

**AN ANALYSIS OF TEACHER'S QUESTIONING
STRATEGIES IN TEACHING ENGLISH AT THE
TENTH GRADE OF SMAN 1 SAMBIT**

THESIS



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ABSTRACT

PRATAMA, WISNU. 2019, *An Analysis of Teacher's Questioning Strategies In Teaching English at The Tenth Grade of SMAN 1 Sambit.* Thesis, English Education Department, Tarbiyah Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Ahmad Nadhif, M.Pd.

Key Word : Teacher's Questioning Strategies and Teaching English

Questioning is important thing in English lesson. Teacher can use the question to get the students' attention and know the students' understanding in material. The purpose of this study is; 1) to find out the teachers' questioning strategies in teaching English. 2) to know the teachers' and students' problem. 3) how the teacher solve the students' and teacher's problem.

The researcher uses a qualitative approach and uses case study design. The researcher takes two subjects of participants; they are the English teacher and students of X MIPA 2 and X MIPA 3 of SMAN 1 Sambit Ponorogo. The technique of data collection are observation and interview. To analyze the data, the researcher uses data reduction, data display, and data conclusion.

The result of the research shows that the teacher uses three kinds of questioning; procedural questions, convergent questions, and divergent questions. The teacher's problem is difficulty in choosing a word and sentence to make a question that make students interested in the material. The students' problem is their lack of adequate vocabulary from

the teacher's question. The teacher has two ways to solve the teacher's and students' problem: these are rephrasing and using giving the students wait time.



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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains some general information about this research. In this chapter there are six points, these are a background of the study, research focus, statement of the problem, objective of the study, the significance of the study, organization of the thesis.

A. Background Of The Study

The teacher is the students' bridge to get knowledge. So, the teacher should have strategies in the teaching process, so that students can get the material that the teacher has given. Questioning is the way to get some information from people. In teaching, especially for the teacher, questioning strategies can use to get information, respond, and to know who has paid attention to the material that the teacher has given.

P O N O R O G O

The interaction between teacher and learners is the most important feature of the classroom. Whether helping learners to acquire basic skills or a better understanding to solve problems, or to engage in higher-order thinking such as evaluation, questions are crucial. Of course, questions may be asked by students as well as teachers: they are essential tools for both teaching and learning.¹

While research indicate that questioning strategies are essential to the growth of critical thinking skills, creative thinking skills, and higher level thinking skills, and can positively affect achievement, most classroom are devoid of these types of question as a regular part of learning. In reality, there are many classrooms in which teacher rarely pose question above

¹ Pedagogy and Practice: *Teaching and Learning in Secondary Schools Unit 7: Questioning* (DfES Publication, 2004), 2.

the ‘read-it-and-repeat-it’ level. Parker noted that most classroom engender factual, convergent thinking question; divergent thinking is a nontraditional concept and occurs infrequently in most classrooms.²

Students, especially in tenth grade need stimuli to learn so that they not bored with the material. Many students confuse when teachers teach because many teachers just give speech and task. Interaction between teacher and students during the learning process is very important. Interaction makes students enjoy the learning process, so they don’t shame to ask the confuse material.

The often forgotten field of pedagogy is concerned with class management, questioning techniques, lesson planning and teaching strategies and

² Elizabeth Shaunessy, *Questioning Strategies for Teaching the Gifted* (Waco: Prufrock Press, 2005), 3.

the numerous daily tricks of the trade that separate the professional teacher from the amateur.³ In questioning, teacher should have technique to give the question, so that student interest or enjoy with the material, even will enjoy with the teacher. For example as for feedback, this can be done directly: “How do you say _____?” or “What does _____ mean?”. Or it can be done directly by constantly watching the other person’s reactions, or speaking with the rising, questioning intonation to check that what was said was understood.⁴

Question and answer exercise is conduct only in the target language. Students are asked questions and answer in full sentence so that they practice new word

³ Geoffrey Broughton, et al., *Teaching English as a Foreign Language* (London: Routledge, 2003), 38.

⁴ Pedagogy and Practice: *Teaching and Learning in Secondary Schools* (DfES Publication, 2004), 17.

and grammatical structures.⁵ There are, however, other ways of getting student to self-correct. For example, a teacher might simply repeat what a student has just said, using a question voice to signal to the student that something was wrong with it.⁶

Several models have been developed that shape education's use of questioning. From the ancient Greeks, education has adopted the traditions of Socrates as a facilitator of learning through probing question and the search for truth. The Junior Great Books Program, for example, is designed around Socratic Questioning. A more modern contributor, Benjamin Bloom, has also greatly impacted how teachers structure learning through the levels of cognition. More recent work, particularly

⁵ Diane Larsen-Freeman & Marti Anderson, *Techniques & Principles in Language Teaching* (London: OXFORD University Press, 2013), 53.

⁶ Ibid.

that of Wincour and Maurer, as well as De Bono, provides suggestions for thinking strategies. In these strategic thinking models, positive outcomes for students have been found when such strategic plans for critical thinking are employed, including the purposeful questioning of students.⁷

Some figures have stressed the examination of Bloom's taxonomy to see how structure questions at each level, focusing on the application, analysis, synthesis, and evaluation levels as higher level planes for gifted students. These are; inference questions, interpretation question, transfer question, question about hypothesis, reflective question.⁸

From the explanation, the researcher found problem in location (tenth grade of SMAN 1 Sambit).

⁷ Elizabeth Shaunessy, *Questioning Strategies for Teaching the Gifted* (Waco: Prufrock Press, 2005) 22.

⁸ Ibid, 23.

There are students not interested with English, it is shown in bad response when the teacher gave some questions. The students also have bad attitude in class during English lesoon. In fact, the questioning who teacher given can be students' opportunity to explore their ability even to speak English more. So the researcher do this research because of the questioning strategies are very important to get student interest if teacher does good strategy.

B. Research Focus and Limitation of the Study

This research focus to find types of teachers' questioning, teacher's and students' problem, and also how the teacher solve the teacher's and students problem.

C. Statement of the Problems

The researcher intended to focus on how to find out the answer of the following question:

1. What are the types of questioning strategies employed by the English teacher?
2. What are the kinds of problems faced by the teacher and students during questioning?
3. How does the teacher solve the teacher's and students' problem?

D. Objective of the Study

According to statement of the problem the researcher find the objectives of this study, these are:

1. To know what the teacher's questioning strategies are employed by English teacher.
2. To know the problems faced by the teacher and the students in questioning strategies.
3. To know how teacher solves the teacher's and students' problem during questioning strategy.

E. Significances of the Study

This research will give usefull information about questioning strategies especially for:

1. For Teacher

This research is expected to help teacher to clarify what questioning strategies type that more important and has good effect or respond from students. And also give reference about the importance of questioning strtegies.

2. For Students

This research is expected to help students to understand the purpose of teacher question. When teacher give question, give the answer as maximum as you can, because it can stimulate the confidance, respond, and understanding of material.

3. For Reader

This research is expected to give a references for readers, especially students of Islamic State of Ponorogo if questionig strategies are important in teaching English. It can help teacher to know the understanding of students, make class interaction between teacher and students, etc.

F. Organitation of the Thesis

There are six chapters in this study. The first is introduction, it show the research foundation including background of the study, research focus and limitation of the study, the objective of the study, significance of the study, research methodology and organization of the thesis.

Second chapter is theoritical analysis, this chapter discuss about theories of teacher's questioning strategies in teaching English. The types of teacher's questions are discussed in this chapter.

The researcher also discuss theories of the teacher's way to solve the problems during questioning strategies.

