

CHAPTER IV RESULTS AND DISCUSSION

4.1. RESULTS

This research was carried out at SMP Negeri 1 Gunungsitoli Utara. Class VIII located in Gunungsitoli, Jl. Direction Awa'ai km. 9, Oloro, North Gunungsitoli District, Gunungsitoli City, North Sumatra Province.

Based on the research focus, there are two English teachers who teach eighth grade at the school, namely to analyze the types of questioning strategies used by English teachers during classroom interactions and then analyze students' responses when teachers use questioning strategies during class interactions in class VIII. Here, the stages of data collection carried out by researchers are observation and interviews and finally documentation with videos and pictures. On February 16th 2024 the researcher made the first observation in eighth grade A with the English teacher, then on February 17th 2024 the researcher made the second observation in VIII grade B with the English teacher. On February 24th 2024, the researcher carried out the third observation and simultaneously conducted interviews with 2 English speakers and then interviewed 5 students in each class. After collecting data, the researcher analyzed the data based on interview transcripts and field notes when making observations.

To better understand this, the researchers decided to make Ms. Elviana Waruwu, S.Pd as the first teacher who teach in class VIII-A while Ms. Risti Marunduri, S.Pd as the second teacher who teachers in class VIII-B.

4.1.1. Checklist observation results

Based on the results of observations made by researchers, it can be seen in the following table:

No	Teachers 'Name	Meetings														
		1					2					3				
		W Q	R	P H	S	P R	W Q	R	P H	S	P R	W Q	R	P H	S	P R
1.	E.W	√	×	√	×	×	√	√	×	×	×	√	×	√	×	×
2.	R.M	×	√	×	×	×	√	√	√	×	×	√	√	√	×	×

Explanation:

WR = Wait Time
R = Repetition
PH = Paraphrasing
S = Simplification
PR = Probing

Based on the results of the table above, it can be seen that observations of the two teachers can be seen achievement of questioning strategies during student interactions. Based on the theory regarding questioning strategies, it is explained by experts such as Chen (2016) in Saragih RJ & Nuran AA (2022) who classifies five types of questioning strategy skills, namely; waiting time, repetition, phrasing, simplification, inquiry. From the results of observations that have been made, researchers found that not all of the five types of teacher questioning strategy skills for students have been achieved. Where at the point of repetition, simplification and investigation the teacher has not done it. When the teacher asks a question, the teacher only gives students waiting time to answer the question. After students answer a question the teacher does not repeat, simplify or investigate whether the answer given by the student is correct or not. So, researchers see that the strategy of questioning and interaction between students and teachers at SMP Negeri 1 Gunungsitoli Utara has not been realized.

4.1.2. Interview result

4.1.1 Teacher interview

Based on the research objectives, namely to obtain information about what strategies a teacher uses when interacting in the classroom. To find out how a teacher applies strategies for asking questions and responding to students during classroom interactions. Researchers collected accurate data by conducting interviews with English teachers at SMP Negeri 1 Gunungsitoli Utara.

4.1.1.1 First teacher interview

4.1.1

Table of interview results for teacher A

Teacher Name	Question	Teacher's Answer
E.W	Are you an English teacher?	Yes, I am an English teacher

