

**THE ENGLISH TEACHERS' QUESTIONING STRATEGIES
TO IMPROVE STUDENTS' ENGAGEMENT
IN EFL CLASSROOM**

THESIS

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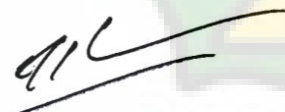
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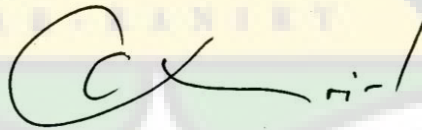
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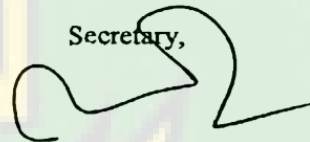
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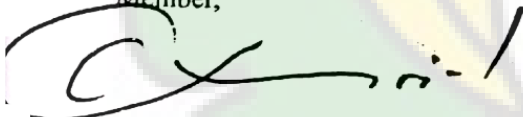
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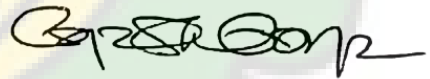
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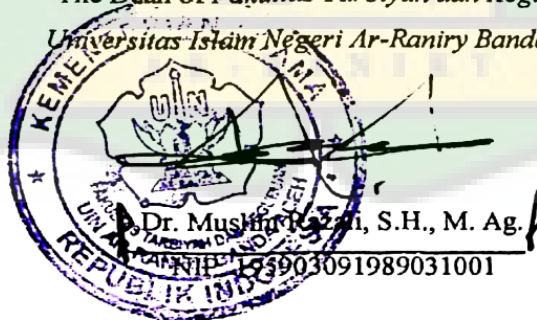
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The English Teachers' Questioning Strategies to Improve Students'

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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 November 2019

Saya yang membuat surat pernyataan,



Khamisna
Khamisna Maulidia

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All praises are due to Allah, the Lord of the universe, who has given me love, health, opportunity and knowledge in finishing this thesis. *Shalawat and salaam* are also presented to our prophet Muhammad SAW who has brought us from the darkness into the lightness and full of knowledge.

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I realize that this thesis is far from being perfect even though it is a result of the hard work. Therefore, this thesis needs to be criticized in order to make it be useful and to the improvement in the future.

ABSTRACT

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Questioning is known as the most influential teaching skill and frequently used as efficient strategy for teachers in classroom teaching. A question proposed by the teachers can stimulate the students' learning, gain knowledge, help students build understanding to think critically and creatively, and know the output of the students before or after teaching. Unfortunately, asking questions to the students does not always work well. Sometimes, the teacher fails to engage the students to answer the questions. Therefore, teachers should consider the use of questioning strategies to improve students' engagement in learning. This study aimed to find out the English teachers' questioning strategies used by the teachers to improve students' engagement in EFL classrooms, and to explore the students' responses toward of the teachers' questioning strategies. The research participants were two English teachers at MAN 4 Pidie and their students. In this study, several methods were used, that were: classroom observation, interview and questionnaire. The result of the study showed that the teachers mostly used descriptive question in teaching and learning process. The teachers also applied some strategies in questioning, that were: warming up and quiz to grab students' attention, repetition, simplification, decomposition, structuring the question, reacting to the students' answers (giving a reward, compliment, and motivates the students), using native language and giving students wait time to think the answers. The research finding also showed the positive effects from the use of questioning strategies which affected interaction. Therefore, the researcher suggested that teachers should be more aware of their questioning skills and use them to improve the students' engagement in EFL classroom.

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CHAPTER I

INTRODUCTION

This chapter provides the scene for this study on the English teachers' questioning strategies. It introduces the background of the study, the research questions, the research aims the significance of the study and terminology.

A. Backgrounds of the Study

In classroom settings, it is believed that teachers play an important role in the teaching and learning process. The teacher controls the classroom and the topic of discussion to reach the aims of the objectives of the teaching and learning process. Nowadays, there are many teaching strategies that teachers can use in teaching process. Moreover, in teaching English as a foreign language, the teachers are required to apply some useful methods to help the students mastering the four skills of the target language by encouraging the students to participate and to get interested more in learning processes. The students expected to be engaged and active in classrooms with the teacher during their learning process in the classroom. Therefore, to make the students engaging in the learning process, the teacher should create an interactive language classroom.

Unfortunately, the expected interactive language classroom desired rarely happens during the teaching and learning process because of the less motivation from students to participate in the classroom, especially in Indonesia. The Indonesian students, especially in Aceh, sometimes the students do not keep attention to the lesson because they do not understand whether the topic was given

by the teachers, the student reluctant to ask a question about what they want to know or what they do not understand about the lesson or explanation by the teachers. Also, they are still feeling nervous or shy to answer the question asked by the teachers in front of the class. So, it sometimes makes the teacher more dominated in the classroom, and it causes the students can be more passive in English class. Brown (2001) warned that the teacher should not occupy the major proportion of a class hour; otherwise, you were probably not giving students opportunity to talk. Additionally, Sungho (2015, p.118) also states “in learning process, teachers’ talk time, structure of questions and students’ response has a relation with teachers’ strategies in the classroom”. Therefore, teachers should use the appropriate strategy or teaching method to attract the students’ interest. One of the aspects that have dealt with in the teaching methods itself is classroom management, which also involves classroom interaction.

Brown (2001) states, interaction is the exchange of thoughts, feelings, and ideas which is conducted by two or more people and mutual effect will be produced in both communicators. In the classroom context, it can be defined that classroom interaction is an interaction between teachers and students in the classroom during the teaching and learning process. The good interaction in language classrooms will make the teaching and learning process go interactively, effectively, and lead the students to learn and to understand the target language easily. Regarding this, the teaching and learning process does not only put the teachers as a single source or dominate the interaction in the classroom but also involves the students in that process. In order to engage and stimulate the students

to be actively involved in the classroom, the teachers need to provide supports that can be done by many activities such as group discussion, pair work, and also asking or giving the questions. The questions can be from the students to the teachers or the teachers to the students. A question proposed by the teachers can stimulate the students to learn, gain knowledge, help students build understanding to think critically and creatively, and know the output of the students before or after teaching. Gattis (2002, as cited in Sujariati, Rahman and Mahmud, 2016) claims "a question is one of the most important tools in guiding and extending students' learning. It can help the teachers to develop their own strategies to enhance the students' work and thinking. Therefore, it will be effective when it allows students to become fully involved in the learning process" (p.108).

Unfortunately, asking questions to the students does not always work well. Sometimes, the teacher fails to engage the students to speak more by answering the questions due to certain condition, such as the question that is not understood by the students or the length of the question that is too long, or the teacher asking the question when the students are not ready. For that reason, it is important to not only look at the type of the questions but also the questioning strategies employed by the teacher since developing a range of questioning strategies is also one of the best ways for the teacher to initiate and sustain the interactive classroom interaction (Brown, 2001). Questioning strategies may also provide the necessary stepping stones for the students to communicate (Brown, 2001). Therefore, the teacher should have a deep understanding of the art, types, and strategies of questioning they ask in the classroom.

The present study is not a new thing. There are some previous researches related to this research. In 2017 a research was conducted by Rahmah. The study examined teachers' questioning strategy in teaching English at SMPN 8 Banda Aceh and the improvement of students' motivation in the learning process through teachers' questioning strategy. The result of the research is probing and factual questions become the most questions used by the teachers. The teachers also applied other strategies in questioning. It was repeated the questions, emphasis the questions, translated into Bahasa Indonesia or mixed the questions, get closer to the students and gave the reward to the students.

DeWaelche (2015) conducted a study on Critical Thinking questioning and students engagement in Korean university English courses. The study explores the viability of higher-level questioning in student-centered activities to enhance critical thinking and increase student engagement among Korean university English courses. DeWaelche examined research that identifies limitations for Korean students associated with their reluctance to speak or share opinions in class due to sociocultural influences in the classroom. Participants in the study posed and responded to higher-level questions in structured, small-group conversation activities. The findings revealed that cultural and institutional factors, as well as limitations in English language proficiency, can impact participation in student-centered, critical thinking activities.

Another research was conducted by Döş (2016) during the 2014-2015 academic year with 170 primary school teachers working in the schools located in

the center of Gaziantep Province in Turkey. The findings of this study showed that: (1) Teachers asked divergent questions to draw attention and interest (2) Teachers have misunderstanding of divergent and convergent questions (3) Teachers mostly ask questions to entire class than individual (4) Teachers asked most frequently questions aimed at uncovering operational knowledge and least frequently questions whose goal was to uncover metacognitive knowledge (5) Teachers generally used probing questions, prolonged waiting time and did not ask vague questions (6) Teachers did not use questions as a punishment tool. This study revealed that asking good questions must be considered more important in pre-service education and teachers must be supported with in-service trainings to be more effective in asking questions.

The next research was conducted by Rido (2017) which examined the deep understanding of the teaching practices of Indonesian vocational English master teachers. It discusses about teachers' questioning strategies. The findings showed that the master teachers employed an interactive style of teaching and not the monologue norm, where the teachers ask while the students answer the questions. They used close-display, open-referential, and follow-up questions. They also nominated specific students to answer questions, asked questions to the entire class, and repeated questions when there was no response. The students were receptive to the strategies as they were keen to contribute when they were given questions and opportunities to speak.

Another study was in the form of journals which were conducted by McCarthy and Gyan (2016). The purpose of this study was to determine the questioning strategies used by the two teachers in their mathematical classroom discourse. The strategies include: probing and follow-up, leading, check-listing and student-specific questioning. Findings from the study indicate that guiding teachers (pre-service and in-service) through an analysis of questions they ask and the responses they get from students during mathematical discourse, may enable them recognize both effective and ineffective questioning strategies in their mathematical classroom discourse.

The next research was conducted by Tarigan (2018), the research had the aim to describe and to investigate the questions commonly used by the teacher and the function of using the questions. The result of the research showed that the question commonly was used by the teacher were (74%) display and (26) referential questions. The function of the questions arouses the interest and curiosity concerning a topic, to focus attention on a particular issue or aspect to develop an approach to learning, to stimulate pupils to ask questions of themselves and others, to check learners' understanding, to elicit information and to control the classroom.

The following research was conducted by Fitriani and Amalia (2017), their study conducted to investigate the types and the purposes of questions used by the teacher in an EFL conversation class at SMA Lab School Banda Aceh. The questions posed by the teacher in the classroom were categorized then described

in accordance with Brown's theory (2001) on the two types of questions: display and referential questions. The findings showed that apart from Brown's types of questions, three additional question types were also found. Therefore, a total of five types of questions were found: display, referential, comprehension check, confirmation check, and procedural question. The data from the observations showed that the teacher used more display questions than referential questions. Furthermore, the data from interview exposed the purposes of the teacher asking these questions: to encourage the participation of students in the lesson, to get feedback from them, to encourage them to think and focus, to create a good classroom atmosphere, to stimulate and maintain their interest, and to emphasize certain points in the lesson.

Those all previous studies are concerned with types of questions that used by the teacher in the classroom, questioning strategy, the role of teachers' questioning on students' critical thinking, students' motivation and engagement in the learning process. Based on the description above, it is fundamental item to include all the elements of the teachers' questioning strategies in the teaching-learning process to be successful in achieving the goal of the teaching process. Therefore, I would like to conduct a study to find out the questioning strategies used by the English teachers in the classroom and the responses from the students toward those questioning strategies used by the teacher. This study used a different place or institution with previous studies. This study focused on the class at MAN 4 Pidie, and used different theories with previous studies. It meant that this study used different classification in types of questioning strategy. Therefore

this current study was different from the previous studies, and important to carry out.

B. Research Questions

In accordance with the statements of the background of the study and the identification of the research above, I try to put some questions as the problem of this research. The questions of the research are:

1. How do the teachers use questioning strategies in the classroom?
2. How do the students respond to the questioning strategies used by the teachers to improve their engagement in the classroom?

C. Research Aims

According to the research question above, the aims of this research expected that will disclose the following:

1. To find out the questioning strategies use by the teachers in the classroom
2. To explore the students respond toward of the teachers' questioning strategies.

D. Significance of the Study

The results of the study are expected to provide a comprehensive description about the questioning strategies in classroom interaction in order to elicit students' responses, so the teacher can trigger the students to be more engaged and active in the classroom. In relation to the study program of English

Education, this study is expected to contribute a positive impact for English teaching models, particularly for the better and the more effective questioning strategies.

E. Terminologies

In this research, the study discusses about the analysis of English teachers' questioning strategies in EFL classroom interaction. Hence to support this research, it needs to use several theories that are deemed relevant which is expected to support the findings in the field so it can strengthen the theory and the accuracy of the data. Thus, in details, this point gives some explanations about the definition of the variables related to this research, such as:

1. Students' Engagement in EFL Classroom

The students' engagement is related to the active participation of students in the learning process. As defined by Trowler (2010), students' engagement is the involvement of student in learning activities in the classroom for affection, emotions and cognition to improve student's learning outcomes and development. Students' engagement plays an important role in the learning process. When students are engaged in the learning activities through interaction with others on relevant tasks meaningfully, they will require cognitive processes such as problem-solving, critical thinking, and decision making.

2. Strategy

Strategy is the art of devising or employing plans or stratagems toward a goal (Merriam Webster Dictionary). In this research, strategy is a step to use by English teachers in teaching English, especially in questioning.

