

**AN ANALYSIS OF TEACHER'S QUESTIONING  
STRATEGIES TO IMPROVE STUDENT'S SPEAKING SKILL  
AT MAN 2 PONOROGO**

**THESIS**



By

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## ABSTRACT

**Kuswandari, Mega Tasiya.** 2023. *An Analysis of Teacher's Questioning Strategies to Improve Student's Speaking Skill at MAN 2 Ponorogo.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic Institute of Ponorogo. Advisor Dedi Hasnawan, M.Pd.

**Key terms:** *Questioning Strategies, Speaking Skill, High School Students*

One of the most important strategies for extending student learning is the questioning strategies, which can help teachers develop their own strategies to improve student's work and thinking. Teacher's question is one of the most common techniques used by the teachers and are the primary means by which teachers control classroom interaction. Many studies have found that teachers have an insatiable curiosity. In fact, the students who get a good strategies in teaching process are more easily understand about the material. As a result, students are interested in the lesson because they believe English is easy to understand. The teachers with the good strategies can encourage students to be more attractive in class interactions. As the result, communication will occur between the teacher and the students.

The purpose of this study was to learn about the types of English teacher's questioning strategies and the reason why they used questioning strategies in the their classroom interaction at MAN 2 Ponorogo.

In this study, the descriptive qualitative method was employed. The reseacher did the classroom observation and audio-recorded interviewed to collect the data. The data was gathered from two English teachers at MAN 2 Ponorogo who teach in grade X and grade XI from the superior class in order to determine the different types of questioning strategies used and why the English teachers used their questioning strategies during the classroom interaction.

Based on the observation, the findings of the study show that the teachers used procedural, convergent, and divergent questions. In the classroom interaction that they were asked the question, the English teachers actively used questioning strategies to check on the student's understanding of the previous material, to attract the student's attention, to support the student's contributions in class, and to motivate the students to learn. As the result, based on the function of the questioning strategy types, the English teacher used their questioning strategies in their teaching learning process and the students seem speaking well because with the good questioning strategies can make them more attractive and confident to speak in English.



## APPROVAL SHEET

This is to certify that *sarjana*'s thesis of:

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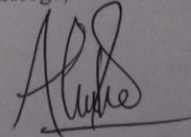
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P O N O R O G O

### Letter of Authenticity

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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism, and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

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Mega Tasiya Kuswandari

P O N O R O G O

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

A good teaching learning process involves the students as well as the teachers as a single main source in the classroom. The involvement of students is essential in any teaching learning process because it allows for excellent interaction between teachers and students. In order to create an interactive classroom, teachers must interact with and involve students by asking questions and interacting with them in order to train their speaking skills and ensure that the students master the concepts.

As we know that English is an international language that is included in one of the subjects in Indonesian schools, namely English subject. In Indonesia, english subject used to improve foreign language skills which are held at the junior and senior high school even in lectures in order to balance international language skills and make a good interaction between the teacher and students to create a generation that is good at languages. Students appreciate interactions in language learning between teacher and students in the classroom.

According to Long and Sato as cited in Shomoossi, the interactive classroom is the result of mutual interaction between teachers and students, among students, group discussions, and any other classroom participation.<sup>1</sup>

According to Liu and Zhao, interactive classrooms are beneficial to students because they can expand their language store, have the opportunity to

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<sup>1</sup>Long and Sato. As cited in Shoomossi. The effect of Teachers' Questioning Behavior on EFL Classroom Interaction: *A Classroom Research Study*. The Reading Matrix, vol.4 no.2, 2017, 96-104.

understand and use incomprehensible language, and help them learn the target language easily and quickly.<sup>2</sup>

In the previous statements, English is one of the subjects in junior or senior high schools, but sometimes the students may have difficulties in this subject because they think this lesson is too difficult to understand if the teachers do not have a good strategies during the teaching learning process. Those a common problem that causes a passive class because the students are unresponsive when the teacher give more explanations or avoid the instructions with their teacher.

Teachers must be aware of their student's ability and capability in relation to the materials being taught in the classroom during the teaching-learning process. Teachers must also be aware of their student's output before and after learning because the interaction between teachers and learners is one of the most important activity in the classroom. Besides, there is a process in teaching English called asking or giving questions. It can be from the teacher to the students or from the students to the teacher. Questioning strategies must include questioning students.

Questioning strategies are methods for asking students questions in order to gain a purpose in teaching. Teachers must be aware of their student's abilities and the extent to which they understand the material that has been taught during the teaching learning process. Furthermore, teachers must know the output of their students before or after teaching by asking questions. As a result, there must be interaction between the teacher and the

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<sup>2</sup>Liu and Zhao Yuqin. A Study of Teacher Talk in Interaction in English Classes. *Chinese journal of Applied Linguistic*, vol. 33 no. 2, 2010, 76-86.



students, followed by feedback from the students.

According to Gattis, as cited by Sujariati, Rahman, and Mahmud, also believe that a question is one of the most important tools for guiding and extending student's learning. Questions are critical in assisting learners to acquire basic skills or a better understanding to solve problems, or in engaging in higher-order thinking such as evaluation.<sup>3</sup> A good teaching learning process involves the students as well as the teachers as a single main source. The involvement of students is essential in any teaching learning process because it allows for excellent interaction between teachers and students. In order to create an interactive classroom, teachers must interact with and involve students by asking questions and interacting with them in order to train their speaking skills and ensure that the students master the concepts. Teacher's assistance and results will be clearly visible in a spoken cycle through teacher talk and student talk or student speaking performance.

In fact, the students who get a good strategies in teaching process are more easily understand about the material. As a result, students are interested in the lesson because they believe English is easy to understand. Teachers have to always improve their teaching strategies in order to assist students in easily understanding the materials and attracting student's attention to the teacher's explanation. According to Allen, stated that discovered that classroom management is a complex set of skills that entails

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<sup>3</sup>Gattis, K. In Sujariati and Mahmud. *A Look at Productive Tutoring Techniques User's Guide*. 2nd. Ed. (North Carolina State University: Raleigh, 2016, 42).

much more than being able to influence and control student behaviour.<sup>4</sup> However, there is still a widespread misconception that classroom management is primarily about discipline.

A teacher with strategies can encourage students to be more attractive in class interactions. The strategies that can be used by the teacher to learn what the students know and do not know. It means that the teacher does not waste time reinforcing the student's prior knowledge. The questioning strategy is intended to provide students with more opportunities to think about and understand what the teacher is asking about, as well as time to respond to the question. So, interactive communication will occur between the teacher and the students.

Teacher's questioning strategies are also one of many ways to create an interactive classroom. According to Guest in Sujariati, also one of the important tools for extending student's learning is the questioning strategy which can help teachers develop their own strategies to improve student's work and thinking.<sup>5</sup> Asking students questions, according to Inan and Fidan in Prasetyawati, is an important part of the teaching and learning process because it encourages students to learn, gain knowledge, and improve their critical thinking skills. In order to comprehend, students must seek meaning. In order to find meaning, students must be able to form and ask questions.<sup>6</sup>

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<sup>4</sup>Allen, K. P. Classroom Management, Bullying, and Teacher Practices. *The Professional Educator*, Vol.34 No.1, 2010, 1-5.

<sup>5</sup>Sujariati, Rahman Q & Mahmud. M. English Teacher's questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu, *ELT Worldwide*, Vol. 3, No.1, 2016, 112.

<sup>6</sup>Prasetyawati, D. Analysis of questions used by English teacher At Jakarta intensive learning center (jilc), *Thesis: Universitas Negeri Makassar, Makasar*. 2015, 53.

According to Kathleen, distinguished between a question and a questioning action. A question is any sentence that has an interrogative form or function, whereas a questioning action is the act of asking questions.<sup>7</sup> Most classrooms still use questioning to elicit responses from students during whole-class instruction. As a result, one of the most popular instructional strategies in the classroom is questioning. In the classroom teaching and learning process, the most common form of interaction between teachers and students is the use of questions.

On the other hand, teacher's questioning also critical during the teaching and learning process, according to Shen and Yodkhumlue. Furthermore, according to Meng, Junyi, and and Zhao contend that question-and-answer activity is viewed as the most common form of communication between students and teachers in the classroom. Question and answer sequences are not only about transmitting facts or managing classes; they are also about interactions between teachers and students in the classroom, where teachers co-construct learning with students and build on what learners already know.<sup>8</sup>

Brown also suggested that one of the best ways of teacher being an initiator and sustain of interaction is by employing questioning strategies in teaching and learning process.<sup>9</sup> Therefore, questioning strategies are needed to give students more chance to think and to understand what the teacher

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<sup>7</sup>Kathleen, Cotton. Classroom Questioning. *School Improvement Research Series*, Northwest Regional Educational Laboratory. 2015.

<sup>8</sup>Meng, Junyi & Zhao, Tao. Teacher Questions in a Content based Classroom for EFL Young Learners. *Theory and Practice in Language Studies*, Vol. 2, No.12, 2012, 2603-2610.

<sup>9</sup>Brown, H. D. Teaching by Principles: *An interactive Approach to Language Pedagogy 2nd Ed.* (New York: Longman, 2001).

asked. The ability to use questions effectively in the learning process is the teacher's responsibility as a leader during teaching and learning activities. The skill is determined by the teacher's questioning technique. When the teacher's questions are well planned, they can lead the students on the desired learning experience.

Furthermore, the quality of the teacher's questioning influences the quality of the student's critical thinking. One of the fundamental skills of good teaching is the ability to ask questions in class.<sup>10</sup> Teachers must ask good questions in order to teach effectively, and good teachers ask good questions. Teachers in the classroom are expected to have a wealth of knowledge and experience because they are the guides in the classroom learning activities. Teachers will have more authority over students and more power in the classroom as a result of their knowledge and experiences. Therefore, effective teacher's strategies automatically develop a thorough understanding of the techniques or strategies used in questioning in the classroom.

Based on the condition, the researcher chose an analysis of teacher's questioning strategies because the researcher's analysis in the schools that have been chosen show that one of the most common factors that make class or students more attractive and easily to understand because the teachers who have a good strategies and good questions to gain the students interaction, attention, and comfortable learning environment are needed and important to know during the English class.

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<sup>10</sup>Khan, W.B. & Imanullah, H.M. in a Study of Lower Order and Higher-Order Question at Secondary Level Asian Social Science. 2011, 149-157.

The researcher chose MAN 2 Ponorogo to conduct this research because MAN 2 Ponorogo is one of the best and favorite Islamic-based school in Ponorogo and also the only Madrasah Aliyah in Ponorogo which is included in the list of the best Madrasah Aliyah or Superior Madrasahs in the academic field based on the Decree of the Director General of Islamic Education Number 1834 of 2021 concerning the establishment of Excellent Madrasahs for Academic Affairs which cover all provinces in Indonesia. MAN 2 Ponorogo also has many achievements ranging from national events.

The following are the achievements that have been obtained by students of MAN 2 Ponorogo which are 2nd and 3rd place national level story telling in the UIN Malang National English Festival competition, 1st and 2nd place provincial speech contest in the English Championship competition in Tulungagung, 2nd place winner at the provincial level in the Java English competition, 1st and 2nd place winners 2 special contests at IAIN Ponorogo. The students appear to be interested in learning English and seems speaking well in English because of a good strategies that the teachers give to them.

Although sometimes not all students appear to be interested in learning English, but some of them have made good progress in the subject. As a result, the researcher desired to examine the teacher's questioning strategies in English teaching especially with their speaking skill that were used to ensure that the students understood the material conveyed by the teachers. Based on the explanation above, the researcher interested in

conducting research entitled **“An Analysis of Teacher’s Questioning Strategies to Improve Student’s Speaking Skill during the Classroom Interaction at MAN 2 Ponorogo”**.

## **B. Scopes and Limitation**

This study was conducted at MAN 2 Ponorogo during the 2023/2024 school years. This research focused on what and why the English teachers use their questioning strategies to make students interactive to improve their speaking skill confidently in the teaching-learning process during the classroom interaction. The researcher established MAN 2 Ponorogo because it represented the population of the data and it is one of the excellent Islamic-based schools in Ponorogo.

This study was limited of two English teachers from MAN 2 Ponorogo who teach in grades X and XI. The researcher assigned one teacher to each class so that the researcher can concentrate on the research. Teachers who were a source already meet the requirements, such as holding a teaching certificate, having five years or more of teaching experience, and dealing with teaching problems.

## **C. Statements of the Problems**

The following questions are addressed in the study based on the study’s background:

1. What are the types of questioning strategies used by the English teachers at MAN 2 Ponorogo?
2. What are the reasons of questioning strategies used by the English teachers at MAN 2 Ponorogo?

#### **D. Objectives of the Study**

1. To find out about the types of questioning strategies used by the English teachers at MAN 2 Ponorogo.
2. To find out about the reasons of questioning strategies used by the English teachers at MAN 2 Ponorogo.

#### **E. Significances of the Study**

The result of this study is expected to give both theoretical and practical significance.

1. Theoretically, this study provides information or will be a source for teachers and students about the types of questions that are useful in the teaching and learning process.
2. Practically,

- a. For English Teachers

This study's findings are expected to provide a comprehensive description of the questioning strategies used in the classroom to elicit student responses, allowing teachers to prompt students to become more engaged and active participants in the teaching-learning process. Furthermore, it is expected to provide valuable contributions to English teachers regarding the classroom that can be used to deal with problems encountered while encouraging students to speak more so that effective English learning classes can be provided to obtain informations.

- b. For Students

The expect outcome of this research is that students would be more

interactive and the class would be more useful as a result of the teacher's questioning strategies. To improve the student's ability to actively communicate with one another. The researcher anticipated that all students would enjoy learning English, that they would be more interested in answering the teacher's questions, and that they would receive clear information.

c. For Futures

This study may also inspire other researchers to conduct future research on issues concerning the implementation and development of Teacher's Questioning strategies in order to improve educational quality.

## F. Systematic Discussion

This systematic discussion made to easier for readers to know and understand the contents of the study. The systematic discussion is described as follows:

**Chapter I** : Contains about introduction which deals with the background of study, scopes and limitation, statements of the problems, objectives of study, significances of the study, and systematic discussion.

