# ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING CLASS INTERACTION AT MTS DDI 1 PALOPO CLASS IX

*A Thesis*

*Submitted to Fulfill One of the Requirements for Obtaining a Bachelor of Education Degree (S.Pd.) at the English Education Study Program, Faculty of Tarbiyah and Teacher Training, Palopo State Islamic Institute*

**IAIN PALOPO**

**Submitted by:**

**NURWAHYU S**
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**TEACHING ENGLISH STUDY PROGRAM**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**STATE ISLAMIC INSTITUTE OF RELIGION**

**2022**

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**TEACHING ENGLISH STUDY PROGRAM**

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**STATE ISLAMIC INSTITUTE OF RELIGION**

**2022**

**STATEMENT OF AUTHENTICITY PAGE**

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Palopo, 02 March 2022
Who makes the statement?

**NURWAHYU S**
Reg. Num.: 16 0202 0115

**HALAMAN PENGESAHAN**

Skripsi berjudul *Analysis of Teachers' Questioning Strategies During Class Interaction at MTS DDI 1 Palopo* yang ditulis oleh *Nurwahyu S.* Nomor Induk Mahasiswa (NIM) *16 0202 0115 Fakultas Tarbiyah dan Ilmu Keguruan* Institut Agama Islam Negeri Palopo, yang dimunaqasahkan pada hari *kamis,* tanggal *12, Mei 2022* bertepatan dengan *11 Syawal 1443 H* telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat meraih gelar *Sarjana (S1).*
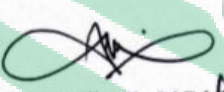
Palopo, 20 Mei 2022

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# FOREWORD

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْ

Praise the author to Allah SWT. Who has bestowed His grace and guidance, so that the author can complete this thesis with the title "*Analysis of Teachers' Questioning Strategies during Class Interaction at MTs DDI 1 Palopo Class Ix*'' after going through a very long process?

Shalawat and greetings to Muhammad SAW. The Islamic revolutionary who received the revelation that brought a new mandate as a model human being (Insan Kamil) on this earth, may we all become his true followers until the end of time. To the writer's parents, Mr. Syamsul and Mama Arniati, thank you very much for nurturing and educating the author with great love from childhood, and adolescence until the author becomes an adult and everything that has been given to his children. And for my brothers Wandi, Haerul, and Ariel who have been helping and wishing for the best. May Allah SWT. Bring us together and gather us in His heaven later with his family, friends, and followers, Amen Ya Rabbal Alamein. This thesis was prepared as a requirement that must be completed, to obtain a bachelor's degree in English education at the State Islamic Institute (IAIN) Palopo. The writing of this thesis can be completed thanks to the help, guidance, and encouragement from many parties, even though the writing of this thesis is still far from being a perfect scientific paper or far from being feasible. Therefore, the author expresses his infinite gratitude with full sincerity and sincerity, to:

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Muammar Arafat, S.H., M.H. as Vice-Chancellor I, Dr. Ahmad Syarif Iskandar, S.E., M.M. as Vice-Chancellor II, and Dr. Muhaemin, MA. as Vice-Chancellor III.

2. Dr. Nurdin Kaso, M.Pd. as the Dean of the Faculty of Tarbiyah and Teacher Training at IAIN Palopo, Dr. Munir Yusuf, S.Ag. As Deputy Dean I, Dr. Hj. A. Riawarda M, M.Ag. As Deputy Dean II, and Dra. Hj. Nursyamsi, M.Pd.I. As Deputy Dean III of the Tarbiyah Faculty of IAIN Palopo.

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4. Muhammad Iksan, S.Pd., M.Pd. as supervisor II has been providing guidance, input, and directing in the context of completing this thesis.

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6. All lecturers and staff of IAIN Palopo who have educated the author while at IAIN Palopo and provided assistance in the preparation of this thesis.

7. H. Madehang, S.Ag., M.Pd. as the Head of the Library Unit along with the IAIN Palopo employees, who have helped a lot, especially in collecting literature related to the discussion of this thesis.

8. Hj. ST. Bahiyah, S.Pd.I. As the principal of MTs DDI 1 Palopo, along with English teachers, staff, and students, I have helped a lot in collecting

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9. To all my comrades in arms, students of the 2016 IAIN Palopo English Education Study Program (especially the BIG D class and friends in arms, namely Arman Mahendra, Iksan Setiawan, Muh Al Qadri Syawal, Ilham Aswir, Lukmanul Hakim, Ardiansyah, and Gian Anugerah) and friends of IAIN Palopo, who have always provided suggestions and input in the preparation of this thesis. Hopefully what we do is worth worship by Allah SWT, and all the efforts made are made easy by Him, Aamiin Ya Rabbal Alamein.

Palopo, 31 March 2022

**NURWAHYU S**
Reg. Num.: 16 0202 0115

# ARAB-LATIN TRANS LITERATURE GUIDELINES AND ABBREVIATIONS

## A. Arabic-Latin Transliteration

The list of Arabic letters and their transliteration into Latin letters can be seen in the following table:

1. Consonant

| Arabic font | Name | Latin letters | Name |
|:---:|:---:|:---:|:---:|
| ا | Alif | - | - |
| ب | Ba | B | Be |
| ت | Ta | T | Te |
| ث | Ṡa | ṡ | es with the dot above |
| ج | Jim | J | Je |
| ح | ḥa | ḥ | ha with the dot below |
| خ | Kha | Kh | ka and ha |
| د | Dal | D | De |
| ذ | Żal | Ż | zet with the dot above |
| ر | Ra | R | Er |
| ز | Zai | Z | Zet |
| س | Sin | S | Es |
| ش | Syin | Sy | es and ye |
| ص | ṣad | ṣ | es with the dot below |
| ض | ḍaḍ | ḍ | de with the dot below |
| ط | ṭa | ṭ | te with the dot below |
| ظ | ẓa | ẓ | zet with the dot below |
| ع | 'ain | ' | reverse apostrophe |
| غ | Gain | G | Gr |
| ف | Fa | F | Ef |
| ق | Qaf | Q | Qi |
| ك | Kaf | K | Ka |
| ل | Lam | L | El |
| م | Mim | M | Em |
| ن | Nun | N | En |
| و | Wau | W | We |
| ه | Ha | H | Ha |
| ء | Hamsa | ' | Apostrophe |
| ى | Ya | Y | Ye |

Hamzah (ء) which is located at the beginning of the word follows the vowel

without being marked. If it is in the middle or at the end, it is written with a sign ( ˮ ).

## 2. Vocals

Arabic vowels, like Indonesian vowels, consist of single or monotonous vowels and multiple vowels or diphthongs. For the Arabic single vowel whose symbol is in the form of a sign or vowel, the transliteration is as follows:

| Sign | Name | Latin letters | Name |
|------|------|---------------|------|
| اَ | *Fathah* | A | A |
| اِ | *Kasrah* | I | I |
| اُ | *Dammah* | U | U |

Arabic double vowels whose symbols are a combination of vowels and letters, transliteration in the form of a combination of letters, namely:

| Sign | Name | Latin letters | Name |
|------|------|---------------|------|
| ـَىْ | *Fathah* dan *wau* | Ai | a and i |
| ـَوْ | *Fathah* dan *wau* | Au | a and u |

Example:

كَيْف : *kaifa*

هَوْل : *Haula*

## 3. Maddah

Maddah or long vowels whose symbols are vowels and letters, transliteration in the form of letters and signs, namely:

| Harakat dan Huruf | Nama | Huruf dan Tanda | Nama |
|---|---|---|---|
| ...َ ا \| ...َ ى | *fatḥah* dan *alif* atau *yā'* | ā | a dan garis di atas |
| ـِى | *kasrah* dan *yā'* | ī | i dan garis di atas |
| ـُو | *ḍammah* dan *wau* | ū | u dan garis di atas |

مَاتَ : mata

رَمَى : Rama

قِيْلَ : qila

يَمُوْتُ : yamūtu

4. *Tā marbūtah*

There are two transliterations for tā' marbūtah, namely tā' marbtah who lives or gets harakat fathah, kasrah, and dammah, the transliteration is [t]. While for tā' marbūtah who dies or gets sukun, the transliteration is [h].

If a word ending in tā' marbūtah is followed by a word that uses the article al- and the two words are read separately, then tā' marbūtah is transliterated with ha [h].

Example:

رَوْضَة الأَطْفَالِ : *raudah al-atfāl*

اَلْمَدِيْنَة اَلْفَاضِلَة : *al-madīnah al-fādilah*

اَلْحِكْمَة : *al-hikmah*

5. Syaddah *(Tasydīd)*

Syaddah or tasydīd which in the Arabic writing system is denoted by a tasydīd. Sign ( ـّ ), in this transliteration, is symbolized by the repetition of letters (double consonants) marked with syaddah.

Example:

رَبَّنَا      : rabbanā

نَجَّيْنَا      : najjainā

اَلْحَقّ      : al-Haq

نُعِّمَ      : nu'ima

عَدُوٌّ      : 'aduwwun

I

f the letter ى ber-*tasydid* at the end of a word and preceded by the letter

*kasrah* (ـِـىّ), then it is transliterated like the letter *maddah* Becomes ī.

Example:

عَلِىٌّ      : 'Alī (bukan 'Aliyy atau Al'y)

عَرَبِىٌّ      : 'Arabī (bukan A'rabiyy atau 'Arabiy)

6. Article

The article in the Arabic writing system is denoted by the letter ال*(alif lam*

*ma'rifah)*. In this transliteration guide, the article is transliterated, as usual, al-,

both when it is followed by the letter syamsi yah and the letter qamariyah. The

article does not follow the sound of the direct letter that follows it. The article is

written separately from the word that follows it and is connected by a horizontal

line (-).

Example:

اَلشَّمْسُ : al-syamsu(bukan asy-syamsu)

اَلزَّلْزَلَة : al-zalzalah (bukan az-zalzalah)

اَلْفَلْسَفَة : al-falsafah

اَلْبِلَادُ : al-bilādu

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (') only apply to hamzah which is located in the middle and end of the word. However, if hamzah is at the beginning of a word, it is not symbolized, because in Arabic it is an alif.

Example:

تَأْمُرُوْنَ : *ta'murūna*

اَلنَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

8. Writing Arabic Words Commonly Used in Indonesian

Transliterated Arabic terms or sentences are words, terms, or sentences that have not been standardized in Indonesian. Words, terms, or sentences that are commonplace and become part of the Indonesian vocabulary, or are often written in Indonesian writing, or are commonly used in certain academic circles, are no longer written according to the transliteration method above. For example, the words al-Qur'an (from al-Qur'ān), alhamdulillah, and munaqasyah. However, if these words are part of a series of Arabic texts, they must be transliterated in their entirety.