3. Questioning Strategy

Shaunessy (2005) states that questioning strategies are an essential thing to the growth of critical thinking skill, creative thinking skill and higher-level thinking skill and can positively affect achievement. It means that the teachers' questioning is very important for the teacher and students. Because questioning provides a large amount of benefit and function for classroom interaction. So, the teachers should know how well and effective their questioning strategies are. Because the ways of the teachers deliver the questions will influence the students' understanding and responding.

CHAPTER II

LITERATURE REVIEW

This chapter discusses several terms of teachers' strategies in questioning to improve students' engagement. It provides some previous studies which have almost the same topic with the present study and some theories which bring about the present study.

A. Students' Engagement in EFL Classroom

1. EFL Classroom

English is taught as a Foreign Language in Indonesia. Foreign language is learned in the area where it is not generally spoken as the first language. In this study, EFL classroom is the classroom where the purpose is to teach and learn English as a foreign language. Broughton, Brumfit, Flavell, Hill and Pincas (2003, p.7) state "learners of English as a foreign language have a choice of language variety to a larger extent than second language learners". The choice of variety is partly influenced by the availability of teachers, geographical location and political influence.

Therefore to make the teaching-learning process effective, the teacher has good classroom management which can stimulate the students to be active in following the system of the teaching-learning process. Learners usually try to judge the first impression of the lesson in the pre-activity phase. They will be engaged in the lesson when the teacher raises their interest up. In addition, as cited in Maiza (2015, p.2), Tan (2007) states "the teacher can ask questions at the

beginning of the activity to motivate or engage the students in the lesson and discover what makes students interested in learning”.

2. The Definition of Students’ Engagement

Students’ engagement in learning is a motivating force that encourages students to involve actively in the teaching and learning process. Dahliana (2019) states that motivation is regarded as one of the important aspects of teaching-learning activities that can engage a student to pay attention to the subject learned in class. “Many related researches have increased in recent years, but the topic has a long history in education psychology” (Schunk, Pintrich and Meece, 2010, p. 210). Students’ engagement expresses the behavioral intensity and emotional quality of a student’s active involvement during the learning process (Fredricks, Blumenfeld, & Paris, 2004; Skinner, Furrer, Machland, & Kindermann, 2008). According to Harper and Quaye (2009), engagement requires not only being active is more than involvement and participation, but it also requires feeling and sense-making as well as activity. Furthermore, Kuh (2006) defines student engagement as participation in an educationally effective purpose. In additional, Stovall (2003) in Beer, Clark & Jones (2010) stated that student engagement includes not only the time students spend on tasks but also their willingness to take part in activities. The student’s engagement also can be defined as the extent where the students can recognize the school’s values and participate in both non-academic and academic school activities (Willms, 2000).

It can be concluded the student engagement is the students’ willingness, need, desire and compulsion to participate and be successful in the learning

process. Therefore, the students' engagement is closely related to the active participation of students in learning activities. Active participation in class discussion is an excellent way to involve and engage students in the learning process. Active learning puts the students at the center of the teaching and learning process. In addition, when the students were engaged in the teaching and learning process, the classroom disruptions and discipline issues in the class are also reducing.

3. Types of Students' Engagement

From the definition above, engagement is different from motivation. Khasinah (2014) says, "motivation is a factor that determines a person's desire to do something" (p.258). Meanwhile, engagement deals with the students' attitude towards learning, students' interest, time on task and enjoyment in the learning. Fredricks, Blumenfeld, & Paris (2004) propose three categories of students' engagement as follows:

a. Affective engagement

Affective or emotional engagement deals with positive emotions during learning activities. It consists of the students' attitudes, interests, enjoyment and enthusiasm in the learning. Similar to Fredericks et al. (2004), Chavan (2015) stated that emotional engagement includes motivation and feelings. The students who are emotionally engaged would show the affective reasons in learning, such as interest, enjoyment and sense of belonging.

b. Cognitive engagement

The cognitive engagement related to the mental efforts in the learning process. It involves some aspects such as self-regulated learning, metacognition, concentration and the strategy used in thinking and studying. Chavan (2015) argued that cognitive engagement consists of the students' beliefs and values. Then, the students who are cognitively engaged would be invested in learning. It is shown by being time on task, homework completion, response to challenges in learning, concentration and effort directed toward the learning process.

c. Behavioral engagement

Behavioral engagement indicates students' involvement in academic and social activities. It can be measured from the observable behavior that the students possess during the learning process, such as participation and attendance. Ansong, Okumu, Bowen, Walker, and Eisensmith (2017) said that behavioral engagement can often be observed and external engagement. It can be in the form of asking and answering questions, being active participants in the discussion, attentive in the learning process, and any other positive behavior in the classroom.

Dunleavy (2008, in Taylor and Parsons, 2011, p.18) classifies “students' engagement into three types, namely behavioral, academic-cognitive, and social-psychological”. Social-psychological is same as the affective engagement in Fredericks et al. (2004). Therefore, as language teachers, understanding

engagement in learning context is an important issue in order that the teachers can create positive learning outcomes from the students.

4. The Levels of Students' Engagement

Every student can be engaged in learning activities with different levels of them. In engagement rubric by Parn (2006) categories the characteristic of the engaged students into four levels of students' engagement: fully engaged, fairly engaged, slightly engaged and disengaged students.

Table 2.1 Rubric for Measuring the Level of Students' Engagement

Table 1. Rubric for Measuring the Level of Students' Engagement

Indicators	The Level of Students' Engagement			
	Fully engaged	Fairly engaged	Slightly engaged	disengaged
Feeling (SPE)	being excited	being quite pleased	being uninterested	being bored
Focus (ACE)	often listening to the teacher's instructions, working hard to do the tasks	sometimes listening to the teacher's instructions, being reminded once to do the tasks	seldom listening to the teacher's instructions, being reminded more than once to do the tasks	never listening to the teacher's instructions, leaving the group
Responsibility (BE)	preparing the group/individual performance, completing the tasks	being reminded once to prepare the group/individual performance and to complete the tasks	being reminded more than once to prepare the group/individual performance and to complete the tasks	not preparing the group/individual performance and completing the tasks
Participation (BE)	often joining group discussion	more than once joining group discussion	once joining group discussion	never joining group discussion
task completion Time (ACE)	being able to complete the tasks earlier than the due time	being able to complete the tasks in time	being able to complete the tasks in the extra time	being unable to complete the tasks until the end of the lesson

Adopted from Engagement Rubric by Parn (2006)

SPE = Social-Psychological Engagement
 BE = Behavioural Engagement
 ACE = Academic-Cognitive Engagement

5. The Factors of Students' Engagement

The efforts to engage students refer to the ways of managing classroom behavior. Many researchers discuss the factors that encourage student

engagement. In this study, I conclude the factors influencing the students' engagement in the teaching-learning process into three factors, they are:

a. School's factors

The school is the factors that affect students' engagement in a learning process. The students' attention and students' engagement is depended on the location of the school. If a school is situated in a quieter and peaceful location, the student engagement can be higher, but if the school located in the middle of a marketplace, students can get easily distracted by the various happenings around. It can be said in other words if a student feels comfortable in the school; the student is bound to engage in classroom activities. Schools factors that can affect students' engagement also include the curriculum and resource, availability and type of learning resources such as technology, books, task design, physical layout, lighting, and arrangement of classroom, etc.

b. Student's factors

To be engaged in the classroom, it can be affected by the student's physical, emotional, and behavioral state, including health issues and disability, peer relationships, motivation, and interest. Engaged students become intrinsically motivated by curiosity, interest enjoyment and a desire to achieve a personal goal.

c. Teacher's factors

In the classroom, teachers play an important role. They should maintain students' enthusiasm and make sure that they enjoy of what they do. So, it can

make students will engage positively. In line with statement by Parn (2006, p.24), the student's perception of their teacher greatly impacts their engagement level. Taylor and Parson (2011, p.10) suggest that the teacher should help student to enjoy their learning by using their interest into the lessons and using various strategies to engage students in their work, such as in small group work and project-based learning. Therefore, a teacher has to create classroom conditions that can promote students' engagement. It considering the teacher interaction style like enjoyment, support, responsiveness, directiveness, verbal praise and it depends on the teacher's strategy in managing the classroom interaction.

Nunan (2004, as cited in the Management Association, 2019, p.707) suggests the following activity types to engage students' interaction. They are as follows.

- a. Questions and answers (these activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items that all fit into a given frame (e.g., the location of a person or object). The aim is for learners to discover their classmates' secret choice).
- b. Dialogues and role-plays (these can be wholly improvised, 'if learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role-plays, they may participate more willingly and learn more thoroughly than when they are told to repeat a given dialogue in pairs' simply).
- c. Matching activities (here, the task for the learners is to recognize matching items, or to complete pairs or sets).
- d. Communication strategies (these are activities designed to encourage learners to participate in communication strategies such as paraphrasing, borrowing or inventing words, using gestures, asking for feedback simplifying).
- e. Pictures (many communication activities can be stimulated through the use of pictures (e.g., spot the difference, test to memorize, and sequencing pictures to tell a story).

- f. Puzzles and problems (there are many different types of puzzles and problems. These require learners to 'make guesses, draw on their general knowledge and personal experience, use their imagination, and test their power of logical reasoning').
- g. Discussions and decisions (these require the students to collect and share information to reach a decision).

B. Strategy

In Merriam Webster Dictionary, strategy is the art of devising or employing plans or stratagems toward a goal. According to Hornby (2000), strategy is defined as a plan that is intended to achieve a particular purpose or the process of planning something or carried out a plan in a skillful way. Moreover, Brown (2007, p.17) defines “strategy as a special method of approaching a problem or task, the mode of operation to achieve from certain end and the planned design to control and manipulate certain information”.

In a teaching context, the teaching strategy has been defined by several experts. One of them is Djamarah and Zain (2010) who define that teaching strategy is the general pattern of activity of teachers to reach the goal in the process and teaching. The other definition of strategy stated by Kozma, as cited by Hamruni (2009, p.2), is that “teaching strategy is every selected activity that can give a facility or assistance for the students to reach a certain teaching purpose”.

From the definition above, I defined teaching strategy as a plan prepared by the teacher to achieve the goal in teaching. There are many activities that can be done, especially to engage the students when the teaching and learning process in the classroom, such as group discussion, pair works and also giving questions. Moreover, in order to engage all the students, the teacher has to ensure everyone

has the opportunity to participate in the discussions, and the important key to creating interactive learning is the initiation of interaction from the teacher by using questions. When posing a question, the teachers do the important thing to engage all learners by using a variety of questioning strategies.

C. Teacher's Questioning Strategy

1. Definition of Questioning Strategy

Questioning is recommended in the initial stage of a classroom lesson as well as throughout the lesson, especially for beginner level students. As Brown (2001) pointed out those students at the beginning level has little or no prior knowledge of the target language. Harvey and Goudvis (2000, p.81) also describe “questioning as the master key to understanding. It is a stimulus for student’s talk, engagement and quest for new knowledge”. Therefore, questioning is always considered a valuable tool to stimulate students’ learning. Teachers are being encouraged to use appropriate questions to activate student's prior knowledge, as well as to engage them in the exploration and transformation of knowledge actively.

The terms of questioning strategy have been known long enough in the teaching and learning process. Therefore there are several definitions of questioning strategy. Nurhadi (2004, p. 43) says “the questioning strategy is one of the parts of the contextual teaching and learning method”. It is strategies that engage student learning and the development of problem-solving and other higher-order thinking skills. Moreover, Fries Gather (2008) claims that

questioning strategy as one of the most important dimensions of the teaching and learning process. It gives teachers the chance to find out what students know and understand, also allow students to seek clarification and help. Furthermore, Harvey and Goudvis (2000) state that questioning strategy is the most effective strategy when it allows students to become fully involved in the learning activity.

It can be concluded questioning strategies is referring to various procedures the teachers use in the classroom by asking different types of questions in different ways to make students clear about teachers' questions. Thus, the teachers should think about how to create the strategy of questioning to achieve teaching and learning purposes.

2. The Purpose of Questioning

Historically, the teachers use questioning as a mode of teaching, learning, and assessing students' understanding in the learning process. Because of that, there are some reasons why teachers should give some questions to their students. Either the questions are asked to an individual or the whole class in their classroom. Using a variety of questions in the classroom can serve many different purposes why the questions are asked by the teachers. Those questions can be used to encourage the students in the classroom, to build a closer connection with the students, to check understanding of the students, to evaluate students and to help students deal with difficulty in expressing themselves because of their limited vocabulary. Furthermore, Ma (2008) says that questioning gives two purposes: first, these are to lead the students into the topic. By asking the students some preview questions to introduce the topic that they will learn. It will arouse

the students' interest and curiosity to participate in the learning activities. Second, the purpose of questioning is to check or test the students' ability of understanding or practical skill of language.

Azerefegn (2008) agrees that questions are employed to check students' comprehension and to see if they have acquired the knowledge, to lead their attention and involvement in the lesson, to control behavior, and to engage students to use the target language for communication in the classroom. In short Willen (1991, as cited in Fitriani, 2017) suggest that teacher asks questions in the classroom for the purpose: to check students' understanding, to give students practice, and to find out what students really think or know. Overall, with the purpose in mind, the teacher can predetermine the types of questions they will ask. And the purpose of the teacher's questioning will affect several other aspects of questioning skills, including question designing, question controlling, and handling students' responses. Questioning strategy is expected to encourage the students to participate actively in the classroom.

