunity to develop and improve a piece of writing but as an indication that they have failed to do it right the first time. To them, revision means correction. Sums, teacher should check the students' assignment, then students make a revise and rewrite the paragraph correctly.

The last was on listening activity, it was on comprehension. Many students had not understood about the speaker sounds. Students should know what the information during listen the speaker. According to Tarigan (2008), he stated that the common purposes of listening are to obtain information, to capturing the content, as well as to understand the meaning of communication to be delivered by the speaker of the speech. It was supported by Murcia (2006) listening comprehension lessons are vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse that

means listening habit in conversation influence the students' vocabulary. So, students have to add their vocabularies because it made students will search the meaning of the word unknown, so they will find the information by the speaker.

The next part was on giving attention which consisted of students' feeling and students' practice to resolve their ability to get the topic in listening activity. Students felt worried and less confident to speak in English. According to Hamouda (2013), there are some factors hindering the students to speak in English class such as the insufficiency of English skills, speaking confidence, anxiety, cultural beliefs, and a fear of losing face. Sadik (2019) have shown that the teachers perceived that having the learners' good attention as a disciplinary problem frequently occurring during a lesson in a classroom. Therefore, there must be some intervention to have it back. Aryanti (2016) has also found that the students do not pay attention in the English speaking classroom and they are busily doing other things such as playing with their cell phone. Clearly, the absence of students' confidence to speak was another thing which influenced the students' participation in the EFL speaking classrooms.

Then, students practice will help students' confidence to try speaking English in front of the class and students could practice their listening by using media on internet. It is supported by Richard (2010) a pattern of behavior that is regular and which has become almost automatic as a result of repetition. A study conducted by Abda (2017) uncovered that the majority of students do not have an English speaking self-confidence and do not participate in speaking activities because of their English knowledge inadequacy. Thus, to increase students' confidence in speaking English, students should more practice as their habit.

In addition, it was on understanding and memorizing. Many students improve their vocabularies and memorize their meaning to help them getting the information by the speaker. According to McCarten (2001), stated that learning vocabulary is a challenge for learners, because partly of the size of the task, and because partly of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary. Thus, the vocabularies used to overcome the problem of memorizing many words in English, so the students could understand what the speaker said.

The last part was on students' response. A teacher always asks some questions to make

students give their response, so it will keep students motivated to speak in English. Although, only some students who able to give their response. This result of study was congruent with the statement of Abebe and Deneke (2015) showed that the students were shy to participate in English speaking classroom because they could not respond correctly. It was supported by Juniati (2018) also has found that the students mostly are silent in class because of low competence, lack of understanding the topics of materials discussed, vocabularies, motivation, and speaking chance. So, by using teacher's questioning in the classroom interaction, it will make the students try to answer and definitely it made students give their response by using answer the questions.

E. Conclusion

Based on the result of this study that collected through interviews of five students of the twelfth grades in science class at SMA Muhammadiyah 1 Palembang, the research problems were answered. The first research problem was to find out the types of teacher's questioning strategy used in EFL classroom interaction at SMA Muhammadiyah 1 Palembang. All the data was obtained from interviewing the participants involved. I found that there were three types of teacher's questioning strategy; they are (1) types of procedural question, (2) types of convergent question, and (3) types of divergent question.

Secondly, the research problem was to know the students' perceptions toward the types of questioning strategy used by the teacher in EFL classroom interaction. I invented some results which affected the students' perceptions of using teacher's questioning strategy in the EFL classroom interaction at SMA Muhammadiyah 1 Palembang. There were four skills that effects on students' perceptions. They were reading, speaking, writing, and listening. In reading activity, I found several aspects that mentioned by the students such as (i) brainstorming, (ii) discussing the text and (iii) checking comprehension. In speaking activity, there were some aspects that I found during the interviews, such as, (i) pronunciation, (ii) intonation, (iii) fluency and, (iv) accuracy. In writing activity, there were some aspects that I found during the interviews with some students, such as, (i) content, (ii) discourse, (iii) mechanic and, (iv) assignments' checking. In listening activity, there were several aspects that I found during the interviews, such as, (i)

comprehension, (ii) giving attention, (iii) understanding and memorizing, and (iv) giving response.

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