Example:

*Syarh al-Arba'īn al-Nawāwī*

*Risālah fi Ri'āyah al-Maslahah*

9. Capital letters

Although the Arabic writing system does not recognize capital letters (All Caps), in its transliteration of these letters, there are provisions regarding the use of capital letters based on the applicable Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the first letter of the name of (person, place, month) and the first letter at the beginning of a sentence. If the self-name is preceded by the word saving (al-), then what is written in capital letters remains the initial letter of the self-name, not the initial letter of the word saving. If it is located at the beginning of the sentence, then the letter A of the article uses a capital letter (Al-). The same provisions also apply to the initial letter of the reference title preceded by the article al-, both when it is written in the text and the reference notes (CK, Dp, CDK, and DR).

Example:

*Wa mā Muhammadun illā rasūl*

*Inna awwala baitin wudi'a linnāsi lallazī bi Bakkata mubārakan*

*Syahru Ramadān al-lazī unzila fīhi al-Qurān*

*Nasīr al-Dīn al-Tūsī*

*Nasr Hāmid Abū Zayd*

*Al-Tūfī*

*Al-Maslahah fī al-Tasyrī' al-Islāmī*

If a person's legal name uses the words ibn (son of) and Abū (father of) as his penultimate name, then the two last names must be mentioned as the last name in the bibliography or reference list.

Example:

## B. List of Abbreviations and Symbols

IAIN      = Palopo State Islamic Institute

PTN      = Public universities

saw.      = Sallallahu Alaihi Wasallam
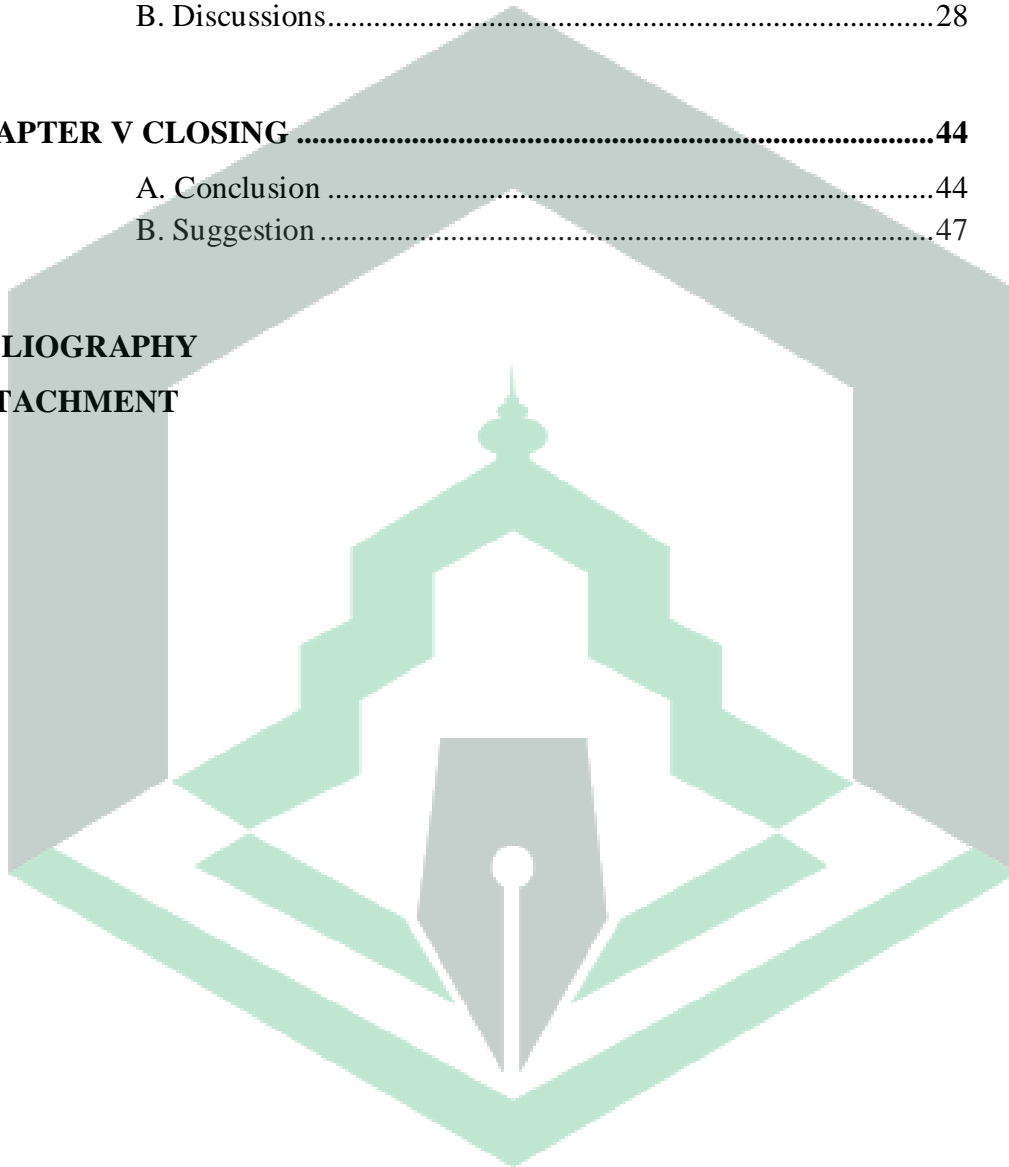
swt.      = Subhanahu Wa Ta'ala

M      = BC

L      = Birth Year (live people only)

| | |
|---|---|
| % | = Percent |
| / | = or |
| + | = Sum |
| X | = Multiplication |
| Ke-n | = Number of tribes |

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# ABSTRACT

**Nurwahyu S, 2022.** *"Analysis of Teacher Questioning Strategies during Class Interaction at MTS DDI 1 Palopo Class Ix".* Thesis of English Education Study Program Faculty of Trabiyah and Teacher Training Institute of Religion (IAIN) Palopo, Advisor I Amalia Yahya, S.E., M.Hum. Supervisor II Muhammad Iksan, S.Pd., M.Pd.

This thesis discusses the analysis of teacher strategies during class interaction at MTS DDI 1 Palopo class ix. The main problem in this research is How to Apply Questioning Strategy by English Teachers during Class Interaction at MTS DDI 1 Palopo Class Ix. This study aims to determine the application of the strategy of asking questions by the English teacher during class interaction at MTS DDI 1 Palopo class Ix.

The type of research used by the author is descriptive qualitative research. Qualitative descriptive research is a systematic study of factors, characteristics, and relationships and their meanings. This study seeks to describe, analyze, and interpret what is being researched through observation, interviews, and documentation.

The results of this study show Application of Questioning Strategies by English Teachers during Class Interaction at MTS DDI 1 Palopo by using methods that are suitable for students and help students think quickly.

**Keywords:** Strategy Analysis, English Education, Implementation of Teacher Asking

# ABSTRAK

**Nurwahyu S, 2022.** *"Analisis Strategi Menanya Guru Saat Interaksi Kelas di MTS DDI 1 Palopo Kelas Ix".* Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Trabiyah dan Ilmu Keguruan Institut Agama Negeri (IAIN) Palopo, Pembimbing I Amalia Yahya, S.E., M.Hum. Pembimbing II Muhammad Iksan, S.Pd., M.Pd.

Skripsi ini membahas tentang analisis strategi guru saat interaksi kelas di MTS DDI 1 Palopo kelas ix. Masalah utama dalam penelitian ini adalah Bagaimana Menerapkan Strategi Bertanya oleh Guru Bahasa Inggris Selama Interaksi Kelas di MTS DDI 1 Palopo Kelas Ix. Penelitian ini bertujuan untuk mengetahui penerapan strategi bertanya oleh guru bahasa inggris saat interaksi kelas di MTS DDI 1 Palopo kelas Ix.

Jenis penelitian yang digunakan penulis adalah penelitian deskriptif kualitatif. Penelitian deskriptif kualitatif adalah penelitian yang sistematis tentang faktor-faktor, karakteristik, dan hubungan serta maknanya. Penelitian ini berusaha mendiskripsikan, menganalisis, dan menginterpretasikan apa yang sedang diteliti melalui observasi, wawancara, dokumentasi.

Hasil penelitian ini menunjukkan Penerapan Strategi Bertanya oleh Guru Bahasa Inggris pada saat Interaksi Kelas di MTS DDI 1 Palopo dengan menggunakan metode yang sesuai untuk siswa dan membantu siswa dalam berpikir cepat.

**KataKunci:** Analisis Strategi, Pendidikan Bahasa Inggris, Implementasi Bertanya Guru.

## CHAPTER I
## INTRODUCTION

### A. Background

Interaction in class is a relationship that occurs between students and teachers both verbally and non-verbally. Interaction in the context referred to the teaching and learning process that occurs in an educational institution, in this case, the school. This is in line with Hitchcock and Hughes in Brown (2001), one scientist who places great importance on interaction in life, class interaction has defined a pattern of communication between teachers or students; which is then confirmed by Goronga (2013) that class interactions make students participate in the shows that interaction in the teaching-learning process is to make the learning process more alive in the classroom. Class interaction can also encourage students to be more actively involved in the teaching-learning process so that an atmosphere in class will be more dynamic and lively.[1]

In the teaching-learning processes, people who play an active role are needed, in this case, the teacher. Teachers have a very important role in the teaching-learning process to animate classroom interactions. In the teaching-learning process, there are many things that the teacher must do to fulfill class interaction, starting from preparing everything that is needed in the class, for important is there a dines of a teacher in the learning process, Then at the beginning of the teaching-learning process, the teacher must be able to see the

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[1] Yuyun Yulia, *In Teacher Classroom Interaction*, No.Edisi 2, (Unissula: Yulia, 2020. Hal 431-444.

condition of the student's ability (stimulate) as a reference or point of departure for the continuation of the effective teaching-learning process so that the interactions in the classroom are well developed and not one-sided.[2]

One good way to achieve good class interaction is that the teacher must have the ability to process the teaching-learning process or existing learning materials. Then the teacher must also be creative in processing the questions that will be addressed to students because interesting questions asked of students will stimulate student interest in answering them so that there will be good and dynamic and effective classroom interactions. In the context of the learning process, teachers must create good and dynamic interactions characterized by a question-and-answer process between teachers and students this is explained by Yubin (2004) that asking questions is currently one of the most effective teaching strategies in the classroom environment.

This strategy is used intensively by a teacher because it is considered very effective in stimulating student activity in the learning process[3]. This is confirmed by Ma (2008) in his research on teacher questioning skills in English, saying that asking questions effectively is the main method of a teacher who guides students to think actively, fosters student's analytical and creative skills, this is also an excellent strategy so Teachers get feedback and a place to exchange ideas between students and teachers to get some information.

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[2]Goronga, *An Annalysis of Classroom Interaction Speaking Class, (*Neliti: Cited, SA Tsegaw 2013. Hal 21.