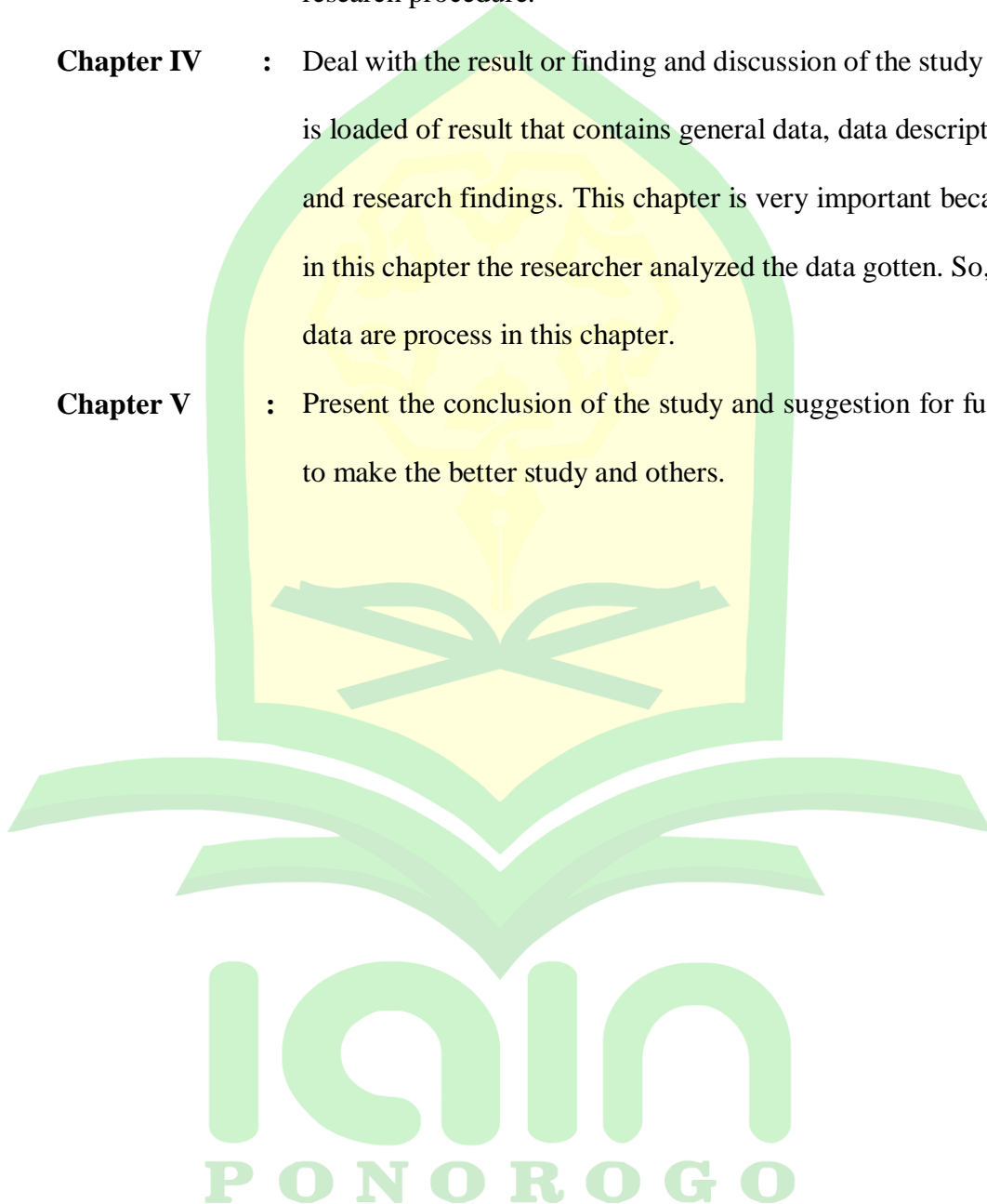
**Chapter II** : Contains about theoretical analysis, it consists of some previous studies discuss about the teacher's questioning strategies in the classroom interaction.



**Chapter III** : Contains the research method. It covers: research design, research location and role, data source, technique of data collection, data analysis, checking of data validity, and research procedure.

**Chapter IV** : Deal with the result or finding and discussion of the study that is loaded of result that contains general data, data description, and research findings. This chapter is very important because in this chapter the researcher analyzed the data gotten. So, the data are process in this chapter.

**Chapter V** : Present the conclusion of the study and suggestion for futher to make the better study and others.





## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Conceptual Framework

##### 1. The Definition of Question

One of the most powerful teaching strategies is giving question or questioning activity. According to Garry Poole, "*Questions are excellent conversation starters.*" Good questions encourage people to share their thoughts and feelings on a wide range of topics. In the context of discussion groups, questions serve an important role as well.<sup>11</sup> Getting participants to come out of their shells and talk about the topic at hand. As a result, asking good questions in a group setting is the quickest and easiest way to spark lively discussions.

A question is any sentence in the interrogative form that can arouse the interest of learners in the content elements to be learned and help them gain knowledge. According to Cotton, a question is any sentence with an interrogative form or function.<sup>12</sup> In summary, questioning refers to the instructional cues or stimuli that communicate to students the content elements to be learned as well as the directions for what they are to do. Questioning is an excellent tool for teaching and learning. Blosser claims that teachers use questions to help students review, check comprehension, stimulate critical thinking, encourage creativity,

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<sup>11</sup>Garry, D. Poole. *The Complete Book Of Questions : 1001 Conversations Starters For Any Occasion*. Zondervan; 38020th edition. 2003.

<sup>12</sup>Kathleen, Cotton. Classroom questioning. *School Improvement Research Series (SIRS)*. Available at: <http://www.nwrel.org/scpd/sirs/3/cu5.html> accessed on February 2023.

emphasize a point, control classroom activities, and for a variety of other reasons and purposes.<sup>13</sup>

Questions must become a tool for eliciting information from students based not only on the material but also on their experience or knowledge. The teacher should keep students focused on the lesson by asking interesting and simple questions. According to R. Stiggins, asking students "why" questions rather than "yes or no" questions encourages students to be more expressive in sharing their opinions. Thus, the teacher will know how familiar or interested they are in the material, and it will require teacher feedback to promote progressive learning.

## 2. The Definition of Strategy

One of the most important factors in teaching is strategy. The strategy is intended to be the teacher's attempt to create an environment that allows the teaching process to occur and learning goals to be met. The teacher must be able to handle the elements of learning in general in such a way that the elements of learning in question are connected.

According to Hamruni, how a strategy is implemented by a teacher is dependent on the approach used and how the strategy is used. Brown defined strategies as special methods of approaching a problem for the purpose of achieving a specific end, planned design for controlling and manipulating specific information.<sup>14</sup> It means that strategy is the approach taken by the teacher by putting some methods in place. The

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<sup>13</sup>Blosser, P. E. *How to ask the right question*. (USA, Arlington: National Science Teachers Association NSTA. 2000).

<sup>14</sup>Brown, H. Douglas. *Teaching by Principle an Interactive Approach to Language Pedagogy*. (San Francisco: Longman. 2001).

teacher's strategy for devising a material plan in order to be successful during the teaching and learning process. According to Hamruni, the teacher employed a teaching method during the teaching and learning process. The teacher select a technique that is appropriate for the method, and the teacher's strategy differs from that of other teachers. Learning strategies are strategies that are used during learning activities.

### 3. The Definition of Questioning Strategy

According to Guest, questioning strategy is one of the important tools to extend student's learning, which can help teachers develop their own strategies to enhance the student's work and thinking.<sup>15</sup> Teacher questioning, on the other hand, is critical for both the teachers and the students. According to Harvey, the most effective questioning strategy is one that allows students to become fully involved in the learning process. He claimed that teachers must consider the types of questions they will ask students while planning the lesson.<sup>16</sup>

So, questioning strategies will assist a teacher in effectively planning question and answer sessions when the teacher plays the questions effectively based on the student's needs and the question types to be involved in fully student's interaction. The strategy is intended as a teaching effort in which the teacher is responsible for creating an environment conducive to the teaching process and the achievement of

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<sup>15</sup>Guest. The case study method: *Critical thinking enhanced by effective teacher questioning skills*. The 18th Annual International Conference of the World Association for Case Method Research & Application. P.2.

<sup>16</sup>Harvey Stephanie. *Strategies That Work: Teaching Comprehension to Enhance Understanding. A literacy consultant and staff developer for the Denver-based Public Education and Business Coalition*. (Stenhouse, 2000).

learning objectives. The teacher must be able to manage the learning components in such a way that the learning components in question are linked. In the learning process, the teacher's question strategy must be oriented toward the learning objectives that will be achieved and adjusted to the material characteristics, student characteristics, and situations and conditions in which learning will take place.

Therefore, teacher's question is one of the most common techniques used by teachers and serves as the principal way in which teachers control the classroom interaction. Many studies have found that teachers have a proclivity to ask a lot of questions. According to Richards and Lockhart, question and answer exchanges take up more than half of the class time in some classrooms.<sup>17</sup> There are three types of questions.

First, procedural questions, such as the following, are common in classrooms when teachers are ensuring that assignments have been completed, that task instructions are clear, and that students are ready for a new task. Second, convergent questions need the responses "yes" or "no" or short statements. Third, divergent questions encourage students to respond with longer answers that require them to engage in higher level thinking. Language classroom researchers have paid close attention to teacher's question.

One thing that teachers should not overlook is the role of the teacher's questioning strategy in the English teaching process, because questioning strategies are critical in influencing student's learning

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<sup>17</sup>Richards and Lockharts. *Reflecting Teaching in Second Language Classrooms*. (Cambridge, England: Cambridge University Press. 1994), 61.

processes. That is why, in order to achieve the goal of teaching, teacher's questioning strategies in interaction must be viewed and applied, because teacher's questioning strategies in interaction is one of the factors that teachers should consider in order to create an effective teaching and learning process.

According to Chin, a flexible questioning strategy is one in which the teacher adjusts the questioning based on the student's response in order to engage the student in higher order thinking. According to Harvey, the most effective questioning strategy is one that allows students to become fully engaged in the learning process.<sup>18</sup> It means that teachers should consider how to incorporate strategic questioning into their lesson plans prior to beginning the teaching and learning process.

Furthermore, the teacher's goal in the classroom is to ensure that students understand what they have been taught, as well as to increase student involvement and promote creative thinking. Teacher's question are regarded as one of the most essential and important instructional techniques used during the teaching and learning process. The majority of teacher talk is consumed by questions, which have been refined to have a significant impact on classroom interaction.

According to Ma, teacher's question have always been the most prevalent phenomenon observed in the classroom, as well as one of the most commonly-adopted devices preferred by the majority of teachers

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<sup>18</sup>Harvey Stephanie. *Strategies That Work: Teaching Comprehension to Enhance Understanding. A literacy consultant and staff developer for the Denver-based Public Education and Business Coalition.* (Stenhouse, 2000).

and one type of active procedure in teaching is the teacher's question.<sup>19</sup> It is one method of teaching behavior that involves teachers and students interacting to check learning, stimulate thought, reinforce knowledge, apply knowledge, and achieve teaching objectives.

During the teaching and learning process, teacher's questioning strategies is typically used as one type of mutual exchange teaching skill between the teacher and students. It has been widely used in the classroom up to this point. Classroom questioning is a key component of classroom instruction and one of the teaching methods used to achieve the goal of classroom instruction. Teachers want students to respond, and the first step is for students to answer questions. The teacher can get the answers they need and evaluate the students through consistent dialog and communication.

In a productive teaching learning process, asking questions will be very useful for:

- a. Engaging students in lessons
- b. Encouraging the student's understanding and thinking
- c. Reviewing the contents of the important lessons
- d. Controlling the students
- e. Evaluating the student's progress

According to Kurniawan, in Prasetyawati, the use of questioning as a tool for placing great emphasis on the lead-in stage for a student, which is students are encouraged to become interested in the subject matter of

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<sup>19</sup>Ma Xiuyan. The Skills of Teacher's questioning in English Classes. *Journal International Education Studies (online serial)*, Vol.1, No.4, 2008, 92-100.



the text, encourages students to predict the content of the text, and gives them an interesting and motivating purpose in the classroom.<sup>20</sup>

The key to effective questioning strategies is to ask questions that allow us to achieve our teaching goals or facilitate a standard in the most effective way possible. Not every question is appropriate in every situation. This means that the teacher must have a thorough understanding of the types of questions that will be posed to students as part of the learning process. At times, questions that can help students remember basic information are required, while at other times, the teacher wants students to be able to connect information and apply it to everyday life.

According to Guest, stated that *"Questioning strategy is one of the important tools to extending students learning which can help teachers develop their own strategies to enhance the students work and thinking."*<sup>21</sup> Teacher's questioning, on the other hand, is critical for both teachers and students because it is a part of the learning process. Teachers can gather a lot of information by asking questions. According to Anderson, appropriate questions help *"Teachers and students learn from one another."* As a result, that is one of the most common techniques used by teachers to maintain classroom control.<sup>22</sup>

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<sup>20</sup>Prasetyawati, D. Analysis of questions used by English teacher At Jakarta intensive learning center (jilc). *Thesis*: Universitas Negeri Makassar, Makassar, 2015.

<sup>21</sup>Guest. *The case study method: Critical thinking enhanced by effective teacher questioning skills*. The 18th Annual International Conference of the World Association for Case Method Research & Application. P.2.

<sup>22</sup>Anderson, C. H. *The case study method: Critical thinking enhanced by effective teacher questioning*. Retrieved from Lund, Sweden: Paper presented at the Annual International Conference of the World Association for Case. 2001.

Xuerong and Walsh divide questioning strategies into 2 categories: question-planning strategies and question-controlling strategies.<sup>23</sup> Question-planning strategies are used to elicit responses and identify problems, as well as to better understand student's knowledge and to invite further discussions. While question-controlling strategies are procedures used by teachers in the classroom to distribute turn-taking and encourage participation.

According to Xeurong, question-planning strategies include asking open-referential, close-display, rhetorical, and follow-up questions, as well as requesting supporting data. Meanwhile, question-controlling strategies include phrasing the question first and then calling on the student, calling on specific students to answer questions, asking questions to the entire class, encouraging students to consult their classmates before answering questions, encouraging students to initiate questions, moving closer to students when asking questions, repeating the question if no response is received, and modifying the question if it is not understood.<sup>24</sup>

This is the most effective questioning strategy when students are allowed to fully participate in the learning process. It is critical for the teacher to consider the types of questions that will be asked of the students when planning the lesson. As a result, when the teacher plays questions based on student needs and the types of questions that will

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<sup>23</sup>Xuerong, F. *Exploring English Teachers' Classroom Strategies: A Case Study of EFL Teachers in China*, 2012.

<sup>24</sup>Ibid, 23

fully involve students interaction, the questioning strategy will assist the teacher in effectively planning a question and answer session.

