

**AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES  
IN TEACHING ENGLISH AT THE EIGHTH GRADE OF SMPN 1  
TANON IN THE ACADEMIC YEAR 2022/2023**

**THESIS**

Submitted as A Partial Requirements for the degree of *Sarjana*



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*Wassalamu'alaikum Wr. Wb.*

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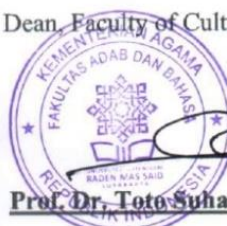
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## **DEDICATION**

*Allhamdulillahirabbil'alamin*, praise thanks to Allah who has given all the blessing. I would dedicate this thesis to the people who I love yesterday, now and tomorrow ever after. This thesis is dedicated to my beloved parents, my father Mr. Gunawan Hadi Susanto and my mother Mrs. Wiwik Mujiyati.

## **MOTTO**

“Don’t just dream but make it happen.”

-Watanabe Haruto-

“Hard work never betrays you.”

-Junkyu-

“Don’t just think about the hard things, just like how hard it is.  
There’s possibility that even more good things are waiting for you  
in the future.”

-Jay-

### PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“An Analysis of Teachers’ Questioning Strategies in Teaching English at the Eighth Grade of SMPN 1 Tanon in the Academic Year 2022/2023”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, May 30<sup>th</sup> 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Frysca Dwi Amelia', written in a cursive style.

Frysca Dwi Amelia



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## ABSTRACT

Frysa Dwi Amelia. 2023. *An Analysis of Teachers' Questioning Strategies in Teaching English at the Eighth Grade of SMPN 1 Tanon in the Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

This research study about an analysis of teachers' questioning strategies in teaching English at the eighth grade of SMPN 1 Tanon. The objectives of this research were 1) to find out the types of questioning strategies used by teachers in teaching English at the eighth grade of SMPN 1 Tanon, and 2) to describe the teacher's reasons for using questioning strategies in teaching English at the eighth grade of SMPN 1 Tanon.

This research used descriptive qualitative research. The subjects of this study were two English teachers who teach at the eighth grade of SMPN 1 Tanon. The techniques of collecting data used by the researcher were observation and interview. The instruments of this research were field note, observation sheet, and interview guideline, and audio recording. The trustworthiness of the data in this research used methodological triangulation. The researcher used the theory of Miles, Huberman, and Saldana to analyze the data, which are data reduction, data display, drawing conclusions, and verification.

The result of this research showed that based on Richards and Lockhart theory, the types of questions used by the English teachers were 43 procedural questions, 46 convergent questions, and 7 divergent questions. The teachers frequently used procedural questions and convergent questions in the classrooms. The researcher found that the teachers' reasons for using questioning strategies are to check students' understanding, stimulate students' thinking, encourage students to think and focus on the material, encourage students' participation in lessons, and elicit vocabulary items.

**Keywords:** *Questioning Strategies, Teaching English*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is the most important form of communication for human activity. Learning a language is one of the most crucial aspects of human life (Sugiartha, Supatra, and Hadisaputra, 2021, p.156). It helps people communicate and interact with each other easier. In language teaching and learning, building interaction is important. The goal of language teaching and learning is to help students communicate in the target language.

Building interactions in the classroom is still difficult. Lestari, Yasim, and Imansari (2022, p.2) stated that many problems arise in developing interactions because students have difficulty expressing themselves in using English. English is a foreign language in Indonesia, so there are still some students who don't understand what the teacher says. A common problem faced by teachers is that students are less responsive to instructions or explanations given. Many students are passive because they do not dare to ask questions if they do not understand the material. In addition, students are often reluctant to provide responses, even though they know the answers to the questions given. Therefore, it is important for teachers to make students more active and enjoy learning in class.

In the teaching and learning process, the teacher must have a strategy that can make students interested and can be an attraction when interacting in class. One strategy that can be applied to students is the questioning strategy.

The questioning strategy is the strategy used by the teacher through some questions. The teacher asks some questions to the students. Gattis (2002, p.41) stated that question is an important tool for teaching and expanding student learning. Questioning strategies used by teachers can stimulate students to be more involved in the language learning process (Nashruddin & Ningtyas, 2020, p.6).

According to Fitriati, Isfara, and Trisanti (2017, p.218), questioning strategy is the skill frequently used, with more power to create the talk move by the teacher. It can influence how much the student pays attention and understands. In other words, the questioning strategy is a strategy of teaching and learning that uses questions, which are a teaching tool, to find out what students know and understand about the material and get them involved in the learning process.

Inan and Fidan (2013, p.1071) said that asking students questions is important in the teaching and learning process, because it can stimulate students to learn, gain knowledge, and improve their critical thinking. Through questions, the talk or discussion will be created in the classroom interaction. In applying the questioning strategy, the teacher must consider the strategy of asking questions in terms of the level and types of questions. Putandari (2020, p.1) said that raising questions and knowing the right question to ask are important teaching skills that teachers need to be taught. But sometimes teachers don't realize the importance of paying attention to the right types of question and

strategies to help students try to answer questions and make students feel bored and uninterested that make them stay silent.

The teacher needs to know the type of questions and the purpose of the question use (Erianti, 2018, p.2). When the teacher can control their question, students acquire the learning experience that they want. The skill of using questions effectively in the learning process is the responsibility of the teacher as a leader during teaching and learning activities. The skill depends on the technique of the teacher in asking questions. When the teacher's questions are well planned, they can help the students learn what they want to learn.

There are several types of questions used in class. According to Sujariati, Rahman, and Mahmud (2016, p.119), teachers use more than one type of question in the teaching and learning process. In this study, the researcher focused on the types of teacher questions based on Richards and Lockhart's theory, there are three types of questions. The first is a procedural question. Procedural questions used by the teacher about what happened in class, for example "*Did everyone bring a dictionary?*". The second is a convergent or display question. Convergent questions can encourage students to answer questions based on the main topic or material, for example, "*What are they talking about?*" and the third is divergent or referential questions. Divergent questions can encourage students to answer questions with higher-order thinking, for example "*What do you think about the video?*".

There are several studies conducted related to questioning strategies. The first study, entitled "*Teacher's Questioning Strategies during English*



*Classroom Interaction at Grade X Students of SMA Negeri 2 Medan*”, was conducted by Juwita Rodearni Saragih and Ade Aini Nuran (2022). This research was focused to determine the types of teacher’s questioning strategies, analyzed the dominant types of teacher’s questioning strategies, and found out the teacher’s reasons of giving questions to students. This research used Chen’s theory. The result showed that questioning strategies used by the teacher were wait time, repetition, paraphrasing, simplification and probing. The teacher’s reason gave questions to students was to stimulate students’ thinking to think critically, improved vocabulary understanding, clarified student speech, attracted students’ interest in learning, checked the extent of student understanding, and encouraged students to participate in the classroom.

The second research was done by Robeirt Haikal Fikri (2021) entitled *“An Analysis of Teacher's Questioning Strategies during Online Classroom Interaction”*, conducted by Robeirt Haikal Fikri (2021). This research was conducted to analyze what kind of teacher asking strategies are used by English teachers in online class interactions and the purpose of these strategies. This research used type of questioning strategies based on Xuerong theory, which is question-controlling strategy and a question-planning strategy. The results showed that the question controlling strategy is often used by teachers to manage online classrooms and the question-planning strategy is the least method used to measure understanding of the material that has been delivered.

The difference between this research and previous research is the specification of the questions. This research used the theory of Richards and

Lockhart. There are three types of questions, they are procedural questions, convergent questions, and divergent questions. The researcher will conduct research at SMPN 1 Tanon. This school has good facilities that can support students' English learning in class.

In the preliminary study, the researcher conducted a previous observation at SMPN 1 Tanon. The English teacher uses questioning strategies when teaching English. There are several types of questions used by the teacher in class. The first is procedural questions, it used by the teacher to ask about what happened in class. For example, "*Did everyone bring a dictionary?*". The second is convergent questions that encourage students to answer questions based on the main topic or material, for example "*What are they talking about?*". Other question is divergent questions that encourage students to answer questions with higher-order thinking. For example, "*What will you say if your friends find it difficult on to do homework?*".

Based on the researcher's preliminary study, the teacher uses questioning strategies to help teachers find out what students have understood about learning material. In fact, there are still some students who are confused and do not understand the topic of the lesson. Sometimes students are silent and do not answer questions posed by the teacher. Therefore, the researcher wants to analyze the teachers' questioning strategy in teaching English, which is applied by English teachers at SMPN 1 Tanon.

The reason why the researcher wants to analyze the teachers' questioning strategy because the teachers' questions are important in the

classroom to encourage students to understand the material presented and to find out how far students understand the material. The researcher also wants to know the types of questioning strategies used by teachers and the reasons why teachers use questioning strategies in teaching English. Based on the explanation above, the researcher is interested in conducting research entitled “An Analysis of Teachers’ Questioning Strategies in Teaching English at the Eighth Grade of SMPN 1 Tanon in the Academic Year 2022/2023”.

## **B. Identification of the Problems**

Based on the research background, the following problems are identified:

1. Many students are passive when the teacher asks questions in class, even though the teacher wants to build a comfortable classroom atmosphere.
2. The students do not understand the teachers' questions and they have difficulty responding to the teacher's questions.
3. Problems in the teacher's preparation to make good questions for students' interest in responding to the questions.
4. Teachers didn't pay attention to the right types of questions. Therefore, it makes students feel bored and uninterested, which makes them stay silent.

## **C. Limitation of the Problems**

This research limited to find out the types of questioning strategies used by teachers during the teaching and learning process at the eighth grade students. The analysis of question types is based on the theory of Richards and Lockhart. The researcher also describes the reasons teachers use questioning strategies in

teaching English. The researcher focused on English teachers who teach at the eighth grade students of SMPN 1 Tanon.

#### **D. Formulation of the Problems**

Based on the background above, there are questions that the researcher be formulated. The questions are:

1. What are the types of questioning strategies used by the teachers in teaching English at the eighth grade of SMPN 1 Tanon in the academic year 2022/2023?
2. What are the teachers' reasons for using questioning strategies in teaching English at the eighth grade of SMPN 1 Tanon in the academic year 2022/2023?

#### **E. Objectives of the Study**

This research discusses teacher questioning strategies in teaching English in the classroom. The objectives of this study are as follows:

1. To find out the types of questioning strategies used by teachers in teaching English at the eighth grade of SMPN 1 Tanon in the academic year 2022/2023.
2. To describe the teacher's reasons for using questioning strategies in teaching English at the eighth grade of SMPN 1 Tanon in the academic year 2022/2023.

## **F. Benefits of the Study**

The result of this study is expected to provide the following benefits and information:

### **1. Theoretical Benefits**

The researcher expects this research will help other researchers as references for similar topics about questioning strategies. The results of this study are also expected to make a contribution to teaching and learning English, and give teachers information about one strategy to teach English in the classroom.

### **2. Practical Benefits**

#### **a. For Students**

The result of this research is expected to be that teachers' questioning strategies will help students interact more and enjoy learning English in the classroom. The researcher expects students to be active, creative, and innovative to solve the problems they face in class.

#### **b. For Teachers**

The results of this study are expected to be useful and contribute as a source of information for the teacher to plan, organize, and classify questions in learning English.

#### **c. For other Researchers**

The result of this study is expected to provide information and a source of information for future researchers about questioning strategies used by English teachers in the classroom.

## **G. Definition of Key Terms**

### **1. Question**

Question is a word that requests information. According to Critelli and Tritapoe (2013, p.2) in the classroom, questions are a basic element of instruction used by the teacher as a tool to observe the students' skill, ability, and understanding of the material. In the classroom, a question is one of the most important tools for guiding and extending students learning.

### **2. Strategy**

A strategy is a plan of action designed to achieve long-term or overall goals. Brown (2007, p.119) defined strategy as a particular method of approaching a problem or a task, a mode of operation for achieving a particular end, or a plan designed for controlling and manipulating certain information. In the classroom, strategy is a way of making questions effective in the teaching and learning process.

### **3. Questioning Strategy**

A questioning strategy is a strategy in the teaching and learning process to find out what students know and understand about the material, achieve the lesson goals, and involve students in the learning process by using a question that one of teaching tool. Guest (1985, p.2) stated that questioning strategy is an important tool for teachers to help develop their own strategies for improving student thinking and expanding student learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Questioning Strategies**

###### **a. Definition of Question**

Question is a word that requests for information. Cotton (2001, p.1) defines that a question is any sentence that has an interrogative form or function. According to Astrid, Amrina, Desvitasari, Fitriani, and Shahab (2019, p.3), a question is any sentence in the interrogative form that can arouse learners' interest to the content elements to be learned and create knowledge for them. In the classroom, question is a basic element of teaching that teacher use as a tool to observe students' skills or abilities and their understanding of the material (Critelli & Tritapoe, 2013, p.2). So, asking questions is an important thing for teachers to do. Teachers can analyze students' understanding of the material in the teaching and learning process.

