ABSTRACT

Rahmawati, Iis. 2016**.** The Correlation between Questioning Technique and *Students'Engagement in English Classroom Interaction* of Sixth Semester Students of English Department at Stain Ponorogo in Academic Year 2015/ 2016 . Thesis, English Education Department,Tarbiyah Faculty, State Islamic College of Ponorogo (STAIN Ponorogo). Advisor: Dra. Aries Fitriani, M.Pd.

Key Words: *Classroom Interaction, Students' Engagement, Questionin*g Technique.

In English classroom, the main problem is faced by lecturer is the students still passive in teaching learning process. Students do not want to practice or speak English because some factors, such as shy to speak and afraid to make an error. When students are passive, it means that the classroom interaction is low. Students unresponsive and avoid interaction with the lecturer. By building good interaction in class, it can make the students engage in class, not only spoken form but also in written form. For making students engaged in classroom interaction the lecturer can use questioning technique.

There are three statement of the problems; how is the students' perception concerned with questioning technique applied by the lecturer, how is the students' engagement in English classroom interaction, and Is there any correlation between questioning technique and students' engagement in English classroom interaction. The significance are to add the reference of questioning technique on students' perception and also students' engagement, to fulfillment requirement degree of Sarjana in English Language Education and the researcher gets more knowledge about education especially questioning technique and students' engagement, to make the students know about their engagement level during learning process, to know the types of question and the way to ask it that can make the students engage in class

This research used quantitative research design. There were 93 populations and 62 samples from sixth semester students of English Department at STAIN Ponorogo in academic year 2015/ 2016. The data both questioning technique and students' engagement were collected by questionnaire. The researcher used Contingency Coefficient Correlation to analyze the data.

The conclusion of result data analysis shows that the students' perception concerned with questioning technique applied by the lecturer is fair with the percentage 40,32% and students' engagement is fair too with the percentage 67,74%. The coefficient correlation (ϕ) is 0,350.With df = 60, the significant standard of 5% = 0,250, so 0,350 > 0,250. Because of $r_{xy} > r_{table}$, it means that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It can be concluded that there is correlation between questioning technique and students' engagement in English Classroom Interaction.

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is as a mean of people to be the quality person in their environment. Quality person can be reached by knowing and exploring the self potential. Self potential is important in educational world, especially for students. For implementing the self potential of students, it can be applied in learning process. Furthermore, the lecturer has important role in learning process. The lecturer is responsible for creating the enjoyable environment to make the students engage in class.

The way to make students engage in class is by building interaction because there is educative interaction between lecturer and students. This interaction will happen when the lecturer explains the material and students get attention and give respond. The material should motivate the students to be learned. Students will motivate in learning process if the lecturer uses various techniques in teaching. However, lecturer usually teaches by using the same strategy or technique. The monotonous techniques make the students are bored in class. If the students are bored, the students will not be engaged in the classroom.

Ideally, students should make interaction in class especially with the lecturer. In language learning, learners must be given opportunity to engage in interaction with the competence speakers.[1]Moreover, in language teaching learning process, lecturer must engage the students in the process because students' participation is needed to know the students' understanding in achieving the learning objectives.

Again, the students must response when the lecturer gives them questions. The students' respond show that the students are interest and engaged in learning process. Students actively engage in learning because they are motivated, curios, interest, and enjoyment, or they want to achieve their personal goals.[2] In other words, students who are engaged have the characteristics; motivated, curious, interest, enjoy and wish to get what they aim of study in class.

According to Plessis, a student is actively engaged if they are listening, talking to other students about the topic, reading, writing, calculating, answering a question, drawing, making something related to the topic, or practicing what they have learned.[3] It means that student who answers the questions indicate student is engaged in learning process.

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[1] B.Kumaravadivelu, Beyond Methods: Macrostrategies for Language Teaching (USA: Yale University, 2003), 101

[2] Chris A.Caram and Patsy B.Davis," Inviting Student Engagement with Questioning", 19

[3] Joy Du Plessis, et.al, In My ClassroomA Guide To Reflective Practice (American: Institutes For Research 2002), 28.

Question is one of the effective strategies to successfully engage the students. Question is able to help the students engage more deeply and reconsider the initial answer by having discuss with the others.[4] By asking the questions, lecturer hopes that students will participate by giving the answer. Not only answering the question but also will discuss with others. Lecturer usually uses the question to check the students' understanding. According to Gebhard, the purpose of the teacher's question is to check the students' comprehension.[5] It means that question is able to be a mean of teacher to review the previous lesson and to stimulus the students to the next lesson. Therefore, students will remember the previous lesson and get new information.

The common problem of English' lecturer is facing deal with the passive class. Students are unresponsive and avoid interaction with the lecturer in class. Based on the observation, the researcher can observe the condition of English Department's class of STAIN Ponorogo. The lecturer had stimulus the students to participate in class by asking the simple question in beginning the lesson but only a few students who answer it. Again, they answered with the soft voice.

Based on the interview with English' Lecturer, the lecturer said that those problems were the true condition. There were some students were passive in teaching learning process. Students who were active just certain students or

[4]Derek Bruff, *Teaching With Classroom Responses Systems"Creating Active Learning Environments"* (USA: Jossey Bass, 2009), 54.

[5]Jerry G.Gebhard, Teaching English as a Foreign or Second Language: A Teacher Self-development and Methodology Guide (USA; The University of Michigan Press, 1993), 72

almost the same students who wanted to speak in class. It was caused by some reasons; students were shy to speak or say something and fear to make error in answering the questions. When the lecturer asked something related to the material, only a few students often answer it.

In solving the problems above, the lecturer began the lesson by asking questions. The question was to elicit the students in order to make the students participate in class. When there was no body answered the question, the lecturer would point to one student to answer or the lecturer would dispose the question to the student who was able to answer.[6]

Another English' lecturer also said that the students' reading desire was low and students did not answer when the lecturer asked them. The lecturer used questioning technique to solve those problems. The lecturer used questioning technique every time before explaining the topic for checking the students' understanding what they have read at home. Lecturer would ask the same question three times. Students would be given time two minutes to think the answer. If there was no body answer, the lecturer would regard that students have understood the material and then lecture would continue to the next material. Lecturer did not point to students who must answer the question. It was not effective because students would not answer too.

The aims of the lecturer gave the questions were to increase the students' desire in reading and also participate in class. As a result, the students more

[6] Interview with the English Lecturer of STAIN Ponorogo onNovember 25th2015.

engaged by following discussion and share information. This activity make the students got more knowledge from their friends' answer. [7] Lecturer can encourage every student to participate in learning by using response techniques (questioning technique). This engages students and encourages them to pay attention.[8] Nevertheless, one of the problems with questioning as a mean of engagement is once a student answers the questions the others may disengage.[9]

From the problems above, the main problem is students are less participation in class. There some students who active and silence when the lecturer ask the question to them. Students should have the opportunity to participate in classroom discussion and be able to ask and answer the questions giving by the lecturer. Students will participate in learning process when the lecturer asks them to do and explain their task in front of the class or give the question to make them share their opinion about the topic being discussed. The question must be related to the material or topic. When students participate and be able to answer the teacher's question, it is indicate that students engage in class.