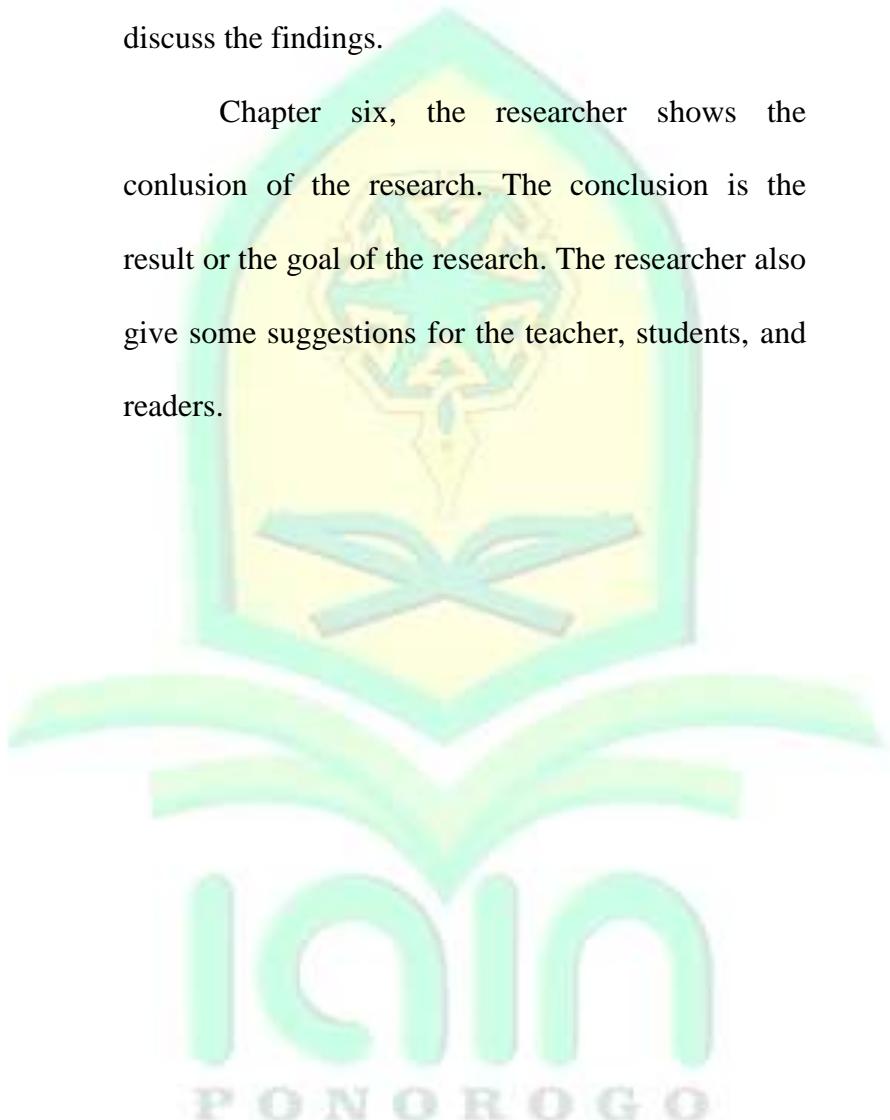
Chapter three discuss about the researcher's way in conduct this research. The researcher shows the kind of this research, the researcher also shows the way to collect the data and the way to analys the data.

Fourth chapter, the researcher shows the findings of the research. The researcher shows the types of teacher's question. The researcher also shows the teacher's and students' problems during questioning. In this chapter, the teacher's ways to solve the problems are shown by the researcher's too.

In chapter five, the researcher discuss all the findings that are shown in chapter four. The

researcher uses the theories from chapter two to discuss the findings.

Chapter six, the researcher shows the conclusion of the research. The conclusion is the result or the goal of the research. The researcher also give some suggestions for the teacher, students, and readers.



CHAPTER II

PREVIOUS RESEARCH FINDINGS AND THEORITICAL FRAMEWORK

In this chapter, the researcher explains some previous study about questioning strategy and theoretical framework of this study. The researcher explains about teacher's questioning strategies, kinds of question, question theory, and teacher's talk.

A. Previous Research Findings

Several studied about questioning strategy have been studying, but the focus of the study and research problems are different. Several previous research are relevant to this research and can be used as a literature review, these are:

First, journal A.B prabowo K.A., Alfiyanti, "*An Analysis Of Teachers' Questioning Strategies During Interactio In The Classroom: A Case of the Eight Grade*

SMP PGRI 01 Semarang”. This study aimed to describe teachers’ questioning strategies during the classroom interaction. The reason why the writer would like to analyze teacher’s questioning strategies are student still confusing about the topic that teacher gave, the students are shy to ask question and sometime student feel so silent when teacher explaining the topic. The objective of this studied are; 1) to know kinds of teachers’ questioning strategies that teacher use in the classroom. 2) to know the way the teachers use the questioning strategies in the classroom. The design of the research is descriptive qualitative. The result of this research shown that are: 1) the teaching strategies are; a) the teaching technique used lecturing, group project and small group discussion, b) the seating arrangement, the students seating position changed, c) the teacher give feedback when students have difficulties, the

teacher give some clue to the students to help them understand the material given, d) the teacher evaluates the students: the teacher given task and motivations for the students. 2) the problem faced by the teacher are the classroom conditions, the crowded conditions, controlling individually, the interaction between the teacher and students in the classroom is ineffective, the students' less vocabulary, the limited media and the problems faced by the students are lack of confidence, the students have difficulties in translation. The conclusion are not all English teacher in SMP PGRI 01 Semarang have good understanding of how to implement teacher's questioning. Some of them still have some problems with their understanding.⁹ The similarity of this previous research and this research is

⁹ A.B Prabowo K.A Alfiyanti, "*An Analysis Of Teachers' Questioning Strategies During Interaction In The Classroom: A Case of the Eight Grade SMP PGRI 01 Semarang*", (journal, Makasar, 2013)

to find the kinds of questioning strategy that teacher used. Whereas, the difference between this previous research and the research is this previous research used descriptive qualitative while this research uses case study.

Second, thesis Khusnul Hidayati, Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta, "*The Influence of Questioning Strategy on Students' Achievement in Reading*". Considering the importance of reading comprehension strategy and to get problems faced by students in reading, this study is aimed at finding out the influence of questioning strategy and students' of Department of English Education, UIN Syarif Hidayatullah Jakarta based on the assumption that college studdents have comprehended a lot of English texts. The result of the

study shows that there is an influence between questioning strategy and students' achievement in reading. Based on the table of calculation linier regression, the gain of F ratio is 6.707 which is greater from F table (4.08) or ($6.707 > 4.08$). Therefore, questioning strategy influences on students' achievement in reading. The conclusion of this research is, students who have questioning as a reading comprehension strategy are having better reading achievement than those who have not.¹⁰ The similarity of this previous research and this research is focus on the questioning strategy. Whereas, the difference between this previous research and the research is this previous research used quantitavie research while this research uses qualitatvive.

¹⁰ Khusnul Hidayati, “*The Influence of Questioning Strategy on Students' Achievement in Reading*”, (skripsi, State Islamic University, Jakarta, 2014)

Third, thesis Hadiani Siti Nur, Indonesia Univesity of Education, “*Teachers’ Questioning Strategies in Classroom Interaction*”. This study investigates the questioning strategies employed in classroom interaction in one public senior high school in Cimahi. This study, thus, intends to explore what questioning atrategies are applied by the teacher in the classroom interaction along with teachers’ and students’ perceptions of the questioning strategies applied in the classroom interaction. To meet he purposes of the study, a case study was employed. The data were obtained from classroom obsevation, interview with the teachers and interview with the students. The result was the teacher and the students generally gave positive perception toward questioning strategy. For the teacher, questioning strategy is one of the teacher’s tools in eliciting students’ responses. Meanwhile, for the

students, questioning strategies are really helpful in comprehending the teacher's question and also helpful in gaining confidence to express their ideas verbally.¹¹ The similarity of this previous research and this research is to find the kinds of questioning strategy that teacher used and a case study was employed. Whereas, the difference between this previous research and the research is this previous research focus on the teacher's questioning strategy and also perception from the teacher and students.

B. Theoretical Background

There are some theories according this research, it contains kinds of question and teaching English lesson.

¹¹ Hadiani Siti Nur, "*Teachers' Questioning Strategies in Classroom Interaction*" (skripsi, Indonesian University of Education, Bandung, 2014)

1. Questioning Strategy

Teacher always uses questions in every meeting. The teacher in elementary school to the university uses questions, at least, the teacher asks about the previous study or asks about the students' readiness. Even, the teacher uses question to know the students understand in material.