Questions as a tool for getting information to students are not only based on material but also based on their experience or knowledge. Teachers must ensure students stay focused on the lesson by using interesting and easy-to-answer questions. According to Stiggins (2008), applied questions to students can provide several reasons rather than yes/no questions because it can encourage students to be more

expressive and active in expressing their thoughts or opinions. Thus, the teacher will know how familiar or interested they are in the material.

Asking students a question before beginning the class can encourage students to tap their existing mental models and build upon the previous knowledge. Rahman, Sutiono, and Arini (2021, p.203) stated that asking the right question in a particular situation can improve a whole range of communication skill. For example, it can gathered better information, learned more, build stronger relationships, managed people more effectively and helped each other. Teachers can ask students questions to make students know and realize about the topic. In turn, it is hoped that student will ask the follow-up question and engage the discussion.

From the definitions above, it can be concluded that a question is a tool used by teachers in the teaching and learning process to find out students' knowledge of learning material. Therefore, by asking questions, teachers provide opportunities for students to become actively engage in the learning process while also developing valuable skills that will benefit for students.

#### **b. Definition of Strategy**

Strategy is action plans to achieve goals and objectives. Brown (2007, p.119) defined strategy as a particular method of an approaching a problem or a task, a mode of operation for achieving particular end, or a planned designed for controlling and manipulating certain information.



It means that strategy is the teacher's approach by applying several methods. Strategy is used by teachers to plan material to be successful during the teaching and learning process.

In the context of teaching, the strategy is intended as the effort of the teacher in creating an environmental system that allows the teaching process to occur, so that learning objectives can be achieved (Ekawati, 2019, p.5). The strategies applied in learning activities are called learning strategies. Learning strategies are the teacher's effort to create an environment that allows students to learn from teacher and student activities in the learning process. Teacher should choose the appropriate strategy based on the conditions in the classroom.

To conclude, a strategy can be said as planned action or particular method of a task to achieve plan and solve problem in the class. It can be in form of procedures or application of certain action and important source to reach certain goal. It means that strategy helps to overcome problem and reach goals.

### **c. Definition of Questioning Strategies**

Questioning strategy is derived from two words, namely question and strategy. Question is asking for something to get information. Cotton (2001, p.1) defines that question is any sentence that has an interrogative form or function. While strategy is a planned action or particular method of a task to achieve plan and solve problem in the class.

There are several definitions of questioning strategy. Questioning strategy is a way used to ask students something to achieve a goal during the teaching and learning process. According to Guest (1985, p.2), questioning strategy is an important tool to help teachers develop their own strategies to improve students' work and thinking. It means questioning strategy is very important for teachers and students.

Sujariati, Rahman and Mahmud (2016, p.107) defined that questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching and learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. Teachers also have to know the output of the students before or after teaching by giving questions. Questioning is a process that always occurs in a process of communication, including in the learning process (Nashruddin & Ningtyas, 2020, p.5). For teachers, questioning skill is a very important skill to master. It is because, through this skill, teacher can create the learning situation more meaningful.

According to Gaither (2008), questioning strategy is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. It means that through questioning, the teachers able to know what the students know and what they do not know. Questions help teachers and learners in teaching learning process.

Harvey and Goudvis (2000, p.8) stated that questioning strategy will most effective when the teacher lets students engage in the teaching and learning process. When learning has been planned, definitely the teacher uses the types of questions that will be asked to students. The teacher should choose the right type so that the outcomes are optimal (Long, Blankenburg, & Butani, 2015). Thus, the questioning strategy helps the teacher to plan the question and answer session effectively based on the types of questions that will involve student interaction.

From those definitions above, it can be concluded that the questioning strategy is a strategy in the teaching and learning process to find out what students know and understand about the material, achieve the lesson goals, and involve students to be active in the learning process by using a question as a teaching tool.

## **2. Types of Questioning Strategies**

There are several types of questioning strategies to help students learn and involve them in every teaching and learning process. Teachers in EFL classrooms employ different types of questions to make teaching effective and enhance learners' proficiency in the target language (Astrid et al. 2019, p.94). A suitable type of question is one that is conveyed well and pleasantly to liven up the atmosphere in the classroom. Therefore, the questions used in the questioning strategy must be used at the right time to achieve a pleasant interaction.

Richards and Lockhart (2007, p.186) divided three types of questions, they are procedural, convergent, and divergent questions.

a. Procedural Questions

Procedural questions are used by teachers related to teaching and learning activities in class, which are usually in the form of questions about tasks or assignments. Procedural questions also relate to classroom procedures and routines. This question did not mention any material. In procedural questions, students can answer using short answers such as yes or no. This question type is intended to enhance student understanding and classroom interaction. The examples of this procedural question:

- 1) Did you finish your homework?
- 2) Can you read the paragraph?
- 3) Do you understand?

b. Convergent Questions

Convergent questions can encourage students to answer questions based on the topic or main material. Convergent question responses are in the form of short answers, such as yes, no, or short statements. Convergent questions can be related to students' real lives and the material being discussed. Convergent question is not to engage students to think at a higher level, but to engage students to stay focused on the material that has been explained by the teacher and focus on

recalling previous information. For example, this type of question, such as:

- 1) When do we have breakfast?
- 2) Do you know about the English tea tradition?
- 3) What is the synonym of happy?

c. Divergent Questions

Divergent questions require open-ended answers and are usually long explanations. Using these questions can encourage students to answer questions with higher-order thinking. Divergent questions can encourage students to answer questions based on the knowledge, experience, and information they have. This question is usually asked after the teacher explains the material in class. These examples of divergent questions:

- 1) What do you think about this video?
- 2) What did you learn about this material?
- 3) What's the message of the song?

### **3. The Functions of Questioning Strategies**

Questioning is one of the activities most often carried out by teachers in the teaching and learning process. The common use of teacher questions in the classroom can be explained by the specific functions they perform. These functions can be grouped into three broad areas, they are diagnostic, instructional, and motivational (Kauchak & Eggen, 2014).

a. As a Diagnostic Tool

By asking questions in the class, the teacher can find out how students think about a topic or material. Through questions, teachers can know students' thinking and identify not only what the students know but also their misconception.

b. As an Instructional

Questions can help students learn the new materials. Questions provide practice and feedback for developing students' thinking. Questions can also be used to clarify relationships in the content material being discussed.

c. Motivational

Through questions, teachers can actively involve students in lessons. Questions at the beginning can be used to attract students' attention and give them focus on the lesson. Frequently asked questions can encourage active student participation and provide opportunities in lessons for continued student engagement.

Teacher questions as a general way used by teachers in class, play an important role in classroom teaching. Teacher questions may serve different functions, including focusing attention, exercising disciplinary control in the course or instruction, encouraging students' participation, and moving the lesson forward among others (Shomoossi, 2004, p.101). Furthermore, Erianti (2018, p.15) mentioned that the functions of teacher questions are:

- a. As a teaching device, questions can be used by the teacher as a tool of communication in the teaching and learning process. If the teacher masters the use of questions, they can stimulate students to speak up in the classroom during the teaching and learning process.
- b. By using the right questions in a particular situation, teachers can improve their communications skill, such as their ability to gather better information and learn more, develop stronger relationships, manage the class, and help the students learn effectively. It means that by using questions, teachers can create an effective teaching and learning process.

#### **4. The Reason of Using Questioning Strategies**

There are many reasons why teachers ask questions of their students, either the question is addressed to test the students' abilities or to engage them in class discussion. Ellis (1994) proposes two reasons why teachers ask questions in their classrooms. First, questions require responses, therefore, they serve as a means of obliging learners to contribute to the interactions. Learners' responses also provide the teachers with feedback, which can be used to adjust content and expression in subsequent teacher talks. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted.

According to Richards and Lockhart (2007, p.185), there are several reasons why questions are so commonly used in teaching.

- a. They stimulate and maintain students' interest.

Questions can stimulate students' thinking and develop their interest in a topic. According to Sujariati et al. (2016, p.111), teachers use questions to stimulate thinking about a concept and challenge students to attend to higher levels of thinking appropriate to the content and learning outcomes. Questions given at the beginning of class can encourage students' interest in learning more and increase their curiosity as the lesson goes on.

- b. They encourage students to think and focus on the content of the lesson.

The questioning strategy can be one way for teachers to involve students in the learning interaction so that, in the end, there will be effective classroom interaction. Saswati (2022, p. 99) stated that the questions posed by teachers are to energize the learners to answer and focus on the content of the lesson. In addition, teachers use questions to develop critical thinking skills and maintain insight by revealing new or related relationships.

- c. They enable a teacher to clarify what a student has said.

In questioning students during the learning process, the teacher needs to pay attention to their responses or answers. Teachers need to clarify what a student is saying, such as when there is confusion due to word choice, accent, clarity of expression, or other communication-



related factors. Saragih and Nuran (2022) stated that the function of the teacher's questions is to clarify or provide feedback on student answers. Giving questions serves both to clarify what students are saying and to further gauge their full understanding of the concept or material that has been taught.

- d. They enable a teacher to elicit particular structures or vocabulary items.

By asking questions, teachers can elicit not only the content of the lesson but also their linguistic knowledge (Saswati, 2022, p.99). Elicitation is one of the techniques used by teachers to make learners respond. Typically, elicitation is done by asking questions. Questions develop aural skills and vocabulary and encourage whole-class participation before moving on to some other teaching techniques. Students can provide answers so that their vocabulary of students can increase.

- e. They enable teachers to check students' understanding.

The teacher gives questions as a diagnostic tool or checks students' understanding and the quality of their learning. According to Saswati, (2022, p.99), teachers' questions are used to check the learners' comprehension, give them opportunities to engage in classroom interaction, and elicit the students' schemata about today's lesson. Asking students questions is widely used by teachers because it is very important to find out student understanding, assess student learning, test

student input, and evaluate both the teacher's teaching quality and the teaching and learning process, whether it is going well or not.

- f. They encourage student participation in a lesson.

Questions given by the teacher during learning can encourage students to participate in learning activities in class. According to Hidayat and Krismanti (2021, p.118), questioning and responding to questions enable students to participate actively in the classroom. Moreover, Sujariati et al. (2016, p.111) stated that questions serve to develop students' interest in a topic and to motivate students to become involved in lessons supporting their construction of meaning.

Adler (2000) stated that teachers pose questions to students in order to engage them and elicit deeper thinking about the subject under discussion. The art of asking questions is one of the basic skills of good teaching. According to Richard and Smith (2010, p.80) teachers initiate a question for their students in order to check the student's knowledge, and the student responds. Moreover, Blosser (2000, p.2) mentioned that teachers use questions to help students review, to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities, and for other reasons and purposes.

In conclusion, the teachers' reason for using questioning in the teaching and learning process is to engage students in discussion and create an active class for an effective teaching and learning process. Teachers use questions to stimulate thinking about a concept and challenge students to

attend to a higher level of thinking appropriate to the content and learning outcomes.

## **5. Teaching English in Junior High School**

### **a. Definition of Teaching**

Teaching is derived from the word “teach” which means giving instructions and explaining something to someone, in order to know and do something. Brown (2007, p.7) said that teaching is showing and helping someone to do something, giving instruction, guiding in the study of something, providing knowledge, causing someone to know or understand. It means teaching is the process of sharing knowledge from the teacher to the students or from someone to other people in a formal or informal situation.

Teaching is not only about how to transfer knowledge from teachers to students. It is also meaningful if teaching and learning activities start in a situation where students feel comfortable with the teacher's approach to teaching them. It influences whether or not students are interested in learning. According to Richards (2002), it is the teacher's duty to create a desirable classroom climate, plan a variety of learning activities, and use materials of instruction effectively. Teaching a wide range of students needs good preparation based on their interests and abilities. In other words, creating, maintaining, and stimulating learning environments can be achieved through effective classroom organization.

In teaching English, teachers can observe how students respond to English subjects, and they should pay attention to students' progress in learning English and whether English subjects are useful for them. According to Bernaus and Gardner (2008, p.12), teaching English focused more directly on the relations between students' motivation, language achievement, and the teacher's didactic strategies used in the EFL class. Language teaching can be described as an interactive process between students and teacher or students and students. It means that interaction has become one of the most important aspects of language teaching for students. So that the students can learn English through interactions in the classroom between teacher and students or students and students.

#### **b. English Learning Curriculum for Junior High School**

The curriculum applied to junior high schools is the Curriculum 2013. Sugiarta et al. (2021, p.157) stated that in Indonesian education based on the Curriculum 2013, the learning of English should focus on the use of the language itself in real-life situations, and the students should be able to use English in communication, directly and indirectly. It means that the teacher should teach the student's English based on the situation in real life and make them able to speak English directly and indirectly in communication. The teacher should have the appropriate strategies or media for teaching the students. Strategies can make the teaching and learning process easier and more effective.

Teachers need strategies for teaching English at junior high school to improve students' motivation to learn English. One of the strategies that can be applied is the questioning strategy. The questioning strategy is the question that is asked by the teachers to motivate the students in a learning activity. Harvey and Goudvis (2000, p.8) explained that questioning strategies are most effective when they allow students to become fully involved in the learning process. It means that the students will be motivated to learn when teachers use a questioning strategy in a learning activity.