[3]Siti Murtiningrum, *Classroom interaction in English learning,* (Sanata Dharma University Yogyakarta: Abarca 2004. Hal 9-18.

According to the definition above, I can conclude that strategies of questioning are a process to increase a student's skills, through experiential learning that I took for a long time, this strategy greatly influences the process of enhancing and developing a student's brainstorming, then students can train. Courage in expressing the things that is on his mind by asking a teacher. Questioning strategy is a question and answers activity in class which is an activity that aims to measure or improve students' ability to solve problems so that questions will be asked by the teacher in the classroom. But in questioning strategies, students sometimes feel confused about pouring their ideas into the formulas something to the teachers. Students think if theirs to the teacher is not a perfect question, especially about students sometimes think that the question or the sentence that the student has delivered is an ambiguous or bad sentence[4].

## B. Scope of problem

This research will analyze the Teachers' questioning strategies during class interaction.

## C. Research Question

Based on the background above, a problem arises, namely:

1. How is the Implementation of the Questioning strategy by the English teacher during class interaction at MTS DDI 1 Palopo class Ix?

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[4]Thomas Iskandar, *Teachers' questions and follow-up in Irf Sequence,* (Uniersitas Sanata Dharma Yogyakarta: Clegg, Hal 160.
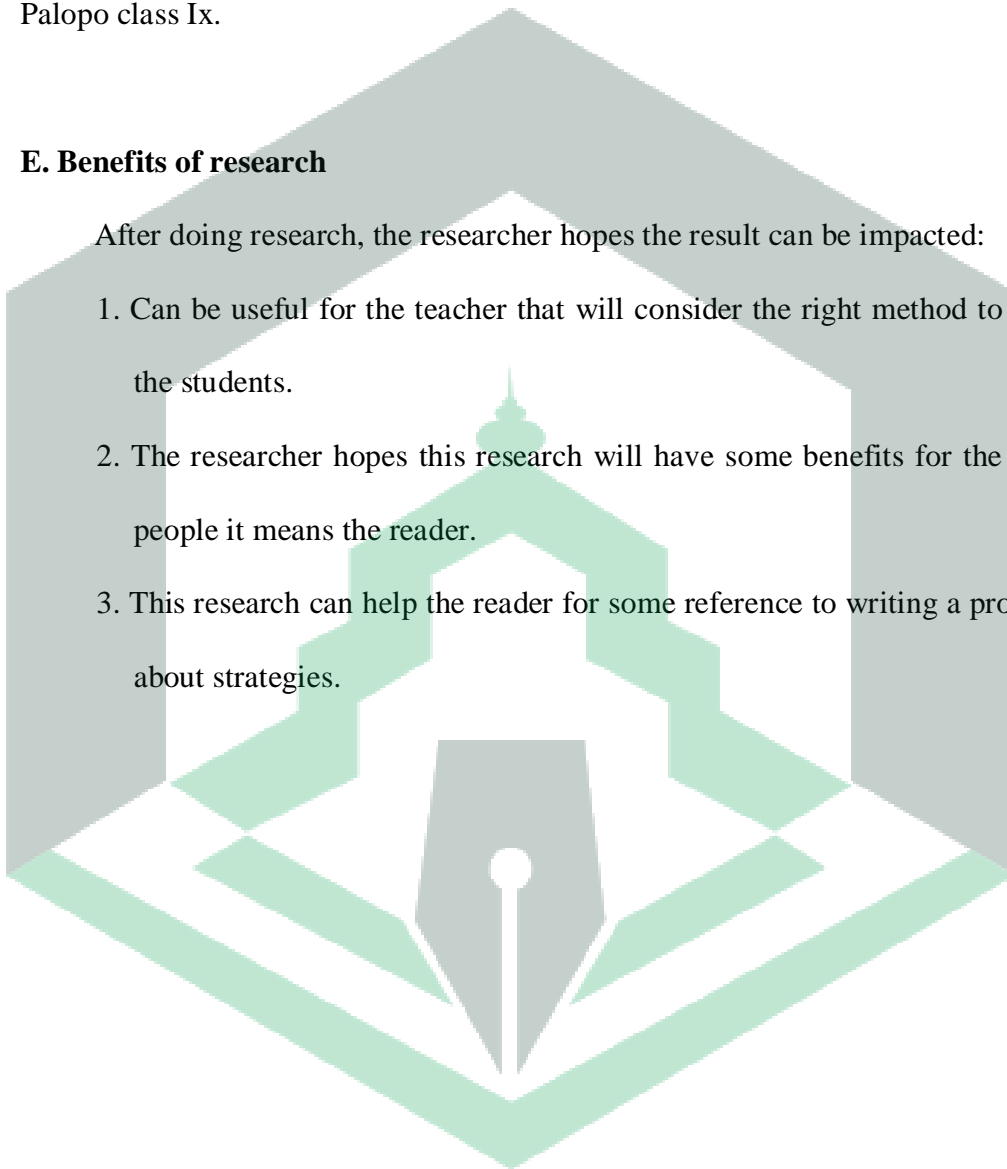
**D. Objective the Research**

In connection with the problems above, the purpose of this study is to analyze the teacher's questioning strategy during class interaction at MTs DDI 1 Palopo class Ix.

**E. Benefits of research**

After doing research, the researcher hopes the result can be impacted:

1. Can be useful for the teacher that will consider the right method to teach the students.

2. The researcher hopes this research will have some benefits for the other people it means the reader.

3. This research can help the reader for some reference to writing a proposal about strategies.

**CHAPTER II**

**THEORITICAL REVIEW**

**A. Relevant Previous Research Studies**

In this chapter, the researcher explained the previous study finding in the other research and the theoretical framework of this study, especially about the questioning strategies that teachers use in the learning-teaching process.

A questioning strategy is a question and answers activity in class which is an activity that aims to measure or improve students' ability to solve problems so that questions will be asked by the teacher in the classroom. Several studies that are relevant to this research include the following:

First, thesis Khusnul Hidayati (2014), Department of English Education, Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta, *"The Effect of questioning strategy on student achievement in Reading".* Considering the importance of reading comprehension strategy and to get problems faced by students in reading, this study is aimed at finding out the influence of questioning strategy and students[5] of Department of English Education, UIN Syarif Hidayatullah Jakarta based on the assumption that college students have comprehended a lot of English texts.

The results showed that there was an influence between the questioning strategy and students' reading achievement. Based on the linear regression calculation table, the Fractious gain of 6.707 is greater than F table (4.08) or

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[5]Khusnul Hidayati, The Effect of Questioning Strategy on Students' Reading Learning Achievement, (UIN Syarif Hidayatullah Jakarta: 2014. Hal 30-35.

(6.707> 4.08). Therefore, the strategy of asking questions affects student achievement in reading.

The conclusion of this study is that students who have questions as a reading comprehension strategy have better reading achievements than those who do not. The similarity between this previous research and this research is focused on the questioning strategy. Then the difference between this study and previous research is that this study uses quantitative research, while this study uses qualitative research.

Second, journal A.B Prabowo K.A., Alfiyanti, (2013), "Analysis Ofthe Teachers' Questioning Strategies during classroom interaction: A Case of the Eight Grade SMP PGRI 01 Semarang". This study aimed to describe teachers' questioning strategies during classroom interaction. The reason why the Researcher would like to analyze the teacher's questioning strategies are a student is still confused about the topic that teacher gave, the students are shy to ask a question and sometimes the student feels so silent when the teacher explains the topic. The objectives of this study are;[6]

1. To know the kinds of teachers' questioning strategies that teachers use in the classroom;

2. To know the way the teachers use the questioning strategies in the classroom, the design of the research is descriptive qualitative.[7]

3. the problem faced by the teacher are the classroom conditions, the crowded

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[6]Alfiyanti, "*An Analysis of Teachers' Questioning Strategies during Interaction in the Classroom: A Case of the Eight Grade SMP PGRI 01 Semarang". (*ETERNAL: A, Prabowo B; 2013. Hal 42.

conditions, controlling individuality, the interaction between the teacher and students in the classroom is ineffective, the students' less vocabulary, the limited media, and the problems faced by students are lack of confidence, the students have difficulties in translation.

The conclusion is not all English teachers in SMP PGRI 01 Semarang have a good understanding of how to implement teacher's questioning. Some of them still have some problems with their understanding. In this case, the similarity of this research and this previous study is to find the kinds of teacher strategies questioning and how the teacher does or perceives their questioning strategy.

Third, a thesis from Wisnu Pratama (2019), English Education Department Tarbiyah And Teacher Training Faculty State Institute Of Islamic Studies (Iain) Ponorogo, *"Analysis Of the asking strategy of the teacher In Teaching English At The Tenth Grade Of Sman 1 Sambit''*. In this research, the researcher tries to find out: 1) to find out the teachers' questioning strategies in teaching English. 2) To know the teachers' and students' problems. 3) How does the teacher solve the students' and teacher's problems. Then the researcher uses a qualitative approach and uses case study design. The researcher takes two subject participants; they are the English teacher and students of X MIPA 2 and X MIPA 3 of SMAN 1 Sambit Ponorogo. The technique of data collection is observation and interview. To analyze the data[8], the researcher uses data reduction, data display, and data conclusion. The result of the research shows that the teacher uses three kinds of questioning; procedural questions, convergent questions, and divergent questions.

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[8]Pratama Wisnu, *"Analysis Of theasking strategy of teacher In Teaching English at the Tenth Grade Of Sman 1 Sambit"*. (IAIN Ponorogo: 2019. Hal 16.

The teacher's problem is difficulty in choosing a word and sentence to make a question that makes students interested in the material. The students' problem is their lack of adequate vocabulary from the teacher's questions. The teacher has two ways to solve the teacher's and students' problems: these are rephrasing and using giving the students wait time. In this research, the researcher tries to find out whether the teachers' questioning strategy was the same as in this previous study. But in the previous study, the researcher focused on the third point, the first is researcher wants to find out the teachers' questioning strategies, the second is to know the student and teachers' problems during teaching-learning English in classroom interaction, and the last point that the researcher ty to find out is the solve problem of teacher and student in questioning strategies during classroom interaction but in this research, the researcher tries to find out the questions strategy of teacher during the classroom interaction by observation both of student and teacher. So both of these research try to find out the questioning strategies of teachers during classroom interaction in teaching the learning English process.