	How many classes do you teach in English?	I teach English two classes in grade 7 and 1 class in grade eight.
	In the learning and teaching process, what kind of questioning strategies do you use?	I use a strategy of calling students' names one by one and also a group strategy. But what I often use is the strategy of calling students' names, because I think the strategy of calling students' names is much more effective and students are also much more active in providing their own responses.
	When you enter the classroom and teach using questioning strategies such as Display Questions, Referential Questions, Procedural Questions?	When I teach in class I often use asking strategies such as Display Questions, for example when the teacher asks students "what is the opposite of up in English?". Then use the type of strategy of asking Referential Questions. For example, "Why didn't you do your homework?" and the last one is the Procedural Question For example, "how are you today?".
	What types of questioning strategy skills do you use when interacting in class, for example waiting time, repetition, phrases, simplification, investigation?	Usually what I often use when I teach in class is the strategy of waiting time, repetition, phrases.
	Ma'am, why is it that when you ask students questions, you give students more waiting time to answer your questions?	Because I think the waiting time strategy is very, very effective. When I give students enough time, the students will have the opportunity to think about their answers better and understand the material I teach in more depth.
	Why do you rarely use other types when you teach in class?	Because in my opinion if I use other strategies when teaching in class it will take a lot of time. What's more when explaining material to students.
	Sorry in advance, ma'am, if I may ask, what is the reason why you use probing strategies when asking students questions during interactions in class?	Because when I teach in class, I focus more on ensuring that students understand the core concepts of the lesson I am teaching, so I prefer to stay focused on questions that are directly related to the main material. On the other hand, when I used the Probing strategy, students did not respond well to the questions I gave, so I preferred to use another method that was more appropriate to the students' responses.

Based on the interview table above, researchers used structured interviews. Those interviewed by the researcher were two English teachers and five eighth grade students. Researchers interviewed teachers and students to determine the teacher's application of questions during classroom interactions and student responses. The researcher conducted an interview with the first teacher of class eight A on February 23 2024. In conducting the

interview the researcher collaborated with the teacher of class eight A, namely Mrs. Elviana Waruwu, S.Pd. After collecting teacher interview sheets, the researcher made a description of the teacher's questioning strategy in teaching English. Researchers interviewed English teachers with the aim of obtaining information about what strategies a teacher uses when interacting in the classroom. The researcher wrote down the answers from the English teacher on the interview sheet.

From the results of interviews and observations carried out by the researcher on the first teacher in class eight A, the researcher obtained information that the teacher had used a lot of questioning strategies, but there were several strategies that were rarely used by teachers, one of which was the Simplification strategy and the Probing strategy. Then, the researcher asked the teacher about what kind of questioning strategies he used during interactions in the classroom. In the interview, the English teacher said that he used a strategy of calling students' names one by one and also a group strategy. But what he often uses is the strategy of calling students' names, because according to him the strategy of calling students' names is much more effective and students are also much more active in providing their own responses. From this strategy, the teacher considers that this strategy is a more effective strategy and requires students to answer these questions, so that students' critical thinking abilities will also increase. Then the researcher asked the English teacher again whether when the English teacher entered the class they used asking strategies such as Display Questions, Referential Questions, Procedural Questions, and the researcher got the answer that the English teacher in class A usually used the Display Questions type of asking strategy, for example when the teacher asks students "what is the opposite of up in English?". Then use the type of strategy of asking Referential Questions. For example, "Why didn't you do your homework?" and the last one is the Procedural Question For example, "how are you today?"

Then the researcher asked the English teacher again about types of questioning strategy skills, such as what English teachers do during interactions in the classroom, for example waiting time, repetition, phrases, simplification, investigation. From the results of the interview and in accordance with the results of observations that the researcher had previously carried out in the classroom, the researcher got the answer that, teacher A had not carried out all the five questioning strategies, which at the point of simplification and investigation the teacher had not done. When the teacher asks a question, the teacher only gives students waiting time to answer the question given by the English teacher. After students answer questions, the teacher does not simplify or investigate whether the answers given by students are correct or not.

4.1.1.2 Second teacher interview

Based on the research design, the researcher conducted interviews to answer the first question of the research formulation. The researcher conducted an interview with the second English teacher on February 24 2024. The second English teacher was Mrs. Risti Marunduri, S.Pd. Before conducting the interview, the researcher first asked the English teacher for the time and opportunity to conduct the interview. Based on the English teacher's willingness, an

interview was conducted, after which the researcher asked several questions for the English teacher to answer with the aim of obtaining information about what strategies a teacher uses when interacting in the classroom. The researcher wrote down the answers from the English teacher on the interview sheet. The following are the results of the second English teacher interview.