## **B. Previous Related Studies**

There are some previous studies related to this research. There are some previous studies related to this research. The first study from Juwita Rodearni Saragih and Ade Aini Nuran (2022) entitled "*Teacher's Questioning Strategies during English Classroom Interaction at Grade X Students of SMA Negeri 2 Medan*". This research was focused to determine the types of teacher's questioning strategies, analyzed the dominant types of teacher's questioning strategies, and found out the teacher's reasons of giving question to students. This research used descriptive qualitative method. The data collection used in this study were observation, video recording, and interview. The result of the study showed that questioning strategies used by the teacher were wait time, repetition, paraphrasing, simplification and probing. The teacher's reason gave questions to students was to stimulate student' thinking to think critically, improved vocabulary understanding, clarified student speech, attracted students'

interest in learning, checked the extent of student understanding, and encouraged students to participating in the classroom.

The second research was conducted by Robeirt Haikal Fikri (2021) with the title "*An Analysis of Teacher's Questioning Strategies during Online Classroom Interaction*". This research was conducted at SMAN 01 Majenang with the descriptive qualitative method. The research was carried out by observing and interviewing three English teachers from three different classes. This research used type of questioning strategy based on Xuerong theory, which is question-controlling strategy and a question-planning strategy. The results of the study showed that the question controlling strategy is often used by teachers to manage online classroom and the question-planning strategy is the least method used to measure understanding of the material that has been delivered.

The next research is conducted by Amira Fakhriah M.Nasir (2021) entitled "*An Analysis of Teacher Questioning Strategies and Students Responses in EFL Classroom*". The purpose of this study was to find out the teachers' questioning strategies in teaching EFL classroom and to know the way students' respond towards teachers' questions. This study applied observation technique where the population is all of the third semester students of English department of UIN Ar-Raniry and the sample are 35 students and 1 teacher. The data were collected by the observation analysis. The data were analyzed by using qualitative method. The result of this study showed that the teacher used four types of questions based on Blosser (1975) and Cunningham's (1987) model in the teaching learning process. The teacher used Conceptual questions,

Structuring questions, Probing questions and Evaluative questions in the teaching learning process. The teacher mostly used structuring question and conceptual question.

The last previous study from Modi Nur Kholisoh and Dwi Anggani Linggar Bharati (2021) entitled “*Teachers’ Questioning Strategies and Students’ Perceptions toward Critical Questions in EFL Classroom Interaction*”. This study aims to find out teachers’ questioning strategies and students’ perceptions of critical questions in EFL classroom interaction. This study used a case study design that focused on the descriptive analysis. This study was conducted at one of Senior High Schools in Semarang. The participants in this study were two English teachers and two classes. The data were gained by using classroom observation, interview, questionnaire, and documentation. This study used Chen’s theory and Anderson & Krathwohl (2001) to categorize and analyze the data findings to know teachers’ questioning strategies and students’ perceptions toward critical questions in EFL classroom interaction. The result of the study showed that questioning strategies used by the teachers when posing critical questions were wait-time, repetition, paraphrasing, simplifying, and probing. The students didn’t perceive critical question as a threat, although it was difficult to answer. However, they perceived critical question as a challenge for them. It can be concluded that the students perceived critical question as a motivational question.

**Table 2.1**  
**Previous Study**

Name	Title	The Similarity	The Differences
Juwita Rodearni Saragih and Ade Aini Nuran (2022)	Teacher's Questioning Strategies during English Classroom Interaction at Grade X Students of SMA Negeri 2 Medan	The similarity of this research is focus on analyzing teacher's questioning strategies and the teacher's reason of giving questions to students.	The difference of this research is the types of questioning strategies. This research used Chen's theory, which is wait time, repetition, paraphrasing, simplification, and probing questioning strategy.
Robeirt Haikal Fikri (2021)	An Analysis of Teacher's Questioning Strategies during Online Classroom Interaction	The similarity of this research with this study is focus on analyzing questioning strategies used by the teacher.	This research analyzed the type of teacher's questioning strategy used in online classroom interactions. This research used Xuerong theory. While the current research analyzing in offline class and use different theory.
Amira Fakhriah M.Nasir (2021)	An Analysis of Teacher Questioning Strategies and	The similarity of this research is focus on analyzing questioning	The difference of this research is the specification of the questions. This



	Students Responses in EFL Classroom	strategies used by the teacher.	research used the type of questions based Blosser (1975) and Cunningham's (1987).
Modi Nur Kholisoh and Dwi Anggani Linggar Bharati (2021)	Teachers' Questioning Strategies and Students' Perceptions toward Critical Questions in EFL Classroom Interaction	The similarity of this research is focus on analyzing teacher's questioning strategies.	The difference of this research is the types of questioning strategies. This research used Chen's theory and Anderson Krathwohl (2001). This research also focused on students' perception toward critical questions.

Those all of the previous studies were concerned with the types of questions used by teachers in classroom interactions. This current research aims to observe the types of questioning strategies used by English teachers and also to describe the reasons why teachers use questioning strategies in teaching English in their classroom. The current research used different theory from previous studies. The researcher referred to Richards and Lockhart's theory (procedural, convergent, and divergent questions), which means that this research uses a different classification from these theories. This research also uses a school that is different from previous research, this research focused on

SMPN 1 Tanon in eighth grade, which is why this current research is different from the previous research.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research used qualitative research method. According to Creswell (2014, p.3), qualitative research is an approach for exploring and understanding the meaning individual or group ascribe to a social or human problem. It means that qualitative research is used to describe phenomena, gain the opinion, reasons, motivations, and it is described by the word not analyzed using statistical patterns.

The design of this research is descriptive qualitative, which is used to get a systematic, factual, and accurate overview information about the facts, nature, and relationship between the phenomena that are being investigated. The researcher analyzed data based on situations and conditions that occurred in the field. According to Danim (2002, p.51), in descriptive qualitative research, data is collected in the form of words, pictures, not numbers. The researcher presented the data into words and descriptive form. In this research, the researcher focused on analyzing the types of questioning strategies used by English teachers and the reasons of teachers use questioning strategies in teaching English at the eighth grade students at SMPN 1 Tanon.

## **B. Research Setting**

### 1. Place of the Research

The research was conducted at SMPN 1 Tanon, especially with eighth grade students. There are seven classes in eighth grade. Each class has around 32 students. The researcher conducted the observation in two classes at VIII A and VIII G. This school is located on Jalan Gabugan – Sumberlawang, KM 1. The researcher chose this school because based on the preliminary study, the teachers used questioning strategies in teaching English in class. This school is one of the good quality schools and has qualified English teachers.

### 2. Time of the Research

The time of research conducted on April-May 2023 to obtain research data. This research starts with the researcher doing the pre-research, conducting the research and up to the time the researcher is writing this research.

**Table 3.1**  
**Research Schedule**

No.	Activity	Month						
		Dec	Jan	Feb	Mar	Apr	May	Jun
1.	Pre-research							
2.	Consulting thesis proposal							
3.	Proposal examination							
4.	Observation							
5.	Collecting the data							
6.	Analyzing the data							
7.	Writing thesis							
8.	Thesis examination							

### C. Research Subject and Informant

A research subject is a person who participates in the study, and someone from whom the data are collected (Creswell 2014, p.28). The subjects of this study were two English teachers who teach eighth grade at SMPN 1 Tanon as the informant of this research. The first subject is Teacher A, who teaches class VIII A, and the second subject is Teacher B, who teaches class VIII G. The researcher gets the data from the teaching and learning process.

## **D. Data and Source of the Data**

### **1. Data**

This research was concerned on the English teacher's questioning strategies. The data from this research are utterances that reflect the answers to the problem statements about the types of questions used by English teachers and the reasons of teachers in using questioning strategies in teaching English obtained from the teaching and learning process at the eighth grade of SMPN 1 Tanon.

### **2. Source of the Data**

The source of data in the descriptive qualitative research could human, events or activities, place or location, things, various pictures and record, documents and archives (Sutopo, 2006, p.51). There are two sources of this research:

#### **a. Informant**

The informant is a person who provides information about something needed related to research. The informants of this research are two English teachers who teach eighth grades of SMPN 1 Tanon. The researcher conducted interview with the English teachers to obtain data about the types of questions used by the teachers in teaching English and the reasons for using questioning strategies in teaching English.

b. Events

The event is the teacher activities during the teaching and learning process. The data obtained by video recording of the teaching and learning process at eighth grade in SMPN 1 Tanon. The researcher obtained data regarding the types of questions used by teachers by observing the teaching and learning process in class. The researcher takes the data in four meetings.

**E. Techniques of Collecting the Data**

The technique of collecting data is the way the researcher collects the data in the research. In this research, the researcher used two techniques in data collection, they are observation and interview.

1. Observation

According to Creswell (2012, p.212), observation is the process of gathering open-ended, firsthand information by observing people and places at the research site. In this technique, the researcher used observation sheet to get data on the types of questions used by English teachers and audio recording to record classroom dialogue. Then, the researcher writes some data into the notes as a data report.

**Table 3.2**  
**Observation Schedule**

<b>Class</b>	<b>Meeting</b>	<b>Day/Date</b>	<b>Time</b>	<b>Material</b>
VIII A	1	Wednesday, May 10 <sup>th</sup> 2023	08.35-10.10 (80 minutes)	Short message and announcement
	2	Wednesday, May 17 <sup>th</sup> 2023	08.35-10.10 (80 minutes)	Notice
VIII G	1	Wednesday, May 10 <sup>th</sup> 2023	12.10-13.30 (80 minutes)	Recount text
	2	Wednesday, May 24 <sup>th</sup> 2023	12.10-13.30 (80 minutes)	Notice

## 2. Interview

An interview is asking questions from the research and getting answers from participants in a study (Creswell 2014, p.25). In this study, the interview was used to find out more in-depth information from the teacher. The interview is used to get more information during class observation about the types of questions used by English teachers and the reasons for using questioning strategies in teaching English. The data was collected through audio recordings obtained from teachers' interviews.

## F. Research Instrument

Instruments are tools for collecting data in research. In qualitative research, the main instrument is the researcher herself. The researcher will do anything to answer the research questions. In this research, the data will be



collected through several additional instruments, such as field notes, observation sheets, interview guidelines, and audio recordings.

1. Field notes

Field notes are notes about what happened during a period of observation or interview. The data on the types of questioning strategies used by the teacher is derived from the interactions that occur in the teaching and learning process. Field notes are used to record additional information while doing the observation, such as when the teacher gives a type of question to students or examples of the teacher's utterances while giving a question.

2. Observation sheet

The observation sheet is used to classify the types of teachers' questions used during the teaching and learning process based on Richards and Lockhart theory. The observation sheet is also combined with the field note that the researcher got during the observation. This is to be completed if the utterances on the recorder are inaudible.

3. Interview guideline

The interview guideline is the instrument for ascertaining the possibilities that occur in classroom interactions (Rosyidah, 2018, p.23). This instrument is used to interview the English teacher after observing her in class. This is to clarify and get more information about phenomena in the teaching and learning process. Before conducting the interviews, the

researcher brings a general idea of the questions that will be asked. The structure of the interview is developed prior to the interview.

#### 4. Audio recording

Rosyidah (2018, p.23) explained that the recorder is used to catch the teacher's utterances when giving questions during the teaching and learning process and to record the interview process. The audio recorder will be used to record the teacher's utterances that the researcher missed while doing the observation. It is also used to fulfill data transcription.

### **G. Trustworthiness of the Data**

The trustworthiness of the data in this research use triangulation. Creswell (2012, p. 259) explained that the researcher has to gain the validity of the findings, meaning that the researcher determines the credibility of the findings to make sure the findings and interpretations are accurate through several strategies such as triangulation. According to Sutopo (2006, p.7), triangulation is the most common way to improve validity in qualitative research. Patton in Sutopo (2006, p.96) stated that there are four triangulation techniques. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation.

#### 1. Data triangulation

Data triangulation means that researchers triangulate several sources of data that have been obtained. This means that researchers should collect data from different data sources.

## 2. Investigator triangulation

Investigator triangulation refers to the researcher triangulating data sources by checking the data with several experts to achieve data validation. It means that the results of research based on data or conclusions can be tested or checked for validity by several experts.

## 3. Methodological triangulation

Methodological triangulation refers to the technique used by researchers in collecting data to obtain data validation. It can also be defined that methodological triangulation is the way for researchers to test or check the validity of data by collecting the same data but using different data collection techniques or methods.

## 4. Theoretical triangulation

Theoretical triangulation refers to the process of triangulation to use several related theories by the researcher to validate research data. It means that to check the validity of the data using more than one theory to discuss the formulation of the problem so that it can be analyzed.

From those types of triangulations, the researcher applies the methodological triangulation. To validate the data, the researcher compared the data that had been obtained from observation and interview data. After observing in the classroom, the researcher then cross-checked the data to compare the observation data with the interview data.