Question is a sentence, phrase, or gesture that seeks information through a reply. It means that question is when the teachers say something like words, phrase or sentence which are needed to reply by the interlocutor or listener. Question is a command or interrogative expressions used to elicit information or a response or to test knowledge. In other words, when the people produce sentence to other people when it involves command and

interrogative expression to get any information or response a question.¹²

Questioning strategies are essential to the growth of critical thinking skills, creative thinking skills, and higher level thinking skills and positively affect achievement, most classroom are devoid of these types of questions as a regular part of learning. In reality, there are many classrooms in which teachers rarely pose questions above the read-it-and-repeat-it level. Most classrooms engender factual, convergent thinking questions; divergent thinking is a nontraditional concept and occurs infrequently in most classrooms.¹³

¹² Sujariati, dkk, “*Englis Teacher’s Questioning Strategies in EFL Classroom at SMAN 1 Bontamaranmu*”, (*English Language Education*, Makasar, 2016)

¹³ Elizabeth Shaunessy, *Questioning Strategies for Teaching the Gifted* (Waco: Prufrock Press, 2005), 5.

In order to help students grow through the questioning, a teacher must first ensure that safe, nonthreatening, encouraging, mutually respectful environment is established in the classroom.¹⁴ Teachers develop a plan of action for strategic questioning. Educators should understand why they are asking particular questions so that the intended student outcome is considered when designing the questions. Because student-teacher interaction is so complex and unpredictable.¹⁵

Teacher in questioning strategies shouldn't dominate class interaction, but teacher help student more interactive using questioning strategies. Another important thing is teacher talk and student talk;

¹⁴ Ibid, 7.

¹⁵ Ibid, 12.

a. Teacher talk

There were several exchanges that mostly used by the teacher, namely; (1) prompting students' knowledge, (2) inviting students to talk, (3) praising or encourage students, and (4) correcting students' talk.¹⁶

Teacher tended to ask several question in order to find out his/her students' prior knowledge. Resnick suggest that asking students' prior knowledge can help students to construct concepts. Furthemore, Strike and Posner adds that prior knowledge view learning as conceptual change. Cashin pointed out several purpose of asking question: to actively engage students in the

¹⁶ Ami Fatimah, "A Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Develop Speaking Skill for Young Learners", English and Education, 1 (January-October, 2013), 5.

lesson, to create students' interest in the topic, and also to create students' critical thinking.¹⁷

Teacher talk between 70 and 80 percent of class time, on advantage. Teachers' talking increase as the year level rises and as the class size decreases! Across the grades, when instruction was challenging, relevant, and academically demanding, than all students had higher egagement and teachers talked less-and the greatest beneficiaries were at-risk students.¹⁸

Teacher talk also follows a typical pattern: teacher initiation, student response, and teacher evaluation. This three part exchange leads to teacher – dominated talking, support the teacher to continue talking and such that it fosters lower-

¹⁷ Ibid.

¹⁸ Ibid.

order cognitive learning outcome (because so often the initiation involve cues to recall facts and confirmation of declarative knowledge), and limits and discourages students' talking together about their learning.¹⁹

b. Student Talk

The student talk is devided into four main exchanges: asking question, creating talk exchanges, repeating, and answer teachers' or peers' question. By asking question, the students will not only get the answer of the questions, but also learn how to construct the meaning. Suherdi investigate that asking for repetition occured

¹⁹ Hattie John, "Visible Learning for Teachers: Maximizing Impact on Learning", (October, 2012), 72.

because they request their peers to repeat the words.²⁰

Meanwhile, regarding to the second exchange, creating student talk has a good advantage. The advantage is by creating talk between student talk, they can acquire the knowledge and exchange the information through interaction. For example, a student who is talking with his/her peers can exchange the information about their experience, their hobbies, and many more.²¹

Another exchange of student talk is repeating teacher talk or peers talk. Repetition that mostly occurred in the observation is drilling.

²⁰ Ami Fatimah, “A Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Develop Speaking Skill for Young Learners”, English and Education, 1 (January-October, 2013), 6.

²¹ Ibid.

This occurred since this strategy allowed student to process the information and follow teachers' model.²²

A question is one of the most important tools in guiding and extending students learning. It can help the teacher to develop their own strategy to enhance the students work and thinking. Therefore, it will be effective when it allows students to become fully involved in the learning process. In terms of lesson planning, teachers significantly think about the types of question for students. The teacher likewise need to clear the goals of question to their students. Therefore, through this process, lesson plan will help

²² Ibid.

teachers to plan good questions along with effective answer session.²³

Question have many function such as, stimulate the students to pay attention, make students to think critically, to know the students understanding. Especially if the teacher apply it using good method or choosing question that related to the material, thr teacher will make students active in learning process and understand the material. Questioning is one of the most common techniques used by teachers. In some classrooms over half of class time is taken up with question-and-answer exchanges. There are several

²³ Ibid.

reasons why questions are so commonly used in teaching.²⁴

- They stimulate and maintain students' interest.
- They encourage students to think and focus on the content of the lesson.
- They enable a teacher to clarify what a student has said.
- They enable a teacher to elicit particular structures or vocabulary items.
- They enable teachers to check students' understanding.

²⁴ Jack C. Richards & Charles Lockhart, *Reflective Teaching in Second Language Classroom*, (New York: Cambridge University Press, 2007), 185.

- They encourage student participation in a lesson.²⁵

Questioning is fundamental good teaching and learning. Modifying the way questions are asked or considering where and when questioning will take place will improve the climate for learning.²⁶ Teachers ask question for a number of reasons, the most common of which are:²⁷

- 1) To interest, engage and challenge students;
- 2) To check on prior knowledge and understanding;
- 3) To stimulate recall, mobilising existing knowledge and experience

²⁵ Ibid.

²⁶ Pedagogy and Practice: *Teaching and Learning in Secondary Schools Unit 7: Questioning* (DfES Publication, 2004), 1.

²⁷ Ibid, 2.

in order to create new understanding and meaning;

4) To focus students' thinking on key concepts and issues;

5) To help students to extend their thinking from the concrete and factual to the analytical and evaluative;

6) To lead students through a planned sequence which progressively

establishes key understandings;

7) To promote reasoning, problem solving, evaluation and the

formulation of hypotheses;

8) To promote students' thinking about the way they have learned.²⁸

²⁸ Ibid.

2. Types of Question

The types of question asked will depend on the reason for asking it. Questions are often referred to as ‘open’ or ‘closed’.²⁹ Closed questions, which have one clear answer, are useful to check understanding during explanations and in recap sessions. If you want to check recall, then you are likely to ask a fairly closed question.³⁰

On the other hand, if you want to help pupils develop higher-order thinking skills, you will need to ask more open questions that allow pupils to give a variety of acceptable responses. During class discussion and debriefings, , it is useful to ask open questions.³¹

²⁹ Ibid, 3.

³⁰ Ibid.

³¹ Ibid.

According to Jack and Charles there are three kinds of question, these are, procedural, convergent, and divergent questions:

a. Procedural questions

Procedural questions have to do with classroom procedures and routines, and classroom management, as opposed to the content of learning. For example, the following questions occurred in classrooms while teachers were checking that assignments had been completed, that instructions for a task were clear, and that students were ready for a new task:³²

- Did everyone bring their homework?
- Do you all understand what I want

³² Jack C. Richards & Charles Lockhart, *Reflective Teaching in Second Language Classroom*, (New York: Cambridge University Press, 2007), 186.

you to do?

- How much more time do you need?
- Can you all read what I've written on the blackboard?
- Did anyone bring a dictionary to class?
- Why aren't you doing the assignment?³³

b. Convergent questions

Convergent questions encourage similar student responses, or responses which focus on a central theme. These responses are often short answers, such as "yes" or "no" or short statements. They do not usually require students to engage in higher-level thinking in order to

³³ Ibid.

come up with a response but often focus on the recall of previously presented information. Language teachers often ask a rapid sequence of convergent questions to help develop aural skills and vocabulary and to encourage whole-class participation before moving on to some other teaching technique. For example, the following questions were used by a teacher in introducing a reading lesson focusing on the effects of computers on everyday life. Before the teacher began the lesson she led students into the topic of the reading by asking the following convergent questions:³⁴

- How many of you have a personal computer in your home?

