THE REALIZATION QUESTIONING STRATEGY BY MALE AND FEMALE TEACHER IN THE CLASSROOM INTERACTION

SKRIPSI

*Submitted in Partial Fulfillment of Requiurement
for the degree of Sarjana Pendidikan (S.Pd.)
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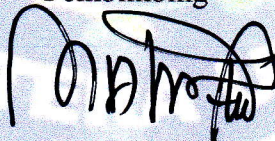
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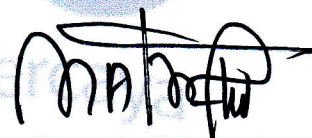Pembimbing

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Judul Proposal   : The Realization Questioning Strategy by Male and Female teacher in the Classroom Interaction at SMA Sinar Husni

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ABSTRACT

Dwi Kurnia. *The Realization Questioning Strategy by Male and Female Teacher in The Classroom Interaction*: A Case Study at SMA Sinar Husni Medan. Skripsi. English Department, Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2019.

The study deals with The Realization Questioning Strategy by Male and Female Teacher in The Classroom Interaction. A Case Study at SMA Sinar Husni Medan. This research is mainly aimed to investigate the type of questioning strategy is used by english teacher and to investigate the realization of questioning strategy. This research was applied descriptive qualitative, method which is concern at investigating the teachers talk and student talk in the classroom interaction by which taken through classroom observation, questionaire and video recording. The result of this research there were two types of questioning strategy commonly used by english teacher, there are display questions and referential questions. The total percentage of display question 74 % and referential questions 26 %. The function of the questions was aroused interest and curiosity concerning a topic, to focus attention on a particular issue or aspect to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learner's understanding, to elicit information and to control the classroom.

Keyword: *Questioning strategy, different language by a male and female teacher in the classroom interaction, Descriptive qualitative design.*

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Medan,   September 2019

The Researcher

Dwi Kurnia

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TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Background of Study

In the learning process between educators and students, there must be interaction. Education is basically an interaction between educators and students, to achieve educational goals, which take place in a particular environment. This environment is regulated and monitored so that directed learning activities are consistent with educational goals. It tells how the students have interaction among them and the teacher even with the whole class. Amidon and Hough (1967) captured the earliest roots of interaction analysis research (the 1930s–1960s). This volume brought together a theoretically diverse group of researchers grounded in social and ecological psychology, who entered classrooms to explore what teachers were interaction accomplishing with students. One primary outcome of this body of work was the development of ways observing and identifying the complex outcomes of interactional processes that teachers drew on, and constructed, as they engaged students in developing both academic and social understandings of the curriculum: democratic versus authoritarian patterns of interaction, direct and indirect instruction, and shifting instructional processes across phases in group problem-solving. As indicated in these different directions, although each of the authors focused on observing classroom interactions, just what behaviors

(actions/interactions) were observed depending on the particular goals and theoretical grounding of the researcher.

In this section, we trace developments related to research perspectives grounded discourse processes that frame ways of understanding relationships of classroom interactions to situated opportunities for learning constructed in and through language/discourse in use of both teachers and students in differing configurations across times, events, and contexts (Cazden 1986; Bloome et al. 2005).The teaching and learning process is at the core of the overall education process, the teacher as an educator plays a major role in the teaching and learning process, which is intertwined in an interaction between students who learn and teachers who teach, because between these two activities intertwined an interaction that supports each other between one another. The teaching and learning process is a series of actions of teachers and students on the basis of reciprocal relationships feedback that take place in an educational situation to achieve certain goals, educative interaction with teachers and students is the main requirement for the ongoing learning process.

Strategy in questioning is used to give guidance to teachers in giving questions to the student. Kerry (as cited in taken, 2006) states that types of questions that are used and formulated by teachers are very important processes for student achievement and their level of engagement in teaching and learning.In the term of teachers questioning in classroom interaction (Qashoa, 2013; Ndun, 2015; Sujariati, Rahman and Mahmud, 2016;Rido, 2017). The

result showed that display question were highly uttered by the teachers than referential question and the functions of questions were for eliciting information, checking students understanding, and encouraging them to participate more in classroom. Questioning strategy is a teaching itself, because at generally the teacher in his teaching always uses question and answer. Questioning strategy is the skill used for get answers from students. Almost the entire evaluation process, measurement, assessment and testing in the classroom is done through questions.

Male and female teachers have a difference in some aspects, especially in using language or when they are speaking (Eckert and McConnelGinet, 2013). Also in the use of politeness interaction, male and female teachers have different in interaction in the classroom because they differ in the choice of words when they speak. In the teaching and learning process, there is an interaction between teacher and student in the classroom that can be analyzed because of different interactions by male and female teachers.

When male and female teachers run classes, they should try their best to bridge the gap between them and their students by being aware of the potential psychological and sociological differences between genders. Of course, in such classes, there are many pros to take advantage of. As a simple example, there is for sure less shared knowledge among them and this factor may negatively affect participating in class discussions and talks.

B. The Identification of the Problems

1. The questioning strategy used by male and female teacher in the classroom interaction.

2. The types of the questioning strategy used by male and female teacher.

C. The Scope and Limitation

The scope of this study focused on analyzing questioning strategy classroom interaction in the teaching and learning process. It will be limitations questioning strategy realized by male and female teacher.

D. The Formulation of the Problems

The problem in this research are formulated as the following :

1. What type of questioning strategy is used by male and female teacher?

2. How is questioning strategy realized by male and female teacher in the classroom interaction?

E. The Objective of the Study

1. To investigate the type of questioning strategy is used by male and female teacher.

2. To investigate the realization of questioning strategy by male and female teacher in the classroom interaction.

F. The significance of the Study

Finding of the study are expected to be usefull in term of theoretically and practically, it is described as follow:

1. Theoretically

Hopefully the findings of this research can give contribute to developing theory, particularly in increasing and understanding the study about the questioning strategy by male and female teacher in the classroom interaction.

2. Practically

a. For students

This research gives new information that interaction with the teacher is important.

b. For the English teachers

This research will be used to increase the knowledge of the teachers and makes the understand more about questioning strategy and interaction in the classroom

c. For the school

This research to make interaction between teacher and student interaction in the classroom.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Questioning Strategy

1.1. The Definition of Questioning Strategy

Questioning strategy in ways that will be selected and used by a teacher to deliver learning material so that it will make it easier for students to receive and understand learning material which ultimately learning objectives can be mastered at the end of learning activities. In the teaching and learning process, the questioning role is very important, because through questions the teacher can know what is expected and needed by students so that the teacher can guide and direct students to find every material they learn. Both the questions by the teacher and the questions that come from the students themselves.

Questioning strategy are the manners in which are used to ask something to the understudies in gaining a reason in educating and learning the process. Guest (1985) expressed that questioning strategy is one of the significant instruments to pass on student learning which can enable teachers to build up their own strategies to improve the student work also, considering. In another word Harvey (2000) characterized that questioning strategy is most when it enables the student to turn out to be completely associated with the learning process.