## H. Techniques of Analyzing the Data

In this research, the data analysis is based on Miles, Huberman, and Saldana, which consists of three concepts: (1) data reduction, (2) data display, and (3) drawing and verifying conclusions (Miles, Huberman & Saldana 2014, p.7). Miles, Huberman, and Saldana method is an activity that takes place through the investigation process rather than a process. Therefore, the analysis is conducted interactively and continuously until the research problems are answered. The steps are as follows:

### 1. Data reduction

Miles, Huberman, and Saldana (2014, p.7) stated that data reduction is a process of selecting, focusing, simplifying, abstracting, and transforming data that can be seen from written field notes, interview transcripts, and documents. Qualitative data can be varied in a number of ways, such as through summaries or paraphrases, selection, and being subsumed into larger patterns. The researcher makes some notes and summaries, then focuses on collecting data. After collecting data on the types of questions used by English teachers and the teachers reasons for using questioning strategies in teaching English, the researcher will continue the research by selecting and simplifying the data.

### 2. Data Display

After selecting and simplifying the data, the researcher will display the compiled data in the form of organized information that will lead to conclusions. The form of qualitative data display includes the type of data

to be accessible, compressed, and organized. The researcher classifies the data about the types of questions used by English teachers in teaching English to eighth grade students at SMPN 1 Tanon with an informative table based on the type of questioning strategy.

### 3. Drawing and Verifying Conclusions

After the data is displayed in the table, the researcher will be able to interpret it, reach a conclusion, and verify it. The conclusion in qualitative research is the finding of answers to research problems. The researcher will analyze and conclude using theory. After obtaining the data displayed in the table, the next step the researcher will take is to describe and interpret the data about the types of questions used by the English teachers and the teachers' reasons for using questioning strategies. So that verification and conclusions can be drawn. The researcher will describe the data by explaining and interpreting in a specific description the types of teachers' questioning strategies and the teachers' reasons for the use of questioning strategies in teaching English to eighth grade students.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Research Findings**

In this chapter, the researcher presents the result of the research done in SMPN 1 Tanon in eighth grade, especially in VIII A and VIII G class. The research finding are the results to answer two research questions. The first research question is what are the types of questioning strategies used by the teachers in teaching English at the eighth grade of SMPN 1 Tanon, and the second is what are the teachers' reasons for using questioning strategies in teaching English at the eighth grade of SMPN 1 Tanon.

The researcher used two techniques of collecting the data, there are observation and interview. The observation was conducted in eighth grade especially in VIII A and VIII G class. The observation was conducted in four meetings, and the duration of each observation was 80 minutes. The researcher observed classroom activities. The research findings of this research are as follows:

#### **1. The Types of Questioning Strategies Used by Teachers in Teaching English at the Eighth Grade of SMPN 1 Tanon**

The researcher used observation to know what types of questioning strategies are used by teachers in teaching English. The observation was conducted at SMPN 1 Tanon in two classes, which are VIII A and VIII G, with two different teachers. The researcher conducted the observation in VIII A on May 10, 2023 and May 17, 2023. The observation in VIII G was

carried out on May 10, 2023 and May 24, 2023. The duration of each observation is 80 minutes.

The result of the observation described the types of questions used by the English teachers at the eighth grades students. Teachers' types of questions are classified into three, which are procedural questions, convergent questions and divergent questions. Based on the observation, the researcher found out all of the types questions used by the English teachers. The total number of types of questions used by the English teacher in four meetings was 96 questions. From 96 questions, there were 43 procedural questions, 46 convergent questions and 7 divergent questions.

**Table 4.1**  
**The Total Number of Types of Questions**

No.	Types of Questions	Frequency				Total
		VIII A		VIII G		
		1	2	1	2	
1.	Procedural Questions	11	9	15	8	43
2.	Convergent Questions	21	9	9	7	46
3.	Divergent Questions	2	2	1	2	7
<b>Total Number</b>		34	20	25	17	<b>96</b>

### a. Procedural Questions

Procedural questions are used to manage classroom activity. In the observations that have been made, the researchers found that the teachers used a lot of procedural questions during classes. Procedural questions are usually used when class starts. As shown in table 4.2, the teachers asked the procedural questions 43 times, with details as below.

**Table 4.2**  
**Procedural Questions**

Class	Meeting	Procedural Questions	Total
VIII A	1	1) How are you today? 2) Is anyone absent today? 3) <i>Minggu lalu kita sudah membahas apa?</i> 4) Sudah ditulis belum? 5) Any questions students? 6) Do you bring a dictionary? 7) Have you finished? 8) Who wants to answer number one? 9) <i>Ada jawaban yang lain?</i> 10) Do you have any questions? 11) <i>Sudah paham semua?</i>	11
	2	1) How are you today? 2) Who is absent today? 3) <i>Minggu kemarin kita telah membahas apa?</i> 4) <i>Ada yang ingin ditanyakan?</i> 5) Have you finished?	9



		<p>6) <i>Siapa yang ingin menjawab nomor satu? Who wants to be volunteer?</i></p> <p>7) <i>Ada jawaban yang lain?</i></p> <p>8) <i>Any questions?</i></p> <p>9) <i>Sudah paham belum materi hari ini?</i></p>	
VIII G	1	<p>1) How are you today?</p> <p>2) Is anyone absent today?</p> <p>3) Last week we've discussed about asking and giving information, right?</p> <p>4) Do you bring LKS book?</p> <p>5) <i>Apakah ada yang ingin ditanyakan murid-murid?</i></p> <p>6) Do you understand?</p> <p>7) Do you have any questions students?</p> <p>8) Is that clear?</p> <p>9) Have you finished? <i>Sudah selesai belum?</i></p> <p>10) Anyone to be a volunteer?</p> <p>11) Can you read the sentences?</p> <p>12) <i>Selanjutnya siapa yang ingin menjawab lagi?</i></p> <p>13) <i>Sudah paham semuanya?</i></p> <p>14) <i>Sudah jelas mengenai tugasnya?</i></p> <p>15) <i>Ada yang ingin ditanyakan?</i></p>	15
	2	<p>1) How are you today?</p>	8

	2) Is anyone absent today? 3) Do you understand? 4) Have you finished? 5) <i>Kelompok siapa yang ingin menjawab?</i> 6) Do you have any questions? 7) <i>Ada jawaban lain?</i> 8) <i>Sudah paham materi yang telah dipelajari hari ini ya?</i>	
<b>Total</b>		<b>43</b>

The data in Table 4.2 above shows that procedural questions are used to manage the class according to its purpose. Usually, the teacher uses procedure questions at the beginning of class. The questions that are often asked are to know students' condition, for example, "*How are you today?*". Other questions are to check the students' attendance, for example, "*Is anyone absent today?*". The data can be seen below.

<i>Teacher A</i>	: <i><b>How are you today?</b></i>
<i>Students</i>	: <i>I am fine, thank you, and you?</i>
<i>Teacher A</i>	: <i>I am fine too. <b>Is anyone absent today?</b></i>
<i>Students</i>	: <i>No, ma'am.</i>
(Meeting 1)	

In the middle of the class, the teachers used procedural questions to catch students' focus or to get them to pay attention in class. For example, "*Who wants to answer number one?*", "*Anyone to be a*

*volunteer?"*, and *"Can you read the sentences?"*. The data can be seen below.

<p><i>Teacher A : Who wants to answer number one?</i></p> <p><i>Students : Saya ma'am</i></p> <p style="text-align: right;">(Meeting 1)</p>
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<p><i>Teacher B : Anyone to be a volunteer?</i></p> <p><i>Students : Saya miss.</i></p> <p style="text-align: right;">(Meeting 1)</p>
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At the end of the class, the teacher usually makes sure about the student's understanding about the material and asks, *"Do you have any questions?"*. If there's no question from the student, the teacher continues to recall the material. The data can be seen below.

<p><i>Teacher A : Do you have any questions?</i></p> <p><i>Students : No, ma'am.</i></p> <p><i>Teacher A : Oke, sudah paham semua ya?</i></p> <p><i>Students : Sudah ma'am.</i></p> <p style="text-align: right;">(Meeting 1)</p>
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#### **b. Convergent Questions**

A convergent question is a question that can make students focus on discussion in the class. A convergent question is usually asked in the middle of the class and mentions the material. This question is usually asked about something that doesn't require high-order thinking skills and can usually be answered with a yes or no. In this observation, the

teacher uses convergent questions in the middle of the class when they start a discussion about the task. As shown in Table 4.3, the question was asked by the teacher 46 times, with details as below.

**Table 4.3**  
**Convergent Questions**

<b>Class</b>	<b>Meeting</b>	<b>Convergent Questions</b>	<b>Total</b>
VIII A	1	1) What does short message mean? 2) What is the structure of short message? 3) What does it mean? 4) What is the structure of short message? 5) What receiver means? 6) What's the next structure? 7) Content <i>artinya?</i> 8) And the third? 9) What sender means? 10) What are the language features of short message? 11) <i>Itu kalimatnya yang bagaimana?</i> 12) <i>Terus yang kedua?</i> 13) Do you know future tense? 14) What are adjectives? 15) Unsur yang terakhir apa? 16) Modal auxiliary <i>itu misalkan apa?</i>	21

		<p>17) What does announcement mean?</p> <p>18) What is the structure of announcement?</p> <p>19) Struktur yang kedua apa?</p> <p>20) Whom is the text written for?</p> <p>21) What is the answer of number three?</p>	
	2	<p>1) What notice means? Notice <i>itu apa?</i></p> <p>2) Do you know what kinds of notice?</p> <p>3) What else?</p> <p>4) What is the social function of notice?</p> <p>5) <i>Notice itu biasa terdapat dimana?</i></p> <p>6) <i>Contohnya apa, Putra?</i></p> <p>7) <i>Kalau puskesmas, perpustakaan, lab, di mall ada nggak?</i></p> <p>8) What does “don’t parking here” means?</p> <p>9) What is “keep silent”?</p>	9
VIII G	1	<p>1) What is recount text?</p> <p>2) What the other types of recount text?</p> <p>3) What is social function of recount text?</p>	9

		<p>4) <i>Struktur</i> recount text yang pertama apa?</p> <p>5) Then, what is the second generic structure of recount text?</p> <p>6) What is the language feature of recount text?</p> <p>7) <i>Ada lagi unsur kebahasaan yang lainnya?</i></p> <p>8) <i>Struktur yang pertama apa?</i></p> <p>9) <i>Kalimatnya yang mana?</i></p>	
	2	<p>1) Do you know what notice is?</p> <p>2) What are the types of notice?</p> <p>3) What notice command means?</p> <p>4) <i>Kalau notice caution untuk apa?</i></p> <p>5) Then, what notice prohibition means?</p> <p>6) What are the characteristics of notice?</p> <p>7) <i>Ciri yang lainnya apa?</i></p>	7
<b>Total</b>			<b>46</b>

The data in Table 4.3 above shows that convergent questions are used by the teachers to ask the students to response the questions based on the material. All of the questions were used to ask the students about the content of the lesson, which needs short answer and non higher level

thinking. For example, "*What does announcement means?*", and "*Do you know what notice is?*". The data can be seen below.

<p><i>Teacher A : What does announcement means?</i></p> <p><i>Students : Pengumuman</i></p> <p style="text-align: right;">(Meeting 1)</p>
---

<p><i>Teacher B : Do you know what notice is?</i></p> <p><i>Students : Pemberitahuan yang bertujuan memberikan informasi.</i></p> <p style="text-align: right;">(Meeting 2)</p>
---

The questions asked by the teachers are questions that tend to require short answers. Besides that, these questions tend to be easy, so students do not find it difficult to answer to foster enthusiasm and make students pay attention to the discussed questions.

### c. Divergent Questions

Divergent questions are questions to encourage the students to respond based on their own knowledge and encourage the students to analyze. In this observation, the teachers asked divergent questions after they explain the material in class. As shown in Table 4.4, the question was asked by the teacher seven times, with details as below.

**Table 4.4**  
**Divergent Questions**

<b>Class</b>	<b>Meeting</b>	<b>Divergent Questions</b>	<b>Total</b>
VIII A	1	1) What is the announcement about? 2) What will the students get for the late return of books?	2
	2	1) What does the notice about? 2) What do you think about the notice?	2
VIII G	1	1) Recount text <i>tersebut</i> <i>menceritakan tentang apa?</i>	1
	2	1) What is the information in the notice? 2) What does the notice about?	2
<b>Total</b>			<b>7</b>

The data in Table 4.4 above shows that divergent questions are given to measure students' understanding by asking questions that can provide their own opinion. For example, "*What do you think about the notice?*", and "*What is the information in the notice?*". The data can be seen below.