From the explanation above the researcher wants to conduct research entitle "THE CORRELATION BETWEEN QUESTIONING TECHNIQUE AND STUDENTS' ENGAGEMENT IN ENGLISH CLASSROOM

[7] Interview with English Lecturer of STAIN Ponorogo on March3rd 2016.
[8]Plessis, et.al, In My Classroom A Guide to Reflective Practice, 31.
[9] Ibid., 12.

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B. Identification of the Problems

From the background study above, some problems can be identified as follow:

1. Students are passive in class.
2. Students do not respond when the lecturer asks the questions.
3. Students' desire in reading is low.
4. Students are afraid to make an error in answering the questions.
5. The question is to elicit the students in order to make the students participate in class.
6. Students are unresponsive and avoid interaction with the lecturer in class.

C. Limitation of the Study

To avoid a far ranging discussion, this study just focuses on some concerns identified as follow:

1. The questioning technique is based on the students' perception.
2. The English Classroom Interaction here is class of sixth semester students of English Department at STAIN Ponorogo in academic year 2105/ 2016.
3. Classroom interaction means the application of using English in class both in spoken and written form.

4. Students Engagement means student who are motivated, curious, interest, enjoy, wish to get what they aim of study in class, participate and answer the lecturer's question, listening, talking to other students about the topic, reading, writing, calculating, answering a question, drawing, making something related to the topic, or practicing what they have learned.

D. Statement of the Problems

1. How is the students' perception concerned with questioning technique applied by the lecturer?
2. How is the students' engagement in English classroom interaction?
3. Is there any correlation between questioning technique and students' engagement in English classroom interaction?

E. Objectives of the Study

1. To find out the students' perception concerned with questioning technique applied by the lecturer.
2. To find out students' engagement in English classroom interaction.
3. To find out the correlation between questioning technique and students' engagement in English classroom interaction.

F. Significance of the Study

1. Theoretical significance

The result of this research is expected to add the reference of questioning technique on students' perception and also students' engagement.

2. Empirical significance

a. Researcher

This research is for fulfillment requirement degree of Sarjana in English Language Education and the researcher gets more knowledge about education especially questioning technique and students' engagement.

b. Students

The result of this research can make the students know about their engagement level during learning process.

c. Lecturer

The result of this research will help the lecturer to know the types of question and the way to ask it that can make the students engage in class.

G. Organization of the Thesis

To make easier in writing this thesis, the discussion is grouped into five chapters and each chapter is closely related to each other which is a unified whole with systematic as follows:

Chapter 1 : Introduction, in this chapter consists of background of the study, limitation of the study, statement of the study, objectives of the study, significance of the study, and organization of the thesis.

Chapter II : Review of Related Literature, in this chapter consists of theoretical background about questioning technique consists of a) definition of questioning technique, b) types of questions, c) effective questioning, d) wait time, students' engagement consists of a) definition of , engagement, b) level of students' engagement, classroom interaction consists of a) definition of classroom interaction, b) principles in classroom interaction; previous research finding; theoretical framework and hypothesis.

Chapter III : Research Methodology, in this chapter consists of research design, population, sample, data collection instrument, technique of data collection, technique of data analysis.

Chapter IV : Research Result, in this chapter consists of research location, data description, data analysis, and discussion.

Chapter V : Closing, in this chapter consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Background

1. Questioning Technique

a. Definition of Questioning Technique

According to Seime that is cited by Andi Susilo defines questions in the classroom refers to any statements intended to eliciting of a verbal response and may take any grammatical form such as declarative, interrogative or imperative.[10]

Questioning technique is one of the techniques often used by the teacher in the classroom. Questioning is a highly effective strategy to successfully engage the students in classroom.[11] Teachers can encourage every student to participate in learning by using every student- response techniques (questioning technique). This engages students and encourages them to pay attention.[12]

There are various reasons why a teacher might ask a questioning the classroom. These are some reasons:

1). To check or test understanding, knowledge or skill.

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[10]AndiSusilo, Teacher Talking Time in EFL Context (Ponorogo: STAIN Ponorogo Press, 2014),63.

[11] Chris A.Caram and Patsy B.Davis," Inviting Student Engagement with Questioning",20.

[12]Plessis, et.al,In My Classroom A Guide to Reflective Practice 31.

2). To get learners to be active in their learning.

3). To direct attention to the topic being learning.

4). To provide weaker learners with an opportunity to participate.[13]

Borich also classifies some reasons for asking questioning into the following parts:

1). Getting interest and attention.

Asking question to get the students' interest and also pay attention the teacher.

2). Checking understanding

Teacher gives question to check students' understanding.

3). Recalling specific fact or information

Teacher can review the previous lesson or starting the lesson by using question.

4). Managing

For making students comfort in class, teacher can ask question to manage the students do not talk with their friends.

5). Encouraging higher- level thought process.

Students will think the correct answer when teacher gives them questions.

6). Structuring and redirecting learning

[13] Penny Ur, A Course in Language Teaching(Great Britain: Cambridge University Press, 1996),229.

Questions can guide the students to understand the topic being learned.[14]

b. Types of Question

Teacher questioning is the single most effective and most generally applicable strategy teachers have for promoting student involvement.[15]By giving questions, the teacher gives the students chance to speak and think more. Again, the students will involve in learning environment. According to Kerry cited by OmbolaAdedoyin, questions play an important role in the process of teaching and learning process because children's achievement, and their level of engagement, depends on the types of questions teachers formulate and use in a classroom.[16]

Many reflective teachers use the revised Bloom's Taxonomy to think of discussion questions that promote the use of higher- level thinking process. Discussion questions can be readily planned at every level of the taxonomy, just as other learning experiences are planned. The term higher- level refers to the top four levels of the hierarchy. Higher- level (Creating, evaluating, analyzing, and applying). Lower-level

[14] Gary D. Borich, Effective Teaching Methods Research- Based Practice Seventh Edition (Boston: Pearson, 2011), 299.

[15] Donald P.Kauchak and Paul D.Eggen, Learning and Teaching Research- Based Method (USA: Pearson Education, 2007), 159.

[16]OmbolaAdedoyn, "An Investigation of The Effects of Teachers' Classroom Questions on the Achievement of Students in Mathematics: Case Study of Botswana Community Junior Secondary Schools",315.

(understanding, remembering).[17] If teacher asks a low-level question, then teacher can expect a low-level response. But if the teacher asks higher-level questions invite and encourage higher level of critical thinking in students. Furthermore, it appears that if teachers systematically raise the level of their questioning, students raise the level of their responses correspondingly.[18] It means that the lower of question given by the teacher the lower of students response and also on conversely. There are many kinds of types of questions. Here, the researcher will display some types of questions based on some experts. As explained above there are six types or level of questions according to Bloom Taxonomy:

1). Knowledge Questions

Knowledge question is questions require the students recall, describe, define, or recognize the facts that already have been committed to memory. For example: What is the definition of capitalism?

2). Comprehension Questions

Responses these questions should show that the learner can explain, summarize, or elaborate on the facts that have been learned. For example: In your own words, explain the concept of capitalism.

[17] Judy W.Eby et.al, Teaching In K-12 Schools: A Reflective Action Approach Sixth Edition (USA: Pearson Education, 2011), 172.

[18] Donald C.Orlich et.al, Teaching Strategies A Guide to Effective Instruction Tenth Edition (USA: Nelson Education 2013), 214.