3. Types of Questions and Questioning Strategy

Teacher may think about the types and strategies before questioning. Effective questioning requires teacher's strategies in employing different types of questions in order to encourage the students and to make an interactive classroom. Teacher uses different forms of questioning in conducting and eliciting the students' answers. There are different question forms in the teaching-learning process to stimulate creative, critical, and higher-level thinking. Some experts categorized types of questions into display and referential questions, open and

closed questions. According to Brown (2001), display question is a type of question in which the answer to the question is already known by the teacher. For example, "What is the color of this pen?" In the other hand, referential question is a question for which the teachers do not know the response or answer of the question. It means the answer cannot be predicted by the teacher. For example, "What would you have if you were rich?" The second category of questions is open and closed questions. Ellis (2010, as cited in Tarigan, 2018, p.17), states, "display question are likely to be closed question, and referential question are more likely to be open question."

One of the earliest taxonomies, Bloom categorizes questions into:

- a) Knowledge questions: eliciting factual answer, testing recall, and recognition of information. For example, "What is the capital of Indonesia?" Commonly words that used in this type of question are 'define', 'identify', 'tell', 'what?', 'Who?', 'Where?', 'When?', etc.
- b) Comprehension questions: interpreting; also convey the information by using their own words and the ability to understand the meaning. Some keywords help teachers to ask comprehension questions: 'describe', 'compare', 'contrast', 'rephrase', 'put in your word', 'explain the main idea', etc.
- c) Application questions: applying information heard or read to new situations. The words often found in application are 'apply', 'classify', 'use', 'give an example', 'solve', 'illustrate', 'how many', etc.

- d) Analysis questions: breaking down into parts, relating parts to the whole, and also make a conclusion. Some of the words that are found in analysis question are 'analyze', 'summarize', 'determine evidence', 'why', 'categorize', etc.
- e) Synthesis questions: combining elements into a new pattern. These questions help students make predictions and solve the problem. The words often used are 'predict', 'develop', 'create', 'how can we improve..?', 'produce', 'combine', etc.
- f) Evaluation questions: making a judgment of good and bad, right or wrong, according to some set of criteria, and stating why. The teacher may ask the students to offer an opinion on an issue. The words often used are 'decide', 'evaluate', 'give your opinion', 'assess', 'conclude', etc.

Chin (2004) classifies questioning types into the following:

1. Descriptive questions. These questions engage students to establish their own narrative information. In this questioning type, the students only ask to recall information. Usually, the word that used in these types of questions such as: 'tell', 'discuss', 'describe', 'show', and 'illustrate'.
2. Analysis questions. These questions provide facts and call for sustained answers involving critical thinking. These questions begin with the word such as 'why', 'how would you explain the facts that', 'what is the importance of', 'prove', etc.

3. Evaluation questions. The students will expect to reason their answers based on the statements. The words usually used are: 'explain how', 'evaluate the statement that', etc.
4. Compare / contrast questions. In this questioning type, students will expect to think critically and to find out the similarities and the differences between ideas or arguments. These questions begin with such words as 'compare', 'contrast', 'what is the similarity', 'what is the difference', etc.
5. Causal relationship. These questions use to show causal relationship or to determine whether such relationship exists. The words that found in this question are: 'what are the results of', 'what are the causes of', etc.

Asking the right question is central to effective communications and interactions. By asking the right question in a particular situation, it can enhance a whole range of interaction. According to Jacobsen as cited in Ragawanti (2009), there are three of questioning strategies can use by the teacher:

1. Nominating volunteering students. It is a strategy to ask questions by calling for any volunteer to ask for the opportunity to answer the question
2. Pre-arranged format and random nomination. In this strategy, the teacher can be nominating the students' names using a pre-arranged format by calling on the students' name sitting based on the seat position or based on the name order in the attendance list. Also, the teachers can call the students to answer the question by selecting students' name at random

3. Wait time, a strategy to facilitate students to answer the question by giving wait time typically 3 to 7 seconds to think about an answer before a teacher provides help.

In addition, there are five questioning strategies that teachers should use to generate verbal responses from students based on Wu's taxonomy of questioning strategies:

- a. Rephrasing. It is a strategy to ask questions by expressed in another way
- b. Simplification. This may be regarded as a kind of rephrasing by means of which a situation simplified so that students can cope with it
- c. Repetition. It is a strategy to ask questions by repeated in the hope that verbal response will be elicited
- d. Decomposition. An initial question is decomposed into two or more part so that an answer may be obtained
- e. Probing. A question is followed up by one or more other questions so the teachers can solicit more responses from the students.

Similarly, Turney (1983 as cited in Yuliawati, 2016) classified questioning techniques as follows:

1. Structuring

Teachers' structuring helps the students to know and get the information on the objective of the lessons. It is stated at the beginning of the lesson to provide a frame of reference for student thinking.

2. Phrasing

Phrasing is related to the way the questions are phrased to make sure that the wording is clear and the focus is unambiguous. Phrasing can be done by using language that is clear and appropriate to the level of students, using short questions easy to follow and specifying clearly the task for students.

3. Focusing

The use of focusing questions is to introduce a topic and it indicates more specifically to invite the students' participation towards a discussion. The activity of focusing as stated by Turney can be done by carefully defining the scope of a question, asking questions which center on a single task, and not asking double-barreled questions.

4. Re-directing

Redirecting is a strategy that teacher used to ask the same questions to some students.

5. Distributing

Distributing refers to the way in which teachers distribute questions to the students. Distributing can be posed questions to the whole class to invite students' participation or by pointing the students one by one.

6. Pausing

Pausing is always needed after the teacher poses questions, it gives time to the students to think about the question and prepare the answer.

7. Reacting

Reacting refers to the teacher's reaction to the students' answers. It can be praised for the students' answers, etc.

8. Prompting

Prompting refers to the way a teacher responds to a student who fails to articulate an answer or gives an inadequate answer. Prompting can be done by offering simpler questions before returning to those that have caused difficulty or posed questions in the mother tongue to make them understand the question.

9. Changing the level of cognitive demand

Teachers change the level of cognitive demand by balancing questions requiring factual recall with more difficult questions; change the question from simple questions towards the more complicated questions.

According to the last component of questioning techniques above, it can be concluded that mastering the questioning strategies is important skills for the teachers to acquire and to study more asking questions in order to develop teaching skill.

CHAPTER III

RESEARCH METHODOLOGY

This chapter comprises some aspects of methodology including research design, method of data collection, and method of data analysis used in this study to analyzed teachers' questioning strategies.

A. Research Design

It is essential to apply a proper research design to attain research aims. This research employs two types of methods. They are qualitative and quantitative methods. This research aims to know the real phenomena that happened in MAN 4 Pidie about the teachers' questioning strategies and the students' response to the teacher questioning strategies that improve their engagement in the classroom. The qualitative data were obtained through classroom observation during the teaching-learning process and interview with the English teachers. I analyzed the data based on the real situation and condition in the field.

Creswell (2014, p.294) states that, "qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem." Moreover, Glesne (2006) asserts, qualitative research provides a deeper understanding of social phenomena. It is clear that qualitative research allows the subjects being examined to give richer answers to the questions give to them by the researcher and gave more valuable insight which might have been missed by any other method.

Meanwhile, the quantitative data is obtained through a questionnaire. The methods of data collection of this study consist of both qualitative and quantitative, known as mixed methods. According to Creswell (2014), a mixed method is a research design with philosophical assumptions as well as methods of inquiry. The mixed methods provide a complete understanding of a research problem than one approach.

This study is also categorized as descriptive research. Cohen, Manion and Morrison (2007, p.205) claim, "descriptive research looks at individuals, groups, institutions, methods, and materials in order to compare, contrast, describe, classify, analyze and interpret the entities and events that constitute their various fields of inquiry". In line with this statement, the present study aims at describing, analyzing and interpreting teachers' questioning strategies and the students' response to the teachers' questioning strategies use in the classroom interaction.

B. Research Site and Participants

The participants of this study were two English teachers and students at MAN 4 Pidie. The participants were chosen using purposive sampling. Cohen *et al.* (2007, p.115) state, "in purposive sampling, a sample is satisfactory to their specific needs". It means the sample has been chosen for a specific purpose. This research used purposive sampling because I took the sample based on the research's needs. Therefore, in this study, I chose one of the classes at first and second grade at MAN 4 Pidie which is X IPA 2 and XI IPA 1.

Because the object in this study was limited to the types of questioning strategies and the students' response to the teacher's questioning strategies use in classrooms, whether the teacher questioning strategies improve the students' engagement in the classroom, instead of comparing the category of questioning strategy between classroom teachers. The teacher and her class were considered to be the potential participants to investigate the using of questioning strategies in eliciting students' responses, to find out the teacher's questioning strategies used in the classroom, and also to explore students' responses toward of the teacher's questioning strategies.

C. Methods of Data Collection

In this study, there were three methods used for data collection as elaborated below.

1. Observation

In this study, the observation was used to collect the data. The observation was conducted to observe both teacher and students for knowing which types of questioning strategies that were commonly used by the teachers. Hatch (2002) states that the goals of observation are to understand the culture, setting or social phenomenon being studied from the perspective of the subject. To avoid the missing behavior of interest occurs rapidly in a classroom setting, I used video recording of teaching-learning processes of English subject as the secondary strategy to collect the data. The video recording was considered to be useful in

assisting the writer in recording every student-teacher interaction which was impossible to be captured in the observation forms.

In addition, in the observation study, I have a role as a non-subject observer. Creswell (2012) states that non-subject observation is the type of observation where the researcher played a role of a non-subject observer who visit a site and record or taking notes without being involved in the activities of the subjects. In the recent study, I joined the class from the beginning until the end, and I did not involve in any activity in order to avoid interruption in the interaction carried out by the teacher. I just sat at the back of the classroom and checked what a type of teacher's questioning strategies that occurred in the classroom on the observation sheet.

2. Semi-structured Interview

Sugiyono (2008) states that interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. In collecting the data in this study, I used the semi-structured interview. Dornyei (2007) defines semi-structured interview is a type of interview in which the researcher has designed the guiding questions, the format of the questions is an open-ended question, and the interviewee is given a chance to elaborate their answer in investigative ways.

The interview ran in the language that both teacher and researcher feel more comfortable with. The interview used audio-recording. This instrument employs to explore more about the teachers' questioning strategies. However,

using an interview can provide a lot of credible information from the participants, also to crosscheck the data and to make sure that the data from the observation were really valid.

The following picture is the picture for interview protocol (see Appendix VI for the complete questions).

2. Interview Guide

Date and Time of Interview:

Place:

Interviewer:

Interviewee:

Interview Questions:

1. How is your opinion about teacher and students' interaction?
2. Do you think a teacher should ask questions in the classroom? Why?
3. In the classroom, how often do you ask questions to the students?
4. How do you start the questions for each lesson?


Picture 3.1 the example of the interview questions.

3. Questionnaire

In this study, to get complementary data, questionnaire was used to find out the students' responses toward the teacher's questioning strategies used in the classroom interaction. I administered the questionnaire which comprised of 20 questions for the students to obtain the data needed. The questionnaire was close-ended questions. I distributed the questionnaire to the students' in multiple choice

forms. They answered the questionnaire based on their opinions. For practical reasons, the students were given the translated version. Through their answers, I found the students' responses toward the questioning strategies used by the teachers. The results of this questionnaire were analyzed quantitatively.

The example of the questionnaire can be seen in the picture below (see Appendix VII for complete questionnaire)



Dear Student,

This questionnaire is designed to collect the data about the students' respond toward the questioning strategies English teachers use in the classroom. This questionnaire will take about 10 minutes of your time, and I would be grateful if these questions were answered honestly. Please note, there is no right or wrong answers and all the information will be kept confidential. It is believed that your response would help the researcher to get the necessary information.

Part 1: put a tick mark in the boxes given below!

1. Name :

2. Class :

3. Sex : ☐ Male ☐ Female

Choose one of the answers for the following questions and statements that is appropriate with your opinions!

1. Does your English teacher frequently ask question in the classroom?

a. Always b. Sometimes c. Rarely d. Never

2. Does your English teacher provide opportunities fairly and equally to each students to answer the questions?

Picture 3.2 the example of questionnaire

D. Methods of Data Analysis

In this study, the data was processed in qualitative analysis. After collecting the data through the observation and the interview, I used the techniques of data analysis which was provided by Miles and Huberman (1994). They classify qualitative data analysis into three concurrent steps of activities; data reduction, data display and conclusion drawing/verification. Based on that theory, in analyzing the data, I analyzed classroom observation used observation form, and the clarification of the teacher's questioning strategies used semi-structured interviews. I did three steps to analyze it:

1. Data Reduction

In this step, I conducted selection and attention focus on simplifying, abstracting, and transforming a hard data achieved. Qualitative data could be reduced and transformed in a lot of ways; they were selection and summary or paraphrase.

2. Data Display

In this step, I developed and arranged information, descriptions to take conclusions and action. The display data which was used a narrative text and tables. The display was organized, compressed assembly of information that permits conclusion drawing and action. It was designed to assembly organized information into an immediately accessible, compact form so that analyst can see what happening and

either draw justified conclusions or move on the next step of analyst the display.

3. Conclusion drawing and verification

I attempted to take a conclusion and to do verification by looking for the meanings of every single phenomenon achieved. Conclusion was verified at the analyst process. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing by checking back the notes. I reviewed among colleagues to developed inter subjective consensus, or with extensive efforts to replicate a finding in another data set.