According to chin (2007), the questioning strategy is characterized by flexibility as the teachers change questioning dependent on students react so as to connect with the student in higher request considering. Harvey (2000) clarified that questioning strategy is most effective when it enables the student to turn out to be completely engaged with the learning process. It implies the teacher should think about how to make the vital addressing in their exercise plan before teaching and learning process.

1.2. The Purpose of Questioning Strategy

As in the strategy book and teaching method states that in the teaching and learning process, questioning plays an important role. Because the questions are well arranged with the right throwing technique will:

a. Increase student participation in teaching and learning activities

One effort to develop the ability to think independently and the involvement of students in education. The involvement of students in education is not limited to being a listener, note taker, and accommodator of educator's ideas, but more than that he is actively involved in developing himself.

b. Awaken student interest and curiosity towards

Imam Al-Ghazali asserts that one of the meanings of fitrah is curiosity to seek tangible truths the power to think. Students' curiosity about things isn't he knew he would encourage his active involvement in the process learning.

c. Develop the mindset and active learning methods from students

Active Student Learning Method (CBSA) is the teaching and learning process using various methods, which focus on the activity and involve various potential students, both physical, mental, emotional, and intellectual to achieve educational goals related to cognitive, affective, and psychomotor insights optimal.

d. Focus students' attention on the problem being discussed

Attention is the most important key to opening study success namely the achievement of goals. Attention must always be sought during the lesson. According to Mcmillan (2004), asking teachers to ask questions for five purposes to ask students in lessons, to encourage thinking and understand students, to re-access important content, to control students, and to support students. One of the ways teachers improve and focus student attention is to give questions in learning ongoing.

1.3. The Importance of Questioning in English Class

Questioning is a common technique used in English language teaching. The goal is to check if the students understand what they have been taught, and to enhance students' involvement and to promote students' creative thinking in classroom interaction. Questioning has been considered as one of the most essential and important techniques during instructional processes since Socrates times. Questioning takes up most of the teacher talk and it has been improved to have a great influence on classroom interaction. Questioning has always

been the most ubiquitous phenomenon observed in the classroom, as well as one of the most frequently-adopted devices favored by most of the teachers. Questioning is one kind of teaching active procedure. It is one teaching behavior way through teacher's and students' interaction, checking to learn, promoting thought, consolidating knowledge, using knowledge, achieving teaching goals. Questioning is usually used as one kind of mutual exchange teaching skills between the teacher and students. It has been used widely in teaching until now. Classroom questioning is the main part of classroom teaching and is one of the teaching methods to get the aim of classroom teaching. Teachers want to get students' responses and the first step is to answer questions. Through consistent dialog and communication again, the teacher can get the answers they want and evaluate the students. Questioning, as a general way used by teachers in class plays an important role in classroom teaching. Questions are used to evaluate students' knowledge and understanding of subject matter. Questions can help to review essential content in a subject. Questions can be used to control the social behavior of students. Asking questions is natural and intuitive. Teachers ask questions from the start of the lesson until the end. Asking questions forms part of any lesson because it invites the student to think, and even within a 'lecture' style lesson, rhetorical questions are used to invite silent agreement or begin the organization of ideas to present a response. Research suggests teachers ask over 400 questions a day. Teachers use questions to engage the students and sustain an 'active' style to the learning.

Teachers must also pitch questions effectively to raise the thinking challenge, target specific students or groups within the class. Questioning is second only to teacher talk as the most-used teaching strategy in classrooms. Teachers spend up to 50% of instructional time posing questions. Teachers ask between 300 and 400 questions per day. Most of the questions asked by teachers are at the lowest cognitive levels—basic recall of facts and knowledge (Walsh &Sattes, 2005). Low-level, surface-type questions lead to low-level, surface-type answers. Higher-order questions lead to a deeper understanding by students (Hattie, 2008). Asking questions that are beyond a student's level of understanding or ability can lead to "downshifting"; an emotional response that occurs when a student is fearful of being ridiculed (Gregory & Chapman, 2002).

1.4. The Strategy of Questioning

There are several strategies for the questioning process that the teacher does to successfully teach students and can increase student learning participation. The teacher must also understand how to give a question to the student.

a. Waiting time

Waiting time is another crucial factor in questioning techniques. Waiting time can be defined as the amount of time a teacher allows to elapse after he or she has posed a question. A less frequently used and researched definition is the amount of time that a teacher allows to elapse before responding after a student stops speaking. While traditional wisdom advocates a brisk pace of instruction

to maintain interest and cover more material, research shows that slowing slightly to include more wait-time promotes achievement. In the classrooms studied, the average wait-time after a question was posed was one second or less. Students perceived as slow or poor learners were afforded less wait-time than students viewed as more capable. This amount of wait-time is not sufficient for students, particularly for those that experience difficulty. Studies show that for lower cognitive questions, a wait-time of three seconds is most effective in terms of achievement.

Shorter or longer times were less positively correlated with student success. For higher cognitive questions, no wait-time threshold was observed. Researchers noted that students seemed to become more engaged and successful the longer the teacher waited (within reason, of course). Increased waiting time is related to a number of student outcomes, including improved achievement and retention, greater numbers of higher cognitive responses, longer responses, a decrease in interruptions, and increased student and student interactions. These outcomes are quite similar to those observed with an increased frequency of higher cognitive questions. In fact, researchers believe that a causal relationship may exist between the two: higher cognitive questions require more waiting time, and more waiting time allows for the implementation of higher cognitive discussions.

Waiting time and think the time is essential in helping students develop the thinking patterns and habits that will get them to be college and career ready.

Wait time and think time are valuable and effective because they provide opportunities for students to consider their responses to different prompts. Since the value and effectiveness of wait time/think the time is well established, as teachers we should refine and expand our use of this technique so that our students are provided the opportunities to think deeply about topics and concepts. As with any strategy, there are challenges with wait time/think time. Below are some commonly-asked questions and situations that teachers face with wait time/think time.

b. Strategy of prompting

This strategy is better known as guiding questions (PromptingQuestions). Prompting Questions can be used as a strategy to improve the quality and quantity of student answers. This question intends to guide the student so that the contents can find a more correct answer. If students cannot answer a question or give an answer, the teacher can ask to follow up questions that will direct demand the student's thinking process, and finally be able to find the right answer from the first question. this strategy also involves the use of signals, or instructions used to help students answer correctly.

There are several ways to prompting these questions, among them :

1) Provide additional information, so students can answer

2) Change questions in other forms

3) Break the original question into several sub-questions so that finally everything can be answered.

c. Probing strategy

This strategies are better known with Probing Questions. A probing question is a question that is digging to get further answers from students in order to develop the quality of the first answer, so the next one is clearer, more accurate, and more reasonable. explore strategy follows student responses and tries to encourage students to think through their answers more fully and clearly.

d. Moving Turn (Re-Directing)

When the teacher wants there is still full attention from students andask some students to respond, the teacher can use the strategy ask to move shift. This technique is done by applying questions for all class members, then choosing certain students, and proceed to other students.

1.5. Type of Questioning Strategy

The fundamental importance of questioning strategy during the class process is to make it easier to implement a variety of teaching methods and techniques. There are varieties of questioning strategies to help students take more responsibility for their own learning and engage in the teaching and learning process.