3). Application Questions

Application questions require the students to apply the facts to a problem, context, or environment that is different from the one in which the information was learned. For example: what countries from among those listed have a capitalist economic system?

4). Analysis Questions

Questions at the analysis level require the students to break a problem into its component parts and to draw relationship among the parts. For example: What factors distinguish capitalism from socialism?

5). Synthesis Questions

Questions at the synthesis level ask the student to produce something unique or original to design a solution, compose a response, or predict an outcome t a problem for which he or she has never before seen, read, or heard response. For example: What would an economic system be like that combines the main features of capitalism and socialism?

6). Evaluation Questions

Questions at this highest level of cognitive complexity require the students to form judgments and make decision using stated criteria.

For example: Citing evidence of your own choosing, argue whether capitalist or socialist countries have a higher standard of living.[19]

In addition, Borich also divides questions in other types, convergent and divergent questions. Convergent question is question which needs or has one correct answer. While, divergent question is question which has more one correct answer and also has wrong answer.[20]

According to David Nunan there are two kinds of questions, display and referential question. Display questions are those to which we know the answer. Referential questions, on the other hand, are those to which the asker does not know the answer.[21]

Referential questions provide a means through which to bring "real question" into the classroom. They can also be engaging for the students because the questions are aimed at communicating with them, not testing their knowledge. However, display questions offer a way to practice language. When students find display questions to be engaging, this as being meaningful to them.[22]

According to Richards and Locharts that is cited by AndiSusilo describe three types of questions; they are procedural, convergent and divergent questions. Procedural questions deal with regular classroom

[19]Borich, Effective Teaching Methods Research- Based Practice Seventh Edition, 305-309.
[20]Ibid., 300.
[21] David Nunan, Language Teaching Methodology (Sidney: Prentice Hall, 1991), 194.
[22] Gebhard, Teaching English as a Foreign or Second Language, 72.

management as opposed to the content of learning. In addition, convergent questions encourage students' responses which focus on the topic being focused. Furthermore, divergent questions are regarded as open- ended by nature. These questions encourage diverse students' responses which are not short answers and which require students to engage in higher- level thinking.[23]

There are three kinds of questioning technique:

1). Redirect

Redirect is the teacher asks one kind of question for some students. the aim of redirect is to know the students' opinion.

2). Probing

Probing is a question that immediately follows a students' response to a question for one of these purposes:

- To elicit clarification of the students' response.
- To solicit new information to extend or build on the students' response.
- To redirect or restructure the students' response in more productive direction.[24]

[23]Andi,Teacher Talking Time in EFL Context, 68.
[24]Borich,Effective Teaching Methods Research- Based Practice Seventh Edition,310

3). Prompting

Prompting is a question used to help the students answer in right answer.[25] It means that, if the students answer with incorrect answer or cannot answer the question, the teacher will give the students question again to help them in finding the correct answer.

c. Effective Questioning

Teacher can use questioning in the teaching process. However, teacher should know the appropriate questions to be asked in order to make the objective is reached.

Effective questioning also increases student curiosity and interest. Effective questions engage students, challenge their thinking, and pose problems for consideration.[26]

The characteristics of effective questioning are as follow:

1). Pitching the language and content level of questions appropriately for the class

2). Distributing questions around the class

3). Prompting and giving clues when necessary

4). Using pupils' responses (even incorrect ones) in a positive way

5). Timing questions and pauses between questions

[25] David A.Jacobsen, Methods For Teaching (USA: Pearson education, 2009), 182.
[26]Kauchak and Eggen, Learning and Teaching Research- Based Method, 160

6). Learning to make progressively greater cognitive demands through sequences of higher order questions

7). Using written questions effectively.[27]

d. Wait Time

Wait time is the pause between a teacher's question and the student's response and between the response and the teacher's subsequent reaction or follow up question.[28] According to Rowe and Tobin that is cited by Borich, distinguish two different wait times. Wait time 1 refers to the amount of time a teacher gives a learner to respond when first asked a question. Wait time 2 refers to the interval of time after a learner's first response until the teacher or other students affirm or negate the answer and the teacher then moves on.[29]

Hence, teacher should give the students time to think the answer in order students can answer correctly.

2. Students' Engagement

a. Definition of Engagement

Engagement can be defined at the degree to which the students care about the topic or activity, connect with it and feel cognitively "hooked

[27] Chris Kyriacou, Essential Teaching Skill Third Edition (UK:Delta, 2007), 38
[28] Richard I. Arends, Learning to Teach Ninth Edition (Singapore: McGraw-Hill, 2012), 435.
[29]Borich,Effective Teaching Methods Research- Based Practice Seventh Edition, 313.

in" and accountable when involved in the activity.[30] Taking students' interest in class is important for teacher to achieve the learning objective. That is the teacher's duty for making students interest in class.

It is important to encourage every student to participate in class discussions. Students may not participate for a variety of reasons. They may feel shy speaking up in group of students, uncertain about their responses, and fearful of negative feedback if their answer is inaccurate.[31]

Skinner et al. associated the following emotions with engagement:

- Enthusiasm
- Interest
- Enjoyment
- Satisfaction
- Pride
- Vitality
- Zest[32]

Students should have the opportunity to participate in classroom discussion and be able to ask and answer questions. A student is actively engaged if they are listening, talking to other students about the topic,

[30]John Shindler, Transformative Classroom Management (USA: Jossey Bass, 2010), 208.
[31] Robert J.Marzano, et.all, A Handbook for Classroom Management that Works (USA: ASCD, 2005), 64.
[32]Robert J.Marzano et al., The Highly Engaged Classroom (USA: Marzano Research Laboratory, 2011), 3.

reading, writing, calculating, answering a question, drawing, making something related to the topic, or practicing what they have learned.[33]

b. Level of Students' Engagement

Anyone who is a teacher or who has been a student knows that there are different levels of involvement in any learning experience. There are six levels of students' engagement; it is called a Taxonomy of Personal Engagement:

1). Interest

Some students will not be interested, perhaps because what the teacher is offering seems irrelevant or because some private agenda inhibits them from becoming interested. Some students will be interested because the students like the topic, enjoy the teacher, curious and want to learn. Students' interest may be evidenced by their willingness to:

a). Make and maintain eye contact.

b).Make verbal and non verbal responses in a supportive, congruent, and appropriate manner.

c). Students are watching, listening, and responding.[34]

Therefore, students who are interested in learning they will be curious what the teacher teaches.

[33]Plessis, et.al, In My Classroom A Guide to Reflective Practice, 28.

[34] Norah Morgan and Juliana Saxton, Asking Better Question 2nd Edition (Canada: Pembroke, 2006), 28.

2). Engaging

Students who engage are evidenced by their willingness to:

a). Participate

b). Follow instructions

c). Follow the rules of the classroom

Students who are engaging with the work generate a positive atmosphere of achieving.

3). Committing

Other students are really "in gear". They are prepared to accept responsibility for their work by finding and maintaining a focus for themselves and by generating their own ideas, attitudes, and points of view about the material. Their commitment is reflected in these ways:

a). Absorption in the work (they are often reluctant to move on to new work within the lesson or to abandon it when the bell rings to end the lesson).

b). Ability to control and manipulate the material for themselves.

c). Confidence to challenge the direction of the work

d). The emergence of creative ideas.