Questioning strategies demonstrate how to make students understand teacher's question. Students may be quiet because they do not understand what the teacher has asked, do not know how to respond, or are shy. Teachers can solve these issues by employing questioning strategies. It can encourage students to respond and assist them in organizing their utterances, motivating them to speak confidently. To summarize, the questioning strategy is a method for teachers to ensure student's comprehension of learning materials. It is also a method of involving students in the teaching-learning process. As a result, the teacher can determine whether or not the teaching-learning process was effective.

#### **4. Types of Questioning Strategy**

There are various types of questioning strategies that can be used to help students take more responsibility for their learning and to engage students in the teaching and learning process. The purpose of teacher inquiry strategies is to make the learning environment more interactive, active, and collaborative. The teacher should use the questioning strategy to assess student's learning in order to determine how well they understand. To improve the student's command of the target language. To make teaching and learning more effective, the teacher can use a

variety of question types. According to Richard and Lockhart there are three types of question<sup>25</sup>:

### 1. Procedural Questions

Teachers use procedural questions to find out what is going on in the classroom. Classroom procedures and routines are addressed in procedural questions. Procedural questions are not concerned with the content. The teacher uses procedural questions to check student's assignments and instructions for a new task. In procedural questions, students can respond with a simple yes or no. Procedural question to improve the student's comprehension and classroom interaction. These the examples of procedural questions:

- 1) How are you today?
- 2) Do you get the point?
- 3) Did you finish your assignment?
- 4) Do you understand, students?

### 2. Convergent Questions

Convergent questions can encourage students to respond by focusing on a specific topic or material. Students can answer convergent questions based on the material explained by the teacher. Convergent questions require a short response, such as yes, no, or a short statement. Convergent questions are designed to keep students focused on the material that has been explained or presented by the

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<sup>25</sup>Richards and Lockharts. *Reflecting teaching in second language classrooms*. (Cambridge, England: Cambridge University Press. 1994), 61 .

teacher while also encouraging recall of previously learned information. Convergent question examples:

- 1) What is topic of the paragraph 1?
- 2) What is the best answer from the text?
- 3) What are they discussing based on the text?

### 3. Divergent Questions

Divergent questions can encourage students to respond with higher level thinking. Diverse questions encourage students to respond based on their knowledge, experience, and information. It means that students can respond to questions with longer responses and more complex sentences. Divergent questions necessitate students analyzing something based on their knowledge and information rather than recalling previously learned information. Here are some examples of divergent questions:

- 1) What do you think of this story?
- 2) What is your opinion about the text?
- 3) What is the song's message about?

Some researchers also have categorized questions into lower and higher cognitive levels. Lower cognitive questions (fact, closed, direct, recall, and knowledge) entail information recall. Higher cognitive questions (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis) require mental manipulation of information to produce or support an answer. Traditional wisdom holds that higher cognitive questions, regardless of classification,

lead to higher-quality answers and increased learning and achievement. However, the research has yielded conflicting results in this regard. Some studies found that higher level questions did result in deeper learning, while others did not.

Lower cognitive questions (knowledge and comprehension on Bloom's Taxonomy) may be most beneficial to primary students, according to some studies. When the goal is to impart factual knowledge and commit it to memory, lower cognitive questions are more effective. It is important to note, however, that simply asking these types of questions does not guarantee better responses or learning outcomes. Students must be explicitly taught how to answer these types of questions, including making inferences. This instruction, combined with the use of higher cognitive questions, has the potential to improve student achievement.

According to Xuerong, divided questioning strategy into two types: question-planning strategy and question-controlling strategy.<sup>26</sup> Question-planning strategies refer to the types of questions used by teachers in the classroom. The functions are to elicit responses and identify problems, to gain a better understanding of student's knowledge, and to invite further discussions. The question-planning strategy includes asking students relevant questions, open-ended questions, and follow-up questions. This includes requesting any necessary documentation. In the meantime,

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<sup>26</sup>Xuerong, F. *Exploring English Teachers' Classroom Strategies: A Case Study of EFL Teachers in China*, 2012.

question-controlling strategy refers to the methods or procedures that teachers use to ask questions in the classroom. The function for distributing turns and encouraging participation.

Using strategies when asking questions to students is important because it helps teachers understand how students respond and can make students more attentive to the lesson and engaged in the teaching-learning process. Questioning strategies demonstrate how to make students understand teacher's question. Students may be quiet because they do not understand what the teacher has asked, do not know how to respond, or are shy. Teachers can solve these issues by employing questioning strategies. It can encourage students to respond and assist them in organizing their utterances, motivating them to speak confidently.

##### **5. The Functions of Teacher Questioning Strategy**

Teacher's question can serve a variety of purposes, including focusing attention, exercising disciplinary control in the course or instruction, encouraging student participation, and moving the lesson forward, among others.<sup>27</sup> Furthermore, Chaudron, as cited in Inan & Fidan, in Prasetyawati, believes that teacher's question are important because they have the potential to facilitate either target language production or correct and meaningful content-related responses by students.<sup>28</sup>

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<sup>27</sup>Shoomossi. The effect of Teachers' Questioning Behavior on EFL Classroom Interaction: A Classroom Research Study. *The Reading Matrix (online serial)*, vol.4, no.2, 2004, 96-104.

<sup>28</sup>Chaudron, C. Research on Teaching and Learning: Second Language Classroom. *Academic Journal*. 1988.

Classroom questions, as a diagnostic tool, allow the teacher to look into the minds of students to discover not only what they know or do not know, but also how they think about a topic. Recent research on schema theory suggests that the structure of a student's prior knowledge is a powerful predictor of how new information is learned, and that student misconceptions and prior beliefs frequently interfere with the learning of new material.<sup>29</sup> The teacher can assess the current state of student thinking through strategic questioning, identifying not only what students know but also gaps and misconceptions.

Questions also serve an important instructional function. The instructional function focuses on the role that questions play in assisting students in learning new material and integrating it with previously learned material. Questions provide valuable practice and feedback for development. Questions draw student's attention to the information in a lesson. Questions are also useful in the acquisition of integrated bodies of knowledge. Questions can be used to review previously learned material in order to build a knowledge base for the new material to be learned. Furthermore, questions can be used to clarify relationships within the content being discussed as the new material is developed.

Motivation is a third function that classroom questions serve. Teachers can actively engage students in the lesson by asking questions, challenging their thinking, and posing problems for them to consider. A question at the beginning of the lesson can be used to capture student's

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<sup>29</sup>Kauchak & Eggen. Introduction to Teaching: Becoming a Professional, 5th edition. University of Utah Paul Eggen. University of North Florida. 2014.



attention and provide a focus for the lesson. Furthermore, frequent and periodic questions can encourage active participation and provide opportunities for continued student involvement throughout the lesson. According to research in this area, teacher-led questioning sessions result in the highest levels of student on-task behavior. Finally, questions can be used at the individual level to draw wandering students back into the lesson or to provide an opportunity for one student to be confident.

However, as cited by Brown in Christenbury & Kelly<sup>30</sup>, the functions of questioning in an interactive classroom as follows:

- 1) Teacher's question give students the impetus and opportunity to produce language in a relaxed setting without putting themselves at risk of initiating language. It can be terrifying for students to have to initiate conversation or topics for discussion. Appropriately phrased questions can give more reserved students a positive "green light" and a structured opportunity to communicate in their second or foreign language.<sup>31</sup>
- 2) Teacher's question can set off a chain reaction of student interaction. A single question may be all that is required to start a discussion; however, without the initial question, students may be hesitant to begin the process.

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<sup>30</sup>Christenbury and Kelly. Questioning a Part to Critical Thinking (online serial), (40). Accessed on February 27, 2023.

<sup>31</sup>Brown, H. Douglas. *Teaching by Principle an Interactive Approach to Language Pedagogy*. (San Francisco: Longman. 2001).

- 3) Teacher's question provide the instructor with immediate feedback on the student's understanding. A teacher can use the student response to diagnose linguistic or content difficulties after posing a question. Grammatical or phonological issues, for example, may be revealed by the student's response, providing the teacher with specific information about what to treat.
- 4) Teacher's question allow students to discover what they think by hearing what they say. They can discover their own opinions and reactions as they respond to questions about, say, a reading or a film. This self-discovery can be especially beneficial for a prewriting activity.

Moreover, it can be concluded that the functions of teacher questions are:

- 1) Questions can be used as a teaching tool by the teacher as a tool of communication in the teaching learning process. If the teacher can master the use of questions to categorize them, they can encourage students to speak up in the classroom during the teaching learning process.
- 2) The teacher can improve communications skills by asking the right questions in a specific situation, such as gathering more information and learning more, developing stronger relationships, managing the class more effectively, and assisting students in learning effectively. It means that the teacher can create an effective teaching and learning process by asking questions.

## 6. Classroom Interaction

A classroom is a space where teaching and learning can take place. Classrooms can be found in a variety of educational institutions, including public and private schools, home schools, corporations, and religious organizations. The classroom attempts to provide a safe environment in which learning can occur without interruption from outside sources.

The heart of communication is an interaction. The primary goal of foreign language learning, whether oral or written, is to communicate. To accomplish this goal, the learners or students must collaborate and interact among themselves, with the teacher, or with someone else who is aware of language learning. Communication is derived from interaction because communication requires interaction between people who have something to share.

Students actively participate in class discussions as part of classroom interaction. When the lecturer is present, students interact, as well as when the lecturer probes student thinking in front of the entire group. There are numerous methods for communicating with students, especially in the classroom.

According to Rain S. Bongolan, some approaches that promote active learning are cooperative learning, problem-based learning, the use of case methods, and simulation.<sup>32</sup> Students must be engaged and active participants in the learning process in order to interact in the

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<sup>32</sup>Bongolan, L. Moir, E. R., & Baron, W. E. *Keys to the secondary classroom*. (United States: SAGE Publications Inc. 2009).

classroom. The instructor serves as a coach or facilitator, guiding students through activities while giving them control over the learning event. Classroom interaction is a teaching method that actively engages students in the learning process rather than viewing them as passive recipients.

Turn taking, questioning and answering, meaning negotiation, and feedback are all examples of classroom interaction. Interaction between students and teachers, according to Chaudron, is critical to the learning process.<sup>33</sup> According to the preceding statement, interaction in the classroom is critical because the teaching and learning process would not be possible without it. As we all know, good interaction improves message transmission and fosters a positive interpersonal relationship between the teacher and students, resulting in higher student achievement in language acquisition.

Classroom interaction was primarily focused on whole class interaction between the teacher and students. Typical classroom interaction patterns include among other things, the initiation, response, and feedback/evaluations.

#### 1. Initiation

The structure and content of the classroom are directed by the teacher, who initiates discussion by asking questions.

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<sup>33</sup>Chaudron, C. Research on Teaching and Learning: Second Language Classroom. *Academic Journal*. 1988.

## 2. Response

The teacher poses a question to the student, and the student responds with an answer.

## 3. Feedback/Evaluation

The interaction sequences are concluded by the teacher providing feedback on the student's response following the student's response to the question.

# 7. The Application of Questioning Strategy

## a. Questioning at the Beginning of the Class

Addressing questions before teaching and studying material is effective for students who have/have high ability and/or are known to be interested in the subject matter. According to Eble, some teachers use questioning in the classroom early on to assist students who have questions about previous lectures, readings, and exam preparations.<sup>34</sup> Giving questions as opening questions in a conversation at the beginning of a class can make it easier for students to respond while not forcing them to reveal too much about themselves. Before teaching, questions can be written as a quiz or asked orally.

The questions in this session can serve as models for students to write meaningful questions. These questions can then be submitted and addressed at the start of the class period at random, or they can

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<sup>34</sup>Eble. The multidisciplinary world of questioning. In W.W. Wilen (Ed.), *Questions questioning techniques, and effective teaching*. Washington, DC: National Education Association, 4966, 1988.

be used to develop exam questions. The teacher can use recall questions in this session to recall or retain anything that has been done. In other words, the questions are used to keep student's minds focused on the lesson that has been taught. Furthermore, the questions are very useful for stimulating students prior to receiving new material; all at once, it is used to measure the input in mind.

#### **b. Questioning at the Middle of the Class**

Questioning students in the middle of a lesson is very effective in producing achievement; it gains more than instruction delivered without questioning students. According to Eble, students perform better on lesson items that have previously been asked as recitation questions than on items that have not previously been asked as recitation questions.<sup>35</sup> Because oral questions promote learning more effectively than written questions, they are appropriate for use during teaching and learning processes. Questions that direct student's attention to silent elements of the lesson result in better lesson comprehension than questions that do not. During the teaching and learning processes, asking questions is positively related to learning facts. The questions in this session can be classified as confirmation checks or classification requests based on the functions.

Students, readers, and listeners tend to focus only on material that will help them answer questions posed before the lesson ends.

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<sup>35</sup>Eble. The multidisciplinary world of questioning. In W.W. Wilen (Ed.), *Questions, questioning techniques, and effective teaching*. Washington, DC: National Education Association, 4966, 1988.

Teachers can use yes/no questions, display questions, or any other type of question in this session. Teachers, for example, want to ensure that their students understand before moving on to the next explanation or subtopic. It also provides students with the opportunity to clarify an ambiguous meaning of the learning process. Questioning students during class can encourage them to learn more.

**c. Questioning at the End of the Class**

Teachers frequently question students at the end of class because it is necessary to know the student's understanding, assess the student's learning, test the student's input, and evaluate both the teacher's teaching quality and the teaching learning process to determine whether or not they are running smoothly. To assess student's understanding in this section, teachers must use recall questions and referential questions. Eble suggests that teachers use open/closed questions or other types of questions to complete the target learning.<sup>36</sup>

Based on the functions, the teacher asks questions in this session as a diagnostic tool or comprehension check when the teacher needs to assess student's comprehension and learning quality. Furthermore, questioning students at the end of a lesson can assist students in synthesizing information and drawing conclusions. Their responses to one final question and the most ambiguous point can be

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<sup>36</sup>Eble. The multidisciplinary world of questioning. In W.W. Wilen (Ed.), *Questions, questioning techniques, and effective teaching*. Washington, DC: National Education Association, 4966, 1988.

submitted for teachers to review in order to address student issues at the start of the next class period or to clarify content.

## 8. The Reasons of Teacher in Using Questioning Strategy

There are many reasons why teachers ask questions to their students, whether to test their ability or to engage them in class discussion. According to Ellis, there are two reasons why teachers ask questions in the classroom.<sup>37</sup> First, questions must be answered. When students respond to the question, the teacher can provide feedback that can be used to adjust the content and expression in subsequent teacher talks. Second, questions are used to control the progression of the interaction in which a lesson is enacted.