³⁴ Ibid.

- Do you use it every day?
- What do you mainly use it for?
- What are some other machines that you have in your home?
- What are the names of some computer companies?
- What is the difference between software and hardware?³⁵

c. Divergent questions

Divergent questions are the opposite of convergent questions. They encourage diverse student responses which are not short answers and which require students to engage in higher-level thinking. They encourage students to provide their own information rather than to recall previously

³⁵ Ibid.

presented information. For example, after asking the convergent questions above, the teacher went on to ask divergent questions such as the following:³⁶

- How have computers had an economic impact on society?
- How would businesses today function without computers?
- Do you think computers have had any negative effects on society?
- What are the best ways of promoting the use of computers in education?³⁷

³⁶ Ibid.

³⁷ Ibid.

3. Strategies to Use When Students Don't Response

An important aspect of questioning strategy is the manner in which the teacher handles student responses. When the teacher asks a question, students can either respond, ask a question, or give response.

a. Redirect

When the student responds to a question, the instructor can ask another student to comment on his statement. One purpose of using this technique is to enable more students to participate. This strategy can also be used to allow a student to correct another student's incorrect statement or respond to another student's question.

***Instructor:** Ali, do you agree with Mark's comment?*

***Instructor:** From your experience, Aisha,*

does what Vito said seem true?

Instructor: *Li, can you give me an example of the concept that Pat mentioned?.*³⁸

b. Rephrasing:

This technique is used when a student provides an incorrect response or no response. Instead of telling the student she is incorrect or calling upon another student, the instructor can try one of three strategies:

- 1) The instructor can try to re word the question to make it clearer. The question may have been poorly phrased.

Instructor: *What is neurosis?*

Student: *(No response)*

³⁸ Teaching & Learning QUESTIONING STRATEGIES
(University of Illinois Board of Trustees, Champaign, 2019)

Instructor: What are the identifying characteristics of a neurotic person?

- 2) The instructor can provide some information to help students come up with the answer.

Instructor: How far has the ball fallen after 3 seconds?

Student: I have no idea.

Instructor: Let's break down the question, Ann. How do we measure distance?

- 3) The instructor can break the question down into more manageable parts.

Instructor: What is the epidemiology of polio?

Student: I'm not sure.

Instructor: What does "epidemiology"

*mean?.*³⁹

c. Using "wait time":

One factor that can have powerful effects on student participation is the amount of time an instructor pauses between asking a question and doing something else (calling on a student or rewording the question). Research on classroom questioning and information processing indicates that students need at least three seconds to comprehend a question, consider the available information, formulate an answer, and begin to respond. In contrast, the same research established that, on average, a classroom teacher allows less than one second of wait-time. After teachers

³⁹ Ibid.

were trained to allow three to five seconds of wait-time the following significant changes in their classrooms occurred.⁴⁰

An important dimension of a teacher's questioning skills is wait-time, that is, the length of time the teacher waits after asking the question before calling on a student to answer it, rephrasing the question, directing the question to another student, or giving the answer. Teachers often use a very short wait-time (e.g., one second), which is rarely sufficient to enable students to respond. When wait-time is increased to three to five seconds, the amount of student participation

⁴⁰ Ibid.

as well as the quality of that participation often increases.⁴¹



⁴¹ Ibid.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher explain some research method of this study. These are research approach design, researcher's role, research setting, data source, data collecting technique, data analysing technique, verification of data validity, and research prosedure.

A. Research Design

This research applies qualitative reasearch. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The proccess of research involves emerging questions and producers, data typically collected in the participant's setting, data analysis inductively building from particulars to general thems, and the researcher making interpretations of the meaning of the data. The final written report has a

flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.⁴²

This design of this study is case study. Case study is strategy of inquiry in which the researcher explores in depth a program, event, activity, and researcher collect detailed information using a variety of data collection procedures over a sustained period of time.⁴³

B. Researcher's Role

As mention in the list of characteristics, qualitative is interpretative research, with the inquiry

⁴² John W. Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, (California: SAGE Publications, 2009), 4.

⁴³ John W. Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, (California: SAGE Publications, 2009), 12.

typical involved in a sustained and intensive experience with participant. This introduce the range of strategic, ethical, and personal issue into the qualitative research process. With these concerns in mind, inquirers explicitly identify reflexively their biases, values, and personal background, such as, gender, history, culture, and socioeconomic status, that may shape their interpretations formed during a study. In addition, gaining entry to a research site and the ethical issues that might arise are also elements of the researcher's role.⁴⁴

In this resesearch, the researcher has role as passive participant. In other word, the researcher just looking for the data in location. The reasearcher just get data by video recording in class.

⁴⁴ Ibid, 177.

C. Research Setting

This research conduct at SMAN 1 Sambit. SMAN 1 Sambit located in Sambit Ponorogo – Trenggalek street, Ponorogo. This school have 393 students, 85 boys and 308 girls, and also have 35 teachers. SMAN 1 Sambit use K-13 curriculum to do lesson, and this school apply full day school so in Saturday and Sunday is holiday.

The researcher start the observation at October 1st until October 30th 2018. The researcher choose this location to do research, because there are interactions between teacher and students, and that interaction is questioning. Teacher give some question for students to get the attention, information, to see students' understanding, etc.

D. Data Sources

Data source is subject where we find the problem and get the data to do research. Subjects in this research are English teacher and students at tenth grade of SMAN 1 Sambit.

E. Technique of Data Collection

Comment about the role of the researcher set the stage for discussion of issues involved in collecting data. The data collecting steps include the boundaries for the study, collecting information through constructured or semistucture observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.⁴⁵

1. Observation

Qualitative observations are those in which the researcher takes field notes on the behaviour and

⁴⁵ Ibid, 178.

activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semistructured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observe may also engage in roles varying from a non-participant to a complete participant.⁴⁶ In this study the researcher used video recorder to get data in class, and than the data are described.

2. Interviews

In qualitative interviewees, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews, with six to eight interviewers in each group. These interviews involve unstructured and generally open-ended question that are few in

⁴⁶ Ibid, 181.

number and intended to elicit views and opinions from the participants.⁴⁷ In this study the researcher used sound recorder record the interview between the researcher and teacher also students. The researcher want to know what the teacher's reason why Mr. Dion use these question.

F. Technique of Analyzing Data

There are three kinds of data analysis technique that use in qualitative research.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. As we see it, data reduction occurs continuously throughout the life of any qualitatively oriented project. Eve before

⁴⁷ Ibid.

the data are actually collected, anticipatory data reduction is occurring as the research decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection approaches to choose.

As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, testing out themes, making clusters, making partitions, writing memos). The data reduction/transforming process continues after fieldwork, until a final report complete⁴⁸

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of

⁴⁸ Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis*, (California: SAGE Publication, 1994), 10.

information that permits conclusion drawing and action. In daily life, displays vary from gasoline gauges to newspapers to computer screens to factor analysis printouts. Looking at displays helps us to understand what is happening and to do something—either analyze further or take action-based on that understanding.

The most frequent form of display for qualitative data in the past has been extended text. As we note later, text (in the form, say, of 3,600 pages of field notes) is terribly cumbersome. It is dispersed, sequential rather than simultaneous, poorly structured, and extremely bulky. Using only extended text, a researcher may find it easy to jump to hasty, partial, unfounded conclusion. Humans are not very powerful as processors of large amounts of

information; our cognitive tendency is to reduce complex information into selective and simplified gestalts or easily understood configuration.⁴⁹

3. Data Conclusion

The third stream of analysis activity is conclusion drawing and verification. From the start of the data collection, the qualitative analyst is beginning to decide what things mean—nothing regularities, patterns, explanation, possible configurations, causal flows, and proposition. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, inchoate and vague at first, than increasingly explicit and grounded, to use the

⁴⁹ Ibid, 11.

classic term of Glaser and Strauss. “Final” conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; shopisticatio of the researcher; and the demands of the funding agency, but they often have been prefigured from the begining, even when a researcher claims to have been procceding “inductively”.⁵⁰

G. Data Credibility

Validity itself is not monolithic; the classic, measurement-oriented view differentiates face, content convergent, discriminant, and predictive validity.⁵¹

⁵⁰ Ibid, 11.