4). Internalizing

This level of engagement described by Bunner and Vygotsky, internalization is crucial to long term understanding. In internalizing, the drive to understand is fuelled by feelings of excitement,

concentration, perplexity, and often anxiety. It is followed by feeling of relief, satisfaction, and calm.[35]

In this level students recognize that what they are learning has meaning for them, but it often takes much longer for the personal, empathetic relationship with the new knowledge to develop.

5). Interpreting

The characteristics of students who are in this level are:

a). They are anxious to hear what others think and feel and are prepared to defend their points of view and to share their own feelings and opinions.

b). They are willing to reconsider their responses and adapt their conclusion in the light of new information and ideas.

c). They have the confidence to submit their feelings and ideas for analysis and consideration by others.

d). They are anxious to make predictions and to consider the implications of their thinking.

e). They are gripped by possibilities of their new understanding and eager to make it concrete in some way, perhaps by writing, graphics, debate or applying their conclusion to other situations.[36]

[35]Ibid., 29.
[36]Ibid., 30.

6). Evaluating

The final level of engagement is revealed when students want to test their new understanding on someone who has not been involved in the process. Students confirm it by trying it out in a more public forum:

a). By talking at home about what they understand.

b).By discussing it with their peers in school but outside the classroom.

c). By introducing the ideas in another class.

d). By writing an article for the school paper.[37]

Let us look now at the ways expert teachers think as they design lessons intended to involve their students. In doing so the experts focus on three aspects of instruction:

- The need for clear learning objectives.
- The role of high-quality representation of content.
- The importance of teacher questioning.[38]

Good questioning techniques would be used to engage learners in discussion.[39]

[37]Ibid, 31.
[38].Kauchak and.Eggen, Learning and Teaching Research- Based Method, 155.
[39] Glasgow, Learning and Teaching Strategy (Glasgow City Council,2009),15

Therefore, students will engage in class it can also depend on the strategy or technique that is used by the teacher and there is relationship between students' involvement and teacher questioning,

3. Classroom Interaction

a. Definition of Classroom Interaction

Interaction is the use of language to communicate with the others.[40] According to Brown, classroom interaction is the communication between teachers and learners in the classroom.[41]

According to Penny Ur there some point related to the classroom interaction.

1). Group work

Students work in small groups to make interaction with others for sharing information.

2). Closed-ended teacher questioning

Closed-ended question is the type of question which is only one right possible answer.

3). Individual work

[40] B.Kumaravadivelu, Beyond Methods: Macrostrategies for Language Teaching, 102.

[41] Sharifa Mbaga, "GENERAL EDUCATION JOURNAL" Vol. 4; 1ssue 1, Mount Meru University Research Unit, 2015, 2

The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.

4). Choral responses

The teacher gives a model which is repeated by all the class in chorus; or gives a cue which is responded to in chorus.

5). Collaboration

Students do the same sort of tasks as in 'Individual work', but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene.(Note that this is different from 'Group work', where the task itself necessitates interaction.)

6). Student initiates, teacher answers

For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.

7). Full-class interaction

The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.

8). Teacher talk

This may involve some kind of silent student response, such as writing from dictation; but there is no initiative on the part of the student.

9). Self-access

Students choose their own learning tasks, and work autonomously.

10). Open-ended teacher questioning

There are a number of possible 'right' answers, so that more students answer each cue.[42]

b. Principles in Classroom Interaction

1) Automaticity

Focus on meaning and messages not on grammar.

2) Intrinsic motivation

Students become engage to communicate with others.

3) Strategic Investment

Interaction needs strategic to make good communication in spoken and written from.

4) Risk- taking

Interaction needs the risk to produce something.

5) The language culture connection

In communication among speakers must know every language culture to connect each other.

6) Interlanguage

In interaction needs a good acquisition development process.

[42] Penny Ur, A Course in Language Teaching,102.

7) Communicative competence (grammar, discourse, and so on).

For creating successful communication, it needs all elements.[43]

B. Previous Research Finding

Based on the title above, the researcher takes some previous research findings. The first from Alyssa Critelli and Brittany Tritape, students of Department of Teacher Education Shippensburg University. The title of the journal is" Effective Questioning Techniques to Increase Class Participation". The statements of the problems are which questioning techniques are used most frequently and how well do they generate student response?. The results are By using divergent questions, the class had a much higher level of response. The use of convergent questions is very effective because the students were able to draw connection to the vocabulary in context by hearing several different responses

The second comes from Janet J.Graham, UGRU Journal entitled "Students Participation and Teacher Questioning Techniques". The statement of the problem is how to use the questioning more effective in classroom? The result is calling upon students with a random method that students can physically see, greatly reduce the amount of disruptive attention getting behavior students exhibit when they want to answer a question. It is best to pause for a least five seconds between asking a question and the calling the students' name to

[43] H.Douglas Brown, Teaching by Principles An Interactive Approach to Language Pedagogy 2nd Edition (New York: Pearson Education, 2000), 166.

maximize all of the students' attention to each task while discussing the errors in warm-up.

The third is from P.R Subramaniam entitled "Motivational Effects of Interest on Student Engagement and Learning in Physical Education". The statements of the problems are how do middle school students who identify themselves as engaged in learning understand and experience engagement?, what classroom and school structures and strategies do middle school students identify as supporting or hindering engagement ?. The results are The result is situational interest is a construct that should not be underestimated. Its potential for student engagement and learning in physical education has been well documented

The difference between previous research findings and this research is how the students' perception concern with questioning technique applied by the lecturer and also level of students' engagament in teaching- learning process.

C. Theoritical Framework

In this research, there are two variables, they are:

X: Questioning technique

Y: Students' Engagement

Those variables are questioning technique (X) as independent variable and students' engagement (Y) as dependent variable. From the two variables, the researcher can conclude the theoretical framework as follows:

1. If the lecturer uses the good questioning technique, the students' engagement is high.
2. If the lecturer uses the bad questioning technique, the students' engagement is low.

D. Hypothesis

Ho : There is no correlation between questioning technique and students' engagement in English Classroom Interaction.

Ha : There is correlation between questioning technique and students' engagement in English Classroom Interaction.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses quantitative method. Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)'.[44] In quantitative research, the researcher uses numerical data to explain the phenomena. There are many types of quantitative method; one of them is correlation research. According to Jack R correlational research is also sometimes referred to as a form of descriptive research because it describes an existing relationship between variables.[45]

Correlation research is research to find out the relationship between two variables. In this study, the researcher wants to find out whether correlate between questioning technique and students' engagement. Questioning technique is independent variable (X) and students' engagement is dependent variable (Y).

B. Population and Sample

1. Population

[44] Daniel Muijs, Doing Quantitative Research in Education (India: Sage Publication, 2004), 1.

[45] Jack R. Fraenkel, Norman E. Wallen, How to design and evaluate research in education 7th edition (New York: McGraw-Hill Companies,2009), 328.

In the process of researching needs object or participant. In research there is term, population. Population is the larger group to which one hopes to apply the results.[46] Therefore, population is all the people or members for research.

Based on the definition above, the population in this study is all the sixth semester students in English Department of STAIN Ponorogo. There are three English classes, they are TI A consists of 29 students, TI B consists of 31 students, TI C consists of 33 students. Therefore, the population for this research is 93 students.