4.1.1

Table of interview results for teacher B

Teacher Name	Question	Teacher's Answer
RM	Are you an English teacher?	Yes, I am an English teacher
	How many classes do you teach in English?	I teach English for three classes in grade 7 and 1 class in grade eight and then 2 classes in grade nine.
	In the learning and teaching process, what kind of questioning strategies do you use to get students' responses?	Usually I give open questions to students to encourage students to think critically and provide more detailed answers. I ask questions to students by calling students' names, because I think the strategy of calling students' names is much more effective and students are also much more active in providing their own responses. Then I ask students to provide reasons, examples, or further explanations.
	If I may, what is the reason why you often use the strategy of calling students' names when asking questions during interactions in class?	In my opinion, the strategy of calling students' names when I ask questions can increase student involvement, then it can help attract attention and encourage students to be actively involved in the learning process. When I call the students' names one by one, I as a teacher can find out the extent of each student's understanding of the material I have taught.
	How do you implement the strategy of calling students' names effectively?	The method is that I as a teacher must first pay attention and memorize the students' names, then I call the students' names randomly and evenly. Here I have to ensure that all students get the same opportunity to be called by name. Then I provide waiting time for students to prepare themselves for the questions I have given.
	How do you ensure that all students get the same opportunity when you ask questions?	My method is to use the "random call" technique. By using this technique I call students' names randomly without a particular pattern, this prevents the domination of certain students and gives students a fair opportunity. Then I give extra time to shy or quiet students to provide responses and answers, so that these students will be more active in the future. And we as teachers are obliged to give appreciation to students who respond even though the answers they give are wrong.

What types of questioning strategy skills do you use when interacting in class, for example waiting time, repetition, phrases, simplification, investigation?	Usually what I often use when I teach in class is waiting time and phrases.
What is the reason why mothers use this strategy more often?	The reason I use the Wait Time and Paraphrase strategy more often when asking questions to students while interacting in class is because it can increase student participation, by providing pause time and paraphrasing it can encourage more students to be actively involved in class. Then it can build students' in-depth understanding, because this strategy allows students to think more deeply and provide more comprehensive answers. I think this can create more effective and meaningful interactions in the classroom.
Why don't you use the strategy of asking others when teaching in class?	Because I consider students' abilities, then when I ask students questions I adjust them to the learning objectives. Then, when I use another strategy it will take a lot of time and preparation.

From the results of interviews conducted with the second English teacher and based on the table above, the researcher obtained several related information. What kind of questioning strategies do English teachers use during class interactions? The interviews conducted are included in an interview sheet which the researcher then describes according to the focus of the research objectives. Judging from the second teacher's answer in class eight B, the researcher received information that the teacher had used many questioning strategies, but there were several strategies that were rarely used by teachers, one of which was the Probing strategy. Then, the researcher asked the teacher about questioning strategies. In the learning and teaching process, what kind of questioning strategies do you use to get student responses?

In the interview, the English teacher said that teachers usually give open questions to students to encourage students to think critically and provide more detailed answers. Then the teacher asks questions to the students by calling the students' names, because according to the teacher the strategy of calling the students' names is much more effective and the students are also much more active in giving their own responses. Then the teacher asks students to provide reasons, examples, or further explanations. Then according to the teacher, using a grouping strategy will waste a lot of time and not allow all students to participate in answering questions that have been asked by the English teacher. So teachers more often use the strategy of calling students' names and asking them questions. From this strategy, the teacher considers that this strategy is a more effective strategy and requires students to answer these questions, so that students' critical thinking abilities will also increase. Then the researcher asked the English teacher again whether when the English teacher entered the

class they used asking strategies such as Display Questions, Referential Questions, Procedural Questions, and the researcher got the answer that the English teacher in class B usually only used the Display Questions type of asking strategy. for example when the teacher asks students "what is the opposite of up in English?". Then use the Procedural Question For example strategy, "how are you today?"