**B. Theory Description**

According to the background above, there are some theories that this research provides by the researcher, it contains kinds of teacher questioning strategies during class interaction.[9]

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[9]Rini Maulini, *"An Analysis Of Teacher Questioning Strategies During The Classroom Interaction* (A Case Study At Inshafudding Junior High School: Banda Aceh, 2018.
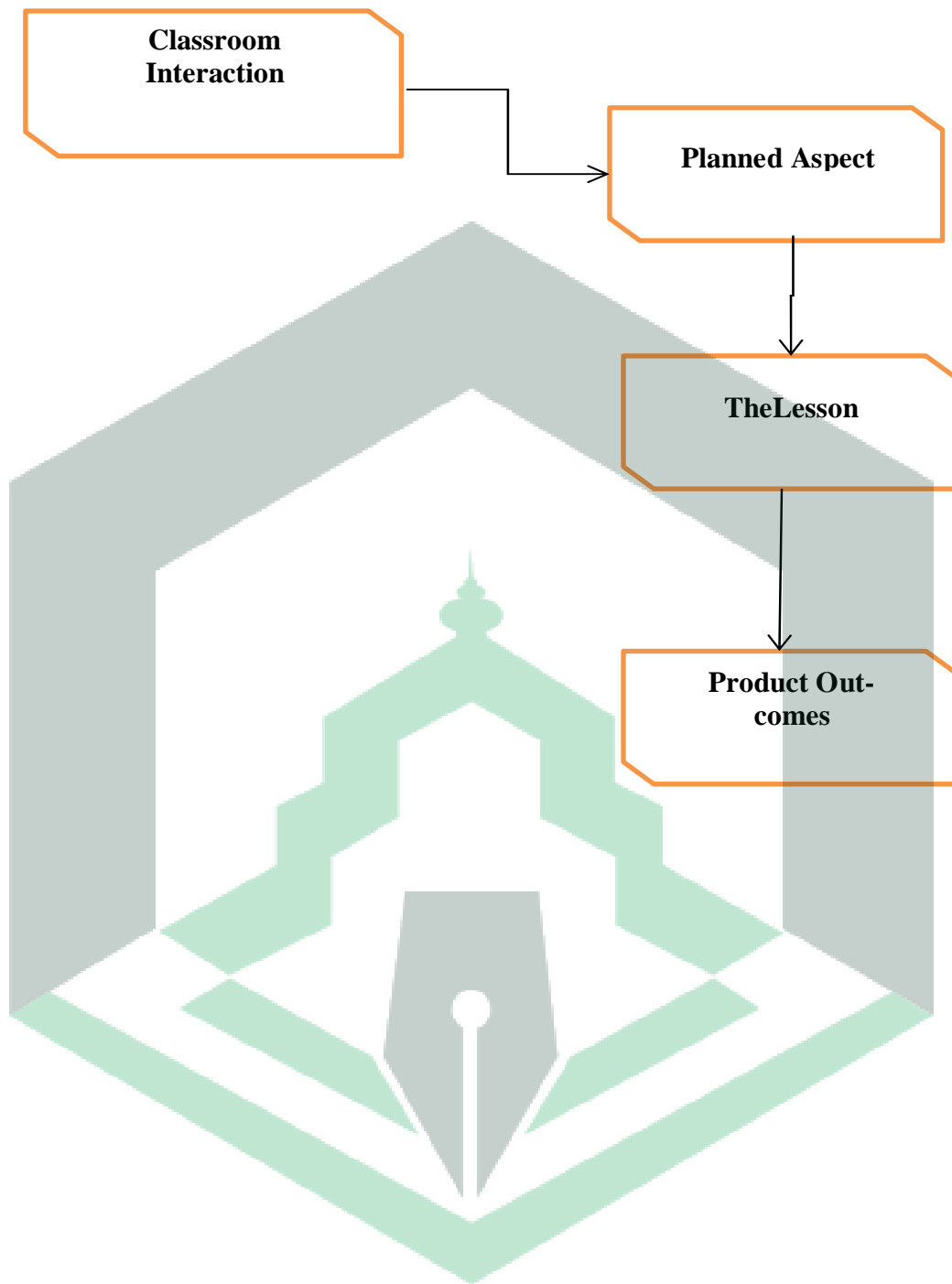
1. Interaction Classroom

In an interaction classroom one of the activities of people, in this case, is teacher and students that cannot be separated from emotional relationships either directly or indirectly. Class interaction also defined as a pattern of communication between teachers and students as well as students and students that allow class interaction in the teaching and learning process storing well so that the atmosphere of the teaching and learning process is not rigid or it can be said that it does not give an at attractive impression to students.

Class interaction is related to how participants do interact together and therefore focuses empirically on what participants make observed with each other in their interaction behavior, both in terms of how participants want to be understood and in terms of how participants understand one another. Interaction between teacher and students or student to the other student is very important for the role in the classroom.

Based on his journal Habatamu Walga Adaba (2017), he is defining that classroom interaction as a practice that enhances the ability in language skills and classroom interaction is one of the important parts of the teaching-learning process. Besides Habatamu Walga Adaba's theory, verbal interaction takes place because the teacher and learners talk, while non-verbal interaction covers gestures and facial expressions when the teacher and learners talk without using words (Dyka Widya Pratama, 2015).[10]

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[10]Adaba, *"Exploring the Practice of Teacher-Student Classroom Interaction in EFL to Develop the Learning Speaking Skills in Tullu Sangota Primary SchoolGrade Eight Students in Focus"*. (Arts and social sciences: 2017. Hal 1-3.

**Classroom Interaction**

**Planned Aspect**

**TheLesson**

**Product Out-comes**

2. Teacher Questioning Strategies

One good way to achieve good class interaction comes from the teacher. The teacher is the role important in the classroom and the teacher must have the ability in the teaching-learning process or existing learning materials. Then the teacher must also be creative in the process of singing the questions that will be addressed to students because interesting questions asked of students will stimulate student interest in answering them. So that there will be good and dynamic and effective classroom interactions. Questioning strategies are the methods used by a teacher in the learning processing the classroom so that students can play an active role in the classroom.

Guest (1985), stated that questioning strategy is one of the important tools to convey students' learning which can help teachers develop their strategies to enhance the student's work thinking. Usually, when a teacher asks a question to a student, the learning process or interaction between the teacher and students will occur even though students often feel bored or bored when asked questions by the teacher. This is because teachers are usually not creative in choosing questions to ask a student.[11]

The student talk is deviled into four main exchanges: asking the question, creating talk exchanges, repeating, and answering teachers' orders' questions. By asking questions students can more active and not just get information or answers from their questions but also student can learn more about how to construct the meaning of their questions. Regarding the exchange, creating student talk has a

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[11]Astrid, *"The Power of Questioning: Teacher's questioning Strategies in the EFL Classrooms".* (IRJE: Annisa, 2019. Hal 91-96.

good advantage. The advantage is by creating talk between students talk, they can acquire knowledge and exchange information through interaction. For example, a student who is talking with his/her peers can exchange information about their experience, their hobbies and anything else's about it.

3. Open-Ended Question

To create a learning environment that can encourage the participation of all students, teachers need to implement special strategies so that the learning interaction process there is not dominated by some students who have more ability than their friends. When different strategies are developed, then different results will appear. One strategy Effective questioning usually involves questions open (open-ended questions). Frequent open questions are considered a question that has more than one possible correct solution. There are two easy questions asked, easy to answer, and very precise in promoting student involvement, namely descriptive questions and comparative questions. The first question model requires students to observe and describe an object, or an event, such as a demonstration, map, graph, table, or statement, this type of question is a question of effective ways to encourage engagement, success, and student thinking. While the second type of question, the question comparative, requires students to see two or more objects, statements, illustrations, and identify equations or the differences.

4. Redirection

This strategy encourages interaction and higher-order thinking in class. This strategy involves framing questions where there are so many possible answers and acceptance of the different answers of some students. The questions used are open questions (convergent).
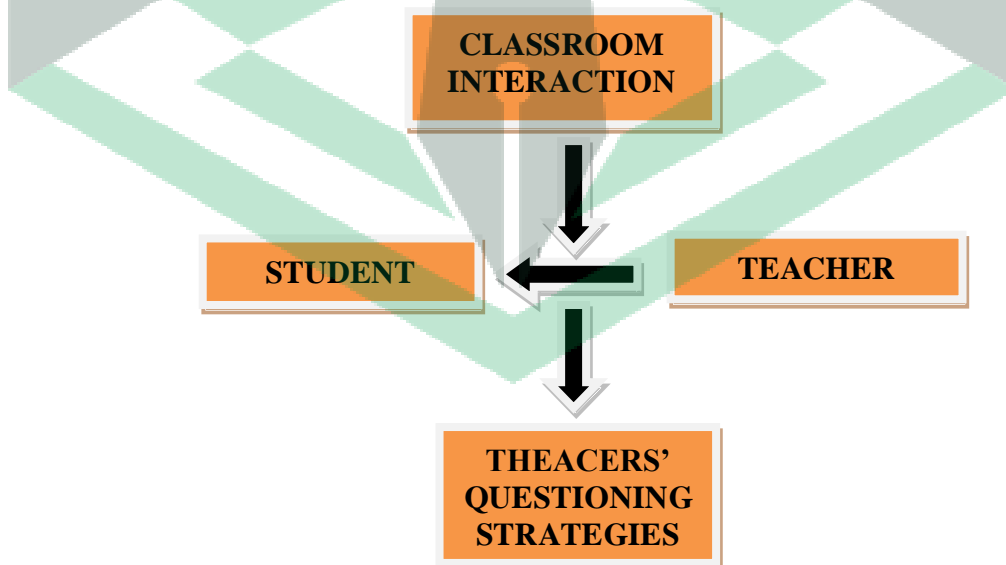
Because what is used is an open question (divergent), then will allow a lot of different answers from the students. This is one of the advantages of the questioning model strategy redirection, wherewith this approach the teacher will be able to increase student participation quantitatively. Although this redirection model often uses the open (divergent) questions but does not close it is also possible that a teacher can redirect the type of question convergent. Usually, the teacher uses are diction model with convergent questions for several purposes, including:

a. Checking other students' understanding

b. Involve other students in the lesson

c. Communicating that the content of the lesson belongs to all students and teachers for other types of questions that are easy to redirect, are questions that require description and comparison. This redirection model questioning strategy when combined with open-ended questions, then it will be a reliable strategy to increase engagement and motivation and encourage student achievement.

**C. Framework**

One of the ways that can be used in creating a good classroom interaction is through the teacher's ability to manage questions. The ability to manage questions may also be called the questioning strategy. Teachers should prepare good questions that can make students interested to respond. In the context of the teaching-learning process, a teacher must create a good classroom interaction.

This is the same as the opinions of Yubin (2004), that questioning currently, is one of the most effective teaching strategies in the classroom environment. The strategies have been used so extensively that they can nearly satisfy foreign English learners of all ages and stages in any English learning setting. If the questioning strategy used by the teacher can attract the attention of students to develop their ideas and thoughts so we can assure an effective learning process. Overall, it can be concluded that a teacher's questioning strategy is one of the effective ways to realize good classroom interaction.[12]



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[12]Kotilainen, *"Classroom Interaction"* (CA: 2012. Hal 1-16.