According to Richard and Smith, the reasons why the teachers ask the questions to their students are to access information, analyze information, and draw some conclusions.<sup>38</sup> Another reason why teachers should employ questioning strategies in the teaching and learning process is that questions are more than just a means of eliciting an answer. However, the function of questions in the learning process is to motivate, test, assess, revise, explore, explain, encourage, control, and improve student understanding.

According to Mehan, traditional teachers used recitation or the Initiate, Response, Evaluate (IRE) model of questioning to ask questions. Although this model can be used to assess factual knowledge

<sup>37</sup>Ellis, R. *The study of second language acquisition (2<sup>nd</sup> Ed.)*. (Oxford: OUP. 2008).

<sup>38</sup>Richard, Jack C & Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Pearson Education Limited, 2002).



or recall, it typically does not encourage higher order thinking because it is based on a single correct answer. When teachers ask students a question, they should ask every student, get the correct answer, and then evaluate it. Each round of interaction focuses on one student at a time, with teachers asking, evaluating, and then moving on to the next student.

According to Richards and Lockhart,<sup>39</sup> there are several reasons why questions are so commonly used in teaching:

- 1) They stimulate and maintain student's interest.
- 2) They encourage students to think about and focus on the lesson's content.
- 3) They allow teachers to clarify what students have said.
- 4) They allow teachers to elicit specific structures or vocabulary items.
- 5) They allow teachers to assess student's comprehension.
- 6) They encourage student participation in a lesson.

According to Adler, the art of asking questions is one of the fundamental skills of good teaching.<sup>40</sup> In other words, teachers used questions to stimulate student's thinking about a concept and challenge them to attend to higher level of thinking appropriate to the content and learning outcomes. Dillon argued that teachers used questions to foster critical thinking skills and insight by exposing new or related relationships. To summarize, the purpose of teachers questioning in the

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<sup>39</sup>Richards and Lockhart. *Reflecting teaching in second language classrooms*. (Cambridge, England: Cambridge University Press. 1994), 61.

<sup>40</sup>Adler, Mortimer. *The Paideia proposal: An educational manifesto*. (New York: MacMillan, 1982).

teaching and learning process is to engage students in discussion and to create an active class in order to create an effective teaching and learning process.

## **9. The Importance of Teacher's Questioning Strategies in the Classroom Interaction**

Questioning strategies can make a significant contribution to the classroom interaction structure. Questioning strategies have the potential to stimulate student interaction, thinking, and learning as a two-way interaction. The use of questioning strategies can thus alter the tone of the teacher's monologue and engage students in active classroom interaction, which is beneficial to their language development.<sup>41</sup>

On the other hand, teachers provide opportunities for their students to use and practice their language through questioning strategies. As a result of one of the functions of the questions proposed by Morgan and Saxton cited in Meng, which is to allow students to express their ideas and thoughts, students practice and use the target language at that time.<sup>42</sup>

However, a questioning strategy that arises is how many times and words that the students practice when answering the questions from the students, whether or not the questions open a wide range of opportunities for the students to use the target language in the classroom. This can be answered by returning to the type of questioning strategies frequently used by the teacher, and it is one of the concerns of this study.

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<sup>41</sup>Ma, Xioyan. The Skills of Teacher's questioning in English Classes. *Journal International Education Studies (online serial)*, Vol.1, No.4, 2008, 92-100.

<sup>42</sup>Meng, Junyi & Zhao, Tao. Teacher Questions in a Content based Classroom for EFL Young Learners. *Theory and Practice in Language Studies*, Vol. 2, No.12, 2012, 2603-2610.

## B. Previous Studies

The first related study is from Ayu Erianti, Erwin Aki and Farisha Andi Baso entitled “*An Analysis of Teachers’ Questioning Strategies in ELT (English Language Teaching) The Classroom Interaction at Eleventh Grade SMA Muhammadiyah 1 (2018)*”. This study focused on teacher’s question in a senior high school English classroom. It was carried out to address three of the problem statement’s questions. The research was carried out by observing, interviewing, and videotaping one English teacher and fifteen students. The researcher attends two classes in one meeting, each lasting 90 minutes. The results revealed that the type of teacher questioning strategies used included procedural (13%), display (74%), and referential (13%). However, the teacher used the types of questions based on the function of the question type. The effect of the question to the students was then assessed using six questions posed by the researcher.

Besides, there are some differences in the current research. Ayu Erianti, Erwin Aki, and Farisha Andi Baso used Bloom’s Taxonomy question types, which are procedural, display, and referential. This previous study investigated the effect of question and student response to teacher questioning. However, the current study employs Richard and Lockhart’s theory and seeks to determine what types of questioning strategies are commonly employed by the teachers during classroom interactions in MAN 2 Ponorogo.

The second research conducted by Rismayanti (2018) “*The findings of this research were: the types of questions used by an English teacher in*

*PIBA of UIN Alauddin Makassar were display and Preferential Question*".<sup>43</sup> The English teachers at PIBA of UIN Alauddin Makassar used display questions in Academic Year 2016/2017 to review previous materials and assess students' understanding of previous materials, while referential questions were used to improve student's speaking and critical thinking skills. However, there are some discrepancies in the current research. During the academic year 2016/2017, the most common types of teacher questions used in PIBA classrooms were clarifying questions, second guiding questions, integrating questions, and last anticipated questions.

The students who preferred display questions to referential questions thought that display questions were easier to answer, but they were insufficient for increasing their critical thinking and English speaking skills because they simply recall or read the answer from text or previous materials. The questions challenged the students to speak up and give the best explanations and answers from the teacher's question, and the questioning strategies increased the student's critical thinking and English speaking skills. As a result, the researcher recommended using questioning strategies because the researcher discovered that the teacher's questioning strategies increased student's thinking and built interaction in the classroom. The research will also be conducted in a different location; the current study will be conducted in an Islamic senior boarding school.

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<sup>43</sup>Rismayanti. An Analysis of Teacher Questioning Strategies during the Classroom Interaction at PIBA of UIN Alauddin Makassar. *Thesis*: UIN Alauddin Makassar, Makassar, 2018, 27.

The third research is “*Teacher Questioning Strategies: to Improve Student’s Motivation in English Classroom Learning Activity*” by Syarifah Rahmah.<sup>44</sup> The purpose of this study is to discover the teachers' questioning strategy in English teaching at SMPN 8 Banda Aceh, as well as the improvement of student’s motivation in learning English as a result of the teacher’s questioning strategy. The data analysis revealed that teachers used questioning strategies by asking certain types of questions and performing the type questions during each season of teaching. In asking questions, the use of probing and factual questions was dominant. It is determined by the material that teachers have transferred to students. Otherwise, teachers rarely use divergent and higher order questions. Other strategies used by the teacher included repeating the questions, emphasizing the questions, translating into Bahasa Indonesia or mixing the questions, getting closer to the students, and rewarding them. The research findings also demonstrated the positive effects of teacher’s use of questioning strategies in English classroom learning activity and improved student motivation in learning English.

There are some differences in this current study. Syarifah Rahmah used question types based on P.E Blosser, and the researcher focused on students motivation; however, in this research, Richard and Lockhart theory (Procedural, Convergent, and Divergent Questions) is used for this thesis, and the researcher also wants to describe how the classroom interaction when the teacher uses questioning strategy at the MAN 2 Ponorogo.

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<sup>44</sup>Rahmah, Syarifah. *Teacher Questioning Strategies: To Improve Students’ Motivation In English Classroom Learning Activity*. Thesis: Universitas Ar-Raniry, Banda Aceh, 2017.

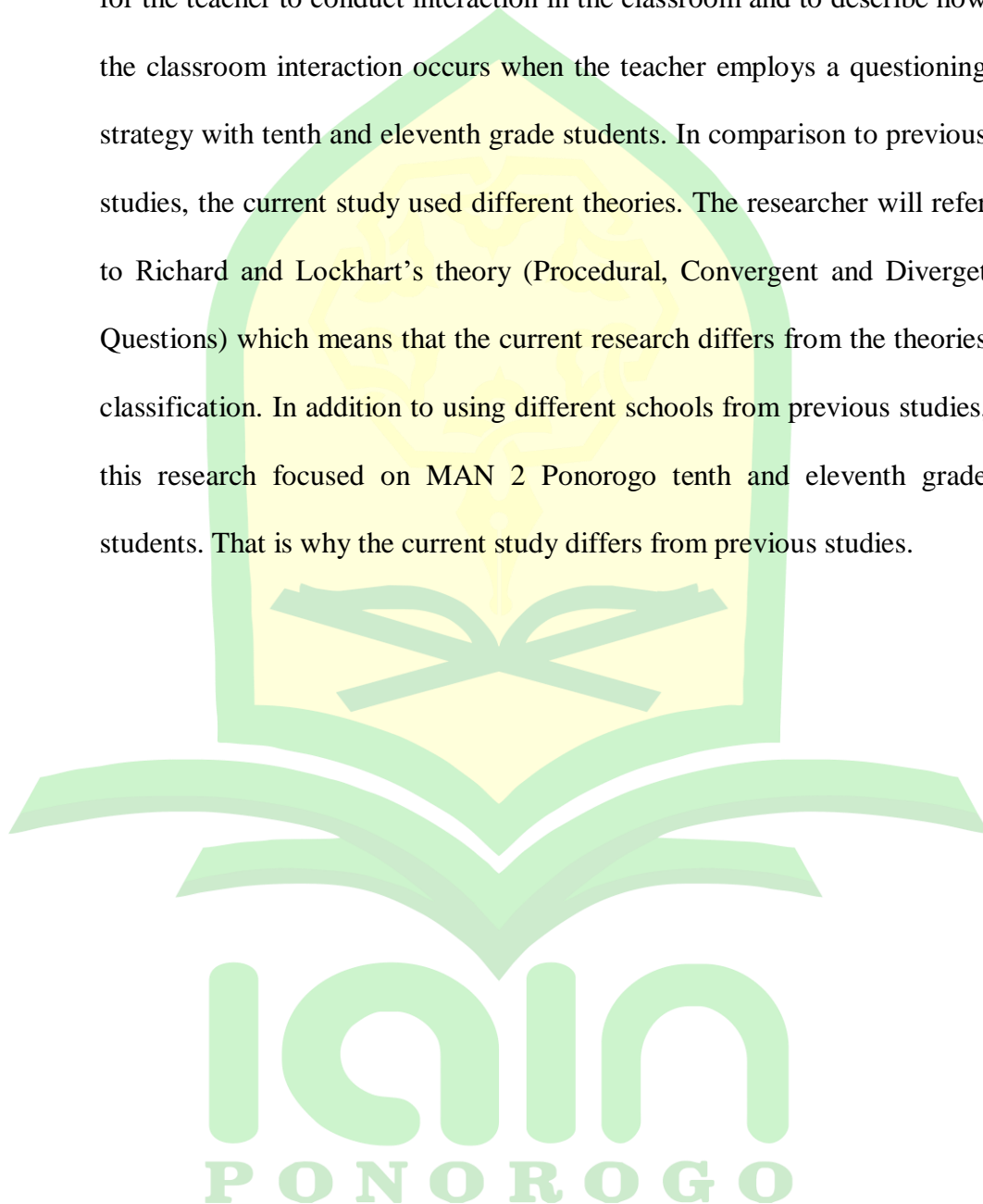
The fourth previous study of this research is the thesis conduct by Yamazaki, entitled *“An Interaction Analysis: A Teacher’s Questions, Feedback, and Students’ Production through Classroom Observation from University of Birmingham”*. This study attempted to determine whether asking questions or providing feedback would lead to deeper insights. The difference between the researcher’s paper and previous studies is the question specification. The researcher also wishes to describe the classroom interaction when the teacher employs a questioning strategy in the tenth and eleventh grades, and previous research has focused on student’s responses.

The fifth previous study is entitled *“English Teacher’s Questioning Strategies in English Foreign Language Classroom at SMAN 1 Bontomarannu. Written by Sujariati from Sanata Dharma University”*.<sup>45</sup> The goal of this study was to discover the teacher’s questioning strategies, the reasons for using the questioning strategies, and the effects of the questioning strategies on the learning activities of the students. The researcher notices a similarity between this research and researcher research because this research involves the use of questioning strategies through the use of various types of questions. The differences between the researcher's paper and the previous study are centered on the different types of questioning strategies used during the English classroom interaction. The previous section concentrated on applying some of the questions in the classroom.

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<sup>45</sup>Sujariati. English Teacher’s Questioning Strategies in EFL Classroom at. Makassar: *English Language Education*, 2016.

All previous studies have been concerned with the types of questions used by teachers in classroom interactions. The purpose of this current study is to observe the types of questions that may provide a greater contribution for the teacher to conduct interaction in the classroom and to describe how the classroom interaction occurs when the teacher employs a questioning strategy with tenth and eleventh grade students. In comparison to previous studies, the current study used different theories. The researcher will refer to Richard and Lockhart's theory (Procedural, Convergent and Diverget Questions) which means that the current research differs from the theories classification. In addition to using different schools from previous studies, this research focused on MAN 2 Ponorogo tenth and eleventh grade students. That is why the current study differs from previous studies.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study used qualitative descriptive research on the research method. It described the kinds and what are the types of questioning strategies that used by the teachers at MAN 2 Ponorogo. This qualitative methodology is concerned with gathering information from various sources in order to gain a better understanding of the subject, including their opinion, perspective, and attitude.<sup>46</sup> According to Ary, the qualitative method focuses on understanding social phenomena from the perspective of the human participants in the study.<sup>47</sup> In this study, the researcher describes: 1. The types of teacher's questioning in the classroom interaction and, 2. The reasons of the use questioning by the teachers during the classroom interaction.

#### B. Research Subject

This research subjects were the English teachers at MAN 2 Ponorogo. The subjects of this study were two English teachers of the English teachers as a sample. The two English teachers at MAN 2 Ponorogo that have been observed was responsible in grades X and XI. Teacher A was the first teacher who teach grade XI, and Teacher B was the second teacher who teach grade X. Furthermore, both of the teachers were chosen based on

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<sup>46</sup>Nassaji, H. Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, no.19, vol.2, 2015, 129–132.

<sup>47</sup>Ary, et al. *Introduction to Research in Education*. (Wadsworth: Cengage Learning, 2006).



criteria such as at least 5 years of teaching experience, experience teaching with various materials, a teaching certificate, and teaching speaking skills.

### **C. Research Setting**

This study was carried out at MAN 2 Ponorogo in academic year 2023/2024. The researcher chose the teachers from class X and XI because they were likely to have a flexible time and preference for using teacher's questioning strategies. This research was carried out in accordance with the English Subject's school schedule. MAN 2 Ponorogo used K-13 curriculum for grade XI and Independent curriculum for grade X to do the lesson, and this school applies full day school but on Saturday is not a holiday.