It turns out that this questioning strategy has five types of questioning strategy skills, namely; waiting time, repetition, phrasing, simplification, inquiry. From the results of observations and interviews that the researchers conducted, the researchers found that not all of the five types of teacher questioning strategy skills for students were realized. Where at the point of repetition, simplification and investigation the teacher has not done it. When the teacher asks a question, the teacher only gives students waiting time to answer the question. After students answer a question the teacher does not repeat, simplify or investigate whether the answer given by the student is correct or not.

4.1.2 Student Interview

4.1.2.1 First student interview

The first student the researcher interviewed was Suci Anggraini Zega from class eight A. Before conducting the interview, the researcher first asked the student's willingness to be interviewed. After getting approval from the students, the researcher asked several questions that could answer the second problem formulation. Here the researcher asked the students who their English teacher was and whether they liked English learning subjects, then asked the students how they responded when the teacher taught in the classroom using questioning strategies. Then Suci answered "Their English teacher is Mrs. Elviana Waruwu S.Pd, here Suci answered that according to her the subject of learning English is very fun and learning English is a subject that they must study, when the English teacher asked them using English, sometimes they feel confused because they can't answer the teacher's questions using English. Here they feel afraid to answer because they are afraid their answer will be wrong. Then here the teacher often asks them about last week's learning and recounts it in front of the class using English.

4.1.2.1 Second student interview

The first student the researcher interviewed was Jefri Anugrah Ziliwu from eighth grade A. Before conducting the interview, the researcher first asked the student's willingness to be interviewed. After getting approval from the students, the researcher asked several questions that could answer the second problem formulation. Here the researcher asked the students who their English teacher was and whether they liked English learning subjects, then asked the students how they responded when the teacher taught in the classroom using questioning strategies. Then Jefri answered, "Their English teacher is Mrs. Elviana Waruwu S.Pd. According to them, when Mrs. Elvina teaches in class, they feel happy because in the learning process, Mrs. Elvina often jokes with the students. here Jefri answered that in his opinion English learning is very fun to sharpen the brain

to discover new vocabulary and learning English is a subject that they must learn, but on the other hand, when the English teacher asks them using English, sometimes they feel confused about answering because they can't answer the teacher's question using English. Here they feel afraid to answer because they're afraid their answer will be wrong. Then here the teacher often asks them about last week's learning and recounts it in front of the class using English.

4.1.2.3 Third student interview

The next student is Nitema Nazara from eighth grade B, based on questions asked by the researcher, the response is as follows: their English teacher is Mrs. Risti Marunduri, S.Pd, the student said that he was not interested in English subjects because for him learning English is very difficult, he said that the teacher came in on time and when he entered the room he taught us by uniting the students in several groups or testing the students one by one, the material presented would be understood by the students and asked the students to take notes in front of the blackboard. Then Mrs. Maru also often uses the strategy of asking them, for example, before starting a new lesson, Mrs. Maru asks them about the previous lesson. And various other questions. Here, students sometimes feel confused in answering because apart from using Indonesian in teaching, Mrs. Maru also gets students used to answering questions using English, whereas on the other hand, these students do not have a large vocabulary, therefore students prefer to remain silent rather than answer the question.

4.1.2.4 Fourth student interview

The fourth student the researcher interviewed was Anjel Kristen Ziliwu from eighth grade B. Before conducting the interview, the researcher first asked the student's willingness to be interviewed. After getting approval from the students, the researcher asked several questions that could answer the second problem formulation. Here the researcher asked the students who their English teacher was and whether they liked English learning subjects, then asked the students how they responded when the teacher taught in the classroom using questioning strategies. Then Anjel answered "Their English teacher is Mrs. Risti Marunduri, S.Pd, here Anjel answered that she thought English was difficult for her to learn, she said that the teacher came in on time and when she entered the room she taught us in a unified way. students in several groups or testing students one by one, the material presented will be understood by students and ask students to take notes in front of the blackboard. When the English teacher asks them using English, sometimes they feel confused because they can't answer the teacher's question using English. Here, they feel afraid to answer because they are afraid their answer will be wrong. Then here the teacher often asks them about last week's learning and recounts it in front of the class using English.