⁵¹ Ibid, 278.

Qualitative validity means that the researcher checks the accuracy of the findings by employing certain producers.⁵² John W. Creswell have 8 way to checking the data validity, and the researcher put one from those way. The way is triangulate, and triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for data or perspectives from participants, then this process can be claimed as adding to the validity of the study.⁵³

⁵² John W. Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, (California: SAGE Publications, 2009), 190.

⁵³ John W. Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, (California: SAGE Publications, 2009), 191.

H. Research Prosedure

The researcher start this research in SMAN 1 Sambit at March 12 2019. After that consulting the title, and than make the proposal at December 12th 2018. Before come to location to do the research, the researcher asking permission to the institution where the research is conduct.

At the location, researcher put or collecting the data by observation using video recorder to record class activity espescially teacher's questioning strategies. And the researcher also put the data from interview to the objects of the research (English teacher and students). Data are collected then anlyze all the data with three way, reduction, display, and conclusion.

CHAPTER IV

RESEARCH FINDING

In chapter four, the researcher explained general data and main data from observation in the class, interviews with teachers and students. Then, the researcher showed all data that have been reduced.

A. General Data

SMAN 1 Sambit located in Sambit Ponorogo – Trenggalek street, Ponorogo. This school has 393 students which consist of 85 boys and 308 girls, and the school has 35 teachers. SMAN 1 Sambit uses the K-13 curriculum in their lesson practices, and this school applies full-day school program except on Saturday and Sunday in which those days are categorized as holiday.

B. Main Data

The researcher used observation and interviews to get the data. The findings show; types

of questions used by the teacher, problems of teacher and students, and the way teacher faces the problems of teacher and students.

1. The Types of Questions are Used by the Teacher

The researcher conducted the interview to get some data about teacher's questioning strategies used by the teacher. This is a statement of the teacher:

"The questions to the students are closely related to the theme of the material and the condition of the student. For example, when I and students discuss the recount text material, first we ask about the students' knowledge about past tense. Then when we enter the subject matter of the recount text, I automatically ask about previous knowledge. So it really depends on our material. Then it depends on the condition of the students, for example when the students are tired at the last hour, "Have you had your lunch?" to make the students excited about the lesson at that time. So it depends on the conditions and material at that time."⁵⁴

⁵⁴ Look at the interview transcript number: 01/I/17-IV/2019.

From the interview above, the teacher used the question depending on time and material. The teacher used the question to get the students understand about the material. The teacher also provided questions to make students not bored with the material and the English language lesson.

In addition to the statement of the teacher above, the teacher also said:

“When we teach, we always refer to 5w 1h but when we practice a method or material we often use how and why. Because the students must understand two concepts; why and how. “Why” this is a question about their reasons, “how” is their process, while others questions are simple questions that all students can answer easily.”

From the interview above, the teacher used basic theory 5W-1H to conduct his daily questions and the most used questions are “why” and “how”

because it made students think more. And other questions are simple questions that can be answered by the students, also to make students still understand about the material.

The researcher also conducted observation to get some data about the teacher's questioning strategies. The researcher used one teacher and two classes to get the data. The first observation was held on Tuesday, 12 March 2019. The results of the data are as follows:

For the first time, the researcher held the observation in X MIPA 2. The schedule of English language lesson is in the last lesson at around 13.45 to 15.00. Before the teacher started the lesson, the teacher gave greetings to the students and checked the attendance list of the students. The core material at the meeting was the hierarchy. Mr. Dion also

introduced and explained that there is a student from IAIN Ponorogo who would conduct research in class.

Before the teacher explained more about hierarchy, the teacher asked the students about hierarchy. The teacher asked about the readiness of material about hierarchy because today is the time for the presentation. The teacher also asked what should be done so that the presentation run smoothly. These are some questions used by the teacher: “What do you think about hierarchy?”, “Can hierarchy help you? Why?”, “How hierarchy help you to understand the making hierarchy?”, “Is it easier using hierarchy or without hierarchy?”.

Before closing the lesson, the teacher invited students to conclude every material that has been discussed. Then, after the students understood, the

teacher closed the teaching and learning process by praying. He also asked the students to learn about the next material.⁵⁵

The second observation was held on Thursday, 14th March 2019, the results of the data are as follows:

At the second time, the researcher held the observation in X MIPA 3. The schedule of English language lesson is in the fourth lesson at around 12.15 to 13.45. The materials at the meeting were proverb and riddle.

Before entering the material, the teacher invited students to read *basmalah*. After that, the teacher started asking about "what is proverb?"

⁵⁵ Look at the observation transcript number: 01/O/12-III/2019.

"what do you think about that?" "Can proverb be translated?".

Here are some questions that the teacher asked: "What is proverb? What do you think about proverb?" "Can proverb be translated? Why?"; "What for we learn proverb?"; "In what kind of text you find proverb?"; "Where do you find proverb?".

In the middle of the lesson, the teacher also gave jokes to the students so the students were not bored. The teacher also gave meaning to a few words which the students did not understand from the teacher's questions for several times. The teacher also interpreted all questions occasionally into Indonesian so that the students understood the meaning of the teacher's question.⁵⁶

⁵⁶ Look at the observation transcript number: 01/O/14-III/2019.

The third observation was held by the researcher on Tuesday, 9 April 2019. The results of the data are as follows:

At the third time, the researcher held the observation in X MIPA 2. The schedule of English language lesson is in the last lesson at around 13.45 to 15.00. The material at that day was presentation.

At first, the teacher asked the students who wanted to present today. 10 students presented their presentations. In the middle of the presentation, after 5 people presented their presentations, the teacher gave several questions to the the students to find out their understandings of the text read by friends. At the end of the lesson, the teacher invited the students to listen to the song. The students were given questions about hitching and they must answer according to what they listened. After the song was

played three times, the teacher discussed the answer, and also gave questions about the song, such as the theme and topic of the song. These are some questions:

“What is Rifa talking about?”, “What is the use of WhatsApp?”, “What is Akbar talking about?”, “What is facebook’s function?”, “What is the mean of “the end of the world”?”, “What is the theme of the song?”, “What is the topic of the song?”.

In the middle of the question, the teacher also gave synonyms of several questions, because the students did not know the meaning and most often the teacher repeated the question to give the students an opportunity to understand the question.⁵⁷

⁵⁷ Look at the observation transcript number: 01/O/9-IV/2019.

The last observation was held on Thursday, 11 April 2019. The results of the data are as follow:

At the last time, the researcher held the observation in X MIPA 3. The schedule of English lessons is in the fourth lesson at around 12.15 to 13.45 and that day was presentation day.

After the presentation, the teacher used the time to discuss a reading material about tsunami. The teacher also provided questions about reading to stimulate students' understanding. The teacher gave a few seconds for students to understand the question when the teacher asked. The students did not have to answer immediately. These are the questions: "What is the function of how?", "How do you love SMAN 1 Sambit?", "What did most tsunami turn?", "What

are the effects of tsunami?", "When did tsunami straight Indonesia in the past?".⁵⁸

According to the observation and, the teacher used 3 types of questions. These are procedural questions, convergent questions, and divergent questions (see Appendix 1).

a) Procedural Questions

This type of question was used by the teacher to check the students' readiness, ask the students who wanted come forward for the presentation.

The teacher also used this type of question to check the student task.

b) Convergent Questions

This type of question was used by the teacher to check the students' understanding about the

⁵⁸ Look at the observation transcript number: 01/O/25-III/2019.

material. The form of the question was like simple questions, because the teacher wanted to know the students' understanding and the students' attention.

c) Divergent Questions

The teacher uses divergent question to challenge students to think critically. This kind of question is used by the teacher to know the students' statement.

There are some problems of teacher and students during questioning. These problems may come from internal and external factors of the teacher and students. According to the observation and interview, the researcher found some problems during questioning.

2. The Teacher's Problem During Questioning

Strategy

The teacher had a problem during questioning.