The researcher started the observation on January 24th until February 28th 2023. The researcher chose this location to do research, because there were good interactions between teachers and students, and that interaction is questioning. The teachers gave some questions for students to get the attention, information, to see student's understanding, and their knowledge in learning and speaking English.

### **D. Data Collection**

The information was gathered in two stages. The first step was to observe the classroom and write it down on a note, allowing the researcher to collect data from the real situation. The observer was not a participant in the observation process, but was aware of the researcher's role. Following the completion of the classroom observation by the audio recorder, the interview was conducted. The use of an audio recorder during an interview to assist the interviewer in gathering more detailed information.

## E. Techniques and Instruments

### 1. Observation

According to John, observation is the process of gathering open-ended, firsthand information at a research site by observing and places.<sup>48</sup> When people think of research in education, they frequently envision the process of collecting observational data in a specific school setting.

During the learning and teaching process in the classroom, the researcher only observes the teacher's question. In this case, the researcher used non-participant observation, in which the researcher does not participate in the activity being observed, as Cook and John state that it is easier to record information and observations if the researcher does not participate, allowing the researcher to get the data more easily.<sup>49</sup>

The researcher observed the teachers while teaching learning activities in the classroom to determine what concepts and strategies the teacher used during the teaching learning in the classroom, and the researcher collected the data using field notes. Then, the researcher observed two English teachers at MAN 2 Ponorogo.

### 2. Interview

When researcher conduct a qualitative interview, they ask one or more participants general, open-ended questions and record their responses. The data is then transcribed and typed into a computer file for analysis by the researcher. In qualitative research, asking open-ended

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<sup>48</sup>C. W. John. Educational Research. (University of Nebraska: PEARSON, 2012).

<sup>49</sup>Ibid,

questions yields the best voice experiences from participants because they are not constrained by the researcher's perspective or previous research findings. In this case, the researcher employed a semi-structured interview. In a semi-structured interview, the researcher has a general idea of how he or she wants the interview to go and may even have a set of prepared questions, according to Nunan and Bailey. The interview was conducted to learn why the teacher asked certain questions.

## **F. Data Analysis**

According to Miles and Huberman, data analysis consists of four steps. They are as follows: data reduction, data visualization, conclusion drawing, and verification.<sup>50</sup> In general, the steps are related to each other either during or after data collection, so Miles and Huberman's model is referred to as an interactive model:

### **1. Data Reduction**

The researcher performed selection and attention focus on simplifying, abstracting, and transforming a hard data achieved in this step. Qualitative data can be reduced and transformed in a variety of ways, including selection, summary, and paraphrase.

### **2. Data Display**

The researcher developed and organized information, descriptions, and actions in this step. The narrative text was used to display data. The display is a well-organized, compressed collection of information that

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<sup>50</sup>Miles Matthew B, A. Michael Huberman dan Johnny Saldana, qualitative Data Analysis A methods Sourcesbooks Edition 3 (Singapore: SAGE Publication, 2014), 12-14.

allows for conclusion drawing and action. It is intended to congregate organized information into an easily accessible, compact format so that analysts can see what is going on and either draw justified conclusions or proceed to the next step of analyst the display.

### 3. Conclusion

The researcher attempted to draw a conclusion and verify it by looking for meanings in each and every phenomenon observed. The conclusion is validated during the analyst process.

### 4. Verification

Verification can be as simple as a fleeting second thought crossing the analyst's mind while writing, with a brief return to field notes, or it can be more elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus, or with extensive efforts to replicate a finding in another data set.

## **G. Validity (Data Triangulation)**

The triangulation technique was used to assess the reliability of the data in this study. According to Sutopo, the most common method for improving validity in qualitative research is triangulation. According to Patton in Sutopo, defined four types of triangulation techniques: 1) data triangulation, 2) investigator triangulation, 3) methodological triangulation, and 4) theoretical triangulation.<sup>51</sup>

In a study, data triangulation is the use of multiple data sources, such as time, space, and person. Findings can be corroborated, and any

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<sup>51</sup>Sutopo, H.B. *Metode Penelitian Kualitatif*. (Surakarta: UNS Press, 2016).

weaknesses in the data can be compensated for by the strengths of other data, increasing the result's validity and reliability. It means that the researcher used more than one method to obtain the data during the data collection process. The researcher used methodological triangulation based on those types of triangulation. To validate the data, the researcher compared the data obtained from data observation and data interview. Following classroom observation, the researcher crosschecks the data to compare the data observation to the data interview and the theory.

## **H. Research Planning**

The planning in this study consisted of the pre-field stage, the field work stage, the data analysis stage and the research report writing stage.

### **1. Pre-field Stage**

At this stage there are six activities carried out by researchers, namely preparing research designs, choosing research locations, arranging research permits, exploring and assessing research locations, selecting and utilizing informants to help researchers complete their research, preparing research equipment and research ethical issues.

### **2. The Field Work Stage**

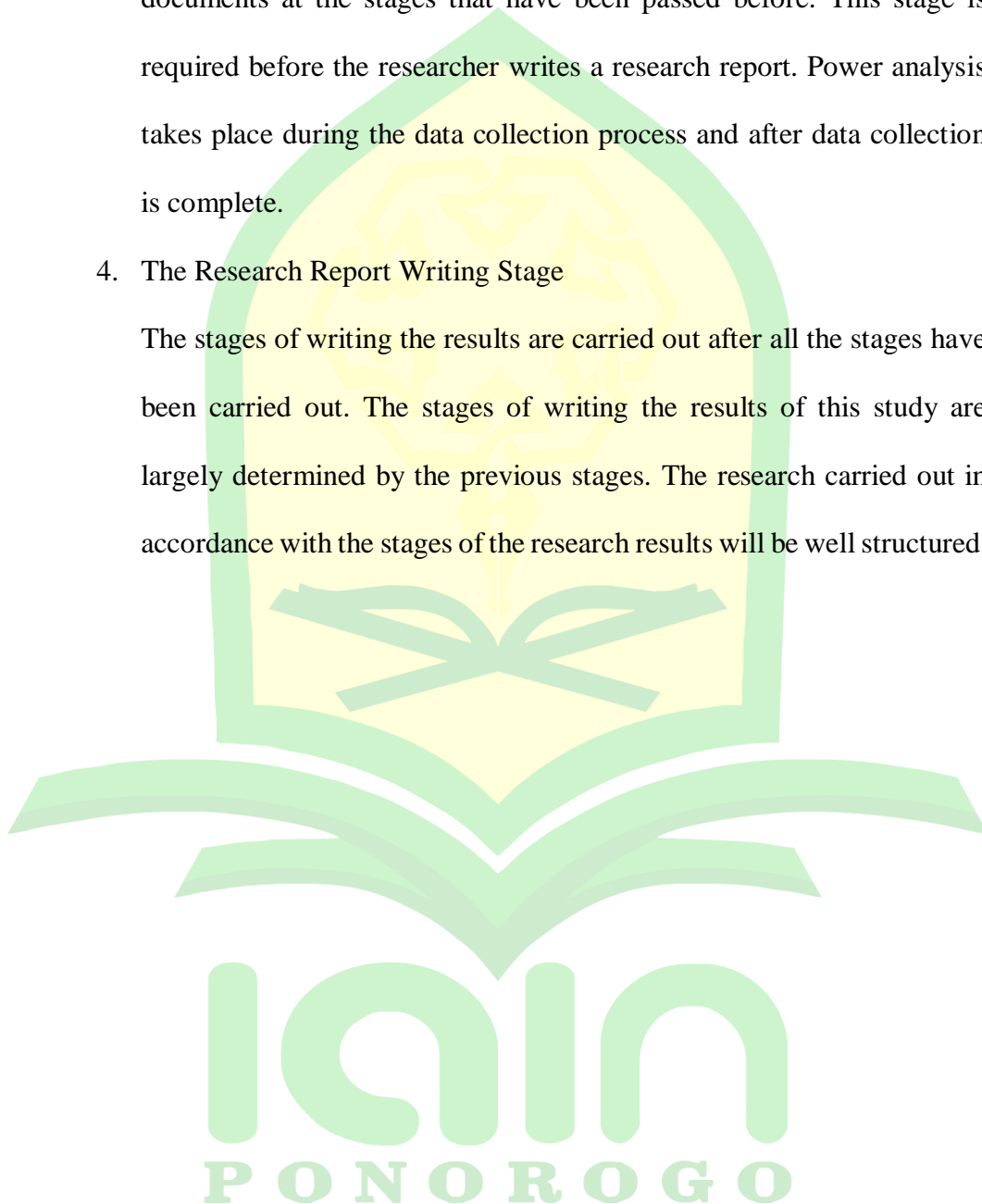
This stage is used by researchers to collect the data needed in research using predetermined methods. The stages of the work are carried out by understanding the research background and self-preparation including background and researcher limitations, appearance, introduction to the relationship of researchers in the field and the amount of study time.

### 3. The Data Analysis Stage

The stages of data analysis is the researcher analyzes the data that has been obtained, both the data obtained from the informants and the documents at the stages that have been passed before. This stage is required before the researcher writes a research report. Power analysis takes place during the data collection process and after data collection is complete.

### 4. The Research Report Writing Stage

The stages of writing the results are carried out after all the stages have been carried out. The stages of writing the results of this study are largely determined by the previous stages. The research carried out in accordance with the stages of the research results will be well structured.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. General Data

In this chapter, the researcher present the findings of the research in MAN 2 Ponorogo. The research findings were the results of two research questions that being answered. The research questions are: 1) What types of questioning strategies that the English teachers use in the classroom at MAN 2 Ponorogo? and 2) What are the reasons of the English teacher's use questioning strategies in the classroom at MAN 2 Ponorogo? The researcher collected the data through two methods: observation and interview.

##### 1. The Background of MAN 2 Ponorogo

MAN 2 Ponorogo is one of the educational institutions under the Ministry of Religion. Madrasah Aliyah Negeri (MAN) 2 Ponorogo with Madrasah Statistics Number 131135020002 and the status of a state madrasah is a transfer of function from PGAN Ponorogo, as stated in the Decrees of the Minister of Religion of the Republic of Indonesia, Numbers 1990 and 42 of 1992.

MAN 2 Ponorogo continues to serve the community by providing educational services centered on the concept of "Ulul Albab," which means being tough in developing faith and piety while also mastering knowledge and technology. As a form of madrasah readiness to become a quality madrasah, MAN 2 Ponorogo held several educational programs. There are many educational programs in MAN 2 Ponorogo, including the achievement building class, which is designed to educate students who are interested in science and social majors and have

superior academic abilities. There are also superior classes, which include research programs, olympiad programs, multimedia vocational programs, fashion design programs, electro/robotic vocational programs, sport programs, art programs, and tahfidz programs.

MAN 2 Ponorogo is located in an urban area, precisely on Jalan Soekarno Hatta 381 Ponorogo. The location of MAN 2 Ponorogo is to the south of Selo Aji Terminal, where there are Islamic boarding schools, including Thorikul Huda Cekok Islamic Boarding School, Nurul Hikam Keniten Islamic Boarding School, and Ittihatul Ummah Islamic Boarding School. This strategic location allows MAN 2 Ponorogo to become a madrasa that continues to grow and has better prospects. This school has 1180 students which is consist of 309 boys and 871 girls, and the school has 82 teachers. MAN 2 Ponorogo uses Merdeka curriculum at tenth grade students in their lesson practices.

In order to reach their desired destination, educational institutions must also have a vision and mission. MAN 2 Ponorogo establishes the Credo Madrasa "Ulul Albab," which has a strong meaning in faith and piety and a tough meaning in science and technology.

## 2. Vision and Mission of MAN 2 Ponorogo

**Vision : Superior religious, Cultural, and Integrity.**

**Mission of MAN 2 Ponorogo:**

- a. Cultivating a stronger religious attitude, knowledge, and piety, cultivating sincere enthusiasm and charitable habits, exhibiting moral behavior, realizing congregational prayer awareness, maintaining



orderly prayer implementation, reading and memorizing the Qur'an, and Asmaul Husna.

- b. Develop a creative mentality for madrasa residents, implement a culture of high discipline for madrasa citizens, develop curriculum based on future needs, implement effective and efficient learning in accordance with the demands of cultural and technological developments, cultivate the habit of reading, writing, and producing work, apply information and communication technology in madrasah learning and management, apply the process of high-level thinking.
- c. Develop an appreciation for local culture and national and cultural diversity, implement culture mutual cooperation for madrasa residents, develop a person who is independent and responsible for tasks, improve participation of madrasa residents in a culture of environmental preservation, raise awareness of madrasa residents in a culture of environmental damage prevention, and increase the role of madrasa citizens in a culture of environmental pollution prevention.
- d. Instill harmony of speech and deed in madrasah residents, making integrity the foundation of Madrasa residents in providing services, working, learning, processing, and obtaining results.

## **B. Data Description**

The research findings were to identify the answer from the research questions obtained from the instrument, which aimed to discover the types of questioning strategies used by the English teacher during classroom interactions and why the English teacher used their questioning strategies.

There were two English teachers, and each was in charge of one generation, with Teacher A being the first to teach in grade XI MIPA 1 and Teacher B being the second to teach in grade XD. The information was compiled using transcribed observations and audio recordings of interviews.

Because it consisted of several class classifications at this school, namely the regular class, the achievement development class or superior class (Bina Prestasi Class), and the religious class, the researcher was directed to take the superior class or achievement development class from MAN 2 Ponorogo. The superior class that the researcher took was 2 classes which are one from class 10 (XD) and one from class 11 (XI MIPA 1). The researcher observed two classes which are one class in grade X and one class in grade XI with different English teachers.

The data was collected in the classroom using observing techniques and giving interview about what questioning strategy that employed by the teacher. The researcher observer in this observation classroom, which means the researcher did not participate in the learning process but just allowing the class. The researcher then transcribed the observations in the paper in order to collect and analyze the data.

The observation was conducted in tenth and eleventh grade especially in X.D and XI MIPA 1 classroom interaction. In the observation, the researcher observed at the X grade of MAN 2 Ponorogo on Thursday in every week start from 26th January 2023 at 07.00am - 08.30am. The teacher of grade X used independent curriculum or “Kurikulum Merdeka” in teaching learning process as a new curriculum from the government of

education program. The other observed at the XI grade of MAN 2 Ponorogo on Tuesday in every week start from 24th January 2023 at 06.45am - 07.30am. The teacher of grade XI still used K13 curriculum in teaching learning process. The observation was conducted in seven meetings and the duration of the observation was 45-90 minutes in every classroom that have been observed from grade X and XI.