Educators have traditionally classified questions according to Bloom's Taxonomy, a hierarchy of increasingly complex intellectual skills. Bloom's Taxonomy includes six categories:

a. Knowledge: requires that the student recognize or recall information.

b. Comprehension: requires that the student thinks on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition.

c. Application: requires that the student solve or explain a problem by applying what he/she has learned to other situation sand learning tasks.

d. Analysis: requires that the student solve a problem through thesystematic examination of facts or information.

e. Synthesis: requires the student to find a solution to a problem through the use of original, creative thinking.

f. Evaluation: requires that the student make an assessment of good or not so good, according to some standards.

Question is defined in Cambridge Dictionaries (Online Version, 2015) as 'a sentence or phrase used to find out information' or 'in an exam, a problem that tests a person's knowledge or ability'. These meanings also provide the two different functions and categories of questions that have been probed by many researchers; display and referential questions.

Ball and Brewer underscored the importance of the teacher as a neutral participant in the construction and delivery of the question, which includes both verbal and nonverbal gestures in communicating the questions in order to foster an open, inviting. Core questions are more focused than opening questions and should thus encompass less discussion time. Ball and Brewer (2000) suggested including three to eight core questions during discussion, depending upon the complexity and length of the reading. Specific quotes or lines from the selection may be targeted for discussion, analysis, interpretation. The question

may begin with "What does the speaker, character, author mean by insert quote here?" Teachers should provide the location in the text to assist students in comprehending the question and providing visual support for students who are not as skilled in listening. Other core questions may begin with "how" or "why."

The teacher must listen carefully to students' responses and shape follow up questions based upon the ideas presented. If a student only partially respond to a question, discussion. Furthermore, teachers should consider the language used in communicating ideas. This type of refocusing or reframing of questions allows students to continue to think about their ideas. By focusing on a student idea in moving the discussion forward, the teacher adds to the sense of student control and empowerment that are hallmarks of Socratic seminars.

2. Gender in Learning English

2.1. The Definition of Gender in Learning English

Gender is a trait inherent to both males and females who are constructed socially and culturally (Fakih, 2006: 8). Gender analysis in the history of human thought about social injustice is considered a new analysis and has been welcomed recently. Compared to other social analyzes, gender analysis is no less fundamental. Gender analysis sharpens the existing critical analysis. Why disclosure of women's problems by using gender analysis often faces resistance

from both men and women themselves. Not only that, gender analysis is often rejected by those who criticize the dominant social system such as capitalism.

In terms of equality, both males and females are both the subjects or agents of development. In positions of development subject, men and women have the same role in planning, implementing, monitoring and enjoying the results of development. Right in the field of education, for example, boys and girls have the same right to be able to attend education up to a certain level of formal education. Of course, it is not fair if in this global era number two education for women, especially if girls have intelligence or ability.

According to Mahmud (2009:21), gender shaped by social factors andculture that afterward produced the number of opinions about the social and cultural roles of men and women. In this study, the term gender is used following this conceptualization of gender which is composed of culturally constructed male identity and female identity, not the biological differences between males and females.

Previous studies have often pointed out that females perform better than males in first language acquisition (Larsen-Freeman & Long 1991; Dionne et al. 2003 in Tam, 2010:23). Similar patterns have been observed in China, Korea, and the United States, among others. Linguists have tried to explain the observed gender difference in terms of language learning. Oxford (1990) reported that females are more aware of their use of strategies to facilitate their

learning. As a result, their overall performance in language acquisition is generally better than that of males.

2.2. The Gender Differences Manifested in Teacher Communication

Among teachers, males value communication styles that prioritize certain qualities such as moderation, rationality, and common speech structures. Meanwhile, females value communication styles that emphasize traits including diversity in sentence construction, emotional coloring, flexibility, and general communicative skills.

E.N. Ilin (2003) cited the 1992 work of D.A.Mishutin, which found that male teachers are more likely than female teachers to communicate in a lecture style to groups (66.3% vs. 62%), while female teachers are more likely to use interpersonal communication one-on-one with students (38.0% vs. 33.7%). Men are more likely than women to use non-verbal means of communication, and the converse holds true as well. Dialogues and monologues are used equally often, and there are more female teachers than male teachers on the whole (Ilin, 2003).

Another study, conducted by Mary A. Ochola and Dennis Juma (2014), examined how teacher communication varied according to teacher gender and how that impacted students' academic behavior in secondary schools in Makadara, Nairobi. Their study demonstrated that male and female teachers exhibited clearly different teaching styles, and 65% of students indicated that they were aware that male and female teachers taught differently. These

findings support Tennina's theory of gender differences in communication styles, which seeks to explain comprehension problems between men and women as being due to very different cultures of communication exhibited by different genders.

Female teachers are generally aware of their particular potential to model progressive gender roles as professionals. According to research by N.N. Ozhigova (2000), a plurality of female teachers prioritize addressing gender roles in their classes, while other foci include the impact of speaking roles, representative roles, and teaching roles in general. These efforts give relevance to the importance of considering gender gaps in particular disciplines and how male dominated or female-dominated majors and professions might be balanced.

Table 1. Difference on Male and Female Communication as seen:

Male Style	Female Style
1. Focused on information	1. Focus on the relationship
2. Report style of speaking	2. Rapport style of speaking
3. Goal is driven	3. Process oriented
4. Single task approach	4. Multi-task approach
5. Succinct language	5. The storytelling style of speech
6. Working towards a destination	6. On a journey
7. Need to know the answer	7. Want to ask the right questions

(Tymson,1998:8)

Situational modeling of gender equality must happen in dialogue, to aid in responses to discrimination on the grounds of sex or gender as part of the necessary development of gender sensitivity. A teacher's level of gender communicative competence, as evaluated on a scale of low average above average high, must be measurable according to developed, reasonable, and broadly applicable standards. Gender differences must be taken into account to form a productive training program for fostering gender communicative competence and improving interaction in the classroom.

2.3. Differences in male and female teacher interaction in the classroom

The teacher is one of the human element in the education process. In the process of education in schools, teachers hold a dual and task that is as a teacher and educator. As a teacher, the teacher is tasked with pouring a number of learning materials into the brains of students, educating as educators, the teacher is tasked with guiding and fostering students to become capable, active, creative, and independent human beings. Teachers play a central role in the teaching and learning process, for that the quality of education in a school is largely determined by the ability of a teacher to carry out their duties.