<p><i>Teacher A : What do you think about the notice?</i></p> <p><i>Students : People are not allowed to park in front of the door, ma'am.</i></p> <p style="text-align: right;">(Meeting 2)</p>
--

<p><i>Teacher B : What is the information in the notice?</i></p>
--



<p><i>Students : Siswa harus mematikan HP sebelum masuk area sekolah</i></p>
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(Meeting 2)

## **2. The Teacher's Reasons for Using Questioning Strategies in Teaching English at the Eighth Grade of SMPN 1 Tanon**

The researcher had observed 2 classes with the different English teachers at SMPN 1 Tanon. The findings of the teachers' reasons for using questioning strategies were taken from interview. The researcher got the data about teacher questioning strategies from the interview by the audio recorder. Every teacher had been interviewed once. The findings of the reason above can be proved by the teachers' arguments and their perception in the interview.

### **a. The Reason of Teachers Used Procedural Questions**

Based on the interview with the teachers, it showed that there are some reasons why teachers ask procedural questions to students.

#### ***Teacher A***

In the interview, the teacher said that she used procedural questions related to classroom procedures to ask students' understanding of the material.

*"Saya menggunakan procedural questions yang berkaitan dengan prosedur kelas itu untuk menanyakan materi yang dipelajari apakah mereka sudah paham atau belum."*

In the teaching and learning process, the teacher asks procedural questions to students. The data from observation can be seen below.

*Teacher : Do you have any questions?*

*Students : No ma'm.*

*Teacher : Sudah paham semua?*

*Students : Sudah ma'am*

(Meeting 1)

Based on the data above, the teacher uses procedural questions to determine students' understanding of the material being studied.

### ***Teacher B***

Based on the interview, the teacher used procedural questions to ensure students' understanding of the learning material. The teacher also uses the questions so that students are involved in class activities.

*"Procedural question saya gunakan untuk memastikan pemahaman siswa mengenai materi pembelajaran. Selain itu, agar mereka terlibat dalam kegiatan di kelas."*

In the teaching and learning process, the teacher asks procedural questions to students. The data from observation can be seen below.

*Teacher : Do you understand?*

*Students : Yes, miss.*

(Meeting 1)

*Teacher : Anyone to be a volunteer?*

*Students : Saya miss.*

(Meeting 1)

Based on the data above, the teacher uses procedural questions to determine students' understanding of the material and involve students to participate in learning.

#### **b. The Reason of Teachers Used Convergent Questions**

Based on the interview with the teachers, it was revealed that there are some reasons why teachers ask convergent questions to students.

##### ***Teacher A***

In the interview, the teacher said that the reason she used convergent questions was to check students' understanding of the material and get students to focus on the learning material.

*"Saya menggunakan convergent questions biasanya untuk mengetahui pemahaman siswa mengenai materi yang telah dijelaskan dan juga agar siswa itu fokus memperhatikan materi pembelajaran. Dengan pertanyaan ini juga dapat merangsang daya pikir siswa."*

In addition, the teacher can find out students' vocabulary mastery by asking questions related to the meaning of words.

*"Selain itu, saya dapat mengetahui penguasaan vocabulary siswa dengan menanyakan pertanyaan terkait makna atau arti kata dari materi yang dipelajari."*

In the teaching and learning process, the teacher asks convergent questions to students. The data from observation can be seen below.

<i>Teacher</i> : What receiver means?
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*Students* : Penerima.

(Meeting 1)

*Teacher* : ***Do you know what kinds of notice?***

*Students* : *Notice command, ma'am.*

*Teacher* : ***What else?***

*Students* : *Notice caution and prohibition.*

(Meeting 2)

Based on the data above, it showed that the teacher used convergent questions to find out students' vocabulary mastery and students' understanding, and also make students focus on learning material.

### ***Teacher B***

Based on the interview, the teacher said that she used convergent questions to check students' understanding of the material.

*"Untuk convergent question saya gunakan untuk mengecek pemahaman siswa terkait materi pembelajaran. Selain itu, pertanyaan ini yang terkait materi mendorong siswa untuk berpikir dan fokus terhadap pembelajaran."*

In the teaching and learning process, the teacher asks convergent questions to students. The data from observation can be seen below.

*Teacher* : ***What the other types of recount text?***

*Students* : *Embarrassing experience dan impressing experience.*

(Meeting 1)

Based on the data above, it showed that the teacher used convergent questions to check student understanding, encourage students to think and focus on learning material.

### c. The Reason of Teachers Used Divergent Questions

Based on the interview, the teachers gave reasons and explanations why they asked students divergent questions in teaching and learning.

#### *Teacher A*

In the interview, the teacher said that she uses divergent questions to measure students' understanding of material and train students' thinking skills about the material that has been explained.

*"Divergent question ini saya gunakan untuk mengukur sejauh mana pemahaman siswa dan melatih kemampuan atau daya pikir mereka terhadap materi yang telah diajarkan."*

In the teaching and learning process, the teacher asks divergent questions to students. The data from observation can be seen below.

*Teacher : What do you think about the notice?*

*Students : People are not allowed to park in front of the door, ma'am.*

(Meeting 2)

Based on the data above, the teacher uses divergent questions to measure student understanding and train students' thinking skills about the material that has been taught.

**Teacher B**

Based on the interview, the teacher stated that the reason she used divergent questions was to encourage students to think. This question requires explanation, so it can develop their thinking ability.

*"Saya menggunakan divergent questions alasannya untuk mendorong siswa dalam berpikir. Karena jawaban dari pertanyaan ini membutuhkan penjelasan, jadi bisa mengembangkan kemampuan berpikir mereka."*

In the teaching and learning process, the teacher asks divergent questions to students. The data from observation can be seen below.

*Teacher : What does the notice about?*

*Student : Memperingatkan untuk mencuci tangan dengan sabun sebelum meninggalkan area.*

(Meeting 2)

From the data above, the teacher uses divergent questions to encourage students' thinking skills because the questions asked require explanation.

Based on the interview with the teachers, it showed that some reasons why teacher use questions in teaching. The teacher uses questions with reasons to measure students' understanding of the material. Through questions related to the material, it can encourage students to think about learning material. The teacher said that questions can make students more focused in learning.

## **B. Discussions**

In this discussion, the researcher discussed the result and some theories concerning teacher questioning strategies. The result of the research questions presented in the research findings and data discussion. It discussed the findings of the research question. The research questions are: what are the types of questioning strategies used by the teachers in teaching English at the eighth grade of SMPN 1 Tanon and what are the teachers' reasons for using questioning strategies in teaching English at the eighth grade of SMPN 1 Tanon.

### **1. The Types of Questioning Strategies Used by Teachers in Teaching English at the Eighth Grade of SMPN 1 Tanon**

The first research question is what are the types of questioning strategies used by the teachers in teaching English at the eighth grade of SMPN 1 Tanon. The researcher conducted the observation in two classrooms in four meetings at VIII A and VIII G in SMP N 1 Tanon.

According to Richards and Lockhart's theory (2007, p.186), there are three types of questions, which are procedural questions, convergent questions, and divergent questions. Based on the observation, the researcher found 96 questions in four meetings. All types of questions were used by the English teachers in the classroom. From 96 questions, there were 43 procedural questions, 46 convergent questions, and 7 divergent questions. It is not surprising to see the big number of questions asked by the teachers during the teaching-learning process, since questioning is considered one of the most influential teaching strategies. It is supported by Astrid, et al.

(2019, p.93), the questioning strategy is one of the most important things in the teaching and learning process.

From the types of questions based on Richards and Lockhart (2007, p.186), it showed that procedural questions and convergent questions were mostly used by the English teacher. Procedural questions were asked by the English teacher with the routines of the classroom, the questions were not related to the material and were used by the English teacher going on in a classroom to check the assignment and whether the task was clear. In procedural questions, the students can give a short answer. Procedural questions became the second order type of question used by the English teacher during the teaching and learning process because procedural questions in a classroom were an introduction to the classroom and related to classroom management.

From the research findings, it can be seen that the most dominant types of questions are convergent questions which found 46 questions used by the English teachers. Convergent questions are dominant because convergent questions encourage students to answer questions based on the material. In convergent questions, students can answer questions based on previous material or information. Convergent questions only need short answers, such as yes-or-no questions and short statements. Convergent questions can encourage students to answer questions based on the main topic or material. In convergent questions, students can answer questions based on the material that has been explained by the teacher. Convergent



responses to questions are short answers, such as yes, no, or short statements. Convergent questions do not require students to think at a higher level, but rather to stay focused on the material that has been explained or presented by the teacher and focus on remembering previous information.

Convergent questions become the first order of types of questions used by English teachers during the teaching and learning process, because convergent questions are about content related to the material explained by the English teacher, so the English teacher always uses this type of question. The purpose of the English teacher asking questions to students is to check students' understanding, whether they understand the material, to test students, and to try to get them to speak comfortably.

When the English teacher used procedural questions and convergent questions, the students could easily answer the questions correctly because they answered based on previous material or information and confirmed the previous answer. They can also use short answers, such as yes/no questions or short statements. While answering divergent questions, the students must take more time to think of the answer because the divergent questions require high-order thinking.

Based on Richards and Lockhart (2007, p.186), divergent questions encourage students to answer questions with higher-order thinking. This can encourage students to answer questions based on their own knowledge, but students must answer questions with long answers. The total number of divergent questions is seven in four meetings. It means divergent questions

are rarely used by the English teachers, because the teachers give questions to students according to the material being taught. When the learning material does not require high thinking, the teachers use simple questions to find out the students' understanding.

## **2. The Teacher's Reasons for Using Questioning Strategies in Teaching English at the Eighth Grade of SMPN 1 Tanon**

In the interview, the teachers explained some reasons why they need to use questioning strategies in teaching learning process. According to Richards and Lockhart (2007, p.185), there are several reasons why questions are so commonly used in teaching, those are stimulates and maintain student's interest, encourage student to think and focus on the content of the lesson, to clarify what a student has said, to elicit particular structures or vocabulary items, to check students' understanding, and encourage student participation in a lesson.

In teaching and learning process, the teachers often ask questions to students. Based on the findings from the interview and observation data, the teachers use procedural questions to determine student understanding and involve students in learning. The teachers use convergent questions to stimulate students' thinking and get students to focus on the learning material. Divergent questions are used by teachers to measure student knowledge to encourage students to think.

Based on findings, it can be concluded that there are several reasons why teachers using questioning strategies in teaching English. Those are to

check students' understanding, stimulate student' thinking, encourage students to think and focus on the material, encourage student participation in lesson, and to elicit vocabulary items.

The teachers' reasons for using questioning strategies are in line with the previous study conducted by Juwita Rodearni Saragih and Ade Aini Nuran (2022). The English teacher assumed that with the questioning strategy, students could be stimulated to engage in critical thinking, clarify what they have said, improve their vocabulary understanding, fully participate in class, check their understanding, and lastly, attract students to be enthusiastic and willing to learn English (Saragih & Nuran, 2022).

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the research findings and discussion in chapter four, the researcher draws some conclusions about the types of questions used by the English teacher at the eighth grade of SMPN 1 Tanon and the teachers' reasons for using questioning strategies in teaching English at the eighth grade of SMPN 1 Tanon. The researcher concluded that:

1. **The Types of Questioning Strategies Used by Teachers in Teaching English at the Eighth Grade of SMPN 1 Tanon**

The English teachers in eighth grade at SMPN 1 Tanon used all types of questions. They are procedural questions, convergent questions, and divergent questions. From the result of the research findings, the researcher found that the total number of types of questions used by the English teachers was 96. From 96 questions, there were 43 procedural questions, 46 convergent questions, and 7 divergent questions. Procedural questions and convergent questions were the types of questions that were commonly used by the teachers in teaching English. Procedural questions were asked by the English teacher with the routines of the classroom, the questions were not related to the material. Convergent questions encourage the students to respond to the question based on the material. Divergent questions encouraged the students to answer the questions with higher-level thinking.

## 2. The Teacher's Reasons for Using Questioning Strategies in Teaching English at the Eighth Grade of SMPN 1 Tanon

In the interview, the teachers explained some reasons why they need to use questioning strategies in the teaching and learning process. Based on the findings from the interview and observation data, there are several reasons why teachers use questioning strategies in teaching English. Those are to check students' understanding, stimulate students' thinking, encourage students to think and focus on the material, encourage student participation in lessons, and elicit vocabulary items.

### **B. Suggestions**

After doing the research, interpreting the data and discussing the result, the researcher would like to suggest her experiences in conducting this research. It is expected that the result of the study gives useful contributions to the teaching and learning process, especially for English teachers and other researchers. There is some suggestions for English teacher and another researcher has a similar topic as follows:

#### 1. For English Teacher

The English teacher is advised to frequently uses questioning strategies and knowing the types of questions extensively. Because asking questions can help the students to create their critical thinking, improve their speaking skill, improve their vocabulary, can increase their confidence. The English teacher must know the level of each students so the English teacher

easily to apply questioning strategies. The English teacher can try to apply questions based on higher order thinking skills frequently in a classroom.

## 2. For Other Researcher

For other researchers who want to research similar topics about questioning strategies. It better if analyze the questioning strategies in classroom interaction based on the newest curriculum. Other researchers can research different findings for example, the technique of the teacher uses questioning strategies.