In this case, the teacher's questioning strategy is represented by questions asked by the teachers during classroom learning. In terms of questions asked by the teachers during the learning process, this research elaborated on Wajnrib's Theory (1992) on the question type. According to Wajnrib, there are six types of questions. In the correction to classroom interaction, the questioning strategy used by the teachers is one of the ways to reach classroom interaction.[13]

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[13]Muslim, *"Teachers' Questioning Strategies during Classroom"*. (UII Yogyakarta: Mru, 2017. Hal 8-10.

# CHAPTER III
# RESEARCH METHOD

## A. Approach and Type of Research

In this chapter, the researcher will explain some of the methods that will be used in this research. Namely the approach and type of research, research focus, definition, design, data, instruments, data collection techniques, data validity, and data analysis techniques. This research uses descriptive qualitative research. Research is a method that explores and understands the meaning of individuals or groups in social or human problems. The research process involves questions and procedures that arise, data is usually collected in a participant setting, data analysis is constructed inductively from the specific to the general, and the researcher makes several interpretations of the data.

## B. Research focus

The focus of this research is the English teacher at MTS DDI 1 Palopo. Which has only one teacher for all classes but the researcher focuses on the third grade.

## C. Definition of Terms

Based on the focus and formulation of the research problem, the descriptions of the definitions of terms in this study are as follows.

1. Strategy

Strategy is a method used to achieve teacher goals in schools, namely through the application and ability to implement them effectively in the classroom.

2. MTs DDI 1 Palopo

MTs DDI 1 Palopo is a first-level educational institution that combines the concepts of general education and Islamic education in a curriculum.

3. Implementation of Teacher Asking Strategy in Class

The implementation of the teacher's questioning strategy in the classroom is an effect that arises in the future or the impact felt by MTs DDI 1 Palopo, either directly or indirectly, from the strategies pursued in the process of building students' critical reasoning. By understanding the term, what is meant by "Analysis of Teacher Asking Strategies during Class Interaction at MTS DDI 1 Palopo Class Ix" is the method or steps taken by MTs DDI teachers in shaping students' abilities. So that students think critically and these skills MTs DDI teachers can overcome problems in the classroom.

**D. Population and Sample**

1. Population

The populations in this study were teachers of MTs DDI 1 Palopo, where there was only one teacher in this school.

2. Sample

This study uses a total sampling technique that takes one English teacher at MTs DDI 1 Palopo.

**E. Data and Data Sources**

1. Empirically based on data obtained from the field, in practice the teacher asks questions in class using a combination of strategies with adequate student psychology.

2. Theoretically the application of the strategy of asking students according to the situation and condition of the students or adjusting the material to be taught by the MTs DDI 1 Palopo teacher.

**F. Research Instrument**

This research aimed to find the questioning strategies used by the teachers. The instrument of this research was an observation checklist, it was used to know and understand the teacher's activity and performance when sheathing the teacher and the students in the classroom.

**G. the technique of Data Analysis**

Based on the role of the researcher set the stage for a discussion of the issue involved in the collection of data, the data collecting steps include the boundaries for the study, collecting information through constructed semi-structured observation. The researcher will collect the data using the observation technique

whit the instrument classroom observation list, video record, and interview and transcription analyzed by using the analysis strategy of asking and interview used to get more information about the questioning strategy used by the teacher.

Class interaction is one of the activities of teachers and students that cannot be separated from emotional relationships. Class interaction is also defined as a pattern of communication between teachers and students that allows the teaching and learning process to be stored properly so that the atmosphere of the teaching and learning process is not rigid in giving an attractive impression to students.

| No | Observation list | Documentation | Interview |
|---|---|---|---|
| 1 | Initial activity<br><br>Observing the teacher's apperception while teaching.<br><br>Observe the strategy of teaching teachers inside the class. | During the learning process in class. | Strategy interview asking teacher in class. |

## H. Data Validity Check

Data checking technique is very decisive the quality of research results. The technique that researchers use in checking the validity of the data is trigulation. "Triangulation is defined as an examination technique data that makes use of something else". In addition, Triangulation can interpret as a technique for

checking the validity of research data by comparing sources, theories, and research methods/techniques. Therefore, Moleong shared a technique for checking the validity of the triangulation data there are three, namely: source triangulation, method/technique triangulation, and triangulation theory.[14]

So the triangulation used in this study is triangulation of sources and techniques. Source triangulation is one of the examinations the validity of research data carried out by comparing the data obtained from the sources. While technical triangulation this is done by the way the researcher will re-check the information obtained, which the researcher initially obtained from the results of observations, and checked with interviews and documentation so as to provide more data valid.

New qualitative researchers have credibility so that they can accountable. Credibility is the success of achieving goals explores multiple problems or trust in results research data. Data collected in the next research process analyzed descriptively. With this method, researchers become actors in systematic, factual, and accurate data analysis regarding facts about the role of English teachers in implementing strategies asked in class Ix at MTs DDI 1 Palopo.

**I. Data analysis technique**

In qualitative research, the data analysis technique used is clear, which is directed to answer the problem formulation. In the process of data analysis to obtain results from observations and interviews, there are several steps that must

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[14]MA, *"Metodologi Penelitian Kualitatif"*. (ALFABETA: Dr Ibrahim, 2018. Hal 124.

be taken by researchers to analyze the data. The first begins with video recordings of observations and then interviews.

There are two steps in data collection, the first is observed in class with a video recorder, and the researcher can get data from real situations. In the observation process, the observer acts as a participant where the role of the researcher is known by the participants. Then the interview, the interview process was carried out after finishing class observations.

**CHAPTER IV**
**DESCRIPTION AND DATA ANALYSIS**

**A. Data Description**

1. History of the Establishment of MTs DDI 1

This is the realization of the decision of the Alim Ulama Ahlussunnah Wal Jama'ah deliberations throughout South Sulawesi regarding the need to form an organization to further improve the functions and roles of MAI Mangkoso, and then several proposals emerged regarding the name for the organization to be formed. Among other things, the proposal from K.H. Moh. Abduh Pabbajah with the name "نصر الحقّ", from Ustadz H. Muh. Thahir Usman proposed the name "العروة الوثقى", while Sheikh Abd. Rahman Firdaus proposed the name "دارالدعـوةوالارشـاد". After deliberation, what was unanimously agreed upon was the name "Darud Da'wah Wal Irsyad".[15]

According to Sheikh Abd. Rahman Firdaus giving such a name is a default in the context of disseminating da'wah and education with the understanding, Darun (دار) = House, meaning the place or center of broadcasting, Da'wah (دعوة) = Invitation, meaning a call to enter the house. Al-Irsyad (الإرشـاد) = Instructions, meaning that the instructions will be obtained through the process of preaching first in an area then followed by Islamic boarding school education. Based on the arguments mentioned above, Darud Da'wah Wal-Irsyad is essentially an organization that plays a role in the function of inviting people to the right path

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[15]Zulham, *"MI DDI 1 Palopo"*. (Kacamata Zulham: 2016.

and guiding them according to Islamic teachings toward goodness and safety in the hereafter.

To realize this organization and to be able to immediately start its activities, the participants of the Alim Ulama deliberations were mandated to K. H. Abd. Rahman Ambo Dalle as the leader of MAI which already has branches in several regions to take necessary initiatives. Soon K.H. Abd. Rahman Ambo Dalle carried out his mandate by inviting MAI teachers and representatives from MAI branches from the regions to immediately come to Mangkoso to attend the deliberation held in the month of Sha'ban 1366 H. (1947 AD). This meeting was deliberately held to arrange activities (programs) to be carried out to achieve the goals that had been set in the deliberation at Watansoppeng sometime before. Taking into account these two deliberations, it is understandable that in principle MAI Mangkoso was the forerunner to the establishment of an organization that until now was known as DDI.

From a sociological historical point of view, MAI Mangkoso, who was born on Wednesday 20 Zulkaidah 1357 H. or January 11, 1938, is a basic element of the birth of a forum supported by an idealism that in its development took the form of the DDI unity organization. Based on this framework of thinking, it is also clear that the position of the Alim Ulama Ahlussunnah Wal Jamaah meeting which was held on Friday 16 Rabiul Awal 1366 H. which coincided with February 17, 1947, at Watan Soppeng was a forum that was trying to find a formula in the form of conception to organize the potential of the people by fixing and increasing the role of MAI Mangkoso to meet the desires and needs of the

community, which has the consequence of integrating MAI Mangkoso into the Darud Da'wah Wal Irsyad organization (DDI).

2. Brief History of the Establishment of Mts DDI I Palopo City

MTs DDI 1 Palopo City is one of the educational units with MTs levels in Surutanga, District East Wara, Palopo City, and South Sulawesi. In carrying out its activities, MTS DDI 1 Palopo is under the auspices of the Ministry of Religion. MTS DDI 1 Palopo is located at address Cakalang, Surutanga, Wara Timur District, Palopo City, South Sulawesi. Notes on the facilities provided by MTS DDI 1 Palopo in the database based on certificate 1343/BAN-SM/SK/2019.

**MADRASA PROFILE**

Madrasa Name : MTs DDI 1 Palopo

Madrasa StatisticsNumber : 12127373000

MadrasaAccreditation : B

Full Address of the Madrasa : Address Cakalang, Amassangan

Village, Wara Timur District, Palopo City

No Telp/No. Hp : 082293835005

Foundation Name : DARUD DA,WAH WAL IRSYAD (DDI)

Foundation address : Address Datuk Sulaiman 326083

NPWP Madrasa : 00.571.512.3.803.000

Madrasa Principal's Name : Hj. St. Bahiyah, S.Pd.I

No. Telp/Hp : 085256389375

No.Tlp Foundation : (0471) 326083

No. Foundation deed : No, 14/X-/Ts/79. date 1 November  1979

Land Ownership               : Foundation

Building status             : Government/Foundation Darud Da'wah Wal Irsyad

Building Area              : 586 $m^2$

Student Data in the last three years MTs DDI 1 Palopo

| School Year | Class VII | | Class VIII | | Class IX | | Total (class 1 + 2 + 3 + 4 + 5 + 6) | |
|---|---|---|---|---|---|---|---|---|
| | Jml Ssw | Jml Rmbl | Jml Ssw | Jml Rmbl | Jml Ssw | Jml Rmbl | Jml Ssw | Jml Rmbl |
| 2021/2022 | 30 | 1 | 44 | 1 | 39 | 1 | 113 | 3 |