Teachers are a profession whose progress is always demanded along with the development of the era, therefore teachers are jobs that require special expertise in the field of education. So the task carried out by a teacher is not light because they have to be responsible for the young generation of the

nation's future. It was further stated that teachers are an influential component in improving the quality of education in schools. This shows that the ability or professional competence of a teacher greatly determines the quality of education. To manage the environment that leads to better behavior change for students, teachers are needed, because teachers play the main role. The role of the teacher is very important then teachers are required to have a standard of quality ability and professionalism to conduct a quality learning

a. General Comments

The issue of women interacting differently from men has been discussed for hundreds of years. However, feminist movements in the 1960s realized that language was one of the instruments of female oppression by males. As a matter of fact, language not only reflected a patriarchal system but also emphasized male supremacy over women. Most of the works analyzing language were to do mostly with male language production. Labov's work (1972a-1972b) for instance, described mostly the speech of men. However, other linguists, such as the ones cited below, started to become interested in observable differences in language production depending on the sex of the speakers.

b. Female Teacher Talk More / Less Than Male teacher

According to Cameron and Coates (1985), the amount we talk is influenced by who is with and what we are doing. They also add that if we aggregate a

large number of studies, it will be observasi that there is little difference between the amount men and women talk. On the one hand, in a recent study, Dr. Brizendine (1994) states the women talk three times as much as men. On the other hand, Drass (1986), in an experiment on gender identity in conversation dyads found that men speak more than women.

c. Female Teachers Break the 'Rules' of Turn –Taking Less Than Male Teachers

Studies in the area of language and gender often make use of two models or paradigms – that of dominance and that of difference. The first is associated with dale spender (1980), Pamela Fishman (1980), Don Zimmerman and candace west (1975), while the second is associated with Deborah Tannen (1984). Dominance can be attributed to the fact that in mixed-sex conversations, a male teacher is more likely to interrupt than females teachers. It uses a fairly old study of a small sample of conversations, recorded by Don Zimmerman and west produce in evidence 31 segments of conversation. They report that in conversations between males and females, males used 46 interruptions, but females only two. The difference theory was also summarized in Tanne's book you just don't understand (1990) in an article in which she represents male and female language use in a series of six contrasts:

1. Status and Support

This claims that male growing up in a world in which conversation is competitive and they seek to achieve the upper hand or to prevent others from

dominating them. For females, however, talking is often a way to gain confirmation and supper for their ideas. Male see the world as a place where people try to gain status and keep it. females see the world as" a network of connections seeking support and consensus".

2. Independence and Intimacy

In general, the female teacher often thinks in terms of closeness and support and struggle to preserve intimacy, Male, concerned with status, tend to focus more on independence. These traits can lead female and male teachers to starkly different views of the same situation.

3. Advice and Understanding

Deborah Tannen claims that too many males a complaint is a challenge to find a solution: " When my mother tells my father she doesn't feel well, he invariably offers to take her to the doctor. Invariably, she is disappointed with his reaction. Like many males, he is focused on what he can do, whereas she wants sympathy.

4. Information and Feelings

Culturally and historically speaking, male concerns were seen as more important than those of females, but today this situation may be reversed so that

the giving of information and brevity of speech are considered of less value than sharing of emotions and elaboration.

5. Orders and Proposals

It is claimed that female often suggest that people do things in indirect ways- "let's", why don't we?" or " wouldn't it be good, if we...? male may use, and prefer to hear, a direct imperative.

6. Conflict and Compromise

This situation can be clearly observed in a work situation where a management decision seems unattractive male teachers will often resist it vocally, while female teachers may appear to accede, but complain subsequently. In fact, this is a broad generalization and for every one of Deborah Tannen's oppositions, we will know of male and female teachers who are exceptions to the norm.

3. Classroom Interaction

3.1. Interaction and Communication

Interaction is synonymous with the learning process itself (All wright, 2008). Interaction develops the learner's ability of a language. By interaction, a language learner can get more opportunities to use language successfully. The interaction also measures the learners' progress.

Interaction is the hearth of communication (Douglas, 2001:165). It is in the interaction what communication all about is found. It can be in the form of sending messages, receiving them, interpreting them, or negotiating meanings.

Communication plays a central role in all classroom activities. Classroom communication is similar to other communication forms. But, the classroom communication differs as a function of unique purposes, environment, and participation forms.

Classroom communication involves some components. They are the originator, encoding process, transmission, message, channels, communication climate, interference, reception, decoding, responder, and feedback (Barker, 1982:14).

In the classroom interaction, teachers and students have a reciprocal effect upon each other through which they say and do in the classroom. This aspect succeeds in the transmission of the messages between teachers and students (Metelo, 2006). The teacher and students are not separate parts in the classroom they are tied together.

Meaningful interaction with others in the target language in the classroom is much more important in language learning. Language learning is supposed to conduct activities to get meaningful interaction for language learners. Lecturing and recitation are not the most appropriate modes of language use in the second language classroom. Teachers need to move toward more richly interactive

language use, such as that found in instructional conversations and collaborative classroom work (Walqui, 2000). Chet Meyers in Bishop (2000) suggests some basic rules for consistently encouraging student interaction: begin each class with controversy or problem, use silence to encourage reflection, arrange and use classroom space to encourage interaction, and create a friendly environment.

3.2. Improving Interaction in the Classroom

Teaching is an interactive act, whereas interaction is the communication among teachers and students who run continuously as responsive acts. Tickoo (2009) stated that in classroom interaction and classroom activities, a productive class hour can be described as follows:

1. The teacher interacts with the whole class.

2. The teacher interacts with a group, a pair or an individual pupil.

3. Pupils interact with each other: in groups, in pairs, as individuals or as a class.

4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

In terms of language learning, Flanders and Moskowitz (cited in Brown, 2001) categorized the language activities in the classroom into 2 categories, namely teacher talk and student talk. The foreign language interaction (FLINT) model adapted from Flanders and Moskowitz (cited in Brown, 2001:170).

a. Teacher Talk

Table 2. Interaction Analysis by Teacher

Indirect Interaction	Direct Interaction
1. Encouraging students to continue, trying to give them confidence, confirming that their answers are correct.	1. Giving information facts, own opinion or ideas lecturing and asking.
2. Uses ideas of students clarifying, using interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still, be recognized as being students' contributions.	2. Giving directions, requests or commands that the students are expected to follow directing various drills; facilitating the whole class and small group activity.
3. Asks questions: asking questions to which the answer is anticipated.	3. Telling the students his or herth response is not correct or acceptable and communicaton criticism.

b Student Talk

Table 3. Interaction Analysis by Student

Student Response	Student Initiation
Gives a response to the teacher question, usually predictable answer.	Initiates a response that is unpredictable

B. Previously Relevant Study

There is some research had been conducted relevant to this study. The first, the study about classroom interaction has been conducted by several researchers before. Mujahidah (2012) conducted the research entitled "The Descriptive Study on the Classroom Interaction during the English Teaching-Learning Process at the Eighth Grade of SMPN I Banjarmasin Academic Year 2011/2012" The result showed that during the interaction, teacher dominated the interaction. The category mostly applied was "asking the question" and English was language mostly used. Furthermore, Sakina (2013) in her research entitled an Analysis of Anomalous Exchange in Young Learners' Classroom Interaction revealed that the interaction was dominated by the teacher and delivered information through question and answer activities.

The second research related to teachers' questioning had been conducted by Lesly Narwasti Ndun (2015). In this study, the researcher used qualitative methods in analyzing this topic. The aims of the study to find out what types of teachers' questions and the function of each type of question as well as the responses that students give during the questioning session. The researcher explained about some theory from several experts. The researcher used videotaping and questionnaires as the data collection and she used some steps to analyze the data.