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**APPENDICES****Appendix 1: Observation Sheet**

No.	Type of Questions	The English Teacher's Question	Meeting
1.	Procedural Questions		
2.	Convergent Questions		
3.	Divergent Questions		

**Appendix 2: Field Notes****FIELD NOTE**

Meeting : 1  
Day/date : Wednesday, 10<sup>th</sup> May 2023  
Time : 08.35 – 10.10  
Class : VIII A  
Topic : Short Message

In the first observation, the researcher observed on Wednesday at VIII A SMPN 1 Tanon on Wednesday, May 10, 2023 at 08.30-10.10 AM. The material of this meeting is about short message and announcement. The English teacher started the teaching and learning process by greeting, then checked students attendances. Then the teacher ask some review last materials or recall the materials, for example “What we learn on the last meeting students?”.

In the main activity, the teacher discussed about definition, structure, and language feature of short message with the students. At 09.15 AM, the students took a break then the class began again at 09.30 AM. The teacher continued the material about announcement. In teaching, the teacher gave some questions to the students.

After discussing the material, the teacher asked students to formed into a group to do the assignment about announcement. Students are given fifteen minutes to complete their assignment. After the students finished their assignment, they discussed it. Each group is given the opportunity to answer questions. Because the time is up, the English teacher closed the activity by giving greetings.

### FIELD NOTE

Meeting : 2  
Day/date : Wednesday, 17<sup>th</sup> May 2023  
Time : 08.35 - 10.10  
Class : VIII A  
Topic : Notice

The second observation, the researcher observed on Wednesday, 17th May at VIII A. The English teacher started the teaching and learning process by greeting "Assalamu'alaikum warahmatullahi wabarakatuh", "Good Morning", and "How are you today", then checked students attendances. After that, the teacher ask some review last materials or recall the materials, the English teacher asked students to the previous materials.

In the main activity, the teacher explained about notice. The teacher and students discussed about definition, kinds, social function, and the example of notice. At 09.15 AM the students took a break then the class began again at 09.30 AM. After discussing the material, the teacher asked students to do the assignment with their seatmate. Students are given fifteen minutes to complete their assignment to find the meaning of each notice. After all students have finished their assignment, they discussed it. The English teacher closed the activity by saying hamdallah together.

### FIELD NOTE

Meeting : 1

Day/date : Wednesday, 10<sup>th</sup> May 2023

Time : 12.10 - 13.30

Class : VIII G

The English teacher started the teaching and learning process by greeting “Assalamu’alaikum warahmatullahi wabarakatuh”, “Good Morning”, and “How are you today”, then checked students attendances. After that, the teacher ask some review last materials or recall the materials, the English teacher asked students to the previous materials.

The material taught that day was about recount text. In the main activity, the teacher and students discussed about definition, types, structure, and language feature of recount text. After discussing the material, the teacher asks students to do the assignment with their seatmate. Students are given fifteen minutes to complete their assignment. The English teacher walked around the class to check students’ activities. After all students have finished their task, they discussed it. Before the teacher closed the meeting that day, the teacher gave homework to students to make recount text.

### FIELD NOTE

Meeting : 2

Day/date : Wednesday, 24<sup>th</sup> May

Time : 12.10 - 13.30

Class : VIII G

The teacher entered the class on time at 12.10. The English teacher started the teaching and learning process by greeting "Assalamu'alaikum warahmatullahi wabarakatuh", "Good Morning", and "How are you today", then checked students attendances. After that, the teacher ask some review last materials or recall the materials, the English teacher asked students to the previous materials.

The material taught that day was about notice. The teacher asked students to formed into a group to do the assignment to find the definition, types, social function, and characteristics of notice. Students are given twenty minutes to complete their assignment. The English teacher walked around the class to check students' activities. Students are allowed to seek information from various sources. After the students finished their assignment, they discussed it. Each group is given the opportunity to answer questions. Because the time is up, the English teacher closed the activity by giving greetings.



### Appendix 3: Transcription of Observation

#### TRANSCRIPTION OF OBSERVATION

Meeting : 1

Day/date : Wednesday, 10<sup>th</sup> May 2023

Time : 08.35 - 10.10

Class : VIII A

Teacher : Assalamu'alaikum warahmatullahi wabarakatuh.

Students : Wa'alaikumsalam warahmatullahi wabarakatuh.

Teacher : Good morning students.

Students : Good morning ma'am.

Teacher : **How are you today?**

Students : I am fine, thank you and you?

Teacher : I am fine too. **Is anyone absent today?**

Students : No ma'am.

Teacher : Okay, now let's start our lesson today. **What we learn on the last meeting students?**

Students : Recount text ma'am.

Teacher : Alright, hari ini kita akan membahas tentang short message. **What does short message mean?** Ada yang tahu apa artinya?

Students : Pesan singkat.

Teacher : Iya betul. Pengertiannya bagaimana? Pesan singkat adalah? **What does it mean?**

- Students : Pesan yang dibuat secara singkat untuk menyampaikan sesuatu kepada orang lain, agar orang tersebut melakukan atau tidak melakukan sesuatu.
- Teacher : Good. Then, **what is the structure of short message?Strukturnya apa saja?**
- Students : Receiver.
- Teacher : **What receiver means?**
- Students : Penerima.
- Teacher : Then, **what's the next structure?**
- Students : Content.
- Teacher : **Content artinya?**
- Students : Isi.
- Teacher : **And the third?**
- Students : Sender.
- Teacher : **What sender means?**
- Students : Pengirim.
- Teacher : Kemudian language feature atau unsur kebahasaan. **What are the language features of short message?**
- Students : Using simple present tense.
- Teacher : Good, menggunakan kalimat present tense. **Itu kalimatnya yang bagaimana?**
- Students : Melakukan suatu kebiasaan atau aktivitas yang biasa dilakukan.
- Teacher : Right. **Terus yang kedua apa?**
- Students : Using future tense.

- Teacher : Okay, **do you know future tense?**
- Students : Kegiatan yang akan dilakukan.
- Teacher : Ya benar. Kegiatan yang akan dilaksanakan atau baru rencana. Terus berikutnya apa lagi?
- Students : Using adjectives
- Teacher : **What are adjectives?** Apa itu adjectives?
- Students : Kata sifat.
- Teacher : Good. And then **struktur yang terakhir apa?**
- Students : Using modal auxiliary.
- Teacher : **Modal auxiliary itu misalkan apa?**
- Students : May, shall, will.
- Teacher : Benar, contoh lainnya should, would, must, and etc. **Sudah ditulis belum?**
- Students : Sudah ma'am.
- Teacher : Oke, berikutnya announcement. Announcement itu apa? **What does announcement mean?**
- Students : Pengumuman.
- Teacher : Good, pengumuman itu bisa dibuat secara tertulis atau lisan. Kemudian struktur teks pengumuman apa saja? **What is the structure of announcement?**
- Students : Purpose.
- Teacher : Ya. Yang pertama stating purpose, yaitu acara atau event apa yang akan diadakan. Nah, yang kedua apa?
- Student : Day, date, and time.
- Teacher : Good, Efa. Itu menyatakan waktu/kapan acara dilaksanakan. Kemudian place atau tempat dilaksanakannya acara tersebut.

**What's the last one?**

Students : Sender.

Teacher : Ya. Sender atau pengirim yang dapat dihubungi. **Any questions students? Sampai disini ada yang ditanyakan?**

Students : No ma'am.

Teacher : Okay now, let's go to Activity 4. Silahkan dibentuk kelompok 4 orang kemudian diskusikan jawabannya. Nanti kita bahas bersama.

Students : Baik ma'am.

Teacher : **Do you bring a dictionary?**

Students : Yes ma'am.

Teacher : Nah silahkan bisa digunakan kamusnya. Saya beri waktu 15 menit untuk diskusi.

Students : Baik ma'am.

*(Students do the assignment)*

Teacher : **Have you finished?**

Students : Yes ma'am.

Teacher : **Who wants to answer number one?**

Student : Saya ma'm.

Teacher : Okay, go on Shofia. **Whom is the text written for? Kepada siapa teks tersebut ditulis?**

Student : All the third grade students.

Teacher : Very good. Kita lanjutkan nomor dua ya. **What is the announcement about?**

Student : Reminding the students to return the books.

Teacher : Okay, good Rais. **Ada jawaban yang lain?**

Students : No, ma'am.

Teacher : Lanjut nomor tiga. **What will the students get for the late return of books? What is the answer of number three?**

Student : They will be charged to pay for the late.

Teacher : Yes correct, Azza. Karena sudah bel, mari kita akhiri pelajaran hari ini. **Ada yang ingin ditanyakan terkait materi hari ini? Do you have any questions?**

Students : No ma'm.

Teacher : Oke, **sudah paham semua ya?**

Students : Sudah ma'am

Teacher : Let's say hamdalah together.

Students : Alhamdulillahirabbil'alamin.

Teacher : Okay, thank you. See you next week. Wassalamu'alaikum warahmatullahi wabarakatuh.

Students : Wa'alaikumsalam warahmatullahi wabarakatuh.

### TRANSCRIPTION OF OBSERVATION

Meeting : 2

Day/date : Wednesday, 17<sup>th</sup> May 2023

Time : 08.35 - 10.10

Class : VIII A

Teacher : Assalamu'alaikum warahmatullahi wabarakatuh.

Students : Wa'alaikumsalam warahmatullahi wabarakatuh.

Teacher : Good morning students.

Students : Good morning ma'am.

Teacher : **How are you today?**

Students : I am fine and you?

Teacher : I am fine too. **Who is absent today?**

Students : Tidak ada, ma'am.

Teacher : Okay, let's start our lesson today. **Minggu kemarin kita telah membahas apa?**

Students : Short message dan announcement ma'am.

Teacher : Okay, today we will continue the material about notice. **What notice means? Notice itu apa?**

Students : Notice adalah pemberitahuan berupa lisan atau tulisan yang bertujuan untuk memberikan informasi.

Teacher : Ya benar sekali. Selanjutnya adalah kinds of notice. **Do you know what kinds of notice?**

Students : Notice command, ma'am.

Teacher : **What else?**

Students : Notice caution and prohibition.

Teacher : Very good, jadi notice itu bisa berupa perintah, larangan, informasi, atau peringatan ya. Selanjutnya fungsi social notice.

**What is the social function of notice?**

Students : To give an instruction.

Teacher : Benar, untuk memberikan instruksi. **What else?**

Students : Give information, direction.

Teacher : Good. Nah, **notice itu biasa terdapat dimana?**

Students : Di tempat umum.

Teacher : **Contohnya apa, Putra?**

Student : Sekolah, terminal, rumah sakit.

Teacher : Ya benar. **Kalau puskesmas, perpustakaan, lab, di mall ada nggak?**

Students : Ada ma'am.

Teacher : Sekarang contoh notice, misalnya don't smoking. **Apa artinya?**

Students : Dilarang merokok.

Teacher : Oke, good. **What does "don't parking here" means?**

Students : Dilarang parkir disini.

Teacher : **What is keep silent? Artinya apa Via?**

Students : Harap tenang.

Teacher : Benar. Sampai disini, **ada yang ditanyakan?**

- Students : Tidak ma'am.
- Teacher : Okay. Now, let's go to Activity 7. Silahkan dikerjakan dulu bersama dengan teman sebangku kalian, nanti kita bahas bersama. Saya beri waktu 20 menit.
- Students : Baik ma'am.  
*(Students do the task)*
- Teacher : **Have you finished?**
- Students : Yes ma'am.
- Teacher : **Siapa yang ingin menjawab nomor satu? Who wants to be volunteer?**
- Student : Saya ma'am.
- Teacher : Okay number one, Azizah. **What does the notice about?**
- Student : The students are forbidden to use cellular phones in the school area.
- Teacher : Very good. Next, number two. **What do you think about the notice? Maksud notice itu apa?**
- Students : People are not allowed to park in front of the door, ma'am.
- Teacher : Okay, good Shifa. Selanjutnya nomer 3. Ayo, **siapa yang ingin menjawab?**
- Student : Saya ma'am. Bahasa Indonesia gapapa ya ma'am
- Teacher : Ya silahkan Dea.
- Student : Kita harus registrasi sebelum meminjam buku dari perpustakaan.
- Teacher : Benar sekali. **Ada jawaban yang lain?**
- Students : Tidak ma'am.
- Teacher : Sampai disini ada yang ingin ditanyakan tidak? **Any questions?**
- Students : Tidak ma'am.



Teacher : **Sudah paham belum materi hari ini?**

Students : Sudah ma'am.

Teacher : Cukup ya untuk hari ini. Mari kita tutup dengan bacaan hamdalah bersama.

Students : Alhamdulillahirabbil'alamin.

Teacher : Okay, thank you. Wassalamu'alaikum warahmatullahi wabarakatuh.

Students : Wa'alaikumsalam warahmatullahi wabarakatuh

### TRANSCRIPTION OF OBSERVATION

Meeting : 1

Day/date : Wednesday, 10<sup>th</sup> May 2023

Time : 12.10 – 13.30

Class : VIII G

Teacher : Assalamu'alaikum warahmatullahi wabarakatuh.

Students : Wa'alaikumsalam warahmatullahi wabarakatuh.