4.1.2.5 Fifth student interview

Next student Ardi S. Gea comes from class VIII-B, based on questions given by researchers, his response is as follows: he likes English subjects, their English teacher is Mrs. Risti Marunduri, S.Pd, the teacher comes on time and when he Entering the room he taught us by uniting students in several groups or testing students one by one. If there are still students who don't understand, the teacher also gives them time to ask questions, then as tools the teacher uses a blackboard and textbook. When the English teacher asks them using English, sometimes they feel confused because they can't answer the teacher's question using English. Here, they feel afraid to answer because they are afraid their answer will be wrong. Then here the teacher often asks them about last week's learning and recounts it in front of the class using English.

4.2. DISCUSSION

4.2.1. Description and Interpretation of research findings

4.2.1.1 Types of questioning strategies used by English teachers during interactions in the classroom.

Guest (1985) in Ayu et al (2018:60) states that "Question strategies are an important tool for expanding student learning which can help teachers develop their own strategies to improve students' work and thinking". On the other hand, teacher questions are very important for teachers and students. According to Harvey (2000) in Ayu et al (2018:61), the questioning strategy is most effective if it allows students to be fully involved in the learning process. He stated that when lessons are being planned, it is very important for teachers to think about the types of questions they will ask students. So questioning strategies will help teachers plan question and answer sessions effectively when teachers play questions effectively based on students' needs and types of questions to fully engage students' interactions.

Based on the theory regarding questioning strategies, it is explained by experts such as Chen (2016) in Saragih RJ & Nuran AA (2022) who classifies five types of questioning strategy skills, namely; waiting time, repetition, phrasing, simplification, inquiry.

Based on research findings in the field, the researcher stated that the teacher had implemented several questioning strategies in the classroom. However, if we look at the level of frequency, teachers there often use the strategy of "waiting time, and calling students' names" when asking questions. This strategy of waiting time and calling students' names is one of the strategies that teachers can use during interactions in the classroom, by the teacher calling the name of one of the students randomly then whether they are ready or not ready, the student has to answer the teacher's question, so the students will think. Critically and openly, it is possible that some students, when the student's name is called, prefer to remain silent, because the student feels confused about what to answer.

From the results of interviews conducted by researchers with two English teachers, in class eight A and class eight B, the researcher saw that teachers more often used the Waiting time strategy, paraphrasing and calling students' names when asking questions in class,

because this strategy can help teachers to find out the extent of students' knowledge and memory regarding the lessons given. The teacher there also said that using the waiting time strategy after asking questions by calling names one by one could improve students' critical thinking. That way, all students in the class must prepare themselves before their name is called by the teacher. Student responses to this strategy are also very good. This can be seen by researchers based on the results of classroom observations that have been researched, where students actively respond when their names are called, although on the other hand there are some students who are less active in class and choose to remain silent when their names are called. This is because students are afraid of getting the answer wrong when they answer the teacher's question.