The teacher had difficulty in choosing word and sentence to make a questions that can make all students want to respond. It was shown that there are still many students who did not want to respond. According to the observation, the teacher always gave easier questions that could be understood by students. All students could answer and enthusiastically respond to the teacher's questions. But some students were not enthusiastic in answering the teacher's questions.

The researcher also conducted the interview about the problem of the teacher. The teacher said:

“Actually, for the teacher, there is no serious problem. But I have one problem that is making a strategy of asking questions that can attract

students to respond, but also still refer to the material. Because the majority of the students in Indonesia especially SMAN 1 Sambit are silent majority. If a teacher gives a question, students just keep silent. There are some students who will respond but not all.”⁵⁹

From the interview above the researcher found the teacher’s difficulty in choosing word and sentence to make a questions that can make students enthusiastic to respond.

3. The Students’ Problems During Questioning Strategy

Based on the observation and interview, the researcher found some problems of the students during questioning, such as vocabulary, fluently, confuse to answer, and some additional problems such as feeling sleepy. But the main problem is

⁵⁹ Look at the interview transcript number: 02/I/17-IV/2019.

the students have a lack of adequate vocabulary knowledge:

- a. Students have lack of adequate vocabulary knowledge

The students do not have the same brain's ability to memorize many vocabularies. Some students could not answer the teachers' question, they kept quiet because they could not understand the meaning of the question. Students who have a lack of vocabulary will struggle to understand the meaning of the teacher's question.

Other students laughed when the teacher asked a question because they did not understand the meaning. For example, some students have an adequate vocabulary

about animals but other students have an adequate vocabulary about vegetables. So when the teacher gave a question there were students who could not answer because they did not know the meaning of the question.

Some students understood about the teacher's question, but another student could not understand when the teacher used unfamiliar vocabulary. So the students must think harder to understand the teacher's questions.. Sometimes they asked their friend about the meaning so that they could answer the question.

The students were also confused with the teacher's pronunciation. In fact, the teacher's pronunciation is well but the tenth-grade students need to improve their

English language skill. Some students who have bad pronunciation also had a difficulty in understanding the teacher's questions. Of course the students knew the meaning but they were confused with the pronunciation and they were only silent because they did not understand the teacher's questions.

Most of the students gave wrong answers, because they could not understand the teacher's pronunciation. So the students asked the teacher to repeat the question. Other students were silent so the teacher must repeat too or use another method.



4. The Teacher's Way to Solve the Students' and Teacher's Problem

The teacher used some methods to solve the problems during questioning strategies that are rephrasing and using wait time:

a. Rephrasing

Rephrasing strategy can be divided into some types that are rewording, providing some information to help the students come up with a question, and breaking down the question into manageable parts.

According to the researcher's observation, the teacher changed the sentence of the question to make the students easy to understand the meaning of the question. For example "do you have a problem?" changed into "is there any problem?". This way was

used when the students had no response when the teacher asked the question. When the students had no response, it showed that they did not understand the question, so the teacher used this way to solve it. The teacher also repeated the question when the students did not have a response to the teacher's question. Many students were just quiet when the teacher gave a question and the students did not understand it, so the teacher repeated the question.

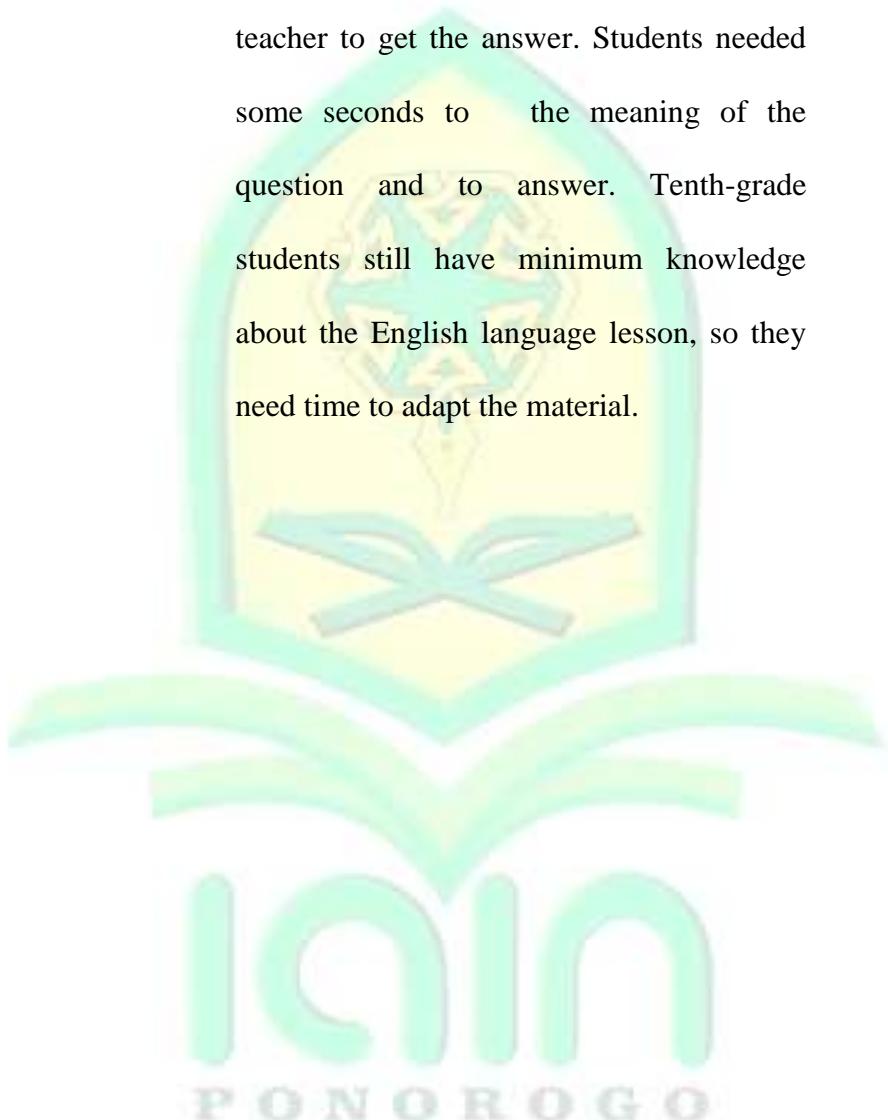
The teacher always gave a question in every meeting, but there were still students who did not understand the question. Vocabulary is the main problem, the teacher gave the meaning of a difficult word. Many students did not understand about new

vocabulary or unfamiliar vocabulary, so the teacher gave a meaning to the difficult word to make the students understand. Sometimes, the teacher also translated the question so that the students understood about the question, but the answer must be in English language. This way can make students easily understand. It doesn't take much time. More time is needed if the teacher instructs students to search for meaning in a dictionary or even a smartphone.

b. Using wait time

The teacher always gave time for students to answer, it is known as wait time. The teacher used this way in every question. When the teacher gave a question, the

students were given some seconds by the teacher to get the answer. Students needed some seconds to the meaning of the question and to answer. Tenth-grade students still have minimum knowledge about the English language lesson, so they need time to adapt the material.



CHAPTER V

DISCUSSION

On this chapter, the researcher describes the ideas according to research findings and analysis based on theoretical framework.

A. The Analyzis Types of the Teacher's Questioning Strategies

The researcher had collected the data through classroom observation and face to face interviews with the teacher and students. There are four research problems in this research. The researcher elaborated some important points as parts of the research findings in order to answer the research questions.

Mr. Dion only gives the task as homework, while the activities in class are only giving explanations and

interaction between teacher and student especially using questioning strategy. By asking questions, the students will not only get the answer from the teacher's questions but also learn how to construct the meaning.⁶⁰ These are the explanation of questioning strategies that teacher used:

1. Procedural Questions

Procedural questions are not related to the material, for example, the teacher asks questions about the student's readiness. According to the book *The Reflective Teaching in Second Language* who arranged by Jack C Richards and Charles Lockhart, the following questions occurred in classrooms while teachers were checking that

⁶⁰ Ami Fatimah, "A Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Develop Speaking Skill for Young Learners", *English and Education*, 1 (January-October, 2013), 6.

assignments had been completed, that instructions for a task were clear, and that students were ready for a new task.⁶¹ According to the findings, the teacher uses this question when the class will begin the presentation. The teacher asks the students who will come forward earlier to the presentation. The teacher also uses this question when the teacher asks the student's task and homework before continuing to the material. Procedural questions have to do with classroom procedures and routines, and classroom management, as opposed to the content of learning.⁶² The teacher also asks the students condition, such as "how are you today?"