Therefore, this study was analyzed in descriptive analysis. The data from classroom observation were exposed by showing the results of classroom observation in the tables and concluded narratively. Meanwhile, the collected data from interview was transcribed and the obtained data which was in Bahasa Indonesia was translated into English. Then, I explored and coded the teachers' explanations of the questioning strategies that they applied in teaching-learning processes. The last, the obtained data from interview was expected to be able to validate the previous collected data through classroom observation.

In analyzing the result of questionnaire, I use the formula as follows (Sudjana, 2005):

$$P = \frac{f}{n} \times 100\%$$

In which:

P = Percentage

f = Frequency

n = Total

100 = Constant value

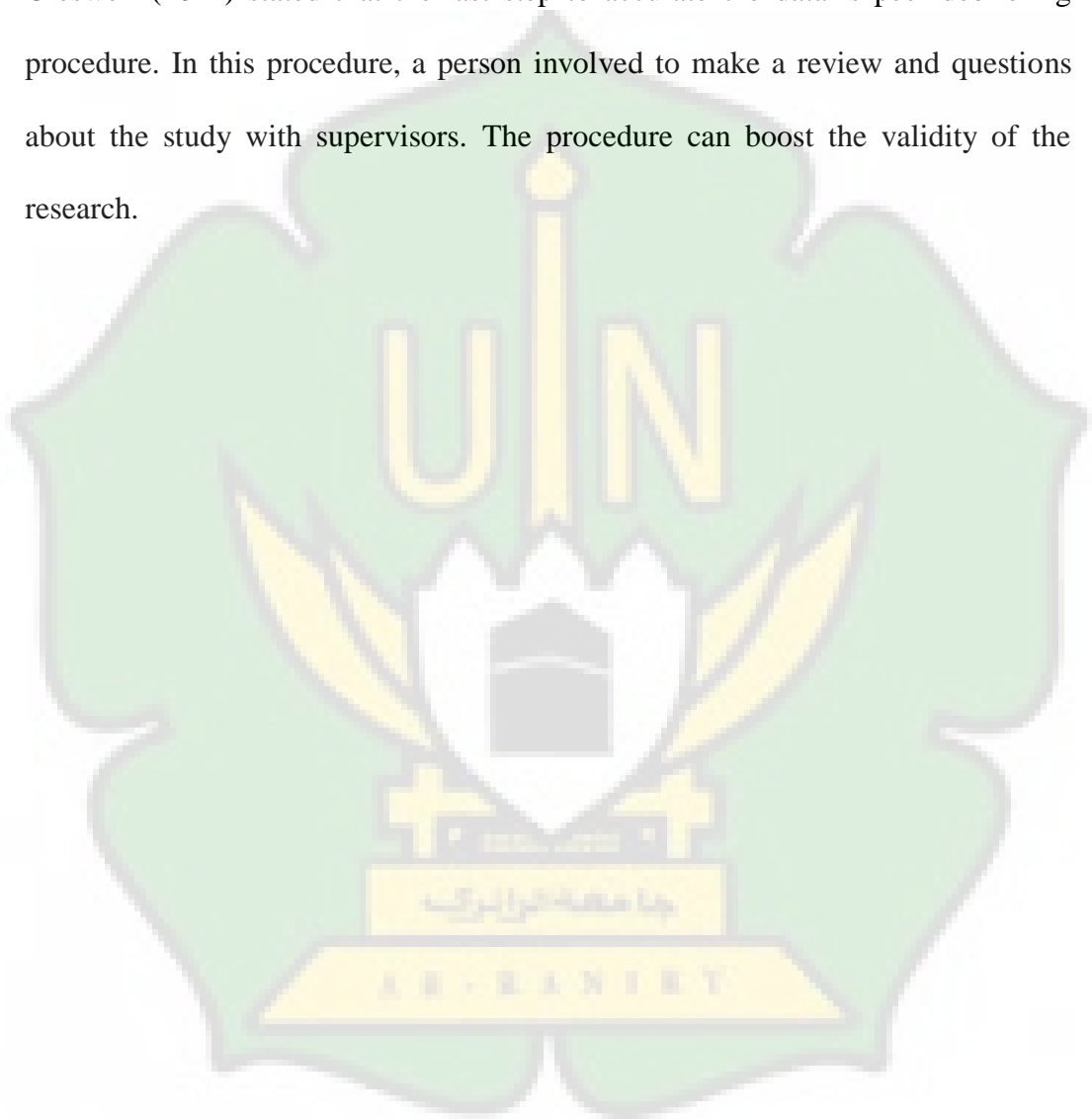
The data from questionnaires that had been identified were analyzed and scored based on the frequency of answers. The steps were as follows:

- 1) Scored the students' responses on the questionnaire,
- 2) Calculated the questionnaire to find frequency and percentage,
- 3) Make a table consisting of the statement, the frequencies and the percentage that have been computed.

E. Validation of Research Findings

Throughout the process of data collection and analysis, I had to make sure that the findings and interpretation of the study are accurate. Therefore, validating findings is an important stage to be conducted in order to make the study more valid and reliable. To apply this trustworthiness, three instruments of collecting the data employed in this research are observation, interview, and questionnaire. It is expected by using multiple or various methods in collecting the data, this study

can reduce bias caused the subject. I also use member checking in order to get participant feedback on the accuracy and credibility of the data. The findings which I get from the research, I interpret the data, and made the conclusion. As Creswell (2014) stated that the last step to accurate the data is peer debriefing procedure. In this procedure, a person involved to make a review and questions about the study with supervisors. The procedure can boost the validity of the research.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and its discussion. The finding deals with the data collections, and the discussion deals with the interpretation of the findings.

A. Teachers' Activities in the Classroom

This session exposes the data found in the field that relates to the strategy of the teachers' questions in their English class. There are two aspects that are concerned in this session, such as the types of teachers' question in the classroom and the teachers' reaction to the students' answer.

1. Types of Questions posed by the Teachers

I observed two English teachers in their teaching-learning process and the data was obtained from the observation sheet. I interpreted the data result descriptively. This analysis is based on Chin (2004) who conveys that the data analysis consists of 5 types of questions: descriptive, analysis, compare/contrast, evaluation and causal relationship questions. In this study, I revealed several points related to the questioning strategies which based on the classroom observation in MAN 4 Pidie, namely:

1.1 Mrs. NI

In this research finding, Mrs. NI is an English teacher who teaches students in class 10th. Her students at X IPA 2 were selected to be my participants.

The observation was held on 16th and 23rd October 2019 at MAN 4 Pidie. The result of observation is shown in Table 4.1 below.

Table 4.1 The types of questions used by Mrs. NI

Types of Question	First Observation		Second Observation		Total	
	F	(%)	F	(%)	F	(%)
Descriptive	76	93.83	19	67.86	95	87.15
Analysis	0	0	4	14.29	4	3.67
Evaluation	5	6.17	5	17.85	10	9.18
Total	81	100	28	100	109	100

As described in the table, all the types of questions used in the first and second meetings had different items. It meant that there were types of questions which often used by Mrs. NI. There were 109 questions found in two meetings. Most of the questions used were descriptive questions. There were 87.15% of descriptive questions used during the classroom observation. The rest of the questions were analysis questions (3.67%), and evaluation questions (9.18%). Nevertheless, as seen in the table, the compare/contrast and causal relationship question did not occur in the teaching and learning process during the observation. The more detail explanation can be seen in the following explanation below.

a. Descriptive Question

It was revealed that descriptive questions appeared to be the most dominant questions posed by Mrs. NI. The descriptive questions engage students to establish their own narrative information. The students were only asked to recall information such as **“what is our last material?”** **“What happened in the first picture?”** etc. The examples of descriptive questions were found from

observation also could be seen when the teacher checked the students' book. The question was posed to see whether the students had already borrowed the book or not, by asking, **“Have you borrowed this book? Sudah pinjam buku ini belum?”** Other questions were asked to check the students' condition or pre-activity before starting the lesson. It can be seen on the question, **“how are you?”** *“tanggal berapa hari ini?”*

The domination of descriptive questions was influenced by the learning material and also the allotted time for reviewing the last material. Students were required to recall previously presented information, as when the teacher asked, **“Who would like to mention five vocabularies that we have [sic] learned last week?”** The students only needed to answer the question based on the knowledge they had already known. Additionally, the learning material in the first meeting was about expressing of complimenting, and in the second meeting was about the pronoun. The students were introduced to some expressions that commonly used to express complimenting and its responses. When introducing the expression, the teacher frequently asked the translation of words or phrases to the students. For instance, **“you look gorgeous, what’s [sic] mean?”** As it had been mentioned, the descriptive question was used to recall students’ answers only.

From a total of 100% questions posed by the teacher in the classroom, 87.15% of questions belonged to descriptive questions. In other words, there were 95 descriptive questions were asked by Mrs.NI. From 95 questions found, 76 descriptive questions were found in the first meeting. While in the second

meeting, there were 19 questions which were asked by the teacher (*see Appendix VIII: the list of questioning strategies used by Mrs. NI*).

b. Analysis Question

The second type of question used in this study was the analysis question. The students were asked to put information in different form. As in utterance of the question which was asked by the teacher, **“I or me come to Yogyakarta,”**. By asking this question, the teacher wanted the students guess the answer based on the explanation before. It was the same question when the teacher asked, **“Why? *Kenapa I?*”** the teacher wanted to stimulate the students to think critically.

From a total of 100% questions posed by the teacher in the teaching-learning process during the observation, there were only 3.67% of the analysis question. In other words, there were only four analysis questions that appeared in the classroom and it occurred in the second observation (*see Appendix VIII: the list of questioning strategies used by Mrs. NI*).

c. Evaluation Question

The last question in this study was the evaluation question. The use of the evaluation question was to find the reason of their answers. For example, **“our. *Coba bacanya gimana?*”** It occurred when the student had the wrong pronunciation. From the first and the second meeting, the total number of evaluation question was 10 (9.18%).

1.2 Mrs. IJ

In this research finding, the next participant was Mrs. IJ. She is an English teacher who teaches in class 11th and 12th. The students at XI IPA 1 became my participants. The observation was held on 23rd and 30th October 2019 at MAN 4 Pidie. The result of observation is shown in Table 4.2 below.

Table 4.2 The types of questions used by Mrs. IJ

Types of Question	First Observation		Second Observation		Total	
	F	(%)	F	(%)	F	(%)
Descriptive	92	85.20	44	80.00	136	83.43
Analysis	9	8.30	10	18.20	19	11.66
Evaluation	7	6.50	1	1.80	8	4.91
Total	108	100	55	100	163	100

As described in the table, most of the questions were descriptive questions. There were 83.43% of descriptive questions, 11.66% of analysis questions, and evaluation questions 4.91% of the total questions. As seen in the table, the compare/contrast and causal relationship questions did not appear in the classroom during the observation. The further explanation was discussed in the following sub-data.

a. Descriptive Question

The type of questions frequently asked by the teacher was descriptive question. Where the students were only asked to recall information. The domination of descriptive questions was influenced by the learning material and the allotted time for reviewing the last material. This type of questions required students to recall previous presented information. The teacher asked "**last week,**

we have [sic] learned about invitation letter. Right?" "Two types. What are they?" The students only needed to answer the question based on the knowledge they had already known. In addition, the materials that were studied in meeting one and meeting two were about analytical exposition text. The students were introduced to some generic structures and language features used in analytical exposition. When introducing the material, the teacher frequently asked the translation of words or phrases to the students. For instance, **"yes, most of the texts are in present tense. Did you still remember what is present tense?"** **"What do you say *perpus* in English"** As explained before, the descriptive question was only used to recall students' answers.

The questions posed by Mrs. IJ in the classroom were more than 83% which included the descriptive questions. In other words, there were 136 descriptive questions which were asked by the teacher. From 136 questions found, 92 descriptive questions appeared in the first meeting. While in the second meeting, there were 44 questions asked by the teacher (*see Appendix IX*: the list of questioning strategies used by Mrs. IJ).

b. Analysis Question

The second type of questions used in this study was analysis question. The students were asked to put information in another form. It required students to use an independently generated perspective or data on a given topic. As in the utterance of the question, the teacher asked, **"do you think reading book is important? Do you think reading book is important?" "Why it's important?"**

Kenapa membaca buku itu penting? Why?'. By asking this question, the teacher wanted to stimulate the students to think actively.

There were 19 (11.66%) of analysis questions occurred in the classroom. From 19 questions, nine of them were found in the first meeting. In the second meeting, there were ten questions found during teaching and learning process (*see Appendix IX: the list of questioning strategies used by Mrs. IJ*).

c. Evaluation Question

The last question in this study was evaluation question. The used of evaluation question was to find out the reason of students's answers. For example, **"How many types of invitation letter that we have learned."** From the first and the second meeting, the total numbers of evaluation questions were only 8 (4.91%).

Based on the interview, the result was similar in all sections of given questions that had been already gained from classroom observation. The teachers said that **they often used descriptive, analysis and evaluation questions** to check students' comprehension in the classroom during teaching-learning processes and to find out how deep the students understood the material.

Mrs. NI confirmed that:

Usually, I will ask them some questions, such as, 'what is the definition of this text? Or what is the meaning of this word? Um... would you like to tell me the generic structure of the text? Um... I think it is call descriptive questions or analysis questions lah or evaluation questions sometimes. Yeah... because my purpose asks my students is to know how deep their comprehension about the lesson is. So it needs to ask more questions them.

Similarly, Mrs. IJ stated that:

Pertanyaan yang sering saya ajukan itu biasanya yang berkaitan dengan materi yang akan kita pelajari, seperti: (Translation: the questions I often ask are usually related to the material we are going to study, such as:) do you know what is the meaning of blablabla, what is the text about, what kind of the text is it? What is the main idea of the paragraph? And so on. Also she added the answer, “Okay, describe, tell, descriptive and analysis question, evaluation.