Meanwhile, for other types of questioning strategies such as: waiting time, repetition, phrasing, simplification, inquiry. From the results of the research that has been carried out, researchers found that not all of the five types of teacher questioning strategy skills for students have been achieved. For example, in the strategy of asking "waiting time". This waiting time can be differentiated from the waiting time for the teacher to ask questions and the waiting time for students to respond. Post-question waiting time occurs when the teacher gives a question and the student's answer is given a pause so that the student can think about the answer and get a response to the teacher's question, while post-answer waiting time is the time given between a student's response and another student giving an idea or contribute their own opinions. Usually this strategy is used when the teacher asks again about last week's material, so that students give their answers sequentially without the teacher mentioning their names one by one. Then for the "repetition" strategy, this strategy is usually used by teachers to repeat the same questions to get responses from students, for example the teacher asks "who still remembers the material we studied last week?" then the students fell silent. Once again, I ask you, "Who still remembers the material we studied last week?" "Paraphrasing" This questioning strategy is used by teachers by changing the sentence of the question simply so that students can more easily understand the questions the teacher has given. "Simplification" Simplification is usually used by teachers when a question is too complicated for students to answer so the question must be divided into several questions. So that students can answer the questions given by the teacher. "Probing" This probing questioning strategy is used by the teacher by means of the teacher's question being followed by another question but still having the same relationship.

Based on the researchers' findings in the field, the researchers saw that at the point of repetition, simplification and investigation teachers had not done it. When the teacher asks a question, the teacher only gives students waiting time to answer the question. After students

answer questions, the teacher does not repeat, simplify or investigate whether the answer given by the student is correct or not. This can be proven by researchers through observation sheets that researchers have carried out and from the results of interviews with students and English teachers. So based on the findings of researchers in the field, the two English teachers there use the Waiting Time strategy more often, because according to them Waiting time is very, very effective when the teacher asks questions to students by calling the students' names one by one, with this strategy students will be more active. when responding or answering the teacher's questions. And students will be given the opportunity to consider various aspects of the question and formulate a more planned and well-thought-out answer.

4.2.1.2 Research findings versus the latest related researchers

In the previous chapter, the researcher stated that there were three recent studies that were related. The first research was conducted by Dian, E. (2019), with the research title "Analysis of Teacher Questioning Strategies in Classroom Interaction at SMAN Empat Makassar". This research was conducted to determine the form of questioning approach used by the instructor and the motives for why the instructor used the approach. in "SMA four Makassar. There are consequences of trends that researchers have concluded in the English instructor's questioning approach, namely: 1) The questioning approach used by the instructor is the Question Planning Strategy and Question Control Strategy ask questions that apply to students, ask questions for evidence that helps a chosen point, "ask questions using open questions and follow-up questions, and besides that they ask various kinds of questions that are probing and encouraging questions. Furthermore, the question-controlling approach is carried out through lecturers where they ask questions by calling positive students to answer, asking students as a whole, repeating questions when there are none. answer, and that they modified the question while there was no answer yet. Understood. 2) Teaching English actively utilizes questioning techniques in elegant interactions, namely asking questions to test students' knowledge of previous material, to attract students' attention, to help students contribute elegantly and also to inspire students to learn. And the motives why English instructors use the questioning approach are in accordance with the characteristics of the questioning approach.

Second research conducted by Rismayanti in Sulistiani (2022) with the title "Analysis of Teacher Questioning Strategies in Classroom Interaction at PIBA UIN Alauddin Makassar". This research is a descriptive qualitative research that uses classroom observations and interviews to obtain data. The results of this research are: the types of

questions used by English teachers at PIBA UIN Alauddin Makassar are display and preferential questions. The aim of the PIBA UIN Alauddin Makassar English teacher in using display questions is to review the previous material and to check students' understanding of the previous material while the aim of asking referential questions is to improve the speaking skills and critical thinking skills of the students. PIBA UIN Alauddin Makassar students' responses to the type teacher questions, the ones most often used by teachers in PIBA classes are clarification questions, and secondly guiding questions, integration questions and finally anticipation questions.

AB Prabowo KA and Alfiyanti's latest research in Sulistiani (2022), with the title "Analysis of Teacher Questioning Strategies During Classroom Interactions: The Case of Class VIII SMP PGRI 01 Semarang". This research focuses on finding out the types of teacher questioning strategies used by teachers in the classroom and to find out how teachers use questioning strategies in the classroom. Researchers use qualitative descriptive.