2. Sample

One of the most important steps in research is determine the sample that will be the participant or research object. In the research that is called sample. According to Charles cited by Mohammad Adnan Latief, defines a sample as small group of people selected to represent the much larger entire population from it is drawn. [47] It means that sample is people who will be representative participant in the research.

There are two kinds of sampling techniques; they are non-probability sampling and probability sampling. In this research, the researcher uses probability sampling. One of the types of probability sampling is simple random sampling. According to Kothari, simple random sampling refers to

[46]Ibid., 90.

[47]Mohammad Adnan Latief, Research Methods on Language Learning An Introduction (Malang: UM Press, 2013), 181.

that method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample. This applies to sampling without replacement.[48] For determining the amount of sample, the researcher uses Isaac and Michael's formula. The formula as follow:

$$S = \frac{\lambda^2 NP(1-P)}{d^2(N-1) + \lambda^2 P(1-P)}$$

Where

S= Number of Sample

N= Number of Population

P= Proportion of Population

d= degree of accuration= 0,05

λ^2= degree of trusty 0,95= 1,841[49]

The amount of sample for this research can be calculated below:

$$S = \frac{\lambda^2 NP(1-P)}{d^2(N-1) + \lambda^2 P(1-P)}$$

$$= \frac{1{,}841.93.0{,}5(1-0{,}5)}{(0{,}05)^2(93-1)+1{,}841.0{,}5(1-0{,}5)}$$

$$= \frac{42{,}80}{0{,}69} = 62$$

[48] C.R Kothari, *Research Methodology" Methods and Techniques Second revised* Edition (India: New Age International, 2004), 60.

[49] Ating Somantri, Sambas Ali Muhidin, Aplikasi Statistika Dalam Penelitian (Bandung: Pustaka Setia, 2006), 101.

From the calculation by using Isaac and Michael's formula, the amount of sample for this research is 62 students.

C. Data Collection Instrument

For getting the data the researcher needs instruments. According to Fraenkel, instruments is the device (such as a pencil and- paper test, a questionnaire, or a rating scale) the researcher used to collect data.[50] The instrument that will be used by researcher for collecting data is questionnaire for both variables. The data collection instrument is shown in the table below:

Table 3.1

The Items of questionnaire before getting the test

Title	Variable	Indicator	Item Number of Instruments
The correlation between questioning technique and students' engagement	Questioning technique	Reasons for asking questions	1, 2, 3, 4, 5, 6
		Types of questions	7, 8, 9, 10, 11, 12
		Techniques of questioning	13, 14, 15
		Wait time	16, 17
	Students' engagement	Interest	1, 2, 3, 4

[50]Fraenkel, How to design and evaluate research in education 7th edition, 110.

		Engaging	5, 6, 7
		Committing	8, 9, 10
		Internalizing	11
		Interpreting	12, 13, 14
		Evaluating	15, 16, 17, 18

This questionnaire uses Likert scale which have five kinds of answer choices and scoring. For Questioning Technique's questionnaire there are five answer choices, they are:

SS (Sangat Setuju) : 5 points

S (Setuju) : 4 points

KS (Kurang Setuju) : 3 points

TS (Tidak Setuju) : 2 points

STS (Sangat Tidak Setuju :1 points.

While, for Students' Engagement's questionnaire there are five answer choices, they are:

SL (Selalu) : 5 points

SR (Sering) : 4 points

KK (Kadang- kadang) : 3 points

P (Pernah) : 2 points

TP (Tidak Pernah) : 1 points

Table 3.2

The items of questionnaire after getting the test

Title	Variable	Indicator	Item Number of Instruments
The correlation between questioning technique and students' engagement	Questioning technique	Reasons for asking questions	1, 2, 3, 4, 5
		Types of questions	6,7,8
		Techniques of questioning	9,10,11
		Wait time	12,13
	Students' engagement	Interest	1, 2
		Engaging	3,4
		Committing	5,6,7
		Internalizing	8
		Interpreting	9,10
		Evaluating	11,12

1. Validity

The quality of the instruments used in research is very important. For the conclusions, researcher draws based on the information using these instruments. Validity refers to the appropriateness, meaningfulness,

correctness, and usefulness of the inferences a researcher makes.[51] Validity is the most important idea to consider when preparing or selecting an instrument for use. Formulate to estimate the validation uses ***"Product Moment Correlation"***

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Where:

X : Score of each item

Y : Sum of all respondents' scores

ΣX : Total all scores in (i) item

ΣY : Total all respondent's scores

ΣXY : Total of multiplication between item score and respondents' score

ΣX^2 : Total square of item score

ΣY^2 : Total square of respondents' score[52]

[51]Fraenkel, Norman E, How to design and evaluate research in education 7th edition, 147.

[52] Sambas Ali M and Maman Abdurahman, Analisis Korelasi, Regresi, dan Jalur dalam Penelitian (Bandung: Pustaka Setia, 2009), 34.

Table 3.3

The result of validity test for questioning technique's questionnaire

Item Number	r_{xy}	r_{tabel}	Criteria
1	0.62902352	0.367	VALID
2	0.40078	0.367	VALID
3	0.75013	0.367	VALID
4	0.50456	0.367	VALID
5	0.48796	0.367	VALID
6	-0.24907	0.367	INVALID
7	-0.48667	0.367	INVALID
8	0.14359	0.367	INVALID
9	0.66001	0.367	VALID
10	0.21025	0.367	INVALID
11	0.54502	0.367	VALID
12	0.55523	0.367	VALID
13	0.59222	0.367	VALID
14	0.6353	0.367	VALID
15	0.5098	0.367	VALID
16	0.77264	0.367	VALID
17	0.50535	0.367	VALID

Table 3.4

The result of validity test for students' engagement's questionnaire

Item Number	r_{xy}	r_{tabel}	Criteria
1	0.3213	0.367	INVALID
2	0.1159	0.367	INVALID
3	0.5317	0.367	VALID
4	0.5979	0.367	VALID
5	0.5307	0.367	VALID
6	0.3386	0.367	INVALID
7	0.5758	0.367	VALID
8	0.5401	0.367	VALID
9	0.4041	0.367	VALID

10	0.5434	0.367	VALID
11	0.6986	0.367	VALID
12	0.3652	0.367	VALID
13	0.582	0.367	VALID
14	0.2272	0.367	INVALID
15	0.354	0.367	INVALID
16	0.218	0.367	INVALID
17	0.5333	0.367	VALID
18	0.3854	0.367	VALID

The item can be called valid if the $r_{xy} > r_{tabel}$.[53] Therefore, the based on the table above, for questioning technique's questionnaire there are four invalid items and thirteen items is valid. For students' engagement's questionnaire, there are six invalid items. The calculation of validity test can be seen in appendix 3 and 4.

2. Reliability

Reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.[54] For calculating the reliability, the researcher uses **Cronbach Alpha.** The formula of Cronbach Alpha as follow:

$$\mathbf{r_{11}} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\Sigma\sigma_i^2}{\sigma_t^2}\right)$$

[53] Ibid., 36.
[54] Fraenkel, How to design and evaluate research in education 7th edition, 154.