Infrastructure Data

| No | Type of Infrastructure | Number of Rooms | Number of Rooms Good Condition | Number of Rooms in Damaged Condition | Damage Category | | |
|---|---|---|---|---|---|---|---|
| | | | | | Broken Space | Medium Damage | Heavy Damage |
| 1 | Teacher's room | 4 | - | - | - | - | - |
| 2 | Library | - | - | - | - | - | - |
| 3 | Biology Lab Room | - | - | - | - | - | - |
| 4 | Science Lab Room | - | - | - | - | - | - |
| 5 | Physics Lab | - | - | - | - | - | - |

| | Room | | | | | | |
|---|---|---|---|---|---|---|---|
| 6 | Chemistry Lab Room | - | - | - | - | - | - |
| 7 | Computer Lab Room | - | - | - | - | - | - |
| 8 | Language Lab Room | - | - | - | - | - | - |
| 9 | Leadership Room | 1 | - | - | - | - | - |
| 10 | Teacher's Room | 1 | - | - | - | - | - |
| 11 | Administration room | - | - | - | - | - | - |
| 12 | Counseling Room | - | - | - | - | - | - |
| 13 | Worship place | - | - | - | - | - | - |
| 14 | UKS room | - | - | - | - | - | - |
| 15 | Sideburn | - | - | - | - | - | - |
| 16 | Warehouse | - | - | - | - | - | - |
| 17 | Circulation Room | - | - | - | - | - | - |
| 18 | Sports venues | - | - | - | - | - | - |
| 19 | Student Organization | - | - | - | - | - | - |

| | Room | | | | | | |
|---|---|---|---|---|---|---|---|
| 20 | Canteen | - | - | - | - | - | - |

Data for Educators and Education Personnel

| No | Information | Amount |
|---|---|---|
| Educator | | |
| 1 | Seconded PNS teacher | 2 |
| 2 | Teachers are still foundations | - |
| 3 | Honorary teacher | 13 |
| 4 | Non-permanent teacher | - |
| Education Personnel | | |
| 1 | Computer Operator/UT | 1 |
| 2 | Librarian | 1 |
| 3 | Security guard/Bachelor | 1 |

3. Vision and Mission

Vision

The realization of noble character based on Imtaq and science and technology, achievement, cultured, and skill.

Mission

1. Increase interest in reading and writing the Qur'an

2. Able to compete in the field of sports education

3. Building harmonious cooperation between school members

4. Realizing an effective and efficient learning process

5. Realizing graduates who have a noble character are intelligent, skilled, physically and mentally healthy, creative, and competitive

6. Realizing educational facilities and infrastructure that support the learning process according to standards

7. Realizing effective and efficient school management

8. Realizing assessment standards according to Graduate Competency Standards (SKL).

**B. Discussion**

In this chapter, the researcher explained the previous study finding in the other research and the theoretical framework of this study, especially about the questioning strategies that teachers use in the learning-teaching process. This study of findings is to identify answers from research questions obtained of instruments that aim to determine the types of the teacher asking strategy during class interaction and reasons why English teachers use their questioning strategy. Researchers have conducted this research at MTs DDI 1 Palopo from March 02 to April 02, 2022. MTs DDI 1 Palopo is one of private SMP which is located on Jalan Cakalang Palopo. South Sulawesi Selatan, Indonesia. MTs DDI 1 Palopo here is the same as public junior high schools in Indonesia. MTs DDI 1 Palopo school education period taken within three years from grade VII to grade IX. Found in November 01 1979, is only 1 English teacher who handles all

generations, from grade VII to grade IX. Data were collected from observations transcribed with Videotape and interviews transcribed.

The researcher has observed one class with an existing English teacher at MTs DDI 1 Palopo. Data is recorded in video using the observation technique with strategy of asking questions by teacher in learning process at classroom. This observation,, researcher acts a non-participant observer where he not participating in the learning process in classroom. So, recorder is placed in class while class. After that, researcher copied videos recording to obtain data and analyze it. The teacher question strategy is a technique in which the teacher uses questions to students. Asking strategy invented researchers, namely, strategy planning questions and control research-focused strategy. Question planning strategy is referred to as question the type used by the English teacher in class, namely obtain responses and to identify problem. While the control strategy refers to how or the procedure used by the English teacher to ask questions in class.

1. Teacher's Strategies Planning in asking a question in class

Theoretically, the planning carried out by the English teacher in implementing the questioning strategy in class ix MTs DDI 1 Palopo before the learning process in class is to prepare the portal (annual program), the promissory note (semester program), syllabus, and RPP (Learning Program Plan) following curriculum applied to the educational institution. Meanwhile, empirically, based on data obtained from the field, the third-grade teacher before carrying out the learning process in applying the strategy of asking the class was by compile a learning program plan (RPP). In addition, there are also annual programs,

semester programs, and syllabi. In its preparation, the lesson plans are compiled from the existing syllabus and the curriculum set at MTs DDI 1 Palopo. The learning program plan (RPP) has been planned and prepared regarding the material to be taught, with the teacher's strategy method when carrying out learning in the classroom, the learning objectives to be achieved, the learning steps to the assessment that will be used. Strategies and methods to be applied, learning resources to be used. It is intended that the process of implementing the classroom in the learning process can take place more effectively and efficiently.

a. Asking relevant questions to students

In the teaching and learning process, the teacher starts the lesson by greeting all students and then asking the students' condition. Then after that, students respond to greeting of teacher, the teacher also asks students who are relevant to students and can see sentence if teacher wants to know about student conditions student problems. And also, usually, the teacher asks twice to make sure it's not there problems with students in the class apart from the seating issue, and then also usually the teacher wants to check student attendance student homework assignments. Judging from the explanation above, it shows that the teacher asks students questions related to students' personalities such as personal life experiences or activities so that each of them provides feedback.

b. Open-Ended Question

To create a learning environment that can encourage the participation of all students, teachers need to implement special strategies so that the

learning interaction process there is not dominated by some students who have more ability than their friends. When different strategies are developed, then different results will appear. One strategy Effective questioning usually involves questions open (open-ended questions). Frequent open questions are considered a question that has more than one possible correct solution. There are two easy questions asked, easy to answer, and very precise in promoting student involvement, namely descriptive questions and comparative questions. The first question model requires students to observe and describe an object, or an event, such as a demonstration, map, graph, table, or statement, this type of question is a question of effective ways to encourage engagement, success, and student thinking. While the second type of question, the question comparative, requires students to see two or more objects, statements, illustrations, and identify equations or the differences.[16]

2. Implementation of the Teacher's questioning Strategy in the Class

Theoretically, in the implementation of the learning process; the teacher uses a class-questioning strategy in the previously planned learning process. The strategy used in the learning process is applied by using a questioning strategy that is appropriate to the situation and condition of the class and the material to be delivered. While empirically, based on data obtained from the field that in practice, the teacher's learning process provides a question in the classroom, namely using a combination of strategies with adequate psychological conditions

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[16]Bohle, *"Comparative Research Questions"*. (Askinglot: Leize, 2020.

of students, the room where the study is adapted to the theme and material to be taught. The next condition is the socio-emotional condition which includes: the teacher leading in the classroom using the types of questions that can be understood by students and the teacher's voice must be controlled when teaching in class so that it can be heard by all students.

3. Teacher's Strategy Constraints in Asking in Class

Based on the data that the researchers got in the field, the obstacles for the teacher to apply the strategy of asking the class were the lack of adequate activity so the teacher found it difficult to apply the strategy in the classroom in the learning process because of the limited ability of students to understand or answer a question that was given, which had to be adjusted first. Conditions in the classroom or reading student psychology so that they feel comfortable in learning and so that they can understand the questions given in the learning process.

4. The reason the teacher uses the strategy of asking questions in class

Researchers have observed 1 time in the last 4 weeks with different English MTs DDI 1 Palopo teachers with the findings of the reasons teachers use the questioning strategy is taken from the interview. Researchers get the data about the teacher's strategy of asking questions from direct interviews. Class IX teachers have been interviewed 4 times. With findings and the above reasons can be proven by teacher's argument and perceptions.

a. Teacher's reasons and perceptions in the first interview

In the interview, teacher gives the reasons explains preferences in using questions. The teacher never classified how many types he was asked questions students. He only asked about how the function of the question itself. Teachers use their questions related to conditions and materials. He never clearly classified the type of question strategy; it just went by on the condition of class interaction and also based on the condition of the students. The response he only asks students to follow up on the material to what extent students understand. The teacher also said the best measurement understands questions are based on written assignments. Then, when he asked them to speak, he couldn't catch their conversation when appearing in front class. He wondered to know the extent of the students' understanding. But he is always faced with time allocation, so they do exercises. Allocated Time to ask questions related to the material are difficult because students have to work on it exercises writing. How to ask is verbal; teacher's guess is for of the Time Allocation. And many questions from exercises are carried out by students; therefore students' answers to the teacher's practice questions can understand how far the students to get capture student answers. Also when the teacher asks the students verbally, he thought not too difficult to gauge their understanding.

b. Teacher's reasons and perceptions in the second interview

In the interview, the teacher gives reasons for using questions. The reason the teacher gives these questions to students is to find out students'

understanding of the lesson, how students understand and pay attention to the teacher's explanation. Ask questions for other reasons so they can listen, because sometimes there are students playing games. So the teacher thinks that he must understand the classroom situation so that students can focus on listening to the learning material. It can be concluded that the teacher asks questions to measure students' understanding; it uses questions to find out how far students can understand the meaning of the lesson. Here the teacher uses questions to measure student focus so that the teacher can conclude what to do while in class after seeing the student's condition. The teacher assesses how students listen to learning materials in class; the teacher knows how to position himself and how he must be able to attract the attention of students to learn. So, the second interview also did not classify the types of questions they used, based on student responses, and the student's learning atmosphere in the classroom.

c. Teacher's reasons and perceptions in the third interview

In the interview, the teacher gives reasons and explains the preferences of the questions. The reason the teacher asks questions to students is because according to him the questions asked can be used as a way to stimulate students' minds in communicating and can serve to encourage students to be directly involved as discussed at that time. Types of questions that are often used by teachers are questions that ask for examples or facts in the text to develop or train students' thinking power of the subject matter. It can be concluded that teachers think that educators

who ask effective questions will positively educate students to think actively in the learning process, teachers also never clearly classify the types of strategies, teachers ask questions related to the material as discussed at that time.

d. Teacher's reasons and perceptions in the fourth interview

Lastly, Facilities and infrastructure are important components in improving the quality of education. With adequate facilities and infrastructure, it is hoped that it can support the realization of comfortable and enjoyable learning for students in the classroom. Well, at this school, physically the school building is really good but looking at the condition of the students' desks and chairs, many have been categorized as damaged; sometimes there is classroom management in their arrangement. My student seats are changed so that students don't feel bored studying because if they don't feel sorry for the students, especially the shape of the tables and chairs like that, the management of the bench is also classical, what else can the students do to get excited about learning, so from there I manage the student bench, besides the facilities and our infrastructure is still lacking, books are still lacking. That's where the obstacles for teachers at this school, especially for me personally, because with the existing conditions sometimes I have a bit of difficulty adjusting it because I try to keep the learning process going well even with limitations like this.