Teacher's questioning strategies are techniques in which the teacher asked students questions. The researcher discovered two strategies, question planning strategies and question controlling strategies, as proposed by Richard and Lockhart's theory. The researcher observed the classroom activities and recorded the findings in the paper that day.

This research discusses the interpretation of the findings derived from the script and the researcher's notes during the observation, the interview and the interaction or conversation of the teaching and learning process, as well as the interpretation of the findings in the interview process. The main points that will be explained in this discussion section are the teacher's questioning strategies and the reason for using questioning strategies during classroom interaction.

### **1. Findings on the Types of Questioning Strategies that Used by the Teachers**

The researcher obtained the data analysis results from the observation sheet. The researcher observed two classes with two different English teachers and discovered that three types of questioning strategies were commonly used by teachers in ELT (English Language Teaching) from

Richard and Lockhart's theory. The question types and strategies were developed during one 90-minute meeting in each class.

**a. Procedural Question**

In the beginning of the lesson and while explaining the material, the teachers asked questions that were related or relevant to the student's classroom activity. The teacher began their class by greeting each student and then asking about their health. Students can provide a brief response to procedural questions.

Procedural questions were ranked second in terms of the types of questions used by English teachers during the teaching and learning process because procedural questions in a classroom served as an introduction to classroom management. Teachers used procedural questions to find out what is going on in the classroom.

Then, after the students responded to the teacher's greeting, the teachers asked the students relevant questions; it can be seen from the sentence if the teacher wanted to know about the student's condition and problem. Furthermore, the teacher usually asked to ensure that there were no problems with their students in their daily lives aside from the problems at school, and the teacher also wanted to check the student's presence and homework. According to the explanation above, the teacher asked students questions about their personal experiences or personal life activities, so that each of them could respond.

There was the moment where the teachers asked the questions related to the student's activities for certain students after the teacher

explained the material and on the other moment the teacher asked the question to all students in the beginning of lesson and in the middle of explaining the materials. Classroom procedures and routines are addressed in procedural questions. Procedural questions are not concerned with the content. The teacher uses procedural questions to check student's assignments and instructions for a new task. In procedural questions, students can respond with a simple "yes" or "no".

**b. Convergent Question**

Students were expected to answer the convergent question based on what is stated in the book or based on the material. It implies that only the possible or correct answers are provided in the book materials. The complexity of the question and the answer distinguishes a convergent question from a factual recall question. The convergent question is more complex and requires a longer answer than the factual recall question. This type of question also allowed students to expand on their responses. It means they can include their reason or opinion in their answer as long as it does not deviate from what is written in the book.

Convergent questions, such as yes or no questions and short statements, only require a short answer. Convergent questions can entice students to respond based on a main topic or material. In convergent questions, students can answer the question using the material that the teacher has explained. Convergent questions are answered with a short answer, such as yes, no, or a short statement.

Convergent questions are designed to keep students focused on the material that has been explained or presented by the teacher while also encouraging recall of previously learned information.

**c. Divergent Question**

According to Jacobsen, divergent questions allow students to arrive at a variety of unique responses that are not entirely determined by known and remembered information.<sup>52</sup> Divergent questions motivate students to think critically and encourage students to pay close attention to the question. Divergent question answers are usually less predictable or unexpected by the teacher. Different from factual recall questions, student's responses to the divergent question will be wider because they are not provided in the book.

After the teachers explained the materials, the teachers asked questions that required higher order thinking answers for specific students and for all students. We discovered that teachers did not ask questions at every meeting. After explaining the materials, they asked open-ended questions. Divergent questions encourage students to respond with higher level thinking. It can encourage students to respond to questions based on their own knowledge, but students must respond to questions with lengthy responses.

However, the researcher discovered that the Divergent question was not used by the teacher in twelfth grade students. The students enjoy answering procedural and convergent questions because they can

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<sup>52</sup>David A. Jacobsen, P. E. *In Method for Teaching*. (Yogyakarta: Pustaka Pelajar. 2009).

correctly answer them. While answering divergent questions, students must take their time. It can be concluded that procedural and convergent questions have a greater ability to control the classroom than divergent questions because the divergent questions require high order thinking to answer.

**a. Teacher A (XI MIPA 1)**

The researcher first observed the first English teacher, who teaches in the XI grade, on January 24th, 2023, and interviewed her in the school office on February 7th, 2023. The researcher began by looking into the English teacher's questioning strategies in class. The researcher discovered that the teacher used some questioning strategies in the classroom based on observations made during teaching and learning activities, which are elaborated on in the following extracts.

**1). Observation - 1**

Extract 1

*T* : "Good morning students"

*Ss* : "Good morning ma'am"

*T* : "How are you today?"

*Ss* : "I'm fine ma'am, and you?"

*T* : "Is anyone absent today?"

*Ss* : "No, ma'am"

Procedural questions is one type of teacher's questioning strategy used in classroom interaction. We can conclude that the teacher used a procedural questions based on Richard and Lockhart's

theory on the questions that the teacher posed to ask questions relevant to students.<sup>53</sup> In the extract 1 above, the teacher asked students pertinent questions. It means that the questions asked were relevant to the student's personal experiences or personal life activities, allowing each of them to respond.

#### Extract 2

*T : "Okay students, before discuss the material, you've had school holidays for about 2 weeks, so I wonder, where were you go during the last holiday, how about you, Dian?"*

*S : "I went to Surabaya to visit my brother ma'am."*

*T : "Okay, that sounds good. How about the other?"*

*S : "I just at home ma'am because my parents do not want to go anywhere. So, I just helped them in house."*

*T : "That's not the problem, it was more comfortable at home. And how about you Rizal, where were you go for holiday?"*

*S : "I remembered that I have visited some destination places ma'am they are Tawangmangu, Telaga Ngebel and Benteng Van den Bosh."*

*T : "Wow, that sounds really fun and interesting. You can visit several tourist attractions and have new experiences. Thank you, Rizal."*

In extract 2, it demonstrated that the teacher inquired about the student's activities during their vacation following the school examination. The teacher asked the students a simple question about

<sup>53</sup>Richards and Lockharts. *Reflecting teaching in second language classrooms*. (Cambridge, England: Cambridge University Press. 1994), 61.



where they were going on vacation. The teacher then moved on to the material after asking that question. The teacher asked a question of the entire class and choosing by their name to share their experience to encourage all students to participate in the feedback discussion. Procedural questions in which the teacher asks a question relevant to the function of the strategy, or in which the teacher asks a question to the entire class in order to encourage all students to participate in class.

Extract 3

*T : "So, let's move to the material today and open your book, please!. What will we learn today, anyone knows about the material?"*

*S : "Because of and Due to, ma'am"*

*T : "Yes, and what is the specific topic?"*

*S : "Cause and effect ma'am"*

*T : "That's right. Now let's move to the worksheet book on page 7. Read the instruction and give your answers."*

*Ss : "Yes ma'am" (15 minutes for completing the assignment)*

In extract 3, the teacher instructed the students to open the book. When the teacher asked, "What is the material today?" she let anyone respond to her question, it means the teacher used procedural question. Then, when a student offered to answer the question, the teacher asked, "What is the specific topic?" After the student who was assigned answered the question, the teacher pointed a student to respond to the question. The teacher believed that even if she did not

mention the questions, both students would understand what he meant. As a result, in this case, the teacher used a procedural questions in which the teacher phrased the question and then called on a specific student to respond. The teacher asked the students to complete the task based on a question about the material.

Extract 4

*T : "Have you finished, students? Let's discuss the task one by one. In picture number 1, what is about?"*

*Ss : "someone's smoking ma'am"*

*T : "Yap, and what's your opinion about the cause and the effect from the picture number 1, Annisa?"*

*S : "In my opinion, smoking is dangerous for health because it contains addictive ingredients, it will cause a smoker to experience dangerous diseases such as lung disease and other dangerous diseases, ma'am."*

*T : "That's good. And which one is the cause and which one is the effect, Annisa?"*

*S : "The cause is "smoking is dangerous for health because it contains addictive ingredients" and the effect is "it will cause a smoker to experience dangerous diseases such as lung disease and other dangerous diseases."*

In extract 4, after completing the assignment, the teacher was also interested in the student's knowledge and understanding of the material, as well as the student's readiness to study. With the question "*Have you finish?*" the teacher used procedural questions to check and make sure that the students have finish their work or not. The teacher asked the students to complete the assignment on their worksheet book and encouraged all students to participate. The

questions “*What is about?*” was asked the students what will they discuss about, it means the teacher used convergent question that the students can answer it based on the task or material. Also, as well as selecting students to answer and give their opinion about the material and consult or discuss by asking “*What your opinion...?*” to the student, the teacher used divergent question to encourage student’s opinion for the assignment’s answer.

#### Extract 5

*T :”That’s right, Annisa. So, from the Annisa’s opinion we know that because smoking is dangerous for health. That is the cause,, the effect is dangerous diseases such as lung disease and other dangerous diseases. Do you understand, students?”*

*Ss :”Yes, ma’am.”*

In extract 5, the question “*Do you understand, students?*” is designed to lead students to make sure that they understand about the material that the teacher have been give. It means the teacher used procedural question to find out that the students is done or not. So, based on the excerpt above, it can be concluded that the teacher used a procedural question in which the teacher asked the students to provide clearer answers by using a prompting question. In other words, prompting is an additional method for directing students to understand learning material by asking simpler questions whose answers can guide students to the correct answers.

#### Extract 6

*T : "You can continue to complete the task by yourself and do not forget to give your opinion based on the task about."*

*Ss : "Yes ma'am. Should we collect the assignment after finishing our task on your desk ma'am?"*

*T : "Nope, just complete the task and we will continue to discuss it next week."*

*Ss : "Sure ma'am"*

*T : "So, before we finish our class today, is there anyone will ask a question?"*

*Ss : "No, ma'am"*

*T : "Okay, thank you class and see you."*

*Ss : "Thank you ma'am, see you."*

In extract 6, the teacher also provided some explanation for the answer and asked "*Is there anyone will ask a question?*" before the teacher leave the classroom. So, based on the excerpt above, it can be concluded that the teacher used a procedural question in which the teacher used follow-up questions to ask the students to recall their knowledge and understanding of the material that the teacher had shown them. In which the teacher modified the question to ensure that the students understood it and to encourage all students to participate in the classroom teaching-learning process.

## 2) Observation - 2

### Extract 1

*T : "Do you bring this book, students?" (saw the English Book)*

*Ss : "Yes, ma'am" ..... "No, ma'am"*

*T : "Please join with the other friends who bring the book!"*

In extract 1, the teacher asked the students who bring the book or not, the teacher tries to ask if they bring the book with the question, "Do you bring this book, students?" some students bring the book and some are not, the students can use short answer with "yes" or "no", it means the teacher used procedural question. The teacher also said for those who did not bring the book, the teacher asked to join with other friends who bring the book. After make sure that all students have their book, the teacher can confirm again by asking. When they ready with their book, the teacher can continue on to the next discussion. With this kind of questions the teacher can control the situation in the class and also the students, so that nothing is left behind.

### Extract 2

*T : "okay, come on. Now, open chapter 8. What page is that?"*

*Ss : "99 ma'am"*

*T : "Good, about what?"*

*Ss : "Explanation text."*

*T : "Okay, let's talk about this. This chapter started with the*

*"Earthquake " text. What is "earthquake"?"*

Ss : *"Gempa bumi, ma'am."*

In extract 2, active interactions with students and teachers demonstrate a good teaching-learning process in the classroom. The heart of communication is interaction. To achieve that goal, students must collaborate and interact with one another, as well as with teachers. In the conversation above, the teacher asked to open their book what will they learn by asking *"What page is that?"* to check that students open the right material that the teacher said, it means that the teacher used procedural question. The teacher also asked *"about what?"* on that page to make sure that students understand with the material that will discuss, it means the teacher used convergent question. The last, the teacher asked *"What is earthquake?"* or the meaning of *"earthquake"* in Indonesia to increase student's vocabulary, it means the teacher used convergent question. The students can answer the the meaning also from the picture.

#### Extract 3

T : *"So, I know you good in reading. Let's read together with the paragraph 1."*

Ss : *"Yes, ma'am"*

T : *"Okay, go on."*

Ss : *(read the text together)*

T : *"Okay, good. Then, what's word that make you hard to understand?"*

Ss : *"seismic ma'am?"*

T : *"It's gelombang. Like because of gelombang tsunami it*

would occur the earthquake. Anyone else?”

Ss :”*tremble ma'am?*”

T :”*it is similar with tremor or quake, in Indonesia it means getaran or guncangan.*”

In extract 3, it showed that after the students read the text together the teacher will ask “*What words or sentences are strange or difficult?*” and they do not understand about the meaning in Indonesia from the text, it means the teacher used convergent question. The teacher asked all the students, then there were some students who asked about the meaning of the words “*seismic*” and “*tremble*”. After getting questions from students, the teacher then tells students what the word means. With this kind of questions, the teacher makes a plan to ask students first so that students will ask first and then the teacher conveys the meaning. After some students asked about difficult words, the teacher also asked “*anyone else?*” to make sure that there is no students have difficulties in understanding the text because of the words, it means that the teacher used procedural question.

#### Extract 4

T : ”*Then, what is the general structure in explanation text? What is the first?*”

S : ”*Orientation, ma'am?*”

T : ”*Or in explanation text we called “statement” or “general statement”. David, can you repeat? What is the structure of explanation text?*”

S : ”*General structure.*”

- T* : “and?”  
*S* : ”Sequence of event, ma’am.”

In extract 4, it showed that after students understand the example of the text well, the teacher will ask what the structure of the text is based on student analysis according to the topic of each paragraph by asking “*What is the general structure in explanation text?*”. After students understand the structure of a text, the teacher appoints one of the students again to repeat him or herself what the structure of the text is to find out the understanding of each student.

After students can answer correctly, the teacher gives assignments to students to make individual explanatory texts and analyze their structure. With these types of questions the teacher applies the procedural and convergent questions.

**b. Teacher B (X D)**

The researcher observed the second English teacher, who teaches in the X grade, for the first time on January 26th, 2023, and interviewed her in the school office on February 23rd, 2023. The researcher began by looking into the English teacher's questioning strategies in class. The researcher discovered that the teacher used some questioning strategies in the classroom based on observations made during teaching and learning activities, which are elaborated on in the following extracts.