Where:

r_{11} : Instrument reliability coefficient

n : Number of Item

$\Sigma\sigma_i^2$: The sum of variance

σ_t^2 : Total of variance[55]

If the value of $r_{xy} > r_{tabel,}$ the instrument is reliable.[56] The result of reliability test for questioning technique's questionnaire is 0,604216385970843 and for students engagement is 0,672178. Based on the result above the instrument of questioning technique is reliable because $r_{xy} > r_{tabel,}$ 0,604216385970843 > 0, 367 and the instrument of students engagement is reliable because $r_{xy} > r_{tabel,}$ 0,672178 > 0,367. The complete calculation can be seen in appendix 5 and 6.

D. Technique of Data Collection

For getting the data the researcher uses questionnaire. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. [57] The researcher uses questionnaire for collecting data neither in variable X (questioning technique) or in variable Y (students' engagement).

[55] Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik (Yogyakarta: Rineka Cipta, 2002), 236.

[56] Sambas and Maman, Analisis Korelasi, Regresi, dan Jalur dalam Penelitian, 41.

[57] Kothari, *Research Methodology" Methods and Techniques* Second revised Edition,100.

E. Technique of Data Analysis

1. For analyzing the data of statement of problems number 1 and 2 the researcher uses mean and standard deviation. The formula as follow:

   a. The mean formula:

$$M_X = \frac{\sum fX}{N}$$

Mx = mean of Variable X

∑fX = number of multiplication between frequency and midpoint

N = number of cases

$$M_Y = \frac{\sum fY}{N}$$

My = mean of variable Y

∑fY = number of multiplication between frequency and midpoint

N = number of cases[58]

   b. The standard deviation formula:

$$SD_{x'} = i\sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

SDx = standard deviation of variable X

i = class interval

$\sum fX'^2$ = number multiplication between frequency and X'^2

$$SD_{y'} = i\sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{N}\right)^2}$$

SDy = standard deviation of variable Y

i = class interval

$\sum fY'^2$ = number multiplication between frequency and Y'^2

[58] Retno Widyaningrum, Statistika Edisi Revisi (Yogyakarta:Pustaka Felicha, 2013), 51

N = number of cases N = number of cases[59]

2. For analyzing the data of statement of problem number 3, the researcher used the formula of correlation. The formula of correlation used in this research was called Contingency Coefficient Correlation. The formula as follow:

$$C = \sqrt{\frac{\chi^2}{\chi^2 + N}}$$

Where:

C = contingency coefficient

χ^2 = Khai quadrate

N = number of cases[60]

[59] Ibid., 96

[60] Kothari, *Research Methodology" Methods and Techniques* Second revised Edition, 250.

CHAPTER IV

RESEARCH FINDING

A. General Data of Research Location

1. The History of STAIN Ponorogo

The history of State Islamic College (STAIN) Ponorogo could not be separated from the history of IAIN Sunan Ampel of Surabaya. In the beginning of 1970, IAIN Sunan Ampel grew fast and succeded to open 18 faculties, spreading in three provinces: East Java, East Kalimantan, and West Nusa Tenggara. One of the faculties of IAIN Sunan Ampel is *Syari'ah* Faculty of Ponorogo. On 6th Robiul Awal 1390 Hijriyah, exactly in 12th May 1970, it was handover from Preparation Committee to Ministry of Religion of Indonesia Republic. At the same time, it began to open the Program Sarjana Muda (SARMUD).

Started from academic year 1985/ 1986, Syariah faculty of IAIN Sunan Ampel of Ponorogo grew and amended. It operated the doctoral program (S-1) by opening Qadha and Muamalah Jinayah Department. In addition, the President's decision number 11 about the founding of State of Islamic College (STAIN) have been released and ratified by Ministry of Religion on 25th Syafar 1418 H/ 30th June 1997.

Based on the President's decision above, on academic year 1997/ 1998 *Syari'ah* Faculty of Ponorogo changed its status from region faculty become STAIN. It was an organic unit under Religion Department and lead by the chairman who has a responsibility to Ministry of Religion. Whereas the construction functionally is operated by institutional general directorate of Islamic religion. The change of status of *Syari'ah* Faculty of IAIN Sunan Ampel become STAIN Ponorogo was decided based on revolved letter of institutional General Directur of Islamic religion number E/136/ 1997. Since this change of status, State of Islamic College (STAIN) Ponorogo operated educational academic and professionalism by opening three departments; *Syari'ah, Tarbiyah, and Ushuluddin.*

2. Vision and Mission of STAIN Ponorogo

a. Vision of STAIN Ponorogo

State Islamic College of Ponorogo is the study center of Islamic knowledge development in order to create the madani society.

b. Mission of STAIN Ponorogo

Implemented the learning process of Islamic knowledge and develop the academic; religious; and humanist condition.

3. Geographical Position of STAIN Ponorogo

State of Islamic College of Ponorogo is located on Pramuka street 156 Siman Distric Ponorogo Regency, that verge with:

a. North side : Let. Jend. Suprapto Street, 1th gangway

b. South side : The settlement of citizen of Menur Street

c. East side : Let. Jend. Suprapto Street

d. West side : Settlement

4. Organizational Structure of STAIN Ponorogo

a. Head element

1) Chairman of State Islamic College

2) Deputy Chairman of the Academic Affair

3) Deputy Chairman of Public Administration Affair

4) Deputy Chairman of Students Affair

b. Senate of State Islamic College of Ponorogo

1) Faculties

a) *Syari'ah* Faculty

(a) Akhwal Al Syakh- shiyah

(b) *Mu'amalah*

b) Tarbiyah Faculty

(a) Islamic Education (PAI)

(b) Arabic Education (PBA)

(c) Teacher Education of Madrasah Ibtidaiyah (PGMI)

(d) Tadris of English Education (TBI)

(e) Teacher Education of Kindergarten (PGRA)

(f) Management of Islamic Education (MPI)

c) Ushuludin

(a) Tafsir Hadist

(b) Communication of Islamic Broadcast (KPI)

c. Lecturer

1) Permanent lecturer

2) Extraordinary lecturer

3) Guest lecturer

d. Research Center and Community Service

1) Division of research

2) Division of Community Service

3) Division of Publication

4) Division of Genre

e. Division of Administration

1) Head of Administration

2) Sub- section of Academic and Students Affairs

3) Sub- section of Official and Monetary

4) Sub- section of General

f. Element of Technical Executor

1) Library

2) Computer Center

3) Language Center

4) Education Quality Assurance Center

g. Element of Equipment

1) Students Old Fellow Association

2) Collegiate Organization

3) STAINPO Press

4) Woman Study Center.[61]

B. Data Description

In this research, the object is sixth semester students TI.A and TI.C of English Department at STAIN Ponorogo. There are 62 students.

In this chapter researcher will explain each variable (questioning technique and Students' Engagement) that are used in the computation. The researcher uses Contingency Coefficient.