The third research in thesis by Syarifah Rahmah, as a Students of Faculty of Education and Teacher Training Department of English Language Education Ar-Raniry State Islamic University of Darussalam, (2017) conducted research entitled "Teacher Questioning Strategies to Improve Students' Motivation in English Classroom Learning Activity". This research also described teachers' questioning strategy in improving students' motivation in learning English. Teachers' questioning strategy used to improve students' motivation in English classroom learning, by using question teachers can engage the students into the discussion. The researcher found a fact that questions can improve their motivation in learning English. Even, their motivation also comes from themselves.

So, the differences among the previous research study above in this research, the researcher just focused on realization interaction by male and female teacher in the classroom through questioning strategy.

C. Conceptual Framework

Based on the results and discussion, some conclusions can be drawn as follows: The male and female teachers spent more time on the content cross. It means most of the teaching and learning process was devoted to asking questions and lecturing. Besides that the percentage depicts the female teachers ask more questions and criticize students than male teachers. Meanwhile, male teachers were more likely to give directions and lectures than female teachers.

Furthermore, there was no significant difference between the male and the female teachers in praising students. This research is important because it gives beneficial information about verbal interaction in the classroom and can be a reference for all teachers in creating good interaction in the classroom.

Questioning has been utilized as a critical assessment tool for centuries. It has been thought that there is a relationship between asking good questions and effective teaching. In fact, asking the question is one of the most important aspects of teaching and can be highly effective when used appropriately. The analysis of teachers' questioning strategies is considered important because it is believed to reveal much information about asking questions. In this research, the researcher will analyze teachers' questioning strategies in the English classroom.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research employed descriptive qualitative method research. The main data was gathered from the video recording, classroom observation, and Questionnaire of one student. After that, the researcher was taken a video the teacher and the students. The data was the document of the teachers' talk during the lesson. The purpose of this study was to study the differences between male and female teacher questions in the English classroom interaction and classroom process research aims at documenting the events that take place in the English classroom. Therefore, the researcher was used qualitative method research as the method of inquiry to investigate this research.

B. Source of Data

The data was taken from teacher action in the classroom. There were two classes of the 1st grade. This data was taken by video recording, classroom observation, and questionnaire from the interaction of teacher and students in the learning and teaching process. The researcher was taken video them from behind the class and every video got around 45 minutes/hour duration of each class start from the opening the class until the closing. This research was taken around 2 times in a month.

The participant in this study was an English teacher and the students. The reason for choosing these classes because the teacher was available and willing to be her participants.

C. Technique for Collecting Data

To achieve the objective of this study, the necessary data was collected. There was a data instrument that has used in this research. It was video recording, classroom observation, and questionnaire. The main instrument was used to verify that the difference between a male or female teacher in the classroom interaction.

1. Video Recording

Watching a video recording of yourself teaching can be an extremely valuable assessment tool. Videotaping allows view and listens to the class from learner's perspective. By analyzing a video recording of the dynamics in the classroom, it was gain valuable insights into your teaching by identifying techniques that work and those that can be refined.

The video recording was conducted around 2 times and each time consisted 45 minutes/hour. The researcher has used video recording as the primary classroom to record the way a teacher asked questions in the English classroom.

2. Classroom Observation

Observation is a systematic data collection approach. Researchers use all of the senses to examine people in natural settings or naturally occurring situations. The researcher acted as non-participant, she just observed the situation, observed the problem occurs, and all activities of process teaching-learning between teacher and student in classroom interaction. What the researcher hoped, then, by administering this procedure, information about the learners' activities during the lesson could be gathered specifically to know the process and the procedure of classroom interaction.

3. Questionnaire

A questionnaire is a set of questions typically used for research purposes which can be both qualitative as well as quantitative in nature. A questionnaire may not be delivered in the form of a survey, but a survey always consists of a questionnaire.

D. Technique for Analysis Data

According to Cresswell (2007) the task of analyzing qualitative data was appear overwhelming but becomes manageable when broken down into key stages. There was some stage in analyzing the data, such as:

1. The first stage in analyzing this research involves familiarization and organization so that the data can be easily retrieved. Initially, the researcher should become familiar with the data through reading and rereading notes

and transcripts, viewing and reviewing video recording, and listening repeatedly to an audio recording

2. Transcriptions made of all data, including questionnaires, focus groups, video recording, and handwritten field notes.

3. The next process was coding and reducing the process. This was the core of qualitative analysis and includes the identification of categories and themes and their refinement.

4. When coding initially was used as many as needed. These were reduced later. Labeling or coding of items was done in order to begin to recognize differences and similarities in the data. The initial coding to the development of tentative categories. These were refined and reconceptualized as the analysis process continues.

5. The next step were the themes. The theme was a level of abstraction beyond the categories. This process of coding, categorizing and developing themes were repeated for each transcript or set of data.

6. Interpreting involves reflecting on the words and acts of the study's participants and abstracting important understanding from them. Representation involves how the data were presented.

7. The last step was reporting the research.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Description of Data Collection

The data of this study are classroom interactions between female, male teachers, and students in the learning and process of teachers in the classroom taken from class X Science 3 and X IPS 3 through video recording, classroom observation, the research found The communication that is built by the teacher and students in order to change the behavior and ways of learning in the teaching and learning process in the classroom, makes a variety of communication patterns. This communication pattern does not occur only in learning communication but in other communication including interaction in the classroom, such as questioning given by the teacher to students. In connection with some questions valued by female teachers in Indonesian language learning interactions in class, female teachers have differences with male teachers.

B. Data Analysis

Based on observations made by researchers. The researchers found that the strategy style requested by female teachers was characterized by characteristics that showed doubt, temporality, and politeness. Female teachers, in general, will speak more formally and more politely, because female teachers are culturally positioned in a relatively secondary status for male teachers and

because of the high level of politeness in the process of asking student questions, the strategy of giving questions done by female teachers in teaching and learning activities is the phenomenon of speaking activities related to pragmatics.

There are three findings that are the focus of research, namely (1) The questioning strategy told by female teachers to students in the interaction of learning English in SMA Sinar Husni Medan, (2) There are differences in the ways of strategy questioning that female teachers and male teachers students in learning English in SMA Sinar Husni Medan, and (3) The researchers found different students responses in questioning and interaction in class when female teachers give questions to students in the process of learning English in SMA Sinar Husni Medan. From the three focus of research, it was concluded as follows:

a. The questioning strategy undertaken by female teachers to students in the interaction of English learning in SMA Sinar Husni Medan, found two types of question strategies namely direct questioning strategies and indirect questioning strategies. In the direct question strategy section for female teachers use the imperative direct question strategy.

b. Questioning strategy conducted by female and male teachers towards students in SMA Sinar Husni Medan, found three questioning strategy, namely strategies to provide questions that are easy to understand, so that they can help students be able to help answer that, this carried out by female teachers, questioning strategies that contain all the reprimands, this is done

by male teachers when teaching in class, and students' responses to questions given by male teachers and female teachers.

c. In this section the researchers found different student responses in answering questions and interacting in class when female teachers gave questions to students in the process of learning English in SMA Sinar Husni Medan. Several reasons why the questions given by female teachers are more valued are the mode of speech praising directly and the mode of speech praising indirectly.