Based on the response, it showed that this kind of question was also a part of building the interaction between teachers and students in the classroom in comprehending the questions.

2. Teachers’ Reaction to the Students’ Answer

a. Give a reward, appreciate and compliment

Both teachers were **rewarding students' answers and appreciating or complimenting the students who responded to their questions.**

Mrs. NI replied that:

um... yah... usually I used to appreciate my students who responses to my questions by saying something like ‘good’, ‘good job’, ‘you got one hundred’, ‘perfect’ something like that. So, such as positive words that can motivate my students to answer the questions again in the next meeting.

Mrs. IJ replied that:

I usually give a compliment to my students who respond to my questions. Maybe, I will say: great job, good answer, you are excellent and so on

It could be concluded that the purpose of complimenting and appreciating the students was to motivate the students to do not be afraid to answer the questions.

b. Motivate, encourage, and respect

I found that some teachers' reactions related to the questions they asked to the students in English and the students could not answer or did not understand the questions. The teachers **asked the students to open their notebook or look at the textbook. The teachers also encouraged the other students to give the answers, and the teachers respected the students who responded to their questions.** Here are the responses of the teachers:

Mrs. NI told that:

I will say it is okay, but the answer is still wrong, you need to try it again. But, it is okay, no problem. You have to try it, right. At least they tried, so don't break their spirits, so try again later. Or I will ask the students 'to open your notebook,' 'you might see your textbook,' something like that. So, it will help them to answer the questions.

Mrs. IJ responded that:

Okay. I still respect them, because they have tried to answer, which is clear later we ask other people we throw, then we give appreciation to them.

Based on the responses above, it showed that the purpose of the teachers encourage, respect, and ask the students to open their notebook or textbook was to motivate students to justify the previous answers that students gave before.

B. Teachers' Questioning Strategies in the Classroom

I interviewed two English teachers on October, 24th 2019. The teachers were allowed to answer the questions in both English and Indonesia in order to make them be more comfortable in answering the questions. The result of the interview would be further discussed as follows:

a. Warming up and quiz at the beginning of the lesson

As the third questions were pertinent to know the frequency of questions posed, the fourth question aimed to know their way in starting the question for each lesson. Both teachers used the same way in the beginning of the class, **the teachers gave the lesson with several questions before starting the class as warming up or quiz.** The response of the teachers as follows:

Mrs. NI confirmed that:

Usually, I will start the lesson by asking some questions like 'how are you today?' 'how do you feel today?', 'have you got the breakfast?' something like that. It is you know like warming up. And then, I will give the students three or five questions about the last materials, our last materials as the quiz. I mean when I give the quiz to the students, so the students who answer the question will got points as the rewards.

Mrs. IJ also said the same answer with Mrs. NI:

Maybe, I can say like warming up. I ask them 'how are you today?' 'who is not here today?' the next one I give them some questions about the last materials as a little quiz."

Based on the responses above, the teachers regularly posed the number of the questions which was to be a warming up and the quiz related to last materials.

b. Warming up and quiz to grab students' attention

The teachers replied the same answer in the fourth question. **They grabbed students' attention before starting the lesson by giving a warming up or the quiz.** To elicit more information, I added the question that asks about another strategy in questioning, such as rephrasing, simplification, repetition, decomposition and probing. Here is the response toward the question:

Mrs. NI said:

The strategy, questioning strategy, I used to this one (point-out to the paper) rephrasing strategy. So, I used to use rephrasing when I ask the students because my students sometimes feel difficult in understanding the questions, so I need to rephrase and repeat it. Umm... until they can give the best response to the questions.

Mrs. IJ also used rephrasing, repetition and probing, as she said:

Okay, rephrasing juga dipakai, repetition juga ada, kalau yang lainnnya itu kadang-kadang. (Translation: Okay, rephrasing is also used, repetition is also available, sometimes another strategy also used).

In accordance with the answers above, it revealed that the teachers usually used rephrasing and repetition.

Moreover, the teachers who asked questions to the students used modifying questions. It played a significant part to help students to understand the

teachers' questions and answered it. According to the classroom observation, the strategies used by the teachers in questioning were repetition, simplification, decomposition, structuring the question, reacting to the students' answers (giving a reward, compliment, and motivates the students), using native language and giving students a wait time to think the answers.

1. Repetition

Repetition aims to repeat the original question. The teachers repeated the questions to stimulate students to respond the questions. The example of this strategy can be seen in the following:

Mrs. NI

Mrs. NI : **Memancing apa ya bahasa Inggrisnya?**

Ss : Silence

Mrs. NI : Ikan apa bahasa Inggrisnya?

S : Ikan fish

Mrs. NI : nah, **kalau memancing apa bahasa Inggrisnya?**

S : Memancing ikan, fishing

Mrs. IJ

Mrs. IJ : Okay, **what did you do?**

Ss : Silence

Mrs. IJ : **What did you do?** Katanya ada bantu ibu. **What did you do?**

Ss : Memasak, cuci piring.

Repetition might be used by the teacher because of two reasons. First, it could happen because teachers' questions were not heard clearly by the students. The second reason was the students might have low ability in listening skills.

2. Simplification

Simplification is the strategy to make the question be more specific or to make the initial questions narrower. It was similar to rephrasing strategy. However, simplification strategy required the teachers to simplify the meaning of their questions. In simplification strategy, the teachers would use many methods, such as clues, giving examples and focusing the words to make the previous question be more understandable for the students. The following was the example of a simplification strategy used by Mrs. NI and Mrs. IJ:

Mrs. NI

Mrs. NI : What is our last material? Apa materi terakhir kita minggu lalu? What we have learned last week? Yang kita pelajari minggu lalu?

S : One students raise her hand

Mrs. NI : Siti, apa jawabannya? What is the answer?

S : Percakapan dan vocabulary builder miss

Mrs. NI : Itu latihannya ya? Itukan expressing of...

S : Silence

Mrs. NI : Come on, what is the answer? What is our last material? It's about tentang (pause) expressing of...

S : Silence

Mrs. NI : Yang lain, ada yang bias jawab? What's our last material last week? Apa yang kita pelajari minggu lalu?

Ss : Bergumam

Mrs. NI : Ayo, ayo, tidak ada yang tau? (pausing) expressing of congra...

Ss : Congratulation

Mrs. IJ

Mrs. IJ : **How many types of invitation letter that we have learned?
How many types of invitation letter that we have learned?**

Ss : Silence

Mrs. IJ : **How many?** Did you still remember? Ingat enggak, berapa jenis surat undangan yang sudah kita pelajari kemarin?

Ss : Two

From the example above, the teachers were used the simplification strategy by mixing the questions with Indonesia and it seemed success to have elicited students' responses. In addition, in the teachers' utterance "expressing of congra..." the teachers expected the students to continue teachers' unfinished sentence.

3. Decomposition

Decomposition strategy means that the teachers break an initial question into smaller parts to encourage students to respond to the question. They were described in order below.

Mrs. NI

Mrs. NI : **What happened in the first pictures?**

Ss : Menyanyi

Mrs. NI : **Yah, apa dia bilang? Can you read it?**

Ss : What a wonderful performance

Mrs. NI : Performance (correcting the students' pronunciations). **Terus, apa respon laki-laki ini?**

Ss : Thank You

Mrs. IJ

Mrs. IJ : **Do you find any argument in the text? Do you find any argument?**

Ss : Yes

Mrs. IJ : Okay, **how many arguments stated in the text?**

Ss : Four

Mrs. IJ : **What's the second structure?**

Ss : Introduction

Decomposition strategy was helpful and useful for the teachers to engage the students to respond their questions. They did not ask the question in complex sentence but put it into simple questions in order to assist the students understand the questions' meaning. It also could provide enough chance for the students to give their answers.

4. Structuring the question

After beginning the lesson, the teachers provided a frame of reference for students' thinking. The students needed to know a clear objective of the lesson. Teachers' structuring would help the students to get the information on the objectives of the lesson. The following were the examples of structuring question used by the teachers in the first and second meetings.

Example 1:

Mrs. NI : (teacher wrote in the white board "expressing of complimenting") coba apa ini? Kira-kira ini artinya apa? Anybody know? Ada yang tahu? Kalau congratulating kan

tahu, congratulation itu selamat, nah kalau complimenting? Anybody know?

Ss : Silence

Mrs. NI : **Contohnya begini ya. Ada teman kita pakai baju baru hari ini. Terus kita puji, wah bajunya bagus ya. So, itu apa namanya?**

Ss : Memuji

In the example above, structuring was done by providing a frame of reference for students' thinking.

Example 2:

Before moving to the new topic, Mrs. IJ asked the students some questions to brainstorm, and gave some clues. It was 'Do you like reading?', 'What book do you like to read?'. Then, the students were required to read the text in the textbook.

Mrs. IJ : Do you know what kind of text is it? What kind of text is it?

Ss : Silence

Mrs. IJ : **Ini jenis teks namanya analytical exposition. Have you ever heard the word analytical exposition?**

Ss : No. Don't know

Mrs. IJ : Kalau dalam bahasa Indonesia ada kalian baca teks eksposisi. Ada?

Ss : Ada

Mrs. IJ provided a frame of reference for students' thinking. The statement of the teacher signalled the purpose and the direction of the question sequence.

The teachers rarely rephrased the questions in the teaching-learning process. If there was no answer from the student, the teacher directly repeated or translated the questions into Indonesia in order to make the questions clear and understood by the students. Therefore, it could make the students answer the questions correctly.

C. Students' responses toward teachers' questioning strategies

Questionnaire was distributed to obtain the data of the students' responses toward the teachers' questioning strategies used in the classroom. The questionnaires were distributed on 23rd October and 30th October 2019. The data were analysed to answer the second research question. The analysis of the obtained data would be described as in the following.

a) students' preference on the distribution of the questions by teachers

Through the classroom observation, I found that the teacher directed the question to all the students in the class. There were 100% of the students who admitted that their teacher distributed the questions to most of the students and the teacher provided some opportunities fairly and equally for each student to answer the questions (*see questions number 2 of the questionnaire*). Generally, in the teaching-learning process, the teachers let the students answer their questions in four ways: 1) volunteering; 2) nominating; 3) in unison with friends; 4) not involve or teacher self-answering.

Table 4.3 students' ways of responding the teacher questions

No	Option	X IPA 2		XI IPA 1	
		F	Percentage (%)	F	Percentage (%)
15	a. Voluntarily	11	64.71	5	27.73
	b. Nominated	5	29.41	3	13.64
	c. In unison with friends	1	5.88	14	63.63
	d. Not involve	0	0	0	0
Total		17	100	22	100

The findings from the questionnaires (question 15; I like to answer the question in this way) indicated that the students' favourite way of class X IPA 2 to answer questions involved in this study: 64.71% of students (11 students) preferred to answer it voluntarily; 29.41% of students (5 students) liked to be called by their teacher and 5.88% (1 student) like to answered the questions in unison with friends. It could be seen that voluntarily was the most favourite way to respond the questions. It was a good phenomenon, but for the volunteers who were more active or with better English proficiency would prevent the other students' development especially for who did not have a better English proficiency.

On the other hand, the result of the analysis of the observation was still about the number of the questions that made the students answer it in unison. There were only seven or ten out of 17 students who answered the questions actively. In addition, the teacher posed the questions to the whole class and the students answered in unison in order to save the time.

The results from the questionnaire of the XI IPA 1 students (question 15; I like to answer the question in this way) indicated the students' favourite ways to answer question in this study were 63.63% of students (14 students) preferred to

answer questions in unison, 13.64% of students (3 students) liked to be called by their teacher and 27.73% of students (5 students) liked to be volunteers. These results showed a large number of students preferred answer in unison, over half of the students who liked to answer voluntarily, and only few students liked to be called by the teacher.

It could be concluded that unison answering was the most favourite way in responding the questions in class of the X IPA 2 and XI IPA 1. The result was supported by the observation. Students felt secure if they answered a teacher's questions in unison with their friends. By doing this, the students were not afraid of making a mistake and laughed by their classmates. The other preference was volunteering. Moreover, the teachers always preferred nominating but too much nominating would make the student be more passive. In order to save the time, sometimes the teacher answered the question by herself.

b) Wait Time

Wait time enables the students to think, prepare and participate in EFL classrooms. Based on the finding of this study, students were not given more time to think and answer the questions by their teachers. The table below showed how many seconds were given to answer most of the questions.

Table 4.4 Wait time given to students to answer questions

Seconds	Teacher 1		Teacher 2	
	Number of questions	Percentage (%)	Number of questions	Percentage (%)
1 second	17	15.60	15	9.20
2 seconds	52	47.71	57	34.97
3 seconds	37	33.94	57	34.97
6 seconds	3	2.75	34	20.86
10 seconds	0	0	0	0

One of the questions asked in the questionnaire was related to the amount of time that should be given to the students to think about the answer or to prepare in answering the questions (*see questions number 17 of the questionnaire*). The answer varied, 5 out of 17 students (29.41%) students answered 6 seconds to think, while 2 (11.76%) students wanted 10 seconds to think for their answer. The rest of the students chose that it was depended on the difficulty of the questions. Mostly, the students said that the amount of time usually given to them was 2 seconds (*see questions number 16 of the questionnaire*). The result of the video recording supported their answers. The average time given to the students was 2 and 3 seconds. The students thought that the more time was given to them, the more excellent their performance would be (*see questions number 18 of the questionnaire*).