5. The results of the interview are as follows:

The researcher wanted to know what steps the Mrs. (Rukiah Atulaini S.Pd.) took to determine her strategy in giving a question in class and get the following answers:

"Planning programs that will later be implemented until they run well, without the emergence of problems or unwanted interruptions in learning. Even if problems or disturbances arise, the teacher must be wise to overcome or minimize the emergence of these problems. Therefore, a strategy is needed in managing the class to create a class so that it remains effective in learning."[17]

The researcher found that there were 4 (four) teacher questioning strategies used in the classroom during the learning process, including:

a. Classroom management in this section the researcher found several things that became the findings in the study. The class Ix (three) teacher at the school outlined some of the questions he asked. What is meant is as follows;

    1. The teacher makes a class plan, every program that is planned especially in the learning carried out by the teacher in class Ix (three); the teacher makes an appropriate systematic lesson plan (RPP).

    2. Class direction in this case relates to the program that has been prepared and agreed upon between the teacher and students. For example, prayer readings at the beginning of class hours and the

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[17]Mrs Teacher, *"the first Discussion"*. (MTs DDI 1 Palopo: Rukiah Atulaini, S.Pd.

end of class hours have also been given instructions about the contents of the prayer. The researcher saw that at the beginning and end of each lesson, students prayed together led by the class leader, starting and ending learning in class.

b. Class operative management to achieve learning objectives and success, learning activities need to be supported by operative activities;

1. The provision of classroom and learning programs can take place effectively if adequate teaching is used. Based on visible observations, the existence of blackboards, chairs, benches, and so on has met the requirements to be used for smooth learning. In addition, in the multi-media learning room provided by the school to support learning. It can be concluded that the facilities provided are still not optimal; however, the teacher still tries to make use of the classroom equipment.

2. One of the personal developments carried out at MTs DDI 1 Palopo is the aspect of student placement. This arrangement is carried out depending on the homeroom's policy, but does not rule out the possibility of the teacher teaching and moving students' sitting positions during certain teacher lesson hours. According to Mrs. Rukiah Atulaini's teacher, S.Pd. as an English teacher and homeroom teacher for class Ix (three) stated that student seats are arranged according to homeroom policies, but he as homeroom teacher has provisions and considerations so that students who

happen to be short/small can look at the blackboard without being hindered by friends whom He uses a student seat roiling system so that the students' view of the front of the class has a balance on each bench. From the arrangement made in positioning the students' seats, it is quite good, but the basic guidance is still not directed. This can be seen based on fostering students' sitting positions that only consider physical aspects, do not yet consider intelligence, and student interest in the learning process.

3. In applying the teacher's strategy in the classroom, the researcher found that the English teacher in teaching and motivating students had provided a method or strategy for asking questions that were easy for students to understand so that it was easier for students to catch or understand what the teacher said. However, another support is still not optimal, because there are still students who do not understand. So that the class Ix (three) teacher should be better at conveying questions to students Implementation of the teacher's strategy in the classroom, the researchers saw the teacher in the MTs DDI 1 Palopo class quite well in implementing the strategy in the learning process in the classroom.

It depends on the creativity of students in the class. Learning strategies at MTs DDI 1 Palopo the school has a program plan as an operational target that implements the learning process for all classes based on an active learning approach, including using a Cooperative Learning approach. Using Learning

methods such as Literature study, question, and answer, discussion, presentation, and assignment. However, not all learning uses a cooperative learning approach. Submission of material is delivered systematically, by prioritizing material rather than practice, the material is adjusted to the basic competencies (KD) to be achieved. The strategy and method used is question and answer. Assessment is obtained from the group process; Individual activities are carried out after the material is completely mastered by students.

In planning, the researcher argues that the teacher's planning as a form of questioning strategy in the classroom is following the learning procedures that have been determined in the learning process because the learning tools used by the teacher are guidelines or guidelines in learning. The teaching process of students following the learning procedures carried out by the school. According to Anisatul Mufarokah, systematic planning has the following advantages:

1. Through a careful planning system, teachers will avoid chance success, thus the systems approach has a strong predictive power about the success of a learning process because planning is structured to achieve optimal results.

2. Through a systematic planning system, each teacher can develop various obstacles that may be faced so that they can determine strategies that if carried out to achieve the expected goals.

3. Through planning the teacher can determine various steps in utilizing various available sources and facilities to achieve goals. (Mufarokah, 2009: 50) Thus planning has an important role in the learning process, especially planning so that the implementation of teacher strategies in optimizing

classroom management in the learning process can be carried out optimally.[18]

The results of the researcher's interview with Mrs. (Rukiah Atulaini S.Pd.) a class Ix (three) teacher, were:

"The form of applying the questioning strategy that I did in applying the questioning strategy in the learning process is as follows: First, I greet students with greetings and students first make sure the class is clean or not, and invite students to pick up trash seen in class before the lesson begins. Second, after praying I invited the students, this is one of my efforts to motivate students to be enthusiastic about learning. Third, I often invite students to change the shape of the student's seats because the students in this class respond well to what I do. Fourth, sometimes at other times adjusting the material being taught I invite students to focus so that when I ask these students they can understand the questions I ask".[19]

It can be concluded that applying the strategy of asking students in class in the learning process by using efforts through these activities, of course, is very helpful for teachers in implementing these strategies because student success is the main success of teacher learning. Therefore, it is hoped that these efforts can optimize the management of the class.

Implementation of the teacher's strategy in giving questions in class in the learning process in class IX MTS DDI 1 Palopo. Class Ix (three) teachers have a way of managing their class both in terms of the physical arrangement of the class or the arrangement in terms of the students themselves where it will attract students' attention to learning.

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[18]Mufarokah, *"Strategi Belajar Mengajar"*. (Jakarta Selatan: Anissatul, 2009.
[19]Mrs. Teacher, *"the Scond Discussion"*. (MTs DDI 1 Palopo: Rukiah Atulaini S.Pd.

It can be concluded from the results of the researcher's interview with Mrs. (Rukiah Atulaini S.Pd.) a class Ix (three) teacher, that:

"The form of applying the questioning strategy that I did in implementing the classroom questioning strategy in the learning process was as follows: First, I greeted and the students first made sure the class was clean or not, second I invited students to pray, this is one of my efforts to motivate students to eager to learn. Third, I often invite students to change the shape of the student's seats because the students in this class respond well to what I do. Fourth, I invite students to focus so that when I ask these students they can understand the questions I ask".[20]

It can be concluded that applying the strategy of asking the teacher in the classroom in the learning process by using efforts through these activities, of course, really helps the teacher in implementing the strategy, because student success is the main success of learning.

The constraints of the teacher's strategy in implementing his strategy in the learning process in class Ix (three) MTs DDI 1 Palopo. Based on the results of observations, it was found that the class Ix (three) teachers implementing their strategies in the classroom in the learning process that the author meant in managing the class had been going well even though the class Ix (three) teachers were also inseparable from the obstacles they faced. Ix (three) in carrying out classroom management, namely the lack of learning facilities is the main factor that becomes an obstacle for a teacher in implementing his strategy in the learning process.

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[20]Mrs. Teacher, *"the Third Discussion"*. (MTs DDI 1 Palopo: Rukiah  Atulaini S.Pd.

In my interview with Mrs. (Rukiah Atulaini, S.Pd.) the following class Ix (three) English teacher said that:

"Facilities and infrastructure are important components in improving the quality of education. With adequate facilities and infrastructure, it is hoped that it can support the realization of comfortable and enjoyable learning for students in the classroom. Well, as seen by Ananda Nurwahyu S. at this school, physically the school building is good but looking at the condition of the students' desks and chairs, many have been categorized as damaged; sometimes there is class management in their arrangement. My student seats are changed so that students don't feel bored studying because if they don't feel sorry for students, especially the shape of the tables and chairs like that, the management of the bench is also classic, how do students want to be enthusiastic about learning, so from there I manage the student bench, besides that it is a means of and our infrastructure is still lacking, books are still lacking. That's where our problem at this school is especially for me because with the existing conditions sometimes I have a bit of difficulty adjusting to it. After all, I try to keep the learning process going well even with limitations like this".[21]

It can be concluded that the teacher's obstacles in implementing the strategy in the classroom include:

1. The teacher himself, due to the limited knowledge of the teacher, especially the problem of classroom management and student approaches, both theoretical and practical experience, will certainly hinder the realization of the best classroom strategy.

2. Existing facilities are an important factor in teachers' efforts to maximize the program; incomplete facilities will be a significant obstacle for a teacher in

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[21]Mrs. Teacher, *"the Forth Discussion"*. (MTs DDI 1 Palopo: Rukiah Atulaini S.Pd.

their activities. However, a special obstacle is the lack of students reading

reference books related to learning activities.

# CHAPTER V
# CLOSING

## A. Conclusion

In this chapter, the researcher explained the previous study finding in the other research and the theoretical framework of this study, especially about the questioning strategies that teachers use in the learning-teaching process.

The findings of this study are to identify answers from research Questions obtained from the instrument which aims to determine the types of the teacher asking strategies during class interaction and the reasons why English teachers use their questioning strategy. Researchers have conducted this research at MTs DDI 1 Palopo from March 02 to April 02, 2022. MTs DDI 1 Palopo, is one of the private junior high schools on address in Cakalang Palopo. South Sulawesi Selatan, Indonesia. MTs DDI 1 Palopo here is the same as public junior high schools in Indonesia. MTs DDI 1 Palopo school education period taken within three years, from Class VII to Class IX. Founded on November 01, 1979. There is only 1 English teacher who handles all generations, from grade VII to grade IX. Data were collected from observations transcribed with Videotape and interviews transcribed.

1. Teacher's Strategies Planning in asking a question in class

Theoretically, the planning carried out by the English teacher in implementing the questioning strategy in class Ix MTs DDI 1 Palopo before the

learning process in class is to prepare the portal (annual program), the promissory note (semester program), syllabus, and RPP (Learning Program Plan) following curriculum applied to the educational institution. Meanwhile, empirically, based on data obtained from the field, the third-grade teacher before carrying out the learning process in applying the strategy of asking the class was by compile a learning program plan (RPP). In addition, there are also annual programs, semester programs, and syllabi. In its preparation, the lesson plans are compiled from the existing syllabus and the curriculum set at MTs DDI 1 Palopo. The learning program plan (RPP) has been planned and prepared regarding the material to be taught, with the teacher's strategy method when carrying out learning in the classroom, the learning objectives to be achieved, the learning steps to the assessment that will be used. Strategies and methods to be applied, learning resources to be used. It is intended that the process of implementing the classroom in the learning process can take place more effectively and efficiently.

2. Implementation of Teacher's questioning Strategy in the Class

Theoretically, in the implementation of the learning process; the teacher uses a class-questioning strategy in the previously planned learning process. The strategy used in the learning process is applied by using a questioning strategy that is appropriate to the situation and condition of the class and the material to be delivered. While empirically, based on data obtained from the field that in practice, the teacher's learning process provides a question in the classroom, namely using a combination of strategies with adequate psychological conditions of students, the room where the study is adapted to the theme and material to be

taught. The next condition is the socio-emotional condition which includes: the teacher leading in the classroom using the types of questions that can be understood by students, and the teacher's voice must be controlled when teaching in class so that it can be heard by all students.