### 1) Observation – 1

Extract 1

*T* : “*Good morning class, How are you today?*”

*Ss* : “*I’m fine ma’am, and you?*”

*T* : “*I’m great, thank you. So, Is anyone absent today?*”

*Ss* : “*No ma’am*”

*T* : “*Sejauh ini baik ya?*”

*S* : “*Iya ma’am*”

*T* : “*Okay, let me check the attendance list first*”

In extract 1, it showed that the teacher began her class by inquiring about the student’s health by asking “*How are you?*”, “*Is anyone absent today?*” and “*Sejauh ini baik ya?*”. Then, all students yelled the same response, and the teacher asked questions that were relevant to the students, as seen in the sentence “*Is anyone absent today?*”. The teacher wanted to know about the students who were absent on that day, and the teacher also asked to ensure that there were no problems in the student’s daily lives.

Based on the extract above, it is possible to conclude that the teacher employed procedural questions, in which the teacher inquired about the student’s personal experiences or personal life activities in order for each of them to respond. To encourage all students to participate, the teacher then proposed procedural questions, which were asked to the entire class. The teacher inquired

about the student's knowledge of the material after asking about the student's health. An extract from the discussions follows:

Extract 2

*T : "Have you ever had an experience students?"*

*S : "Yes ma'am"*

*T : "So, what kind of experience you have, Ridho?"*

*S : "A funny experience ma'am"*

*T : "Anyone else?"*

*S2 : "A lucky experience ma'am"*

*S3 : "A sad experience ma'am"*

*T : "Okay that is good. So, all of you had a different experience right? And of course you all have an experience."*

*Ss : "Yes ma'am"*

In extract 2, it demonstrated that the teacher asked the question to ascertain the student's comprehension of the material. The question was posed by the teacher based on the material which are "*Have you ever had an experience students?*" and "*What kind of experience you have, Ridho?*". When the teacher asked the students to answer a question by calling the student's name and also repeated and modified the question to elicit the student's response, it means that the teacher used procedural question and convergent question.

The teacher then employed a strategy that can be classified as posed in these conversations. Procedural question in which the teacher asked a display question to which the teacher already knew

the answer but wanted to check the student's comprehension. After the teacher inquired about the student's comprehension of the material. The teacher then inquired about the student's knowledge and comprehension. The following is an excerpt from the discussions:

Extract 3

*T : "So, what is the topic of this conversation. Apa yang akan kita bahas hari ini?"*

*S : "Recount ma'am"*

*T : "so, what is recount?"*

*S : "menceritakan pengalaman masa lalu ma'am."*

*T : "Yap, or to ....."*

*Ss : "Retell past experience ma'am"*

*T : "Have you ever had a such happy or sad experience?"*

*Ss : "Yes, ma'am"*

In extract 3, it demonstrated that the teacher wanted to know how well the students understood the material. The teacher asked the students to assess each other's knowledge by asking "*What is recount?*". In order to encourage all students to answer the question, the teacher posed a convergent question to the entire class. The teacher then inquired about the student's understanding of the material. The teacher then inquired about the student's understanding and knowledge. An extract from the discussions follows:

## Extract 4

*T* : “Okay, so, what is the generic structure of recount text?”

*S* : (silent)

*T* : “Ayo, apa Siska?”

*S* : “Eeee... orientation, event, and reorientation ma’am”

*T* : “Yap, that’s right. What is orientation?”

*Ss* : “Bagian awal ma’am, perkenalan”

*T* : “Yap, perkenalan yang bagaimana Irma?”

*S* : “Pengenalan tokoh, tempat, dan waktu kejadian ma’am”

*T* : “Good”

In extract 4, it demonstrated that the teacher inquired about the student’s ability and comprehension in order to obtain a clear answer by asking “*What is the generic structure of recount text?*”, “*What is orientation?*” and “*Perkenalan yang bagaimana?*”. The question is intended to test the student's command of the English language. This strategy question was designed to lead students to more correct answers in their content. So, based on the extract above, it can be concluded that the teacher used a convergent and divergent question in which the teacher asked the students prompting questions to elicit a clearer response. This question is intended to train students in the thinking process that connects student knowledge.

As a result, the question and answer process is done at random with these learning models. As a result, the student's knowledge is encouraged to be practiced during the learning process. After the

teacher inquired about the student's ability and comprehension of the material. The teacher then inquired about the student's knowledge and comprehension. The following is an excerpt from the conversations:

Extract 5

*T* : “*Nah, untuk yang event bagaimana?”*

*S* : “*Rangkaian peristiwa atau kejadian ma'am*”

*T* : “*That's right, and what is the last?”*

*S* : “*Reorientation ma'am, about the conclusion*”

In extract 5, it demonstrated that the teacher was interested in the student's knowledge and understanding of the material's lesson by asking “*Untuk event yang bagaimana?*” and “*What is the last?*”. The teacher posed a lesson-related question. In this conversation, the teacher used a divergent question in which she asked a display question to which she knew the answer but wanted to check the student's comprehension based on their knowledge. Furthermore, the teacher posed a question to the entire class in order to encourage all students to participate in answering the teacher's question, indicating that the teacher posed a convergent question.

## 2) Observation – 2

### Extract 1

- T* : “*Silahkan dibuka dulu catatan spelling bee nya ya. Ayo dibaca bersama dulu untuk melatih ingatan. Sudah ketemu?*”
- S* : “*Yes ma’am, sudah*” (*Do spelling words together*)

In extract 1, it showed that the teacher asked the students to spell the words that are in spelling be noted that the teacher gave last week about the students understanding and improving their speaking skills in vocabulary, pronunciation, and remembering by asking “*Sudah ketemu?*” to make sure that students were ready with the instruction. The teacher asked the words in Indonesia, and the students responded in English, spelling the words together based on the note. The teacher also repeated and modified the question to elicit the student's response, it was indicating that the teacher used procedural question.

In these posed conversations, the teacher then employs a strategy that can be classified as posed. Procedural question in which the teacher asked the words but wanted to ensure that the students understood. Following the teacher's inquiry into the student's comprehension of the material. The teacher then wanted to assess the student's knowledge and comprehension by having them memorize it and then deposit it to the teacher one by one.

## Extract 2

*T : “Oke, good job. Sekarang coba dilihat pesan whatsapp nya, Saya mengirimkan apa kemarin?”*

*Ss : “Gambar lingkungan bu, lingkungan kumuh.”*

*T : “Yang lain?”*

*S : “Kekerasan, bu”*

In extract 2, it demonstrated that the teacher asked the students to determine their ability and understanding of the material that the teacher had sent to them via chatting group in order to obtain a clear answer by asking “*Sekarang coba dilihat pesan whatsapp nya, Saya mengirimkan apa kemarin?*”. The purpose of the question is to practice the student’s opinion and comment. This strategy question was designed to lead students to more correct answers in their content. So, based on the excerpt above, it can be concluded that the teacher used a convergent question in which the teacher asked the students to provide clearer answers by using a prompting question. This question is intended to train students in the thinking process that connects student understanding.

## Extract 3

*T : “Okay, selanjutnya coba tuliskan dibuku ya, individu pendapat kalian atau komentar kalian mengenai masing-masing gambar tersebut.”*

*Ss : “Yes ma’am”*

*T* : “*Sedikit saja tidak apa-apa, tidak usah panjang-panjang. Dua atau tiga kalimat cukup.*”

*Ss* : “*Baik bu.*”

*T* : “*Yang minggu kemarin sudah ya? Yang poverty*”

*Ss* : “*Sudah*”

In extract 3, it demonstrated that the teacher asked the students to write their opinions about the situation picture that had been sent to them previously, the teacher wanted to know the extent to which students understood the assignments given, and the teacher also wanted to know whether the students had difficulty doing their assignments. Also the teacher instructed the students to encourage all students to participate and to consult or discuss the results of their polls with the teacher and their classmates. During the teaching-learning process in the classroom, the teacher repeated the question to elicit the student's response. As a result, the teacher presented the students with a procedural question.

During the discussion, the teacher also asked students to explain their opinions in a simple sentence, which means that the teacher asked students questions that could be answered in depth with a detailed explanation rather than just a yes or no response. The teacher used a convergent question, in which the teacher asked open-ended questions to the students, according to the conversation above. Following an inquiry into the student's knowledge and comprehension, the teacher inquired into the student's perception.



## **2. Findings on the Reasons of Questioning Strategy that Used by the Teachers**

At MAN 2 Ponorogo, the researcher observed two classes with different English teachers. The reasons for the teacher's use of questioning strategies were gleaned from the interview. The data on teacher's questioning strategies was obtained by the researcher using an audio recorder during the interview. Every teacher had been interviewed at least once. The above-mentioned findings can be supported by the teacher's arguments and perceptions during the interview.

After collecting data, the reasons that make the teachers to use the three types of questioning strategies with students were investigated. It was discovered that the teachers used specific questioning strategies for four reasons. First, the questions were used to refresh the student's memories. Second, the questions were used to draw the attention of the students. Third, the questions were used to improve the student's thinking abilities, and fourth, the questions were used to engage the students in the lesson content.

### **Teacher A (XI MIPA 1)**

The eleventh grade teacher explained her reasoning and preference for using the question during the interview. In fact, the teacher also used all of the types of questioning strategies and noted how many different types of questions she asked the students or what kinds of questions were asked. She simply inquired about the question's function. The teacher asked a question about the situation and the material. The teacher never clearly classified the

types of questioning strategies; they are simply run based on the state of the classroom interaction and the student's responses.

The teacher simply asked the students to follow up on the material to see how far the student's comprehension had progressed. The teacher inquired about the student's knowledge and comprehension. To improve the student's speaking skill in English, the teacher always uses English to interact with the student in a whole teaching process. The teacher believed that the good interaction between the teacher and the students will give the good result to gain their knowledge and to make their capability more exist than before.

The teacher also stated that understanding the question based on the written task and their opinion or their knowledge was the best measurement. Then, when the teacher asked them to do speak up in dialogue role play, she could catch their speaking because they were performing in front of the class or say it louder by choosing their name. Not only do to ask general questions, but the teacher also ask students about the specifics of the material. The teacher was curious as to how much the students understood. But the teacher was always pressed for time in order for them to complete their exercise because the students must complete their exercises in writing, allocating time to ask them questions about the material is difficult.

However, the teacher assumed it was difficult for students to answer the question orally due to time constraints. So, because many questions from the exercise are answered by the students, the teacher can determine how far the students understand the material from the student's answers.

Furthermore, when the teacher asked the students orally, she assumed it was not too difficult to assess their comprehension and always change the difficult question to the easy question if the students did not understand with the difficult word, so they will be more understand about the material and the material will conveyed properly.

### 1) Teacher A (XI MIPA 1)

In the interview session, the teacher gave her reason and explain preference in using questions.

If I can summarize it, in my point of view, I used various kinds of questioning strategy, it started from the very first time I got my class. I simply asked the students about their conditions and the material that day. But, during the classroom interaction, I always asked them questions to elicit their responses and intentions, as well as to assess their knowledge of the material we discussed. I used question a lot because I loved to interact with my student. In my point of view because my leesson is English and this is foreign language, the students need to have a lot of experience using their English, and because this is English lesson, they have to used their English to improved their skills. I love asking them because I need them to answer me, to respond to my question, to tell their probles, and to share about their material, and the end of the class, usually I asked them what can you learn from the lesson today. Sometimes they have questions sometimes not. But, I always give them the answer to gain their knowledge and motivated them to always confident with their English. So, it can help their confident to speak in English as the important skill. Finally, after giving them the lesson or exercise, I ask them how far they understand the lesson.<sup>54</sup>

Based on the interview data, it is possible to conclude that the teacher asked the question based on the situation. The teacher never clearly classified the types of questioning strategies; they were simply run based on the state of the classroom interaction and the student's responses. If the students do not understand with the difficult questions, the teacher always asks them to follow up on the material and see how far they have gotten with the simple questions.

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<sup>54</sup>See trancript interview on the appendix number 01/I/7-II/2023

The teacher then quizzed the students on their knowledge and comprehension. As a result, it can be concluded that the teacher never clearly classified the types of strategy; instead, it simply runs away based on the situation. This is consistent with Richard and Lockhart's theoretical statement that by actively asking students they allow teachers to assess student's comprehension and improve their ability to speak and express opinions.<sup>55</sup>

Because English have four skills, like writing, listening, reading, and speaking, when I want to increase or when I want to test their speaking skill, of course, one of the method is always asking and asking, with asking they give us feedback to speak in English. Maybe they have many vocabularies, but if we don't ask, we don't give them question, it's not common to give them answer, they don't know how to answer. Sometimes, when they asked to speak, they doubt to choose the vocabulary. I will change my sentence or my word to the simple or easier one. I hope it can make that students to more understand about my question, but if not, i will give more times to students to understand. Finally, if I dont get the anwer yet, I will ask another friends, usually by saying this question, "who can help?", or "who can help her/him?". If no one can't answer my questions, I will stimulate them by explaining to them what we talking about in the classroom.<sup>56</sup>

As a result, the teacher concluded that the best measurement was comprehension of the question not only based on the written task but it should help by asking them orally. By helping them when they doubt about the question it can help the students more understand what the teacher's mean. The teacher stated that when she asked them to speak, she would give more time to students to catch their speaking not only when they performed in front of the class by doing speak up in dialogue role play, but also when the teacher chose by their name to answer the

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<sup>55</sup>Richards and Lockharts. *Reflecting teaching in second language classrooms*. (Cambridge, England: Cambridge University Press. 1994), 61.

<sup>56</sup>See the transcript interview on the appendix number 01/I/07-II/2023

question that the teacher had given. This is consistent with Richard and Lockhart's theoretical statement that by actively asking students to encourage students participation in a lesson.<sup>57</sup>

### **Teacher B (X.D)**

During the interview session with the tenth grade teacher, before entering the basic competencies in student material, the teacher will always ask her students the questions such as those that lead to the material. For example, when studying recount text material, the teacher did not immediately explain what recount text is and what types it is, but the teacher first asked whether they have had experience or something interesting in the past with the question "*Have you ever ...?*". Then, after they told or shared their stories about their experiences, the teacher started directing students to enter the topic of discussion of recount text.

After they know they are going to learn about recount text, the teacher started to give appropriate questions about the material such as what is the definition and what is the structure then the goal that they can independently make recount text from their own personal experiences. In this case, the teacher let the students in the process of finding and building their knowledge of the material to be discussed. In this way, student's memory will last longer, because they really look for and know the answers to the questions the teacher gives themselves.

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<sup>57</sup>Richards and Lockharts. *Reflecting teaching in second language classrooms*. (Cambridge, England: Cambridge University Press. 1994), 61.