Meanwhile, the responses from the students at XI IPA 1 showed that the amount of time should be given to them to think of the answer or to prepare in answering the questions was varied (see *questions number 17 of the questionnaire*). There were 13.67% of the students (3 students) who wanted 10 seconds to think for their answer while the rest of the students chose that it was depended on the difficulty of the questions. Mostly, the students said that the amount of time usually teacher gave to them to think was depended on the difficulty of the questions (see *questions number 16 of the questionnaire*). Their answers were supported by the result of video recording. The average time given to the students was 2, 3, and more seconds. The students thought that the more time was given to them, the better their performances would be (see *questions number 18 of the questionnaire*).

c) Students' perception on the teachers' questioning

The results of the questionnaire revealed that most of the students liked to answer the teacher's question (see *questions number 6 of the questionnaire*).

Table 4.5 Students' enjoyment and excitement in answering the question

No	Option	X IPA 2		XI IPA 1	
		F	Percentage (%)	F	Percentage (%)
6	a. Strongly agree	3	17.65	0	0
	b. Agree	13	76.47	16	72.73
	c. Disagree	1	5.88	6	27.27
	d. Strongly disagree	0	0	0	0

The table showed that most of the students enjoyed and even challenged themselves to find out the answer to the questions. This fact corresponded with the result of the analysis of the transcription in which students were engaged in

the classroom, although sometimes the students needed to be pushed by the teacher to respond to the teacher's talk.

Table 4.6 Students' feeling on impromptu question

No	Option	X IPA 2		XI IPA 1	
		F	Percentage (%)	F	Percentage (%)
13	a. Strongly agree	1	5.88	1	4.55
	b. Agree	10	58.82	11	50
	c. Disagree	6	35.29	9	40.91
	d. Strongly disagree	0	0	1	4.55

Regarding the students' response to the statement above, it revealed that 65% of the students at X IPA 2 were confused and nervous if the teacher asked them to answer the question spontaneously. However, there were six of the students disagreed with the statement. It still indicated that the students felt confused and nervous if the questions asked spontaneously.

Meanwhile, in class XI IPA 1 most of the students' responses conveyed that they were confused and nervous if the teacher asked them to answer the question spontaneously (12 out of 22 students). Although a number of the students disagreed, there were nine students and only one of them strongly disagreed with the statement. It still indicated that the students felt confused and nervous if the questions were asked spontaneously.

Table 4.7 Students' anxiety in answering the question

No	Option	X IPA 2		XI IPA 1	
		F	Percentage (%)	F	Percentage (%)
14	a. Strongly agree	0	0	1	4.55
	b. Agree	3	17.65	7	31.82
	c. Disagree	10	58.82	9	40.91
	d. Strongly disagree	4	23.53	5	22.73

The table above revealed that the classmates influenced the students' responding to the questions posed. It could be seen from the table that most of the students were not scared if their answers were wrong and the classmates laughed at them. It happened because the teacher guided or gave the clues to the students and never blamed the students who gave the wrong answer (*this was based on the teachers' interview*).

Table 4.8 The way of English teacher asked the questions in classroom

No	Option	X IPA 2		XII IPA 1	
		F	Percentage (%)	F	Percentage (%)
19	a. Excellent	13	70.59	11	50
	b. Good	4	29.41	11	50
	c. Fair	0	0	0	0
	d. Poor	0	0	0	0

From the table above, it could be seen that all of the students had a positive response to the teachers' questioning strategies. Most of them stated that the way of teacher posed the questions were excellent.

Table 4.9 Teachers' questioning strategy guide the students' to speak up

No	Option	X IPA 2		XI IPA 1	
		F	Percentage (%)	F	Percentage (%)
20	a. Strongly agree	12	70.59	8	36.36
	b. Agree	5	29.41	14	63.64
	c. Disagree	0	0	0	0
	d. Strongly disagree	0	0	0	0

From the data, it could be analysed that the questioning gave a positive effect for the students. The question could affect the interaction of the classroom. It also was supported by the students' opinions on their teacher questioning strategy in the classroom.

D. Discussion

The findings were discussed in this section. The finding of the study that I had conducted at MAN 4 Pidie. I had collected the data through classroom observation, interview the teachers, and distributed the questionnaire to the students. The researcher drew up two researcher questions in this study.

The first research question of this study is **how do the teachers use questioning strategies in the English classroom**. The findings showed that two English teachers at MAN 4 Pidie used similar strategies in questioning. They used descriptive questioning types most frequently in the teaching-learning process. Sari (2014) in her study, she also used Chin's questioning strategies. She revealed that most of the time in the classroom, the teacher used descriptive questioning strategies. In her study, only the causal relationship questions did not appear in the class activities. But, in this current study compare/contrast and causal relationship did not appear during observation. The teachers stated that the compare/contrast and causal relationship questions were more difficult for students to understand and take more time to answer it. Moreover, the teachers must split the available time which quite short between the question and answer session regarding to the materials and the learning objective of the day.

In addition, I also obtained some strategies used by the teachers in questioning. It was repetition, simplification, decomposition, structuring the question, reacting to the students' response (giving a reward, compliment, and motivate the students), using native language and giving students wait time to

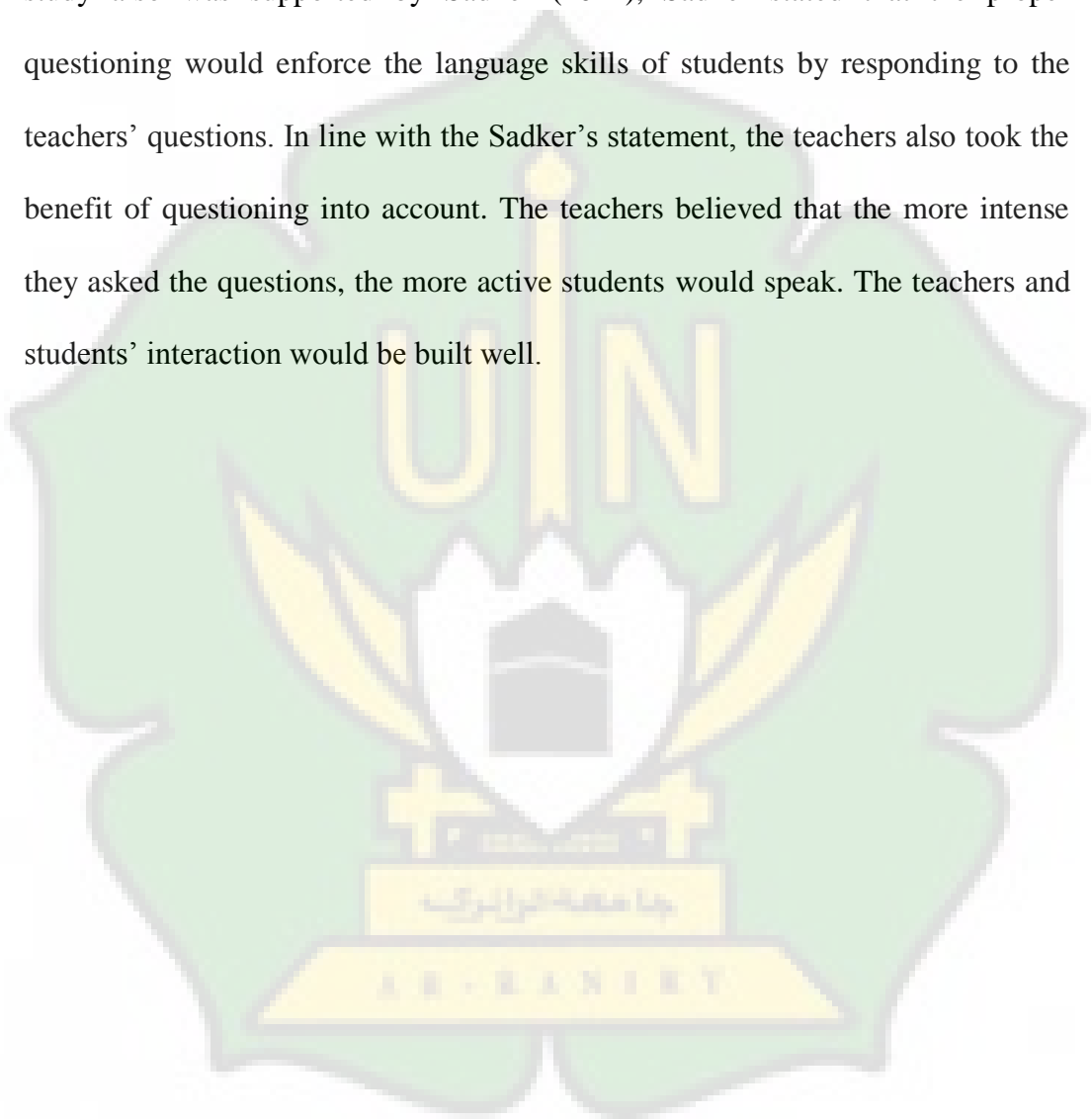
think the answers. In asking the questions, repetition and native language were the most used strategies that were employed by the teachers. From all strategies, repetition was very often used by the teachers in the first and the second meetings. When the teachers reviewed the students about what they had studied from the previous material and when the teachers tested the students' knowledge of what they learned and also when summarized the lessons, the teachers used repetition strategy. Repetition also provided the students more processing time and a chance to hear the same content, vocabulary and the structure of questions. Also, this strategy seemed to be the easiest strategy to evoke the students' responses. It was also helpful because the teachers simplified the same question until the students responded it.

It is different with the previous study conducted by Weber (2000), she found that when the students could not answer the questions or gave incorrect answer, the teacher rejected the answers by evaluating them negatively expressing doubt. Furthermore, the current study findings were almost similar to previous studies such as Rahmah (2017) who found that the teachers applied questioning strategies such as repetition questions, emphasized the question, translated into Indonesia or mixed the questions, got closer to the students and gave reward to the students. Rido (2017) discovered that master teachers in three vocational schools used some strategies in questioning. There were nominated specific students to answer questions, asked questions to the entire class, and repeated questions when there was no response.

As Tsui (1995) explained that the teacher should remember when the students could not answer the questions, she/he should repeat the questions, but when the answer or response was not coming even after repetition, the teacher should modify the questions. Moreover, Azerefegn (2008) claimed that modifying teacher questions was providing students' support to facilitate language comprehension. Therefore the modification techniques which were simply repeating, rephrasing, using wait time and using native language might serve some purposes. It ensured the students to understand the questions and it also gave the other students to think the possible answers.

The second research question is **how do the students respond to the questioning strategies used by the teachers to improve their engagement in the classroom.** This question was answered by using the questionnaire and observation sheets as the supported data. The result of the questionnaire and observation showed the positive results. The question affected the interaction of the classroom. It was also supported by the students' opinions on their teacher questioning strategies in the classroom were good. This was consistent with Qashoa's study (2013) which revealed that teachers engage in a large amount of questioning since questioning is a key tool for classroom instruction and evaluation in the classroom. The collected data also confirmed that the use of the questioning strategies used in classrooms helped the students became more engaged in classroom interaction. The findings were in line with Marzano's (2011, pp. 11-12) framework. Marzano stated that effective questioning strategies can trigger situational interest and help foster maintained situational interest.

Similar with some previous researches such as Rahmah (2017), in her study was stated that the students at SMP 08 Banda Aceh could improve their motivation through teacher's questioning strategy. The finding of this current study also was supported by Sadker (2011), Sadker stated that the proper questioning would enforce the language skills of students by responding to the teachers' questions. In line with the Sadker's statement, the teachers also took the benefit of questioning into account. The teachers believed that the more intense they asked the questions, the more active students would speak. The teachers and students' interaction would be built well.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses two main points. Firstly, it draws the conclusions of the study which is based on the research questions submitted and elaborated in the first chapter. Secondly, it submits some suggestions for teachers who are willing to employ questioning strategies in their teaching.

A. Conclusions

Based on the research finding and discussion in the previous chapter, I make some conclusions of types of questioning strategies used by the teachers in teaching-learning process and students' responses toward the questioning strategies used by the teachers. The conclusion of this study can be drawn as follow:

- 1) Dealing with the questioning strategies used by the teachers, it was found that there were some questioning strategies used by the teachers: repetition, simplification, decomposition, structuring the question, reacting to the students' response (giving a reward, compliment, and motivate the students), using native language and giving students wait time to think the answers. In addition, this study also found that the teachers used the certain types of questioning. The descriptive questions used by the teachers were considerably higher than the other types of questioning by Chin's framework.

- 2) Dealing with students' responses to the teachers' questioning strategies, it had a good effect and it could affect the interaction of the classroom. The students enjoyed answering the questions posed by the teachers and they did not afraid if their classmates laughed at them when they answered incorrectly.

Eventually, this study showed that the teachers apparently succeeded in encouraging their students to engage and interact actively in the whole class discussion. They used varied strategies of questioning to push the students to respond to the questions.

B. Recommendation

Based on the findings of the research and the conclusions above, I would like to give some recommendations toward my experiences in conducting this study. It is expected that the finding of the study gives useful contributions for teaching-learning process, especially for English teachers and the next researcher who has similar topic.

1. The English teachers should be more aware in using types of questions and using questioning strategies. Because by asking questions to the students, it can help the teachers to check or monitor the students' understanding, and engage the students' verbal responses in the target language
2. The teacher should consider several considerations related to the level of students' language proficiency and the goal of the lesson in implementing

the questioning strategies. Therefore, the teachers should be selective in using questioning strategies in improving the students' engagement to the questions.