1. The data description of Questioning Technique

This description, the researcher explains the way to find the data of questioning technique. To determine how the students' perception concerned with questioning technique applied by the lecturer, the researcher uses questionnaire. The questionnaire consists of thirteen items by using Likert scale and there are five answer choices. The questionnaire is distributed to

[61]Tim Penyusun, Pedoman Penyelenggaraan Pendidikan Tahun Akademik 2015/ 2016 (Ponorogo: STAIN Ponorogo Press, 2015), 3-12.

students by the researcher in that class. So the researcher gets score of questionnaire. The score of questionnaire is:

Table 4.1

Score of Questioning Technique's Questionnaire

No	Name of Students	Score of Questionnaire
1.	Cantika	51
2.	Siti Maroatul Janah	50
3.	Lina Indah Purnama	48
4.	Zakiyah Nur Habibah	58
5.	Happy Lailatul R	55
6.	Widya Annisa	55
7.	Alfiatur Rosydah	53
8.	Witriana	55
9.	Zeny Luthvia	56
10.	Elisa Kumalasari	64
11.	Mei Ngafiyah	46
12.	Puji Nurjanah	51
13.	Rohma Kusniawati	54
14.	Achmad Choirudin	51
15.	Tri Lestari	55
16.	Irma Rahmawati	50
17.	Yunia Indarwati	60
18.	Yopy Resmitaningtyas	47
19.	Ana Nur	63
20.	Dian S.T	56
21.	Chicy	49
22.	Sri Wulandari	42
23.	Ika Rusdianawati	42
24.	Trianasari	51
25.	Dian	54
26.	Siti Nurjanah	49
27.	Rizki Komaru S	45
28.	Ali Rahmat S	55
29.	Lutfi Habibi	63
30.	Mefi	25
31.	Vivi Candra Murti	64
32.	Maria Ufa	52

33.	Abdul Halim	42
34.	Wisnu teja Murti	48
35.	Nur Aziz	56
36.	Ira Kuswati	47
37.	Irma Riantika S	54
38.	Eka Franciska	51
39.	Siti Khusnul Khotimah	49
40.	Sri Utami	56
41.	Rina Setiani	49
42.	Nafsul Muthmainnah	53
43.	Lilis Cahyati	62
44.	Anisa Rahmawati	50
45.	Arum Dwi Wulan	52
46.	Nurul Alizah	51
47.	Barokatus Salamah	64
48.	Imro'atul Mu'alimah	58
49.	Qurrota A'yun	59
50.	Nur Azmi Laila	59
51.	Kiki Khusnul Khotimah	42
52.	Ar Rizki B	54
53.	Retno Sumbulatin	57
54.	Vonelfa	47
55.	Merin Herwi A	58
56.	Aida Fitri	55
57.	Ana Aunia	45
58.	Wulan Dewi P.S	54
59.	Ma'rifatul I	59
60.	Rohmatun	57
61.	Anjun Ria P	41
62.	Bayu Septiyen H	55

2. The data description of Students' Engagement in English Classroom Interaction.

This description, the researcher explains the way to find the data of students' engagement. To determine how the students' engagement in classroom interaction, the researcher uses questionnaire. The questionnaire consists of twelve items by using Likert scale and there are five answer choices. The

questionnaire is distributed to students by the researcher in that class. So the researcher gets score of questionnaire. The score of questionnaire is:

Table 4.2

Score of students' engagement in English Classroom Interaction

No	Name of Students	Score of Questionnaire
1.	Cantika	38
2.	Siti Maroatul Janah	45
3.	Lina Indah Purnama	44
4.	Zakiyah Nur Habibah	45
5.	Happy Lailatul R	49
6.	Widya Annisa	57
7.	Alfiatur Rosydah	33
8.	Witriana	47
9.	Zeny Luthvia	45
10.	Elisa Kumalasari	51
11.	Mei Ngafiyah	35
12.	Puji Nurjanah	44
13.	Rohma Kusniawati	53
14.	Achmad Choirudin	43
15.	Tri Lestari	48
16.	Irma Rahmawati	35
17.	Yunia Indarwati	34
18.	Yopy Resmitaningtyas	40
19.	Ana Nur	37
20.	Dian S.T	42
21.	Chicy	53
22.	Sri Wulandari	40
23.	Ika Rusdianawati	40
24.	Trianasari	56
25.	Dian	54
26.	Siti Nurjanah	44
27.	Rizki Komaru S	43
28.	Ali Rahmat S	41
29.	Lutfi Habibi	34
30.	Mefi	47
31.	Vivi Candra Murti	40
32.	Maria Ufa	40
33.	Abdul Halim	34

34.	Wisnu teja Murti	37
35.	Nur Aziz	37
36.	Ira Kuswati	29
37.	Irma Riantika S	49
38.	Eka Franciska	51
39.	Siti Khusnul Khotimah	33
40.	Sri Utami	43
41.	Rina Setiani	28
42.	Nafsul Muthmainnah	47
43.	Lilis Cahyati	34
44.	Anisa Rahmawati	38
45.	Arum Dwi Wulan	43
46.	Nurul Alizah	42
47.	Barokatus Salamah	41
48.	Imro'atul Mu'alimah	48
49.	Qurrota A'yun	37
50.	Nur Azmi Laila	32
51.	Kiki Khusnul Khotimah	35
52.	Ar Rizki B	46
53.	Retno Sumbulatin	46
54.	Vonelfa	33
55.	Merin Herwi A	45
56.	Aida Fitri	40
57.	Ana Aunia	32
58.	Wulan Dewi P.S	37
59.	Ma'rifatul I	24
60.	Rohmatun	55
61.	Anjun Ria P	42
62.	Bayu Septiyen H	42

C. Data Analysis

After getting the data, the researcher will analyze the data and also interpret it. The researcher will analyze mean, deviation standard of questioning technique and students' engagement, and correlation of questioning technique and students' engagement of sixth semester students of English Department at STAIN Ponorogo.

1. Data Analysis of Questioning Technique

For analyzing the question how the students' perception concerned with questioning technique applied by the lecturer will follow the steps:

a. Determine M_x

b. Determine SD_x

c. Determine top up of questioning techniques' score

d. Determine bottom of questioning technique

e. Make an analysis of questioning technique

Table 4.3

The calculation data of questioning technique

No.	Interval	f	X	fx	x'	fx'	x'^2	fx'^2
1.	61-66	6	62,5	375	3	18	9	54
2.	55-60	20	57,5	1150	2	40	4	80
3.	49-54	22	51,5	1133	1	22	1	22
4.	43-48	8	45,5	364	0	0	0	0
5.	37-42	5	39,5	197,5	-1	-5	1	5
6.	31-36	0	33,5	0	-2	0	4	0
7.	25-30	1	27,5	27,5	-3	-3	9	9
				3247		72		170

$$\text{Mean} = \frac{\Sigma fx}{n}$$

$$= \frac{3247}{62}$$

$$= 52,37$$

After determining M_x, then determine Deviation Standard

$$SD_x = i\sqrt{\frac{\Sigma fx'^2}{n} - \left\{\frac{\Sigma fx'}{n}\right\}^2}$$

$$= 6\sqrt{\frac{170}{30} - \left\{\frac{72}{62}\right\}^2}$$

$$= 6\sqrt{2,74 - 2,59}$$

$$= 6\sqrt{0,15}$$

= 6.0,39= 2,34

After determining SD_x, then determine top up and bottom down score to find out the category of questioning technique based on the students' perception.

- Score with M_x+1.SD_x indicates that questioning techniques is in good category.
- Score with M_x-1.SD_x indicates that questioning techniques is in bad category.
- Score with between M_x-1.SD_x and M_x+1.SD_x indicate that questioning techniques is in fair category.