Teacher : Good morning class. **How are you today?**

Students : Good morning miss. I am fine, thank you. And you?

Teacher : I am fine too. **Is anyone absent today?**

Students : No, miss.

Teacher : Last week we've discussed about asking and giving information, right?

Students : Yes miss.

Teacher : Do you bring LKS book? Silahkan dibuka halaman 30.

Students : Yes miss.

Teacher : Today we will continue our material about recount text. **What is recount text?**

Students : Recount text is a text that retell events or experiences in the past.

Teacher : Yes, correct. Jadi, recount text adalah teks yang menceritakan kembali pengalaman atau peristiwa di masa lalu. **Do you understand?**

- Students : Yes, miss.
- Teacher : **What is social function of recount text?**
- Students : Menceritakan kembali kegiatan di masa lampau dengan tujuan memberi informasi atau menghibur.
- Teacher : Benar sekali. Selanjutnya jenis-jenis recount text. There are scary experience, funny experience. **What the other types of recount text?**
- Students : Embarrassing experience dan impressing experience.
- Teacher : Oke, jadi itu tadi jenis-jenis recount text ya. Untuk contohnya bisa dilihat di buku LKS kalian. Sekarang kita bahas generic structure. **Struktur recount text yang pertama apa?**
- Students : Orientation miss.
- Teacher : Good. Jadi bagian ini memperkenalkan setting dan partisipan. Then, **what is the second generic structure of recount text?**
- Students : Events miss.
- Teacher : Correct, bagian ini menceritakan apa yang terjadi sesuai urutan. Untuk yang terakhir adalah re-orientation atau penutup cerita. **Do you have any questions students?**
- Students : No, miss.
- Teacher : Oke, kita lanjutkan mengenai unsur kebahasaan atau language feature. **What is the language feature of recount text?**
- Students : Uses past tense, adverbs of time and place.
- Teacher : Yes. **Ada lagi unsur kebahasaan yang lainnya?**
- Students : Menggunakan adverbial penghubung waktu dan nominal singular/plural miss.
- Teacher : Okay, good. Sebelum kita lanjutkan, **apakah ada yang ingin ditanyakan murid-murid?**

- Students : No, miss.
- Teacher : Nah, sekarang kita identifikasi struktur recount teks pada halaman 30. Silahkan didiskusikan dengan teman sebangku kalian. Saya beri waktu 15 menit. **Is that clear?**
- Students : Yes, miss.  
*(Students discussing the task)*
- Teacher : **Have you finished? Sudah selesai belum?**
- Students : Sudah, miss.
- Teacher : **Adakah yang ingin menjawab struktur teks ini? Anyone to be a volunteer?**
- Student : Saya miss.
- Teacher : Oke Tasya, **silahkan struktur yang pertama apa? Can you read the sentences?**
- Student : Baik, miss. Yang pertama orientation yaitu kalimat pertama dan kedua. As I walked ... called to the stage.
- Teacher : Very good. **Selanjutnya siapa yang ingin menjawab lagi?**
- Student : Saya miss.
- Teacher : Ya, silahkan Alif.
- Student : Struktur yang kedua events. Kalimatnya: The closer I got ... top of the world.
- Teacher : Benar sekali. Kemudian untuk bagian yang terakhir re-orientation. **Kalimatnya yang mana?**
- Student : Kalimat yang terakhir miss. That was one of the most special days, that I will never forget.
- Teacher : Good, Okta. Jawaban teman kalian ini sudah benar ya. Sampai disini, **sudah paham semuanya?**
- Students : Sudah miss.

- Teacher : Nah sekarang pertanyaannya, **recount text tersebut menceritakan tentang apa?**
- Student : Recount teks ini menceritakan pengalaman yang berkesan, yaitu tentang pengalaman penulis saat melakukan pertunjukan dance di sekolah.
- Teacher : Yes, very good Nova. **Apakah ada yang ingin tanyakan terkait materi yang telah kita pelajari hari ini?**
- Students : Tidak ada miss.
- Teacher : Baik, untuk tugasnya nanti kalian membuat recount text. Dikumpulkan minggu depan ya. **Sudah jelas mengenai tugasnya? Ada yang ingin ditanyakan?**
- Student : Jenis recount textnya bebas miss?
- Teacher : Iya , bebas teksnya.
- Student : Baik, miss.
- Teacher : Cukup ya untuk hari ini. Mari kita tutup dengan bacaan hamdalah bersama.
- Students : Alhamdulillahirabbil'alamin.
- Teacher : Okay, thank you. Wassalamu'alaikum warahmatullahi wabarakatuh.
- Students : Wa'alaikumsalam warahmatullahi wabarakatuh

### TRANSCRIPTION OF OBSERVATION

Meeting : 2

Day/date : Wednesday, 24<sup>th</sup> May 2023

Time : 12.10 – 13.30

Class : VIII G

Teacher : Assalamu'alaikum warahmatullahi wabarakatuh.

Students : Wa'alaikumsalam warahmatullahi wabarakatuh.

Teacher : Good morning class. **How are you today?**

Students : Good morning miss. I am fine, thank you. And you?

Teacher : I am fine too. **Is anyone absent today?**

Students : No, miss.

Teacher : Let's start our lesson today. **What we learn on the last meeting student?**

Students : Recount text miss.

Teacher : Okay, today we will going to discuss about notice. **Do you know what notice is?**

Students : Pemberitahuan yang bertujuan untuk memberikan informasi.

Teacher : Right. Notice adalah pemberitahuan berupa lisan atau tulisan. Biasanya ditulis dalam kata ringkas dan disertai gambar. Nah, sekarang silahkan dibuat kelompok 4 orang.

Students : Urut absen miss?

Teacher : Sesuai urutan tempat duduk saja. Tugas kalian mencari definition, types, social function and characteristics of notice. Nanti kita

diskusikan bersama. **Do you understand?**

Students : Yes miss.

Teacher : I give you 20 minutes to discuss.

Students : Okay miss. **Sumbernya harus dari buku miss?**

Teacher : Tidak, kalian boleh mencarinya di YouTube dari video yang sudah saya share atau Google ya.

Students : Okay miss.

*(Students forms into group and do the task)*

Teacher : **Have you finished?**

Students : Sudah miss.

Teacher : Oke definisi notice tadi sudah ya. Sekarang macam-macam notice. **What are the types of notice? Kelompok siapa yang ingin menjawab?**

Students : Saya miss. There are notice command, caution, and prohibition.

Teacher : Correct. **What notice command means?**

Student : Notice yang memberikan instruksi untuk melakukan hal yang ditulis.

Teacher : Good, Linda. **Kalau notice caution untuk apa?**

Students : Untuk memperingatkan seseorang agar hati-hati.

Teacher : Ya benar. Then, **what notice prohibition means?**

Students : Notice yang menginformasikan untuk tidak melakukan hal yang ditulis.

Teacher : Yes. Jadi notice itu bisa berupa perintah, informasi, perhatian, atau larangan. Kemudian, **what are the characteristics of notice? Apa ciri-ciri notice?**

Students : Teksnya singkat dan mudah dipahami miss.

- Teacher : Ya benar, Syafiq. Ayo, **ciri yang lainnya apa? What else?**
- Students : Biasanya disertai dengan gambar miss.
- Teacher : Yes, correct. **Do you have any questions?**
- Students : No miss.
- Teacher : Contoh notice bisa dilihat di halaman 42. **What is the information in the notice?** Ayo bisa dipakai kamusnya.
- Student : Siswa harus mematikan HP sebelum masuk area sekolah.
- Teacher : Very good, Nabila. **Notice tersebut termasuk jenis apa?**
- Students : Notice caution.
- Teacher : Coba diperhatikan lagi kalimatnya. **Ada jawaban lain?**
- Students : Notice instruction miss.
- Teacher : Ya benar. Karena berisi perintah atau memberi kita instruksi ya. Kemudian gambar yang kedua. **What does the notice about?**
- Students : Memperingatkan untuk mencuci tangan dengan sabun sebelum meninggalkan area.
- Teacher : Ya benar sekali. **Do you have any questions students?**
- Students : No, miss.
- Teacher : **Sudah paham materi yang telah dipelajari hari ini ya?**
- Students : Sudah miss.
- Teacher : Mari kita akhiri pelajaran hari ini. Let's pray together.
- Students : Okay, thank you. Wassalamu'alaikum warahmatullahi wabarakatuh.



#### **Appendix 4: Interview Guidelines**

1. Apakah siswa terlibat aktif dalam proses pembelajaran?
2. Apakah ada kendala atau masalah saat mengajar di kelas 8?
3. Bagaimana cara anda mengikutsertakan siswa agar terlibat dalam kelas anda?
4. Apakah anda sering memberikan pertanyaan pada saat pembelajaran?
5. Saat mengajar di kelas, apakah anda sering menanyakan pertanyaan yang terkait dengan materi?
6. Ketika anda memberikan pertanyaan ke siswa tentang materi, apakah siswa bisa menjawab?
7. Apakah anda menggunakan strategi bertanya saat mengajar bahasa Inggris di kelas?
8. Apa alasan anda menggunakan strategi bertanya dalam pembelajaran Bahasa Inggris?
9. Pertanyaan seperti apa yang biasa anda gunakan untuk mengajar di dalam kelas? Apa alasan anda menggunakan pertanyaan tersebut?
10. Apakah anda menggunakan procedural question (pertanyaan terkait prosedur kelas)? Apa alasan anda menggunakan pertanyaan tersebut?
11. Apakah anda menggunakan convergent question (pertanyaan terkait materi)? Apa alasan anda menggunakan pertanyaan tersebut?
12. Apakah anda menggunakan divergent question (pertanyaan terkait materi dengan jawaban/penjelasan yang lebih panjang)? Apa alasan anda menggunakan pertanyaan tersebut?
13. Apakah dengan strategi bertanya bisa membangun interaksi di kelas?

14. Apakah anda mengalami kendala saat bertanya didepan kelas? Jika ada solusi apa yang anda gunakan untuk menyelesaikannya?
15. Menurut anda apakah strategi bertanya membawa perubahan prestasi belajar siswa?

## Appendix 5: Interview Transcript

### Interview Transcript of the English Teacher Class VIII A

Subject : Teacher A

Day/date : Thursday, 25<sup>th</sup> May 2023

Researcher : Apakah siswa terlibat aktif dalam proses pembelajaran?

Teacher : Siswa di kelas VIII A memang lebih aktif dibandingkan dengan kelas lainnya dan pembelajarannya juga kondusif.

Researcher : Apakah ada kendala atau masalah saat mengajar di kelas 8?

Teacher : Masalahnya itu terdapat pada vocabulary anak-anak. Beberapa dari mereka memang penguasaan kosakatanya kurang, jadi agak terhambat ketika menerima materi.

Researcher : Bagaimana cara anda mengikutsertakan siswa agar terlibat dalam kelas anda?

Teacher : Agar terlibat dalam aktivitas di kelas, saya biasanya memberikan pertanyaan kepada anak-anak. Sehingga nanti terjadi interaksi atau tanya jawab selama pembelajaran berlangsung.

Researcher : Apakah anda sering memberikan pertanyaan pada saat pembelajaran?

Teacher : Tentu, saya sering memberikan pertanyaan kepada anak-anak. Apalagi untuk memastikan pemahaman materi mereka. Jadi ketika mereka kurang paham, saya bisa menjelaskan ulang.

- Researcher : Saat mengajar di kelas, apakah anda sering menanyakan pertanyaan yang terkait dengan materi?
- Teacher : Iya sering. Karena sangat penting untuk mengetahui seberapa jauh siswa memahami materi yang telah saya sampaikan, mereka sudah paham atau belum.
- Researcher : Ketika anda memberikan pertanyaan ke siswa tentang materi, apakah siswa bisa menjawab?
- Teacher : Tergantung pertanyaan apa. Misal siswa sudah tau, paham materinya dan sudah dijelaskan mereka rata-rata bisa menjawab.
- Researcher : Apakah anda menggunakan strategi bertanya saat mengajar bahasa Inggris di kelas?
- Teacher : Tentu. Dalam proses pembelajaran pasti ada tanya jawab, jadi saya menggunakan strategi bertanya ketika mengajar.
- Researcher : Apa alasan anda menggunakan strategi bertanya dalam pembelajaran Bahasa Inggris?
- Teacher : Saya menggunakan pertanyaan dalam pembelajaran karena bisa mengetahui pemahaman siswa terkait dengan materi yang telah dipelajari. Pertanyaan itu bisa merangsang pikiran siswa terhadap materi pembelajaran. Dengan pertanyaan yang diberikan, guru juga dapat mengetahui seberapa penguasaan kosakata siswa dari jawaban mereka. Selain itu, pertanyaan dapat mendorong mereka untuk terlibat secara langsung dalam pembelajaran di kelas melalui partisipasi mereka dalam

menjawab.

Researcher : Pertanyaan seperti apa yang biasa anda gunakan untuk mengajar di dalam kelas? Apa alasan anda menggunakan pertanyaan tersebut?