Some of the division of questioning strategies that the teachers do in the classroom:

1. Direct Questioning Strategy

Direct question and answer strategies carried out by female teachers in class, in the form of direct speech strategies imperative questions and direct questions and answers. the imperative direct demand strategy has a command function for teaching pronunciation. The commands put forth by female teachers as speakers to students as markers of female speech features are characteristic markers of female language. The use of the female speech feature in command sentences, for female teachers, is considered to be more subtle, polite, and can be well received by the speech partner. An explanation of the imperative direct demand strategy form is explained as follows:

Table 4. Difference Strategy

Feature the questioning strategy directly in the form of Superpolite	Direct imperative the questioning strategy and the features superpolit forms and tag questions.	Direct Interrogative the question strategy Feature Question Tags
This strategy is carried out by the teacher to move students to do their work. Communication takes place between the female teacher and all students. The purpose of the communication in this greeting, namely the teacher gives instructions to students. Tones are used when convincing students to use soft tones so students are not afraid to answer questions. Example: 1. When the teacher gives the command "So that you are not lazy at home and add smart again about tenses, then work on assignments and on underneath"	The teacher strategy does is to advise students who tease one of them. The student cannot answer the teacher's questions. The manner of interaction was conveyed by the female teacher gently. In this interaction, the teacher understands if the student cannot answer the question. The instructions made by the teacher are very effective because they directly interact with the students concerned without further ado. Example: 1.Please keep quiet everyone. Your friend can't answer to taunt, but for us to fix together.	The female teacher praised her students for completing the questions given about tenses, even though initially agreed but the teacher was finally a little hesitant with the attitude of students who had previously been silently compiled given questions but did not provide responses to questions raised by the teacher. In this strategy, the strategy of the question appears by the female teacher in the form of question tags of the type of epistemic capital with the aim of strengthening (encouraging). This type of epistemic modal tag is a form of question tag that has a function for speakers to agree to the decision made. The marker that shows the teacher's doubt in praising the students with questions like the example below "Do you still remember why it says forget?"

2. Indirectly Questioning Strategy

The questioning strategy indirectly is a strategy that reports or tells information in the form of a parable such as a puzzle so students can interact between the teacher or fellow classmates. Description of indirect asking strategies is more often done by male teachers in English learning interactions at SMA Sinar Husni Medan. The example sentences below are indirect strategies proposed as follows:

Teacher: why have forgotten and silence everyone? Are you too smart or too

underestimate the material? (smiling)

Okay, now you are starting remind you slowly still remember with simple present tense formula?

Students: (replied in unison) "Yes, sir."

In the quote strategy questioning above, the teacher asks all students who cannot answer that question given the teacher. The questions given by the teacher are allusions to all students. The teacher implements the strategy of questioning indirectly in the form of questions as a form of student understanding of the lesson, and the aim is that students can answer questions posed by the teacher.

3. The States of Teachers and Students

a. The States of Students

Students are an important factor for the continuation of the learning process teaching in schools because without students there will not be a continuous learning process. Based on observations from SMA Sinar Husni Medan, students in this school were very active in the teaching and learning process. Students are said to be students who excel, students are also very ethical in asking questions and are friendly to teachers and peers. The number of students at the school today can be seen in the following table:

Table 5. Total The Students

No.	Class	Total		Total The Students
		Male	Female	
1.	X IPA 1	15	15	30
2.	X IPA 2	17	23	40
3.	X IPA 3	20	20	40
4.	X IPS 1	25	15	40
5.	X IPS 2	22	18	40

b. The States of Teachers

In supporting the success of the education process then teachers are needed who have basic teaching competencies, as well as teachers who teach in SMA Sinar Husni Medan who really need teaching staff in order to complete effective teaching and learning activities. The teaching staff revolves around transferring knowledge to students. The school is looking for young teachers because it is expected to change the paradigm of older senior teachers in order

to create an effective learning climate with a variety of creativity possessed by the teachers. Creating a pleasant atmosphere in the classroom can encourage students to be more active in the teaching and learning process.

The teacher must master the strategy in conveying learning if you want the learning process can be achieved effectively and efficiently and increase student motivation. As a teacher, it is very necessary to give questions to students to arouse their motivation and the teacher must master the subject matter so that when there are students who ask questions, the teacher wants to answer well and effectively to be accepted by students. The teacher also needs to give rewards to students for creating conditions that are conducive in the classroom, because it will make students active and give positive responses in the learning process. Quality educators will create quality students too. Likewise, male and female teachers need professional question and answer strategies to use in the teaching and learning process.

4. Principles Male Teachers and Female Teachers for Interaction in Classroom

In conducting interactions between the teacher and students in the class, it is important to consider the basic principles in-class discussion as follows:

a. Full Attention of Students

When the teacher can focus the attention of students, the teacher will easily interact with students and facilitate the creation of fun classes to facilitate optimal learning activities. Teachers are proficient and interact with students and are enthusiastic about assignments.

b. Challenge

The use of challenging questioning strategies will increase students' enthusiasm for learning to increase interaction in the classroom. Also, the attention and interest of students will be maintained. Tried, when the teacher gives questions, the questions start from easy and all students can answer as motivation to answer further.

c. Variation

The use of variation in giving questions to the rest, style and interaction of teaching and learning of class keys to avoid boredom and repetition of activities that lead to decreased learning activities and positive student behavior. If there are many variations, students' boredom in learning will decrease and students will increase in completing all their assignments.

d. Chance

During the teaching and learning process, involve students in completing the quiz in the subject matter. To avoid this problem, teachers need initiative

and behavior to be able to change the questioning and interacting strategies in the classroom by manipulating various other components of teaching skills.

e. Emphasis on Positives

The way the teacher appreciates the spirit of student learning that must be applied is:

1. A Give accent to the behavior of students who are positive and oppose to behavior that does not make sense.

2. Be aware of possible mistakes that can be made while answering the teacher's question so that it will disrupt the smoothness and speed of student learning.

e. Cultivating Self Discipline

Students can develop themselves is the ultimate goal of the teacher's strategy to create interaction in the classroom. To achieve this goal the teacher must encourage students to carry out self-discipline. This will be more successful if the teacher himself is an example or example of self-regulation and the implementation of responsibilities

5. Gender Differences in Various Traits

Table 6. Gender Differences in Various Traits

Characteristics	Differences in Gender
Physical difference	Although most female become adults faster than male, when grown men are bigger and stronger than women.

Verbal ability	Female teachers are better at using language. Male teachers many find problems in the use of language.
Spatial skills	Male teachers are better at spatial analysis and will be able to see students' readiness to learn.
The ability to master language	Very little difference. Female teachers are more capable in English pronunciation. whereas male teachers are better able to analyze languages.
Achievement Motivation	The difference here with tasks and interactions. Male teachers are better at tasks that look masculine such as analyzing language and female teachers are better at language pronunciation. But in direct competition between male and female teachers, the compilation began to encourage adulthood, women's motivation for achievement decreased.
Aggression	Male teachers are more aggressive than female teachers. It looks from early and will continue to be consistent. Female teachers are more able to regulate emotional levels while male teachers tend to be more easily emotional.