3. Teacher's Strategy Constraints in Asking in Class

Based on the data that the researchers got in the field, the obstacles for the teacher to apply the strategy of asking the class were the lack of adequate activity so the teacher found it difficult to apply the strategy in the classroom in the learning process because of the limited ability of students to understand or answer a question that was given, which had to be adjusted first. Conditions in the classroom or reading student psychology so that they feel comfortable in learning and so that they can understand the questions given in the learning process.

4. The reason the teacher uses the strategy of asking questions in class

Researchers have observed 1 time in the last 4 weeks with different English MTs DDI 1 Palopo teachers with the findings of the reasons teachers use the questioning strategy is taken from the interview. Researchers get the data about the teacher's strategy of asking questions from direct interviews. Class IX teachers have been interviewed 4 times. With findings and reasons above can be proven by the teacher's arguments and perceptions in an interview.

**B. Suggestion**

Based on the research results obtained, the suggestions from the authors that can be taken into consideration are as follows:

1. for the principal

    a. The implementation of classroom strategies in the teaching process carried out by class Ix (three) MTS DDI 1 Palopo teachers has been going well, it needs to be followed up with class supervision.

    b. It is hoped that efforts to prioritize facilities and infrastructure in this school because it is very unfortunate if the enthusiasm of students already exists, the enthusiasm for learning, teachers are also there but in terms of facilities and infrastructure, it is still lacking.

2. for English Teachers

    a. It is expected to always see directly the problems of students, as well as provide understanding to students about the importance of implementing classroom strategies.

    b. It is hoped that the teacher when in class is better able to be an example and role model for students to achieve their goals, and always provide motivation to students.

3. for readers

It is hoped that readers will understand and be able to apply effective teaching strategies so that they can be implemented in classroom management in the teaching process so that they can be better and can be useful for the development

of scientific treasures or reference materials.

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ATTACHMENTS

**HALAMAN PERSETUJUAN TIM PENGUJI**

Skripsi/tesis berjudul *Analysis of Teachers' Questioning Strategies During Class Interaction at MTS DDI 1 Palopo Class Ix* yang ditulis oleh *Nurwahyu S* (16 0202 0115), mahasiswa Program Studi *Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan* Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari *Selasa*, tanggal *26 April 2022* bertepatan dengan *25 Ramadan 1443 hijriah* telah diperbaiki sesuai cacatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada siding ujian *munaqasyah*.

**TIM PENGUJI**

1. Muhammad Iksan, S.Pd., M.Pd.          (                    )

   Ketua Sidang                              Tanggal:

2. Wahibah, S.Ag., M.Hum.                (                    )

   Penguji I                                 Tanggal:

3. Fadhliyah Rahma Muin, M.Pd.          (                    )

   Penguji II                                Tanggal:

4. Amalia Yahya, S.E., M.Hum.           (                    )

   Pembimbing I                              Tanggal:

5. Muhammad Iksan, M.Pd.                (                    )

   Pembimbing II                             Tanggal:

1. Wahibah, S.Ag., M.Hum.
2. Fadhliyah Rahma Muin, M.Pd.
3. Amalia Yahya, S.E., M.Hum.
4. Muhammad Iksan S.Pd., M.Pd.

# NOTA DINAS TIM PENGUJI

Lamp. :

Hal : skripsi an. *Nurwahyu S*

Yth. Dekan Fakultas *Tarbiyah dan Ilmu Keguruan*

Di

Palopo

*Assalamu 'alaikum wr. wb.*

Setelah menelaah naskah perbaikan berdasarkan seminar hasil penelitian terdahulu, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

| | |
|---|---|
| Nama | : Nurwahyu S |
| NIM | : 16 02020115 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : Analysis of Teachers' Questioning Strategies During Class Interaction at MTS DDI Palopo Class Ix. |

maka naskah skripsi tersebut dinyatakan sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian *munaqasyah*.

Demikian disampaikan untuk proses selanjutnya.

*wassalamu 'alaikum wr. wb.*

1. Wahibah, S.Ag., M.Hum.                     (                    )

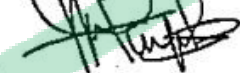   Penguji I                                          Tanggal:

2. Fadhliyah Rahma Muin, M.Pd.           (                    )

   Penguji II                                         Tanggal:

3. Amalia Yahya, S.E., M.Hum.               (                    )

   Pembimbing I                                    Tanggal:

4. Muhammad Iksan, S.Pd., M.Pd.          (                    )

   Pembimbing II                                   Tanggal:

# HALAMAN PERSETUJUAN PEMBIMBING

Setelah menelaah dengan seksama skripsi berjudul : *Analysis Of Teachers' Questioning Strategies During The Classroom Interaction At MTs DDI I Palopo In Class Ix*

Yang ditulis oleh :

        Nama        : Nurwahyu S

        NIM         : 16 0202 0115
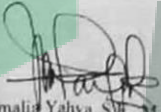
        Fakultas     : Tarbiyah dan Ilmu Keguruan

        Program studi : Tadris Bahasa Inggris

menyatakan bahwa skripsi tersebut telah memenuhi syarat–syarat akademik dan layak untuk diajukan untuk diujikan pada ujian/seminar hasil penelitian.
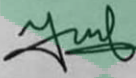
Demikian persetujuan ini dibuat untuk proses selanjutnya.

Pembimbing I                              Pembimbing II

Amalia Yahya, S.E., M.Hum.          Muhammad Iksan, S.Pd., M.Pd.

Tanggal :                            Tanggal :

# NOTA DINAS PEMBIMBING

Lamp :
Hal : Skripsi an. *Nurwahyu S*

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo
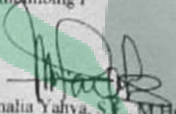Di
      Palopo

*Assalamu'alaikum warahmatullahi wabarakaatuh*

      Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa dibawah ini:

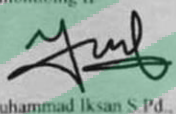| | | |
|---|---|---|
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| Nim | : | 16 0202 0115 |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Program Studi | : | Tadris Bahasa Inggris |
| Judul Skripsi | : | *Analysis Of Teachers' Questioning Strategies During The Classroom Interaction At MTs DDI 1 Palopo In Class Ix* |

menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak untuk diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian persetujuan ini dibuat untuk proses selanjutnya.
*Wassalamu'alaikum warahmatullahi wabarakaatuh*

Pembimbing I

Amalia Yahya, S.E., M.Hum.
Tanggal:

Pembimbing II

Muhammad Iksan S Pd., M.Pd.
Tanggal:

**ASLI**

## IZIN PENELITIAN
NOMOR : 165/IP/DPMPTSP/III/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

### MEMBERIKAN IZIN KEPADA

| | | |
|---|---|---|
| Nama | : | NURWAHYU S |
| Jenis Kelamin | : | Laki-Laki |
| Alamat | : | Jl. H. Abd. DG. Mappuji Kota Palopo |
| Pekerjaan | : | Mahasiswa |
| NIM | : | 16 0202 0115 |

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**ANALISIS OF TEACHERS' QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTING AT MTS DDI 1 PALOPO**

| | | |
|---|---|---|
| Lokasi Penelitian | : | MADRASAH TSANAWIYAH DDI 1 KOTA PALOPO |
| Lamanya Penelitian | : | 02 Maret 2022 s.d. 02 April 2022 |

### DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exampiar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 07 Maret 2022
plt. Kepala Dinas Penanaman Modal dan PTSP

**MUH. IHSAN ASHARUDDIN, S.STP, M.Si**
Pangkat : Pembina Tk.I
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Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
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4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi tempat dilaksanakan penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO

**SYAHADAH**

Nomor : In.19/PP/UPT/MA'HAD AL-JAMI'AH/C21/VII/2017

Diberikan kepada:

**NURWAHYU S.**

NIM : 16 0202 0115

Setelah mengikuti Program Ma'had al-Jami'ah Istitut Agama Islam Negeri Palopo
Sebagai tanda bukti diberikan Syahadah ini berikut hak sesuai dengan peraturan yang berlaku
Dikeluarkan di Palopo pada tanggal Empat Juli Dua Ribu Tujuh Belas.

Rektor IAIN Palopo,

Dr. Abdul Pirol, M.Ag.
NIP. 19691104 199403 1 004

Kepala Unit
Ma'had al-Jami'ah IAIN Palopo

Prof. Dr. H. M. Said Mahmud, Lc.,M.A
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
PANITIA PELAKSANA ORIENTASI PENGENALAN AKADEMIK DAN KEMAHASISWAAN

# Sertifikat

Nomor :

Diberikan kepada:

Nurwahyu . S

sebagai:

## PESERTA

Dalam kegiatan Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) Institut Agama Islam Negeri (IAIN) Palopo Tahun 2016
yang diselenggarakan pada tanggal 29 s.d. 31 Agustus 2016 di Kampus IAIN Palopo.

Palopo, 01 September 2016
Ketua Panitia Pelaksana,

Dr. H. HARIS KULLE, Lc., M.A.
NIP 19700623 200501 1 001

Mengetahui;
Rektor IAIN Palopo,

Dr. ABDUL PIROL, M.Ag.
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**Documentation**



**1. School Profile**

**2. School from picture**



**3. Talk history with the principal of MTS DDI 1 Palopo**

**4. Observe the strategy learning teacher inside class**



**5. Picture after an interview with third grade English teacher**

# RIWAYAT HIDUP

**Nurwahyu S**, lahir di Makassar pada tanggal 07 Maret 1994. Penulis merupakan anak pertama dari empat bersaudara dari pasangan seorang ayah bernama Syamsul dan ibu Arniati. Saat ini, penulis bertempat tinggal di Jalan Haji Abdullah Daeng Mappuji Kelurahan Ponjalae No. 04 Kec. Wara Timur Kota Palopo. Pendidikan dasar penulis di selesaikan pada tahun 2009 di **SDN 79 Tappong**. Kemudian, di tahun yang sama menempuh pendidikan di **SMP Negeri 04 Palopo** hingga tahun 2012. Pada saat menempuh pendidikan di SMP, penulis bergeluk diekstrakurikuler seperti Pramuka, Basket, dan Sepak Bola. Pada tahun 2012 melanjutkan pendidikan di **Madrasah Aliyah Negeri (MAN) Palopo**. Setelah lulus di MAN tahun 2015, penulis melanjutkan pendidikan di bidang yang ditekuni yaitu di prodi Pendidikan Bahasa Inggris di Fakultas Tarbiyah dan Ilmu Keguruan **Institut Agama Islam Negeri (IAIN) Palopo**.

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