Teacher : Ketika pembelajaran saya sering menggunakan pertanyaan yang terkait dengan materi yang dipelajari saat itu, untuk mengetahui sejauh mana pemahaman siswa dan juga agar siswa fokus terhadap materi pembelajaran. Di awal pembelajaran itu saya mengecek kehadiran siswa dan me-review materi yang telah dibahas pada pertemuan sebelumnya. Selain itu, saya juga memberikan pertanyaan kepada siswa setelah menyampaikan materi untuk mengetahui apakah siswa sudah benar-benar paham atau belum.

Researcher : Apakah anda menggunakan procedural question (pertanyaan terkait prosedur kelas)? Apa alasan anda menggunakan pertanyaan tersebut?

Teacher : Saya menggunakan procedural questions yang berkaitan dengan prosedur kelas itu untuk menanyakan materi yang dipelajari apakah mereka sudah paham atau belum.

Researcher : Apakah anda menggunakan convergent question (pertanyaan terkait materi)? Apa alasan anda menggunakan pertanyaan tersebut?

Teacher : Saya menggunakan convergent questions biasanya untuk

mengetahui pemahaman siswa mengenai materi yang telah dijelaskan dan juga agar siswa itu fokus memperhatikan materi pembelajaran. Dengan pertanyaan ini juga dapat merangsang daya pikir siswa. Selain itu, saya dapat mengetahui penguasaan vocabulary siswa dengan menanyakan pertanyaan terkait makna atau arti kata dari materi yang dipelajari.

Researcher : Apakah anda menggunakan divergent question (pertanyaan terkait materi dengan jawaban/penjelasan yang lebih panjang)?  
Apa alasan anda menggunakan pertanyaan tersebut?

Teacher : Divergent question ini saya gunakan untuk mengukur sejauh mana pemahaman siswa dan melatih kemampuan atau daya pikir mereka terhadap materi yang telah diajarkan.

Researcher : Apakah dengan strategi bertanya bisa membangun interaksi di kelas?

Teacher : Tentu bisa. Karena pasti ada tanya jawab kan, jadi antar guru dengan siswa atau siswa dengan siswa lain bisa saling interaksi. Misal dalam diskusi materi atau jawaban.

Researcher : Apakah anda mengalami kendala saat bertanya didepan kelas?  
Jika ada solusi apa yang anda gunakan untuk menyelesaikannya?

Teacher : Kadang mereka kurang paham sama pertanyaannya, jadi saya harus mengulang dalam bahasa Indonesia agar mereka tau pertanyaannya.

Researcher : Menurut anda apakah strategi bertanya membawa perubahan prestasi belajar siswa?

Teacher : Bisa. Mereka lebih aktif dalam pembelajaran, jadi lebih paham juga sama materi yang diajarkan.

## INTERVIEW TRANSCRIPT

### Interview Transcript of the English Teacher Class VIII G

Subject : Teacher B

Day/date : Thursday, 25<sup>th</sup> May 2023

Researcher : Apakah siswa terlibat aktif dalam proses pembelajaran?

Teacher : Dalam pembelajaran itu sebagian besar siswa aktif apalagi ketika diskusi mengenai suatu topik atau materi yang dibahas.

Researcher : Apakah ada kendala atau masalah saat mengajar di kelas 8?

Teacher : Untuk kendalanya itu penguasaan vocabulary siswa yang kurang. Ketika pembelajaran ada beberapa anak yang agak susah untuk memahami materi yang diajarkan.

Researcher : Bagaimana cara anda mengikutsertakan siswa agar terlibat dalam kelas anda?

Teacher : Caranya bisa dengan memberikan pertanyaan kepada siswa, jadi mereka nanti akan menjawabnya. Kalau tidak ada yang menjawab, bisa ditunjuk salah satu siswa untuk menjawab. Selain itu, bisa juga dengan model pembelajaran yang menarik agar mereka mengikuti pembelajaran dengan baik.

Researcher : Apakah anda sering memberikan pertanyaan pada saat pembelajaran?



- Teacher : Sering. Dalam pembelajaran pasti diperlukan pertanyaan. Guru bisa menanyakan terkait materi atau pendapat siswa.
- Researcher : Saat mengajar di kelas, apakah anda sering menanyakan pertanyaan yang terkait dengan materi?
- Teacher : Iya sering. Pertanyaan terkait materi bisa membantu untuk mengecek seberapa jauh pemahaman siswa akan pembelajaran.
- Researcher : Ketika anda memberikan pertanyaan ke siswa tentang materi, apakah siswa bisa menjawab?
- Teacher : Siswa bisa menjawab ketika mereka telah mengetahui atau mempelajari materi yang ditanyakan.
- Researcher : Apa pendapat anda tentang peranan pertanyaan di dalam proses pembelajaran?
- Teacher : Menurut saya pertanyaan dalam proses pembelajaran itu sangat penting. Guru bisa mengetahui pemahaman siswa, meningkatkan interaksi dalam pembelajaran. Selain itu, juga bisa mendorong atau memotivasi siswa dalam pembelajaran.
- Researcher : Apakah anda menggunakan strategi bertanya saat mengajar bahasa Inggris di kelas?
- Teacher : Iya. Karena strategi bertanya atau memberikan pertanyaan kepada siswa itu penting dalam proses pembelajaran.
- Researcher : Apa alasan anda menggunakan strategi bertanya dalam pembelajaran Bahasa Inggris?
- Teacher : Alasan saya menggunakan dan memberikan pertanyaan kepada

siswa itu untuk mengukur atau mengetahui sejauh mana siswa bisa memahami materi yang diberikan. Pertanyaan terkait dengan materi itu juga dapat mendorong siswa untuk berpikir. Jadi dapat melatih atau mengembangkan daya pikir mereka terhadap materi pembelajaran. Selain itu, pertanyaan bisa membuat siswa untuk lebih fokus. Karena mereka harus memperhatikan pembelajaran yang sedang dibahas.

Researcher : Pertanyaan seperti apa yang biasa anda gunakan untuk mengajar di dalam kelas? Apa alasan anda menggunakan pertanyaan tersebut?

Teacher : Saya memberikan pertanyaan kepada siswa mengenai materi yang dipelajari di kelas untuk mengecek pemahaman mereka. Misalnya, pertanyaan-pertanyaan yang jawabannya singkat atau sederhana. Saya juga menanyakan terkait tugas mereka serta materi yang telah dipelajari sebelumnya. Saya juga memberikan pertanyaan yang membutuhkan analisa atau penjelasan yang dapat melatih daya pikir mereka. Misalnya terhadap materi mereka pelajari.

Researcher : Apakah anda menggunakan procedural question (pertanyaan terkait prosedur kelas)? Apa alasan anda menggunakan pertanyaan tersebut?

Teacher : Procedural question saya gunakan untuk memastikan pemahaman siswa mengenai materi pembelajaran. Selain itu,

agar mereka terlibat dalam kegiatan di kelas.

Researcher : Apakah anda menggunakan convergent question (pertanyaan terkait materi)? Apa alasan anda menggunakan pertanyaan tersebut?

Teacher : Untuk convergent question saya gunakan untuk mengecek pemahaman siswa terkait materi pembelajaran. Selain itu, pertanyaan ini yang terkait materi mendorong siswa untuk berpikir dan fokus terhadap pembelajaran.

Researcher : Apakah anda menggunakan divergent question (pertanyaan terkait materi dengan jawaban/penjelasan yang lebih panjang)? Apa alasan anda menggunakan pertanyaan tersebut?

Teacher : Saya menggunakan divergent questions alasannya untuk mendorong siswa dalam berpikir. Karena jawaban dari pertanyaan ini membutuhkan penjelasan, jadi bisa mengembangkan kemampuan berpikir mereka.

Researcher : Apakah dengan strategi bertanya bisa membangun interaksi di kelas?

Teacher : Ya, itu bisa membangun interaksi dalam pembelajaran. Ketika ada tanya jawab kan terjadi komunikasi atau interaksi saat pembelajaran berlangsung.

Researcher : Apakah anda mengalami kendala saat bertanya didepan kelas? Jika ada solusi apa yang anda gunakan untuk menyelesaikannya?

- Teacher : Kalau dari saya tidak ada kendala ya dalam memberikan pertanyaan kepada siswa. Misal mereka kurang paham dengan kata yang digunakan itu mereka bisa mencari di kamus.
- Researcher : Menurut anda apakah strategi bertanya membawa perubahan prestasi belajar siswa?
- Teacher : Cukup membantu dalam meningkatkan prestasi siswa. Mereka lebih aktif ketika diberikan pertanyaan sehingga kemampuan speaking dan juga pemahaman materi mereka bisa meningkat.

## Appendix 6: Data Findings of Types of Questions Used by Teachers

### Types of Questions Used by English Teacher Class VIII A

Types of Questions	The Teacher Question	Meeting
Procedural Questions	1) How are you today? 2) Is anyone absent today? 3) Minggu lalu kita sudah membahas apa? 4) Sudah ditulis belum? 5) Any questions students? 6) Do you bring a dictionary? 7) Have you finished? 8) Who wants to answer number one? 9) Ada jawaban yang lain? 10) Do you have any questions? 11) Sudah paham semua?	1
	1) How are you today? 2) Who is absent today? 3) Minggu kemarin kita telah membahas apa? 4) Sampai disini, ada yang ditanyakan? 5) Have you finished? 6) Siapa yang ingin menjawab nomor satu? Who wants to be volunteer? 7) Ada jawaban yang lain? 8) Any questions? 9) Sudah paham belum materi hari ini?	2
Convergent Questions	1) What does short message mean? 2) What is the structure of short message? 3) What does it mean? 4) What receiver means?	1

	<ol style="list-style-type: none"> <li>5) What's the next structure?</li> <li>6) Content artinya?</li> <li>7) And the third?</li> <li>8) What sender means?</li> <li>9) What are the language features of short message?</li> <li>10) Itu kalimatnya yang bagaimana?</li> <li>11) Terus yang kedua?</li> <li>12) Do you know future tense?</li> <li>13) What are adjectives?</li> <li>14) Modal auxiliary itu misalkan apa?</li> <li>15) What does announcement mean?</li> <li>16) Whom is the text written for?</li> <li>17) What is the answer of number three?</li> </ol>	
	<ol style="list-style-type: none"> <li>1) What notice means? Notice itu apa?</li> <li>2) Do you know what kinds of notice?</li> <li>3) What else?</li> <li>4) What is the social function of notice?</li> <li>5) Nah, notice itu biasa terdapat dimana?</li> <li>6) Contohnya apa, Putra?</li> <li>7) Kalau puskesmas, perpustakaan, lab, di mall ada nggak?</li> <li>8) What does "don't parking here" means?</li> <li>9) What is "keep silent"?</li> </ol>	2
Divergent Questions	<ol style="list-style-type: none"> <li>1) What is the announcement about?</li> <li>2) What will the students get for the late return of books?</li> </ol>	1
	<ol style="list-style-type: none"> <li>1) What does the notice about?</li> <li>2) What do you think about the notice?</li> </ol>	2

### Types of Questions Used by English Teacher Class VIII G

Types of Questions	The Teacher Question	Meeting
Procedural Questions	1) How are you today? 2) Is anyone absent today? 3) Last week we've discussed about asking and giving information, right? 4) Do you bring LKS book? 5) Sebelum kita lanjutkan, apakah ada yang ingin ditanyakan murid-murid? 6) Do you understand? 7) Do you have any questions students? 8) Is that clear? 9) Have you finished? Sudah selesai belum? 10) Anyone to be a volunteer? 11) Can you read the sentences? 12) Selanjutnya siapa yang ingin menjawab lagi? 13) Sampai disini, sudah paham semuanya? 14) Sudah jelas mengenai tugasnya? 15) Ada yang ingin ditanyakan?	1
	1) How are you today? 2) Is anyone absent today? 3) Do you understand? 4) Have you finished? 5) Kelompok siapa yang ingin menjawab? 6) Do you have any questions? 7) Ada jawaban lain?	2

	8) Sudah paham materi yang telah dipelajari hari ini ya?	
Convergent Questions	1) What is recount text? 2) What the other types of recount text? 3) What is social function of recount text? 4) Struktur recount text yang pertama apa? 5) Then, what is the second generic structure of recount text? 6) What is the language feature of recount text? 7) Ada lagi unsur kebahasaan yang lainnya? 8) Struktur yang pertama apa? 9) Kalimatnya yang mana?	1
	1) Do you know what notice is? 2) What are the types of notice? 3) What notice command means? 4) Kalau notice caution untuk apa? 5) Then, what notice prohibition means? 6) What are the characteristics of notice? 7) Ciri yang lainnya apa?	2
Divergent Questions	1) Recount text tersebut menceritakan tentang apa?	1
	1) What is the information in the notice? 2) What does the notice about?	2



## Appendix 7: Documentation of Observation and Interview



Observation at VIII A class in first meeting



Observation at VIII A class in second meeting



Observation at VIII G class in first meeting



Observation at VIII G class in second meeting



Interview with English teacher class VIII A



Interview with English teacher class VIII G