Information on the differences in *Table 6* Supported by a variety of research data that has been done. In a finding from researchers about achieving language differences in classroom interactions, male teachers did get slightly better performance in analyzing lessons compared to female teachers at SMA Sinar Husni Medan. but based on research students tend to interact more easily with female teachers than male teachers. Because female teachers get higher grades in terms of language skills and ability to interact in the classroom.

In terms of interactions between the teacher and students in the class, some evidence shows the existence of gender bias in male students. The following are some of the factors considered during the research:

1. Teachers interact more easily, giving creative questioning strategies.

2. The majority of teachers are women so male students consider themselves to have different characteristics from their teacher and cannot understand the teacher's behavior.

3. The male teachers are more identified as having problems interacting with their students.

But it turns out its not only male teachers who are gender biased , female teachers are also biased in classroom interactions, Here are a few factors to consider:

1. The male teachers ask students for more interaction, but students rarely understand what male teachers want. Therefore the female teacher interacts more and the female teacher's language style is easier for students to understand.

2. The female teachers and male teachers have different ways of interacting in class But in the following years this difference has begun to be invisible because male teachers have started to be able to interaction in the classroom.

C. Research Finding and Discussion

1. Research Finding

Having analyzed all data, the finding of the research from the analysis of the realization teachers' questioning strategies interaction in the classroom can be presented as follows:

a. The researcher found types of questions commonly used by the teacher. Namely, display question and referential question. Display questions refer to ones that the teacher knows the answer and which are designed to elicit or display particular structures. In order, referential questions refer to the questions that the students do not know the answers to and teacher can provide various kinds of subjective information as answer.

b. The researcher found the function of questioning strategies such as arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learner's understanding, to elicit information and to control the classroom.

2. Discussion

In terms of classroom objectives, most of the studies except the study of Yang (2006) observed classes that usually focused on general language skills despite the fact that they were not mentioned explicitly. However, the result of the present study was similar to the research of Yang (2006) because it was found out that the total of percentage of display and referential questions were 61,6% for questions, 35,1% for yes/no questions 3,7% for others.

The last research question was about the function of questioning strategies such as arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learner's understanding, to elicit information and to control the classroom.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher divides the content into three points. They are conclusions and suggestions. The explanation of each point is presented below.

A. Conclusion

This research was concerned with the questioning strategy used by the male and female teachers' interaction in the classroom at SMA SinarHusni Medan. In line with the objectives of the research, to identify the types of questioning strategy and the meaning of interaction can be realized in the classroom by male and female teachers in SMA Sinar Husni Medan. The research results were shown as follows:

a. The questions that used commonly by the teacher were display and referential questions. In which, display questions is a question that the teacher knows the answer and referential questions are the questions that the teacher does not know the answer and can provide various kinds of subjective information.

b. There were some function of questioning strategies such as checking learners' understanding, arousing interest and curiosity concerning a topic, focusing attention on a particular issue or concept, controlling the classroom, eliciting information.

B. Suggestion

Based on the conclusion that has been explained above, somesuggestions will be directed toward the English teachers and the other researchers.

1. The result of the research was suggested to be used as the references

The researchers especially the students in English Department of UMSU or the other researchers who will conduct the same research using teachers' questioning strategies theories to enrich the heterogeneities and variances of literary work.

2.. English Teacher

The English teachers should take into account on questioning in English teaching. The interaction is so important in the classroom that the instructions by the teacher are understood by the students. The appropriate implementation of questioning strategy in the teaching and learning process will indirectly help the students to enjoy and interest with the lesson that they learn. So they will more easily understand their lesson given by the teachers.

3. Others Researchers

The subjects of the research are the questioning strategy by the English teachers in the classroom. The students' interaction, as a part of classroom communication, has not been investigated. The next researchers, therefore, may enlarge the subjects of their research into the teachers and students' interaction.

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APPENDIX

QUESTION

Display Questions	Students' Responses
1. What is your name?	My name is Annisa.
2. Where are you from?	I am from Medan.
3. Where are you school?	My school at SMA sinar Husni Medan.
4. When were you born?	My born is 17 Agustus 2003.
5. What is your hometown?	My hometown at kisaran.
6. What is your hobby?	My hobby is swimming.
7. Why did you choose this school for you to continue your education?	Because this school is not too far from my home.
8. It's your father or mother's hometown?	This is my father's hometown.
9. Do you have any hobbies beside these hobbies?	I have many hobbies, but it is one of the hobbies that I like the most.
10. It is a map ?	Yes.
11. Change to negative form. Who knows?	(Students silent)
12. Change to interrogative form. Who knows?	(Students silent)
13. Do you think so?	(Students silent)
14. Do you understand?	Yes, sir
15. If you understand, could you repeat what I explained?	(Students silent)

16. When we use simple past ?	(students silent)
17. How to make the sentence in the positive form ?	(students silent)
18. How to make the sentence in the positive form ?	(students silent).
19. What kind of sentence is this ?	(students silent).
20. Is it positive, interrogative or negatif ?	Positive.
21. . What is to be "you" in past form ?	Were.
22. What do you think using was/were?	(student silent).
23. If you don't understand what i say. What will you say?	No. I haven't / no. We haven't
24. Is it a board marker?	Yes, it is.
25. Is she a student?	Yes, is she.
26. Is he a student?	Yes, is he
27. Are they a student?	Yes, they are
28. Am i a teacher?	Yes, you are
29. Are you a student?	Yes, i am
30. What am i?	Teacher
31. Now, please change into negative. Who knows that?	(student write the answer on board)
32. How about you?	(student write the answer on board)
33. How about number 3?	(student write the answer on board)
34. How about number 4?	(student write the answer on board)

35. . What tense is ?	(students silent)
36. What does mean my question ?	(students silent)
37. Is it right ?	Yes, it is
38. What are you doing ?	I am writing
39. Who can write it into interrogative ?	(student write the answer on board)
40. Do you know ''me too'' in Batak ?	No.
41. How to answer it ?	(students silent)
42. Is it right ?	(students silent)

Referential Questions	Students' Responses
1. Who is Batakness in here?	(someone raise his hand)
2. Now, i ask you to write down by your own sentence. Can you ?	(student write the answer on board)
3. What did you do last night ?	I ate a plate of rice last night
4. Where did you go yesterday ?	Iqbal played football yesterday
5. Where is your note ?	(student silent)
6. Did you eat a plate of rice last night?	Yes, i did
7. Please make one sentence by using was/were by your own sentence. Can you ?	(student write the answer on board)
8. Were you happy in this cinema ?	Yes

9. Is it clear for you ?	(student silent)
10. Have you understood simple past tense by using was/were ?	Yes i have/ yes, we have
11. Is it clear ?	Yes

YAYASAN PENDIDIKAN SINAR HUSNI
SEKOLAH MENENGAH ATAS
SMA SINAR HUSNI
AKREDITASI : "A" (AMAT BAIK)

NSS : 304070102122   **NIS : 300220**   **NPSN : 10219089**

Jalan Veteran Gg. Utama Pasar V Helvetia 202373 Telp. (061) 8463690, 77825165 Fax : (061) 8463690 Web:www.sinarhusni.or.id Email Address:sd@sinarhusni.or.id

SURAT KETERANGAN
Nomor : 022.2/A.3/SMA/SH/2019

Yang bertanda tangan di bawah ini :

Nama   : Drs.H.Sosiar

NIP   : -

Jabatan   : Kepala Sekolah

Menerangkan bahwa :

Nama   : DWI KURNIA

NIM   : 1502050159

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : "The Realization Questioning Strategy by Male and Female Teacher in The

Classroom Interaction at SMA Sinar Husni".