3. For the next researchers who want to conduct a similar topic, I hope that other researchers take wider population and higher level of educational background.
4. For the other researchers who want to conduct this, it would be better to observe the other types of questioning based on the theory and compare it with another theory.

The students are not expected to be always pushed or rely on the teachers' questions; they are expected to be more involved, active and participative in the classroom interaction by stimulating themselves to learn more.

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APPENDICES

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-460/UN.08/FTK/KP.07.6/1/2019
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. T. Zulfikar, M. Ed
2. Khairiah Syahabuddin, M.Hsc. EsL., M.TESOL, Ph.D
- Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Khamisna Maulidia
NIM : 150203082
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The English Teachers' Questioning Strategies to Improve Students' Engagement in EFL Classroom
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 Januari 2019

An. Rektor
Dekan,


Muslini Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : ftik.uin.ar-raniry.ac.id

Nomor : B-14742/Un.08/FTK.1/TL.00/10/2019

Banda Aceh, 10 October 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: KHAMISNA MAULIDIA
N I M	: 150203082
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
A l a m a t	: Jl. Hamzah Yunus No. 200 Gampong Jawa Banda Aceh

Untuk mengumpulkan data pada:

MAN 4 Pidie

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The English Teachers' Questioning Strategies to Improve Students' Engagement in EFL Classroom

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,



Kode 1052



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KANTOR KABUPATEN PIDIE

Jalan Syiah Kuala No 5. Kota Sigli Kode Pos 24114
Telp. (0653) 21012 – 21307; Faxmili (0653) 21012

Nomor : B- 6558 /Kk.01.05/4/PP.07/10/2019
Lampiran : -
Hal : Rekomendasi Izin Penelitian

Kepada :
Yth. Kepala MAN 4 Pidie
Kabupaten Pidie

Dengan Hormat,

Kepala Kantor Kementerian Agama Kabupaten Pidie dengan ini memberikan izin penelitian kepada :

Nama : **Khamisna Maulidia**
NPM : 150203082
Prodi / Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh
Semester : IX
Alamat : Jl.Hamzah Yunus No.200 Gampong Jawa Banda Aceh

Berdasarkan Surat Dekan Fakultas Tarbiyah Dan Keguruan (FTK) UIN Ar-Raniry Nomor : B-14742/Un.08/FTK/1/TL.00/10/2019 Tanggal 10 Oktober 2019 Perihal melakukan Penelitian dan Pengumpulan Data dalam rangka menyusun Skripsi yang berjudul :

“ The English Teachers’Questioning Strategies to Improve Students’Enggement in EFL Classroom ”

Demikian Rekomendasi ini kami berikan agar dapat dipergunakan seperlunya.

Sigli, 15 Oktober 2019
Kasi Pendidikan Madrasah





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PIDIE
MADRASAH ALIYAH NEGERI 4**

Jalan Tangse Km. 5, Gampong Dayah Kp. Pisang Kota Bakti
Email. mankotabakti@gmail.com atau man4pidie@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : B-507/Ma.01.05.04/PP.006/10/2019

Sehubungan dengan surat Dekan Fakultas Ilmu Tarbiyah dan keguruan (FTK) UIN Ar-Raniry Banda Aceh, Nomor :B-14742/Un.08/FTK/ 1/TL.00/10/2019, Tanggal 10 Oktober 2019, Perihal Mohon izin untuk mengumpulkan data menyusun skripsi.

Kepala Madrasah Aliyah Negeri 4 Pidie Kabupaten Pidie, dengan ini menerangkan bahwa :

Nama	: KHAMISNA MAULIDIA
NPM	: 150203082
Prodi/Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar – Raniry Banda Aceh
Alamat	: Jl. Hamzah Yunus No. 200 Gampong Jawa Banda Aceh

Benar yang namanya tersebut di atas telah melakukan penelitian pada Madrasah Aliyah Negeri (MAN) 4 Pidie Kabupaten Pidie dari tanggal 16 s/d 30 Oktober 2019 untuk memperoleh data penyusunan skripsi yang berjudul :

“The English Teachers’ Questioning Strategies to Improve Students’ Enggement in EFL Classroom “

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Kota Bakti, 31 Oktober 2019
Kepala Madrasah,



MUZAKKI, S.Ag
Nip. 19641109 199303 1 003

Appendix V

Classroom Observation Sheet

Resource Teacher :

Date of Observation :

Class :

Number of Students :

OBSERVATION SHEET

No	Types of Questioning	Question Asked	Students' Response
	Descriptive Questions		
	Analysis Questions		
	Compare/Contrast Questions		
	Evaluation Questions		
	Causal Relationship Questions		

Appendix VI

Interview Guide

Date and Time of Interview:

Place:

Interviewer:

Interviewee:

Interview Questions:

1. How is your opinion about teacher and students' interaction?
2. Do you think a teacher should ask questions in the classroom? Why?
3. In the classroom, how often do you ask questions to the students?
4. How do you start the questions for each lesson?
5. What steps do you take to grab student's attention in the classroom?
6. Do you think your question influence classroom teaching? How?
7. What do you do to respond student's answer? Can you give the example?
8. What kind of questions do you usually use to know students' comprehension?
9. Why do you think that questioning strategy can help the teacher-students' interaction?
10. Overall, how could you tell me about your interaction with your students?

Appendix VII

Questionnaire for the Students

Dear Student,

This questionnaire is designed to collect the data about the students' respond toward the questioning strategies English teachers use in the classroom. This questionnaire will take about 10 minutes of your time, and I would be grateful if these questions were answered honestly. Please note, there is no right or wrong answers and all the information will be kept confidential. It is believed that your response would help the researcher to get the necessary information.

Part 1: put a tick mark in the boxes given below!

1. Name :

2. Class :

3. Sex : ☐ Male ☐ Female

Choose one of the answers for the following questions and statements that is appropriate with your opinions!

1. Does your English teacher frequently ask question in the classroom?

a. Always b. Sometimes c. Rarely d. Never

2. Does your English teacher provide opportunities fairly and equally to each students to answer the questions?

a. Always b. Sometimes c. Rarely d. Never

3. Do you care about the English teacher's questioning way?

a. Always b. Sometimes c. Seldom d. Never

4. Do you think your English teacher should take care of the students at all levels when questioning?

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

5. Do you understand every question asked by your teacher?

- a. Always b. Sometimes c. Seldom d. Never

6. You enjoy answering the question asked by the teacher and even you challenge yourself to get the answer.

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

7. How often do you answer the questions?

- a. Always b. Sometimes c. Seldom d. Never

8. Are you sure that you give correct answers when you are asked by your English teacher?

- a. Always b. Sometimes c. Seldom d. Never

9. Do you care about English teacher's evaluation in your answer?

- a. Always b. Sometimes c. Seldom d. Never

10. When you can't answer teacher's question, the way teacher will deal with is...

- | | |
|------------------------|-------------------------|
| a. to ask others | c. to reduce difficulty |
| b. to provoke thoughts | d. to give more time |

11. For your wrong answer, you hope the teacher will.....

- | | |
|-----------------------------------|----------------------------|
| a. correct at once | c. have no response |
| b. direct with smile and patience | d. correct with covert way |

12. Do you think the praise of your English teacher gives is due.....?

- | | |
|-------------------|-------------------------|
| a. Very important | c. Moderately Important |
| b. Important | d. Not Important |

13. You are confused and nervous if teacher asks you to answer the questions spontaneously.
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
14. You are afraid that your classmates will make fun at you when you cannot answer the question correctly.
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
15. I like to answer the question in this way:
- a. Voluntarily b. Nominated c. in unison with friends d. Not involve
16. The time English teacher frequently lets you to think teacher's question is.....
- a. 2 seconds b. 6 seconds c. 10 seconds d. More for difficult questions.
17. Do you think how much time English teacher should give you to prepare for answering question?
- a. 2 seconds b. 6 seconds c. 10 seconds d. More for difficult questions.
18. If English teacher gives you enough time to consider question carefully, your performance will be.....
- a. Excellent b. Good c. Slightly satisfied d. worse (because of nervousness)
19. What do you think the way of your English teacher asks the questions in classroom?
- a. Excellent b. Good c. Fair d. Poor
20. Do you think that your teacher's question will guide you to speak up to make the class more interactive?
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

Thank you for taking your valuable time to fill this questionnaire 😊

Appendix VIII

The List of Questioning Strategies Used by Mrs. NI

Resource Teacher : Mrs. NI
Date of Observation : October, 16th 2019
Class : X IPA 2
Number of Students : 20 students

No.	Type of Questioning	Teacher's questions	Students' Response
	Descriptive	How are you today?	Silence
	Descriptive	How are you?	Fine. And you?
	Descriptive	Have you borrowed this book? Sudah pinjam buku ini belum?	Sudah/ Belum
	Descriptive	Tapi, ada beberapa ya?	Iya miss
	Descriptive	Siapa saja yang sudah pinjam?	Malu-Malu tunjuk tangan
	Descriptive	Who has borrow the book? Siapa saja yang sudah pinjam buku perpustakaan?	Raise their hands
	Descriptive	Tanggal berapa hari ini?	Enam belas
	Descriptive	In English?	Sixteen
	Evaluation	What is our last material? Apa materi terakhir kita minggu lalu? What we have learned last week? Yang kita pelajari minggu lalu?	One student raise her hand
	Descriptive	Tentang apa? Siapa namanya?	Siti
	Evaluation	Siti, apa jawabannya? What is the answer?	Percakapan dan vocabulary builder miss
	Descriptive	Itu latihannya ya? Itukan expressing of....	Silence
	Evaluation	Come on, what is the answer? What is our last material? It's about tentang (pause) expressing of...	Silence
	Descriptive	Yang lain, ada yang bisa jawab? What's our last material last week? Apa yang kita pelajari minggu lalu?	Bergumam

	Evaluation	Ayo, ayo, tidak ada yang tau? (pausing) expressing of congra....	Congratulation (all students)
	Descriptive	Who would like to mention five vocabularies that we have learned last week? Sebutkan lima vocabulary yang kita pelajari minggu lalu?	Raise her hand
	Descriptive	Siapa namanya? What is your name?	Lisa wahyuni
	Descriptive	Okay, apa saja?	Good luck
	Descriptive	Good luck itu artinya apa?	Semoga sukses
	Descriptive	Semoga sukses. Then?	It's good
	Descriptive	It's good, apa artinya?	Bagus
	Descriptive	Bagus, next?	Wonderful
	Descriptive	Wonderful. What's that? Apa artinya?	Sangat bagus
	Descriptive	Okay, next?	Congratulation
	Descriptive	Congratulation, what's that mean?	Selamat
	Descriptive	Selamat, okay. And then?	New haircut
	Descriptive	New haircut, apa itu artinya?	Rambut baru
	Descriptive	Nah, sekarang kalau misalnya ada, ada yang mengucapkan selamat ke kalian. How to respond it? Bagaimana cara meresponnya? Coba sebutkan tiga cara merespon? Mention three kind of responses of expressing of congratulating?	Raise her hand
	Descriptive	Siti lagi? Siti mau coba lagi?	Ya miss
	Descriptive	Okey, apa jawabannya?	Thank you very much
		Thank you very much, okay.	Thank a lot
	Descriptive	Thank a lot, and then?	Thank you so much
	Descriptive	Okay, satu lagi?	Oh, thanks
	Descriptive	Ada beberapa vocabulary yang sudah kita pelajari. Okey, mention five of them. Lima saja! Mention five of them with the correct pronunciation, dengan pengucapan yang benar. Coba who wanna try? Siapa yang mau coba? Five vocabularies that we have learn in page twenty two. Lima	Raise his hand

		saja.	
		Ocay. Muttaqin.	Celebrate
		Celebrate, ocay.	Achievement
		Achievement, okay	Terrific
		Terrific, ocay. Ketiga yah	Content
		Content, one more, satu lagi	Appreciation
	Descriptive	Appreciation. Itu dia yah. Kalau terrific apa artinya? What does it mean, terrific?	Sangat bagus
	Descriptive	(teacher wrote in the white board “expressing of complimenting”) coba apa ini? Kira-kira ini artinya apa? Anybody know?	Thinking
	Descriptive	Ada yang tahu? Kalau congratulating kan tahu, congratulation itu selamat, nah kalau complimenting? Anybody know?	Silence
	Descriptive	Tidak ada yang tahu?	Menggelengkan kepala
	Descriptive	Contohnya begini ya. Ada teman kita pakai baju baru hari ini. Terus kita puji, wah bajunya bagus ya. So, itu apa namanya?	Memuji
	Descriptive	Okay, memuji. Jadi, expressing of complimenting itu artinya ungkapan pujian. Nah, dibuku you may check page thirty four. There are some picture here, ada beberapa gambar disini kan? Dan ada percakapan, conversation in the pictures. Dalam gambar itu ada conversationnya. Kita lihat yang pertama itu. Ini kira-kira gambar yang pertama, lagi apa?	Look at the book
	Descriptive	What happened in the first picture?	Menyanyi
	Descriptive	Yah, apa dia bilang? Can you read it?	What a wonderful performance
	Descriptive	Performance (correcting the students' pronunciations). Terus, apa respon laki-laki ini?	Thank you
	Descriptive	Yah. Responnya thank you. Okay, let's see next pictures, di	Pakaian

		bawah ya, ada dua orang perempuan. Kira-kira apa yang terjadi?	
	Descriptive	Memuji pakaian ya? Terus apa dia bilang?	What a nice dress
	Descriptive	What a nice dress, bagus kali bajunya. And then, yang dipuji bilang apa?	Thank you very much
	Descriptive	Nah, ini kira-kira apa yang terjadi. What happened in the picture?	Melukis
	Descriptive	Okay, apa ini? Dia bilang apa? Apa nih bacanya?	Great job
	Descriptive	Great job itu sama dengan good job itu artinya kerja bagus. Terus, si pelukis ini bilang apa?	I'm glad you like it
	Descriptive	Okay, we go to the next picture, what happened in the picture? Apa yang terjadi?	Memancing
	Descriptive	Memancing apa ya bahasa Inggrisnya?	Silence
	Descriptive	Ikan apa bahasa Inggrisnya?	Ikan fish
	Descriptive	Nah, kalau memancing ikan?	Memancing ikan, fishing
	Descriptive	Okay, what happened in the picture? Dia bilang apa?	I must express my admiration to you
	Descriptive	I must, saya harus, express, mengungkapkan, my admiration apa artinya?	Silence
	Descriptive	Kekaguman ya. Terus apa kata si bapaknya?	Thanks a lot for your appreciation
	Descriptive	Okay, the last picture, gambar yang terakhir. What happened in the picture?	Pakaian
	Descriptive	Pakaian pengantin. Terus dia bilang apa ini?	Kamu lihat
	Descriptive	Kok kamu lihat? Coba baca dulu, jangan diartikan dulu. Dibaca dulu.	You look gurgeyos
	Descriptive	Bukan gurgeyos, coba gimana bacanya?	Gorgeous
	Descriptive	You look gorgeous, what's mean? Apa artinya? You?	Kamu
	Descriptive	Look?	Lihat
	Descriptive	Lihat, terlihat disini ya. Gorgeous?	Indah
	Descriptive	Kan kalau orang tidak mungkin indah, tapi cantik ya? Kamu terlihat cantik. Itu dipujikan. And then? Dia bilang apa?	It's very kind of you to say that