⁶¹ Jack C. Richards & Charles Lockhart, Reflective Teaching in Ssecond Language Classroom, (New York: Cambridge University Press, 2007), 186.

⁶² Ibid.

the teacher always uses this question in every meeting to refresh the students.

2. Convergent Questions

The convergent question asks a simple question about the material, such as “What kinds the effect of tsunami?”. In pre-activity, the teacher also evaluates the material which has to learn before, and gives some questions to get some knowledge according to the material was learning, such as “what do you think about proverb?. The teachers do not usually require students to engage in higher-level thinking in order to come up with a response but often focus on the recall of previously presented information.⁶³

⁶³ Ibid.

The statement above is suitable with the result of the observation, the teacher most uses convergent questions in main-activity, the teacher always asks the students using convergent questions in every meeting to know the students' understanding of the material. Because most students are do not want to interpret or understand the material if there is no stimulate from the teacher. So, using this questioning strategy, especially convergent questions, the teacher can stimulate students to want to understand the material in the book or what the teacher has explained. According to the interview with the teacher, the focus questions and the important questions makes students thinking more so that the teacher knows how far the students' understanding of the material.

The teacher gets the students' understanding using some questions related to the material, which is "what is a riddle?". Convergent questions encourage similar student responses or responses which focus on a central theme.⁶⁴ According to that statement, convergent questions also ask students about general knowledge of the material. The teacher gives questions to know the students' understanding of the material which the teacher has explained. The teacher must know the students' understanding of the material or about the teacher explanation. This type of question just evaluate students understanding through a simple question. And the students can get the answer from the book or teacher's explanation and most of students can

⁶⁴ Ibid.

answer, because it can be categorized as a simple question.

3. Divergent Questions

The teacher uses divergent questions to challenge the student to think critically, for example, “can the teacher be replaced by a robot?”, because this kind of the question makes students think more and forces the students to have a critical mind. This kind of question has more one answer, and the answer only comes from the students’ statement. Divergent questions are the opposite of convergent questions. They encourage diverse student responses which are not short answers and which require students to engage in higher-level thinking.⁶⁵ Many teachers only use “do you

⁶⁵ Ibid, 187.

understand?" to know the students' understanding.

Even though, just two answers from students, yes/no, and this is not effective.

According to the findings, the teacher uses this kind of questions to know the students' statements about the material. Divergent questions challenge students to think more before answer the question because the answer not only related to the material but the students' statement. This question can make students think critically because this question asks the students' statements about the material. In school, especially senior high school surely the teacher teaches students to think critically, although it begins on little thing for example through questioning. Because the critically will be needed in university, work-life, and society.

Through this kind of question, the teacher also invites students to be communicative, so the teacher knows the students' understanding of the material. There are some students who are active in answering the question, but there are some students also difficult to answer because they do not focus to understand the material although they pay attention.

This kind of questions is used by the teacher to know the students' understanding of the material. But this question is more difficult, in other words, this question requires a broader question. Students are required to think critically. The student's answers that are raised will lead to pure answers from students, not based on material in the book or teacher's explanation.

These strategies are very useful, especially for students who have a minimum spirit to study in class. Mostly students who have a minimum motivation surely will have no good motivation or mood to follow the lesson. If the teacher only explains without communicating with the students surely the students will feel sleepy, and this is not effective for the learning process. Because the lazy student who has a minim spirit to study will not get the knowledge. In this class, Mr. Dion very interactive, he always communicates with students during the lesson, even though there is a student who has bad enthusiasm. The teacher communicates use questions to know the students' knowledge and understanding. Because the teacher actives to communicate, so the students automatically will follow the teacher activity. Usually, the lazy students

afraid and ashamed if they were given the question, so they try to focus to pay attention so they can answer the question.

B. Teacher's Problems faced during questioning strategies and the way teacher solving it

The teacher's problem faced during questioning strategy is difficult in choosing word and sentence to make a questions that make all students want to respond or interested to the material. Actually, the teacher is competent instructor in SMAN 1 Sambit. Sometimes students can not follow the meaning of the teacher's question. The teacher repeats some questions to make the students understood. The teacher has no special strategy or way to solve the problem. So far, Mr. Dion just tries to repeat the question in every meeting, so the students can

habitually with the teacher's question. Because this problem is not a big and crucial problem, this problem can be solved with continuous repetition, in other words, the teacher should make the questioning strategies in every meeting so that students can habitual with the questioning strategies.

The teacher always tries to interact with the students during lesson. The teacher's main focus make students not bored during the lesson. Mr. Dion always makes a communicating to get students' attention, especially using questioning strategy. The teacher just tries more communicative using questioning strategies to make students not bored, so the students interested with the material. The teacher also actives to give joke and motivation for ice-braking.

C. The students' problem faced during questioning stratgy and the way teacher solving it

The problem of the students is a lack of vocabulary. The students did not understand the meaning of the teacher's questions because the students did not understand the meaning of the questions. Most of the students' problem is not understanding new vocabularies. The new vocabularies made the students confused with the teacher's question, so they could not answer the question. Vocabulary is the most important thing in questioning because the students must understand each word to get the meaning of the question.

Based on the findings, the teacher used two strategies to solve the problem that are rephrasing

and wait time. The teacher repeated the questions, so the students understood the question but the answer must be in English language. This way doesn't take much time. More time is needed if the teacher instructs students to search for meaning in a dictionary or even in a smartphone. But the teacher gave a time limit.

The teacher interacted with the students to get attention using questioning. The teacher also repeated the question into another sentence, so the students could understand the teacher's mean. Based on Bloom's Taxonomy, the instructor can try to reword the question to make it clearer.⁶⁶ The statement above is suitable with the findings, the teacher changed the question into another similar

⁶⁶ Teaching & Learning QUESTIONING STRATEGIES
(University of Illinois Board of Trustees, Champaign, 2019)

sentence, so students understood the teacher's questions. The teacher must change the questions frequently, so that the students will understand it easily.

Based on the interview with Mr. Dion, there are students who do not have motivation to learn. There are some students who are enthusiastic about learning and want to continue their studies at university, in which most students only follow a trend to school in senior high school. The rest of the students are forced to go to school and they are passive students.. It is seen that students in general do not have an awareness of the enthusiasm for learning. In class, there are some students who did not concentrate on the teacher's explanation, and they talked about other issues which were not related to the material. Some students also daydream. It can

have a negative impact on their performance in the class, especially English language lesson. Students with low motivation must be given a stimulus to stimulate their enthusiasm. The teacher can take action by giving questions, at least students want to talk even if forced.

Based on the findings, the teacher was always active in communicating with students so students stayed focused on the material and the teacher's explanation. One strategy that Mr. Dion used to solve it is to give a joke question. This question not only made students laugh, but they thought more to understand the question and found out the answer, after that he continued the material. Another technique to solve the problem is to invite the students to communicate during questioning, so the students could still focus on paying attention.

Some time the teacher gave the students more explanation about the question and the answer. The teacher elaborated on it so that all students understood more with the material. The teacher also gave points to the student who can answer correctly, but there was no punishment for the wrong answer. This strategy can make students answer everything they can. The teacher also said if he had a punishment strategy using card. The use of the cards is as same as the use of soccer referees, yellow card is given to students for warnings, and red card makes students leave the class at that time. But this strategy does not work now, because students' awareness is low, so the punishment does not have a big effect now.