For the calculating of questioning technique's category can be seen as follow:

$M_x + 1.SD_x$ = 52, 37+1.2,34

= 54, 71(dibulatkan 55)

M_x-1.SD_x = 52, 37-1.2,34

= 50,03 (dibulatkan 50)

Table 4.4

The data analysis of questioning technique

Score	F	Category	Percentage
>55	19	Good	30,65%
50-55	25	Fair	40,32%
<50	18	Bad	29,03

From the table above, it can be seen that questioning technique based on the students' perception is very varieties. There are 30,65% or 19 students give good categorization to the questioning technique by scoring more than 55, 40,32% or 25 students give fair categorization to the questioning technique by scoring

between 50-55 , and 29,03% or 18 students give low categorization to the questioning technique by scoring between less than 50. Therefore, it can be concluded that the questioning technique based on the students' perception is fair.

2. Data analysis of Students' Engagement

Table 4.5

The calculation data of students' engagement

No.	Interval	F	y	fy	y'	fy'	y'^2	fy'^2
1.	54-59	4	56,5	226	3	12	9	36
2.	49-53	6	51,5	309	2	12	4	24
3.	44-48	14	46,5	651	1	14	1	14
4.	39-43	16	41,5	664	0	0	0	0
5.	34-38	14	36,5	511	-1	-14	1	14
6.	29-33	6	31,5	189	-2	-12	4	24
7.	24-28	2	26,5	53	-3	-6	9	18
				2603		6		130

Mean $= \frac{\Sigma fy}{n}$

$= \frac{2603}{62} \qquad = 41{,}98$

After determining M_x , then determine Deviation Standard

$SD_y = i\sqrt{\frac{\Sigma fy'^2}{n} - \left\{\frac{\Sigma fy'}{n}\right\}^2}$

$= 5\sqrt{\frac{130}{62} - \left\{\frac{6}{62}\right\}^2}$

$= 5\sqrt{2{,}0968 - 0{,}00937024}$

$= 5\sqrt{2{,}08742976}$

$= 7{,}224$

After determining SD_y, then determine top up and bottom down score to find out the category of students' engagement.

- Score with M_y+1.SD_y indicates that students' engagement is in high category.
- Score with M_y-1.SD_y indicates that students' engagement is in low category.
- Score with between M_y-1.SD_y and M_y+1.SD_y indicate that students' engagement is in fair category.

For the calculating of students' engagement's category can be seen as follow:

$M_y + 1.SD_y$ = 41,98+1.7,224

= 49,2(rounded 49)

M_y-1.SD_y = 41,98-1.7,224

= 34,76 (rounded 35)

Table 4.6

The data analysis of students' engagement in English Classroom Interaction

Score	F	Category	Percentage
>49	8	High	12,90%
35-49	42	Fair	67,74%
<35	12	Low	19,36%

From the table above, it can be seen that the students' engagement in English Classroom Interaction is very varieties. There are 12,90% or 8 students have high engagement by scoring more than 49, 67,74% or 42 students have fair engagement by scoring between 35-49, and 19,36 or 12 students have low engagement by scoring between 25-33. Therefore, it can be concluded that the students' engagement of sixth semester students of English department at STAIN Ponorogo is fair.

3. Data analysis of correlation between questioning technique and students' engagement.

After collecting data, the data is analyzed by applying the steps as follow:

a. Making table about categorization of questioning technique (variable X) and students' engagement (variable Y)

Table 4.7
The categorization of Questioning Technique and Students' Engagement

Students' engagement / Questioning technique	High	Fair	Low	Total
Good	2	12	5	19
Fair	5	19	1	25
Bad	1	11	6	18
Total	8	42	12	62

b. Making the table of calculation

Table 4.8
The Calculation Table of Coefficient Contingency Correlation

Cell	fo	ft	fo-ft	$(fo-ft)^2$	$\frac{(fo-ft)^2}{ft}$
1.	2	2,45	-0,45	0,2025	0,083
2.	12	12,87	-0,87	0,7569	0,059
3.	5	3,68	1,32	1,7424	0,473
4.	5	3,23	1,77	3,329	0,97
5.	19	16,94	2,06	4,2436	0,251

6.	1	4,84	-3,84	14,7456	3,047
7.	1	2,32	-1,32	1,7424	0,751
8.	11	12,19	-1,19	1,4161	0,116
9.	6	3,48	2,52	6,3504	1,825
Total					7,575= χ^2

c. Change χ^2 into the contingency coefficient correlation with the formula:

$$C = \sqrt{\frac{\chi^2}{\chi^2 + n}}$$

$$= \sqrt{\frac{7,575}{7,575+62}}$$

$$= \sqrt{\frac{7,575}{69,575}}$$

$$= 0,33$$

d. To give the interpretation to the score of C, first, change C into the index of phi correlation (ϕ) with the formula:

$$\varphi = \frac{c}{\sqrt{1-c^2}}$$

$$= \frac{0,33}{\sqrt{1-(0,33)^2}}$$

$$= \frac{0,33}{\sqrt{1-0,1089}}$$

$$= \frac{0,33}{0,944}$$

$$= 0,350$$

Then, consult ϕ to the table of "r" Product Moment, but first analyzed df with the formula: df = N – nr

= 62 – 2

= 60

In the table of "r" Product Moment df = 60 with the significant standard 5% has value 0,250. It means that r_{xy} = 0,350 and r_{table} = 0,250, and $r_{xy} > r_{table}$, thus Ho is rejected.

D. Discussion

Based on the analyzing of the data above, it can be known that the coefficient correlation contingency between questioning technique and students' engagement is 0, 350.

From the calculation in the data analysis above, the value of r_{xy} is 0,350 and the value of r_{table} with db= 60 and the significant 5% is 0,250. In short, $r_{xy} > r_{table.}$

From the statement above, it means that Alternative Hypothesis (Ha) is received and Null Hypothesis (Ho) is rejected. So, the r_{xy} calculation shows that questioning technique and students' engagement have correlation. In summary, there is correlation between questioning technique and students' engagement in English Classroom Interaction of sixth semester of English Department at STAIN Ponorogo in academic year 2015/2016.

CHAPTER V

CLOSING

A. Conclusion

1. Questioning technique based on the students' perception of sixth semester students of English Department at STAIN Ponorogo in academic year 2015/ 2016 is fair. It can be proved that there are 25 students or 40,32% give enough categorization to questioning technique with score between 50-55. Then, there are 19 students or 30,65% give good categorization to questioning technique with score between more than 55 and 18 students or 29,03% give bad categorization to questioning technique with score less than 50.
2. Students' engagement in English Classroom Interaction of sixth semester students of English Department at STAIN Ponorogo in academic year 2015/ 2016 is fair. It can be proved that there were 42 students or 67,74% have fair engagement with score between 35-49. Then, there are 8 students or 12,90% have good engagement with score more than 49 and 12 students or 19,36% have low engagement with score less than 35.
3. There is a correlation between questioning technique and students' engagement in English Classroom Interaction of sixth semester students of English Department at STAIN Ponorogo in academic year 2015/ 2016. The

coefficient correlation (ϕ) is 0,350.With df = 60, the significant standard of 5% = 0,250, so 0,350 > 0,250. Because of r_{xy}> r $_{table}$, it means that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

B. Suggestion

Based on the research result, some suggestions can be presented to:

1. Lecturers

   English lecturers are suggested to use good questioning technique and raise the level of questioning to make the students more engaged in English Classroom Interaction.

2. Students

   The students are expected to have more engaged in making interaction with the lecturers in English Classroom in order to develop their English skills with their lecturers.

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