Especially because the grade tenth at this school already used the latest curriculum or is called the independent curriculum (Kurikulum Merdeka), the teacher did not only ask the students based on the questions in the book but the teacher wanted the students to play an active role in finding answers because the answers will develop according to the student's abilities. Therefore, before entering the class, the teacher always prepared herself by noting in advance the important things that will be conveyed to the students so it was not to waste time and the material can be conveyed properly. By giving them the opportunity to express their opinions and not just focusing on smart students but must be able to be fair and comprehensive by arousing enthusiasm for them with motivation and direction as comfortable as possible if their abilities are not only based on academic grades but by daring them to issue opinions and apply discipline then their value will not be in vain.

The teacher also gave the opinion that the role of questioning strategies in the class was very important. The students feel cared for and that show the teacher cares about them. Starting with asking small things like asking "*How are they doing?*" and "*How they feel during learning?*". to be an evaluation for further learning. The teacher also explained that when teaching smart students do not come forward to answer or give answers but the teacher asks, "*Who do not understand?*" looking for the right answer and all know how to do it right. From the problems that students have not worked on, students can actively find out what kind of answers are correct, accompanied by explanations from the teacher.

So, the point is the closeness and chemistry between teachers and students is very important and necessary to build the achievement of a successful learning in the classroom by involving all students. Teachers must also be able to understand the character and understand the importance of pedagogical traits in learning activity. The students who feel comfortable and well directed tend to be more active and feel more confident in their abilities. Teachers who protect and do not impose grades as the only way to get a good predicate will produce students who have a personality of discipline and responsibility. By being able to understand the character of students, of course students will be more daring to speak, especially the aim is to practice their English speaking skills.

## 2) Teacher B (X D)

In the interview session, the teacher gave her reason and explain preference in using her question.

Sebelum masuk di CP atau KD tentu saja saya akan bertanya kepada anak-anak, misalnya gini, saat kita mempelajari recount text ya, mungkin pertanyaan yang mengarah kira-kira ke recount text karena tentang pengalaman ya, jadi saya tidak langsung memberitahu tahu we are going to discuss about recount text atau apa, jadi tidak langsung. Jadi saya berikan pertanyaan yang endingnya membawa anak terhadap topik bahasan pada saat itu. Misalnya untuk recount text tadi, biasanya saya menggunakan pertanyaan untuk memancing mereka, seperti “have you ever apa...?” atau mungkin “have you ever have a such memorable experince?”. Jadi, kalau pernah pasti jawabannya pasti pernah atau tidak pernah, baru nanti saya arahkan anak untuk going to discuss about the material, the goal, and finally saya mengarahkan mereka untuk proses mencari, dan membuat jawaban serta teks pengalaman kaitannya dengan KD pada pertemuan itu. Yang jelas ada tujuannya saya memakai strategi, salah satunya adalah bukan cuma pertanyaan yang hanya based on the text saja, tetapi pertanyaan itu harus bisa berkembang, sesuai dengan jawaban siswa. Jadi sebelum masuk dalam kelas, saya buat rincian atau catatan apa saja hal yang penting yang akan saya tanyakan dan membuat pertanyaan pada siswa yang berkaitan dengan KD ketika jam pembelajaran saya karena pertanyaan itu dapat berkembang.<sup>58</sup>

<sup>58</sup>See transcript interview on the appendix number 02/I/23-II/2023

Based on the data from the interviewed, it can be concluded that the teacher will always ask her students the questions such as those that lead to the material. For example, when studying recount text material, the teacher did not immediately explain what recount text is and what types it is, but the teacher first asked whether they have had experience or something interesting in the past with the question "*Have you ever ...?*". Then, after they told or shared their stories about their experiences, the teacher started directing students to enter the topic of discussion of recount text.

In this case, the teacher let the students in the process of finding and building their knowledge of the material to be discussed. In this way, student's memory will last longer, because they really look for and know the answers to the questions the teacher gives themselves. Although sometimes they did not confident and still gave a few statements but that slowly builds their independence and confidence in the process of seeking answers.

The question was used by the teacher to assess the student's concentration so that the teacher could decide what to do in class based on the student's performance. The teacher evaluates how students listen to the learning material in class so that she can position herself to attract student's attention to learn. As a result, the second teacher categorizes the questions she asks based on the CP or KD, student responses, and the student's classroom learning environment.



As a result, it is possible to conclude that the teacher never clearly classified the types of strategy, but instead always began with questions. This is consistent with Richard and Lockhart's theoretical statement that by actively asking students to stimulate and maintain student's interest, allow teachers to assess their comprehension and encourage participant in a lesson.<sup>59</sup>

## C. Discussion

### 1. An Analysis of the Types of Questioning Strategies that Used by the Teachers

The data were collected, analyzed, and elaborated in the findings point by the researcher. The research data were gathered at MAN 2 Ponorogo. This study's sample consisted of two English teachers. The researcher analyzed the research data using qualitative analysis after collecting it. The data was collected by classroom observation which was wrote on the script or notes and audio recorder by interview.

According to the data gathered through the researcher's observation and three meetings with each teacher in each class at the classroom, all English teachers actively use the questioning strategy during the teaching learning process. When the teacher began the class, they always said "hello", or "hi", to all of the students and inquired about their status while checking the student's attendance list, it means that the teacher used procedural question in the classroom activity. The

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<sup>59</sup>Richards and Lockharts. *Reflecting teaching in second language classrooms*. (Cambridge, England: Cambridge University Press. 1994), 61.

teacher also inquired about the student's prior knowledge to ensure that the student understood the previous material, it means the teachers used convergent and divergent questions in the classroom activity.

This is consistent with Eble's statement that asking questions at the start of class is necessary to remind students of the previous lesson before moving on to the new material, making it easier for students to learn and understand the course's purpose.<sup>60</sup> Questioning can also be motivating in terms of increasing the student's motivation to learn and increasing the student's curiosity about how the lesson is progressing. Teachers always ask questions to check student's understanding of the material, to draw student's attention, to support student's contributions in class, and to serve as a confirmation check and clarification request.

When asking a question, the teacher did not address it to all students, but also to a subset of them. The teacher would occasionally ask specific students to respond to a question. Procedural, Convergent and Divergent Question as proposed by Richard and Lockhart in 1994, were the most commonly used questioning strategies in the classroom. Those strategies were almost always present in each extract. The teacher used procedural question in which the teacher asked related and relevant questions to the students.

Furthermore, the teacher used convergent questions to keep students focused on the material that has been explained or presented by

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<sup>60</sup>Eble, Kenneth E. *The multidisciplinary world of questioning. In W.W. Wilen (Ed.), Questions, questioning techniques, and effective teaching.* (Washington, DC: National Education Association, 1988), 4699.

the teacher while also encouraging recall of previously learned information. Then, the teacher also used divergent question necessitate students analyzing something based on their knowledge and information rather than recalling previously learned information.

## **2. An Analysis of the Reasons of Questioning Strategies that Used by the Teachers**

During the interview, the teachers explained why they need to use questioning strategies in the teaching learning process in general. The teachers claimed that they posed the question to the students based on the student's or class circumstances, and that the students could obtain an explanation from the teacher. Because the teacher wanted to know how well the students understood the lesson, the teacher also used questions to assess student comprehension. In this case, the question was used by the teacher to assess the student's concentration so that the teacher could decide what to do during the class based on the student's performance.

Teaching and learning is one of the questioning strategies because it allows tutors to find out what students know and understand and allows students to seek clarification and help. It means that by questioning their students, teachers can learn what they know and do not know. For various objectives, the teacher can allow the entire class to provide responses or a chorus answer. One of the primary goals is to encourage students to learn a new language without being afraid of making errors. The other reason is to save time. By having students

respond to the chorus, the teacher has more time to finish the lecture. Based on the findings, the researcher might conclude that the questioning has a favorable impact on the student. The pupil speaks up more, although in fragments, but they understand what they say. The quantity of student responses is not determined by the teacher's question. As a result, the researcher believes that three of the sorts of questions are beneficial in an English Language Teaching classroom.

Another reason the teacher asked questions before starting a new lesson was to review the previous lesson, see how far the students understood the material, and refresh the student's minds all at once before starting a new lesson. Its purpose was to gain the student's interest. It was also used to determine whether students had learned it at home or not. Teachers stated that in order to assess student's comprehension and understanding, they must use a questioning strategy. Nunan and Lamb argue that the teacher's question function is to check learner comprehension, elicit information, and control their classroom.<sup>61</sup>

As a result, the researcher discovered that the teacher's motivation for using questioning strategies in teaching learning was to check on the student's understanding, and the teacher also needed to know whether or not their class went well, whether or not the students understood the teacher's explanation of the material, and it also can increase the students grade in the final examination.

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<sup>61</sup>Nunan & Lamb. *The Self-directed Teacher: managing the learning process*. (Cambridge: Cambridge University Press (online serial), 1996).

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

1. The teachers used three types of questioning strategies: Procedural, Convergent and Divergent Question. The teachers used Procedural Question in which they asked questions relevant to students, questions for evidence to support a particular point, follow-up questions, and they also asked probing questions. Furthermore, the teacher used Convergent Question in which to allow students to expand on their responses. It means they can include their reason or opinion in their answer as long as it does not deviate from what is written in the book. Then, the teacher used Divergent Question to encourage students to respond with higher level thinking. It can encourage students to respond to questions based on their own knowledge, but students must respond to questions with lengthy responses.
2. The English teachers actively use questioning strategies in the classroom interaction that they were asked the question to check on the student's understanding of the previous material, attract the student's attention, support the student's contributions in the class, and motivate the students to learn, and the English teachers used their questioning strategies based on the function of the questioning strategy types.
3. In a pedagogical setting, the use of questioning strategies assisted the teachers in managing and controlling the class as well as stimulating student's responses and critical literacy. As a result, the teachers must

be aware that questioning strategies have a significant impact on student's learning. They should plan the use of questions that will encourage students to participate. It is also preferable for the teachers to pose the questions to the volunteer students so that the other students can respond. Following that, the students, in this case English Education students, should be taught questioning strategies that will help them in their future teaching careers and will encourage student engagement in the classroom.

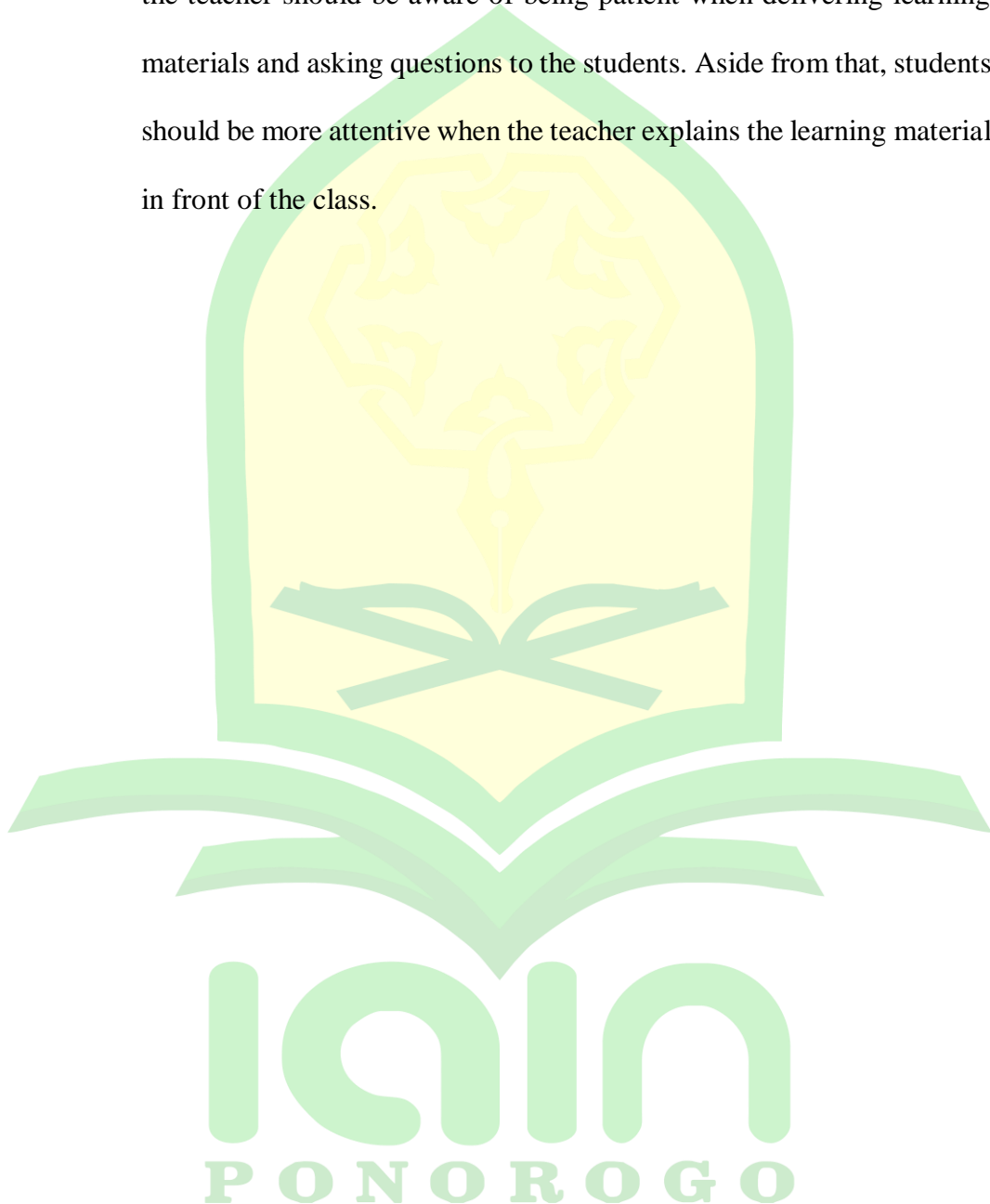
### **B. Suggestions**

The researcher suggests the following implications and recommendations for further related research based on the conclusions presented above. These are the suggestions:

1. Realizing the findings, the researcher advised the teacher to use more questioning strategies in the classroom to engage more student responses and to use questioning strategies in the classroom from the beginning of the lesson until the end section of the lesson in order to make the classroom situation not passive, because by questioning, the students actively answer the question and the teacher can check on the student's understanding.
2. To minimize the negative impact of student responses, teachers should be aware of and understand how to deliver the question in a good way. The teacher should be aware of the appropriate time to ask a question as well as the appropriate question to ask. More research on this topic should be included in future studies so that we can reach the general

conclusion that teacher's questioning strategies can be used as a teaching strategy in the classroom.

3. Because each student has a different level of understanding and courage, the teacher should be aware of being patient when delivering learning materials and asking questions to the students. Aside from that, students should be more attentive when the teacher explains the learning material in front of the class.



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