At other times the teacher also translated questions into Indonesian. This strategy was used

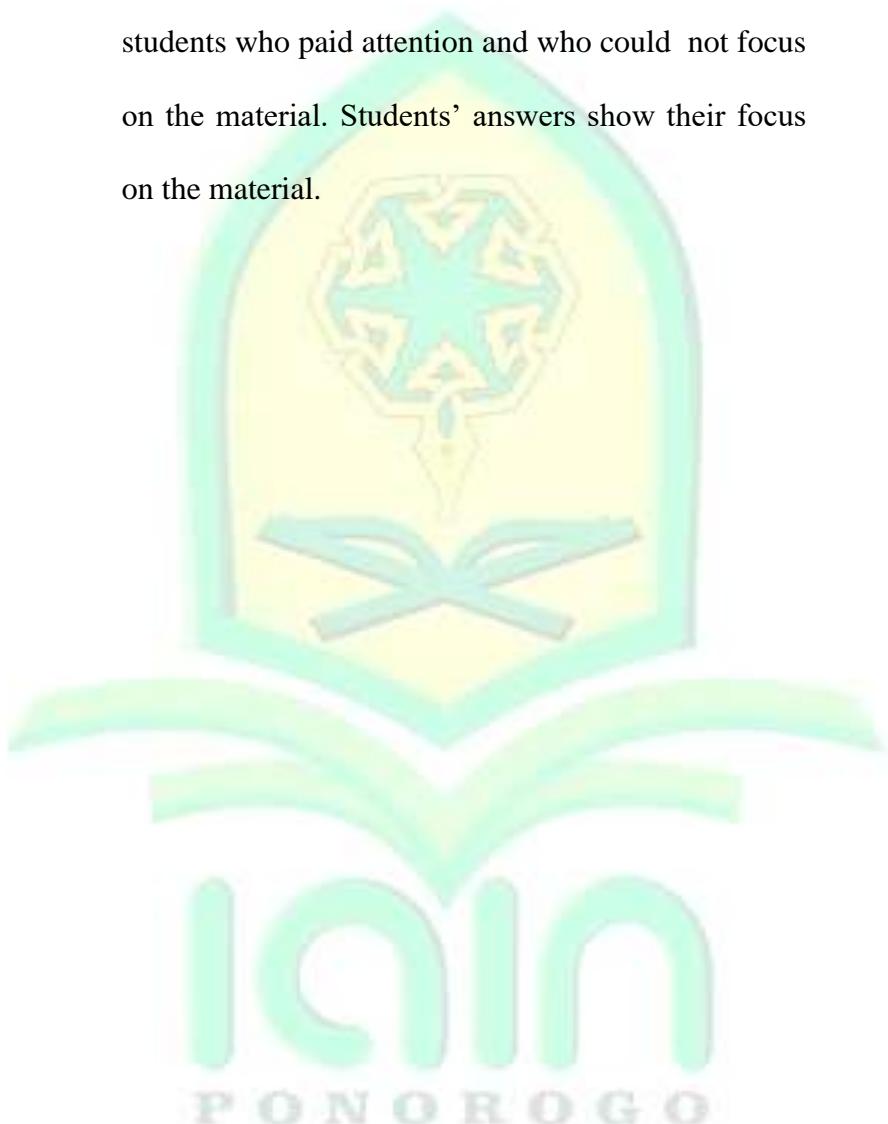
when students did not have responsibility or give wrong answers. This is related to Bloom's Taxonomy theory, rephrasing technique is used when a student provides an incorrect response or no response.⁶⁷

Another way that teachers used is by using wait time. An important dimension of the teacher's questioning skills is the wait time, that is, the length of time the teacher waits after asking questions before calling students to answer them. The teacher always gave time for students to answer. Because students are still in tenth grade, so the students needed more time to think and give answers.

The purpose of the teacher using the questioning strategy is to get students' responses. Students' responses will show students' understanding of the

⁶⁷ Ibid.

material. Using this strategy, the teacher knew students who paid attention and who could not focus on the material. Students' answers show their focus on the material.



CHAPTER VI

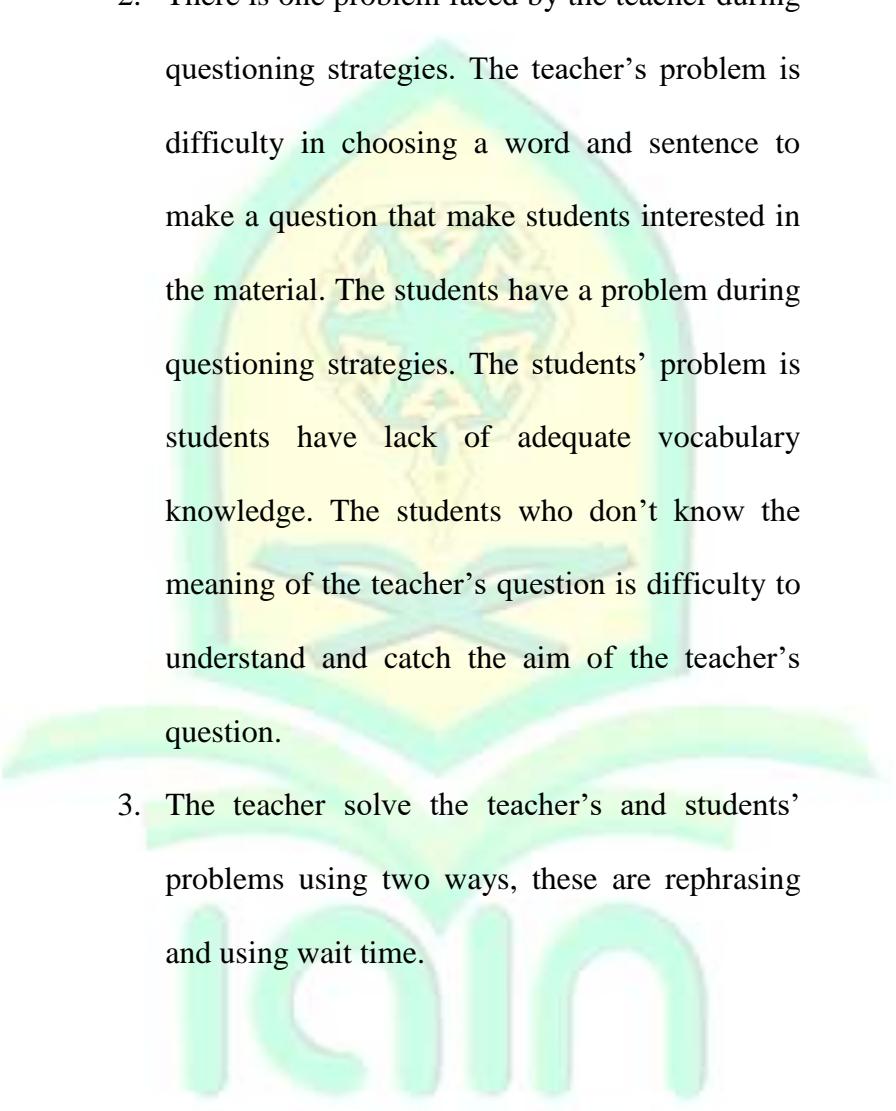
CLOSING

This chapter contains conclusion and suggestion. The conclusion contains the answers from the research problems or the goal of the research. And suggestions are for the teacher, students, and reader. These are the explanation:

A. Conclusion

According to the findings and discussion, the researcher proposes the following conclusion.

1. Based on the observation the teacher uses three kinds of questioning strategy, these are:
 - a. Procedural Question
 - b. Convergent question
 - c. Divergent question

- 
2. There is one problem faced by the teacher during questioning strategies. The teacher's problem is difficulty in choosing a word and sentence to make a question that make students interested in the material. The students have a problem during questioning strategies. The students' problem is students have lack of adequate vocabulary knowledge. The students who don't know the meaning of the teacher's question is difficulty to understand and catch the aim of the teacher's question.
 3. The teacher solve the teacher's and students' problems using two ways, these are rephrasing and using wait time.

B. Recomendation

Based on the conclusion above, the researcher suggestes some suggestions as follow:

1. For the Teacher
 - a. The teacher can make questioning strategies more enjoyable and diverse.
 - b. The question which teacher's uses can more diverse and a little bit more than before.
2. For the Students
 - a. The students are able to be more focus in paying attention during the English lesson, especially during questioning.
 - b. All students can be braver during questioning strategy so that the class can be more active and not bored.
3. For the Readers

- a. This study is expected to give a contribution to readers, particularly the students of IAIN Ponorogo.



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