Benar nama di atas telah diizinkan untuk mengadakan penelitian di SMA Sinar Husni.

Demikianlah surat keterangan ini di perbuat untuk dapat dipergunakan sebagaimana perlunya.
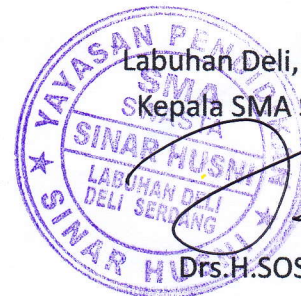
Labuhan Deli, 25 Juli 2019

Kepala SMA Sinar Husni

Drs.H.SOSIAR

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: http://fkip.umsu.ac.id   E-mail: fkip@yahoo.co.id

Nomor   : 4850 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Mohon Izin Riset

Medan, 21 Dzulqaidah 1440 H
24 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMA Sinar Husni Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Dwi Kurnia
N P M   : 1502050159
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Realization Questioning Strategy by Male and Fermale Teacher in The Classroom Interaction at SMA Sinar Husni.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.
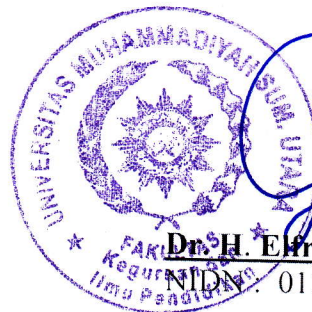
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN. 0115057302

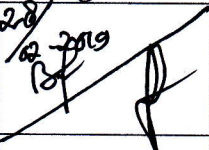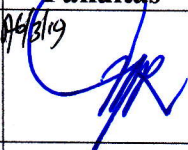** Pertinggal **

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa   : Dwi Kurnia
NPM   : 1502050159
Prog. Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif   : 154 SKS   IPK= 3,49

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
28/02-2019	The Realization of Questioning Strategies by Male and Female Teacher in the Classroom Interaction at SMA Sinar Husni	06/3/19
	The Implementation Vocational English as Second Language	
	Teacher Questioning Strategies in Classroom Interaction	

       Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 28 Februari 2019
Hormat Pemohon,

Dwi Kurnia

Keterangan:
Dibuat rangkap 3   : -   Untuk Dekan/Fakultas
               -   Untuk Ketua/Sekretaris Program Studi
               -   Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Dwi Kurnia
NPM	: 1502050159
Prog. Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Realization of Questioning Strategies by Male and Female Teacher
in the Classroom Interaction at SMA Sinar Husni

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:
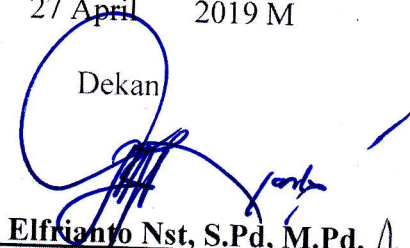
1. Mandra Saragih, S.Pd, M.Hum   Acc 25/04-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 25 April 2019
Hormat Pemohon,

Dwi Kurnia

Keterangan
Dibuat rangkap 3 :   - Untuk Dekan / Fakultas
                       - Untuk Ketua / Sekretaris Prog. Studi
                       - Untuk Mahasiswa yang Bersangkutan

Nomor   : 1035 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Dwi Kurnia
N P M   : 1502050159
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Realization of Questioning Strategies by Male and Female Teacher in the Classroom Interaction at SMA Sinar Husni.

Pembimbing   : Mandra Saragih, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 27 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 22 Sya'ban 1440 H
27 April   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
    WAJIB MENGIKUTI SEMINAR

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Dwi Kurnia

N.P.M   : 1502050159

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Realization Questioning Strategy by Male and Female teacher in the Classroom Interaction at SMA Sinar Husni

Pada hari Kamis tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 22 Juni 2019

Disetujui oleh:

Dosen Pembahas

Khairil, S.Pd, M.Hum

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Diketahui oleh
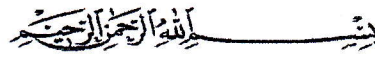Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Dwi Kurnia

N.P.M   : 1502050159

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal : The Realization Questioning Strategy by Male and Female Teacher in the Classroom Interaction at SMA Sinar Husni

Sudah layak diseminarkan.

Medan,   Mei 2019

Disetujui oleh
Pembimbing

Mandra Saragih, S.Pd., M.Hum.

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

PERMOHONAN UJIAN SKRIPSI

Kepada Yth :   Medan,   September 2019

Bapak/Ibu Dekan *)
di
Medan

Assalamu'alaikum Wr. Wb

Dengan hormat, saya yang bertanda tangan di bawah ini:

Nama   : **DWI KURNIA**
NPM   : *1502050159*
Program studi   : Pendidikan Bahasa Inggris
Alamat   : Jl. Sidomulyo Lk XXVII

Mengajukan permohonan mengikuti ujian skripsi, bersama ini saya lampirkan persyaratan:
1. Transkip/Daftar nilai kumulatif (membawa KHS asli Sem 1 s/d terakhir dan Nilai Semester Pendek (kalau ada sp). Apabila KHS asli hilang, maka KHS *Foto Copy harus dileges di Biro FKIP UMSU).*
2. Foto copy STTB/Ijazah terakhir dilegalisir 3 rangkap (Boleh yang baru dan boleh yang lama)
3. Pas foto ukuran 4 x 6 cm, 15 lembar.
4. Bukti lunas SPP tahap berjalan (difotocopy rangkap 3)
5. Foto copy compri 3 lembar
6. Foto copy toefl 3 lembar
7. Foto copy kompetensi kewirausahaan 3 lembar
8. Surat keterangan bebas perpustakaan
9. Surat permohonan sidang yang sudah ditanda tangani oleh pimpinan Fakultas
10. Skripsi yang telah ACC Ketua dan Sekretaris Program Studi serta sudah ditandatangani oleh dekan fakultas.

Demikianlah permohonan saya untuk pengurusan selanjutnya. Terima kasih, wassalam.
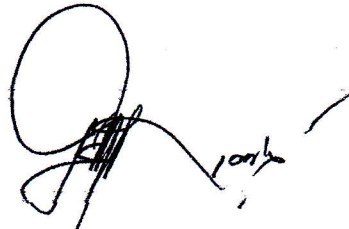
Pemohon,

DWI KURNIA

Medan,   September 2019
Disetujui oleh:
A.n. Rektor
Wakil Rektor I

Dr. MUHAMMAD ARIFIN, S.H., M.Hum

Medan,   September 2019

Dekan

Dr. H. ELFRIANTO NASUTION, S.Pd, M.Si