In this research, the researcher focused on finding out the types of teachers' questioning strategies in the classroom and finding the factors that influence the teachers' questioning strategies. Research results regarding strategyasking English teachers means that both teachers have the ability to use questioning strategies and have used almost all of the teachers' questioning strategies, although there are still questioning strategies that are not used by the teachers. Apart from that, factors that influence teachers' questioning strategies are students' critical thinking abilities and efficient time to create a conducive class and effective learning. Researchers found the latest comparison with related research. The results of the first research regarding the teacher's questioning strategy in learning English for SMA N 4 Makassar students were very good. Then the second related research result is that responses from students are still lacking. So that the achievement of the teaching and learning process was somewhat disrupted, further research results related to three class VIII English teachers at SMP PGRI 01 Semarang regarding the types of teacher questioning strategies in teaching English showed that teachers almost used all types of questioning strategies.

1.2.1.3 Research Findings Versus Theory

Based on the results of research at SMP Negeri 1 Gunungsitoli Utara, the researchers knew that the two teachers had implemented the teacher's strategy of asking questions in the classroom. Researchers compare it with research theory. Based on the research results, the researcher knew that the two teachers at SMP Negeri 1 Gunungsitoli Utara had implemented

the teacher's strategy of asking questions in the classroom. Researchers compare it with research theory. According to (Cotton in Nasrudin & Ningtyas, PR 2020) that questioning skills are expressions or questions spoken by the teacher as a stimulus to get a response from students. Furthermore, according to Halstead and McLaughlin in Nasrudin & Ningtyas, PR (2020), questions are one of the most important tools in guiding and expanding student learning. This can help teachers to develop their own strategies to improve students' work and thinking. The questioning strategies used by teachers can stimulate students to be more involved in the language learning process. In creating an interactive class, teachers need to provide support in the form of questions to students by interacting and involving them to practice their speaking skills and ensure students master concepts. According to Harvey (2000) in Ayu et al (2018:61) says that questioning strategies are most effective when they allow students to be fully involved in the learning process. He stated that when lessons are being planned, it is very important for teachers to think about the types of questions they will ask students. So questioning strategies will help teachers plan question and answer sessions effectively when teachers play questions effectively based on students' needs and types of questions to fully engage students' interactions.

4.2.1.4 Implications of Research Findings

The research findings reveal implications for teachers' questioning strategies and the factors that influence them. This allows teachers to find better questioning strategies for them to use in class in English language teaching. The results of the research finally reveal teachers' questioning strategies so far in teaching English, so that they will develop their initial abilities and motivation to be more competent in implementing better questioning strategies in the future. On the bright side, this is the best opportunity for teachers to generate and develop better teaching changes for better results. Research findings show teacher progress in using teacher questioning strategies and the factors that influence them. This will increase and encourage teacher competence and knowledge in teaching English in the classroom such as strategies, materials, media, etc.

4.2.1.5 Limitations of Research Findings

There are limitations to the research findings, namely:

1. Researchers realize that there are still many shortcomings in this research. This research is the first research conducted by researchers so the researcher does not

have experience conducting previous research. As a beginner, the researcher realizes that there are still many shortcomings and weaknesses so this research is still not perfect. Therefore, many things become challenges in conducting research due to lack of knowledge. Apart from that, there are also errors and shortcomings and so on. Therefore, the results of this reflection still have shortcomings.

2. This research is focused on analyzing the types of questioning strategies used by English teachers during classroom interactions and then analyzing Student responses when teachers use questioning strategies during class interactions in class VIII of SMP Negeri 1 Gunungsitoli Utara
3. The design of this research is descriptive qualitative. Researchers have limited knowledge in qualitative analysis, as well as limited experience regarding teacher questioning strategies. This lack of knowledge makes researchers sometimes experience a little difficulty and confusion in conducting research, even though this research is not perfect and is still far from being compared to research that has been carried out by previous studies.
4. The two teachers at SMP Negeri 1 Gunungsitoli Utara have implemented questioning strategies in class.