	Descriptive	Terus apa lagi yang kalian tahu?	Tas
	Descriptive	Tas apa bahasa inggrisnya?	Bag
	Descriptive	Yah, kita mau bilang tasnya keren. Gimana bilang dalam bahasa inggrisnya?	Bag, tas miss ya? (asked by a student)
	Descriptive	Yah, bag tas. What a...	What a bag
		No. but what a nice bag. Coba di ulang what a nice bag.	What a nice bag.
	Descriptive	Good apa artinya?	Baik
	Descriptive	Ya. Weekend apa artinya? Anybody know? What's weekend? Weekend itu apa?	Minggu
		Minggu. Sabtu minggu ya. Akhir pekan kalau bilanganya ya.	Oh ya, akhir pekan
	Descriptive	Family apa?	Keluarga
	Descriptive	Terus kata Sinta, apa itu bacanya? Can you read it?	Excellent
	Descriptive	Excellent. Excellent itu berarti apa artinya?	Sangat bagus
		What a beautiful skirt you are wearing itu artinya apa? What a beautiful skirt.	Silence
	Descriptive	Come on, beautiful apa?	Cantik
	Descriptive	Cantik. What tadi artinya apa?	Betapa
	Descriptive	Iya. Jadi, what a beautiful artinya apa?	Betapa cantik
	Descriptive	Betapa cantiknya. Skirt apa?	Rok
	Descriptive	My sister siapa?	Kakak
	Descriptive	Kakak saya. Bought verb 2 dari buy. Buy artinya apa?	Membeli
	Descriptive	Mana yang belum yakin cara bacanya? Yang mana? Ada yang mau tanya?	Miss, itu reli ya? (a student)
		Itu really.	
	Descriptive	Pasangan mana yang mau maju duluan? Boys atau girls duluan?	Girls

Resource Teacher : Mrs. NI
Date of Observation : October, 23th 2019
Class : X IPA 2
Number of Students : 20

No.	Question type	Teacher's questions	Students' responses
	Descriptive	Okay, how are you today?	I'm fine, thank you. And you?
	Evaluation	What's our last material? Apa materi kita kemarin?	Expressing of complimenting
	Descriptive	What's expressing of complimenting? Apa itu expressing of complimenting?	Ungkapan untuk memuji
	Descriptive	Give me three examples of expressing of complimenting? Tiga contoh of expressing of complimenting	What a nice dress
		What a nice dress. Okay, next.	What a wonderful performance
		One more, satu lagi	Great job
	Descriptive	Anybody know, what's pronoun? Sebelum miss kasih tahu, ada yang sudah tahu apa sih itu pronoun?	Silence
	Descriptive	Kalau dalam bahasa Indonesia, saya orang pertama, kamu orang kedua, dia orang ketiga. Nah, itu kata apa namanya?	Kata ganti
	Descriptive	Saya mempunyai sebuah buku, apa kalau bahasa Inggrisnya? I, mempunyai?	Have
	Descriptive	I have a, buku apa bahasa Inggrisnya?	Book
	Descriptive	Buku saya berwarna merah. Book I, I book atau my book?	Silence
	Descriptive	My book ya. Berwarna merah. Merah apa bahasa Inggrisnya?	Red
	Evaluation	Do you call me? Atau do you call I?	Call me
The teacher explaining about pronoun and drawing a table in white board. The teacher also asking to the students when she writing the materials.			

	Descriptive	They, objeknya jadi?	Them
	Descriptive	Saya mencintainya apa? I love. Love apa?	Hir
	Descriptive	Her bacanya ya. Kalau he, objeknya jadi?	Him
	Evaluation	(Written "our") how to read this? Bagaimana bacanya?	Or
	Evaluation	Our. Coba bacanya gimana?	Our
	Descriptive	Kalau you, apa jadinya?	Yours
	Descriptive	Sejauh ini, enggak bingungkan?	Enggak miss
	Analysis	I or me come to Yogyakarta	I
	Analysis	Why? Kenapa I?	Subjek
	Analysis	Lolita told me or we	Silence
	Descriptive	Come on, apa jawabannya ?	Me
	Descriptive	Mengapa pilih me? Krena kita perlu Ob..	Objek
	Analysis	I am going to wash my or me hand?	My
	Descriptive	My hand, hand apa artinya?	Tangan
	Descriptive	Pahamkan instruksinya?	Paham
The teacher checks the attendance list while the students writing and making the exercise			
		Rico Joe Archie?	Izin
	Descriptive	Izin kenapa?	Rapat
		Gilang?	Tidak ada kabar
	Descriptive	Iqbal? Where is Iqbal?	Rapat
		Siti?	Rapat

Appendix IX

The List of Questioning Strategies Used by Mrs. IJ

Resource Teacher : Mrs. IJ
Date of Observation : October, 23th 2019
Class : XI IPA 1
Number of Students : 22

No.	Types of questioning	The teacher's questions	Students' responses
	Descriptive	How are you?	Fine and you?
	Descriptive	Did you study last night?	No
	Descriptive	Last week, we have learned about invitation letter. Right?	Right
	Evaluation	How many types of invitation letter that we have learned? How many types of invitation letter that we have learned?	Silence
	Evaluation	How many? Did you still remember? Ingat enggak, berapa jenis surat undangan yang sudah kita pelajari kemarin?	Two
	Descriptive	Two types. What are they?	Formal and informal
	Descriptive	Formal and informal letter. Okay, can you make one sentence using the word invite? Okay, please raise your hand, who can make one sentence using the word invite?	Silence
	Descriptive	Anyone? Who want to answer?	Silence

	Descriptive	Who want to make one sentence using the word invite? (pausing). Ocay, Maghfirah maybe?	Yes. I would like to invite you and your family to wedding party.
		I would like to invite you and your family to wedding party. Okay, good	
	Descriptive	Do you like reading?	Yes, I like it
	Descriptive	What book do you like to read ? what book do you like to read?	Silence
	Descriptive	Buku apa yang kalian suka baca?	Novel
	Descriptive	Novel, okay, good, what about boys? What do you like to read?	History book
		Okay, history book, buku sejarah and so on	
	Descriptive	Where can you get the books? Where can you get the book?	Silence
	Descriptive	Understand my question?	Silence
	Descriptive	Where can you get the books? Where? Dimana kamu bisa mendapatkan buku-buku?	Perpus
	Descriptive	Okay, what do you say perpus in English?	Library
	Descriptive	Okay, where else? Selain di library dimana yang lain?	Toko buku
	Descriptive	Toko buku ya. Do you know toko buku in English?	Book shop
	Analysis	So, do you think reading book is important? Do you think reading book is important? Important itu penting ya, menurut kalian apakah membaca itu penting?	Yes, penting
	Analysis	Okay, why it's important? Kenapa membaca buku itu penting? Why?	Untuk menambah wawasan
	Descriptive	Untuk menambah wawasan, what you say in English?	Silence
	Analysis	To increase our knowledge, okay. What else?	Untuk mengetahui informasi
	Descriptive	In English?	To know....(a student hesitance to answer it)
	Descriptive	To know apa?	Silence

	Descriptive	Okay, you get it?	Yes
	Descriptive	Have you done?	Not yet
	Descriptive	Done, finish? Udah selesai?	Yes, sudah
	Descriptive	What's the text tell you about? What's the text tell you about?	Silence
	Descriptive	Hello, kok tidak ada yang jawab? Tentang apa teks itu?	Tentang buku
	Descriptive	Tentang buku. Bagaimana topiknya itu?	Silence
	Descriptive	Coba cari! Apa topiknya?	Silence
		Why book are important for us? Kenapa buku itu penting bagi kita? Itu topiknya ya.	
	Descriptive	You don't know, what's knowledge?	No
	Descriptive	Okay, the next one essential, do you know essential?	No
	Descriptive	Don't know too, okay. I'll ask you again, what's the meaning of important?	Penting
	Analysis	Do you know what kind of text is it? What kind of text is it?	Silence
	Descriptive	Apa artinya kind?	Jenis
	Descriptive	Yah, jadi apa jenis teks ini? Anyone know?	No
	Analysis	Know or no?	No
	Descriptive	Ini jenis teks namanya analytical exposition. Have you ever heard the word analytical exposition?	No. don't know
	Descriptive	Kalau dalam bahasa Indonesia ada kalian baca teks eksposisi. Ada?	Ada
	Descriptive	The important of breakfast. Apa breakfast itu penting?	Penting
	Descriptive	Do you know poem?	No
	Descriptive	Poem itu syair atau sajak. Do you know advertisement?	No
	Descriptive	Iklan. Pernah lihat iklan enggak?	Pernah

	Descriptive	You can find in television, medsos, ya enggak?	Ya
	Evaluation	Tujuan iklan itu untuk apa? Memberikan...?	Informasi
	Descriptive	Do you find any argument in the text? Do you find any argument?	Yes
	Descriptive	Okay, how many arguments stated in the text?	Four
	Descriptive	The second one is... what?	Silence
	Descriptive	What's the second structure?	Introduction
	Descriptive	Sebelah kirinya coba baca, text organizationnya. Apa? Sesudah title itu apa?	Thesis
	Descriptive	Apa itu thesis?	Silence
	Descriptive	Do you know wise man?	No
	Descriptive	The third part of analytical exposition is?	Argument
	Descriptive	Apa itu argument?	Pendapat?
	Descriptive	How many argument? Four or three?	Three
	Descriptive	Next, apa sesudah argument?	Reiteration
	Descriptive	Reiteration atau disebut juga conclusion. Apa itu conclusion?	Kesimpulan
	Descriptive	Apa itu language element?	Silence
	Descriptive	Apa itu language element? Unsur kebahasaan atau ciri-ciri bahasa. Sesudah kalian baca tadi, do you find any language element in the text?	Silence
	Descriptive	What's the element? The first one?	Silence
	Descriptive	What's the first element of analytical exposition? Apa kira-kira ciri bahasa yang pertama? Menggunakan apa?	Present tense
	Descriptive	Yes, most of the text are in present tense. Did you still remember what's present tense?	Yes
	Descriptive	What's the formula of present tense? Ada yang verbal ada yang?	Nominal

	Descriptive	Who can answer? The formula of present tense?	Subjek+predikat
	Descriptive	Subjek+predikat, tambah kata kerja ya. Tambah verb, verb berapa?	Verb satu
	Descriptive	Okay, ada yang pakai s/es tergantung apa?	Subjeknya
	Descriptive	Can you make one sentence using the formula?	Silence
	Descriptive	Hello can you? (ask to a student)	Silence
	Descriptive	Hello, razi maybe?	I carry a book
	Descriptive	What's the meaning in Indonesia? I carry a book	Saya membawa buku
	Descriptive	Apa sesuai dengan rumusnya?	Sesuai
	Descriptive	What's the subject here?	I
	Descriptive	Okay, if we change subjeknya. Anyone know? Sekarang kita ganti subject nya, misalnya she. Bagaimana dengan verb nya?	Carries
	Descriptive	She bring a book, sudah betul belum kalimatnya?	Belum
	Descriptive	Yah, it's still wrong. Okay which one is the correct one?	She brings
	Descriptive	Who can make one sentence dengan menggunakan kata kerja yang pakai es?	Silence
	Descriptive	Can you tell me? Anyone know? Mana contohnya verbnya itu pakai es	Studies
	Descriptive	Okay, studies, untuk subjeknya apa-apa saja?	She, he
	Descriptive	Okay, she studies, disini kata kerjanya memerlukan?	Object
	Descriptive	Apa yang dia belajr? He studies...	English
	Descriptive	Okay, he studies English. Keterangan misalnya apa? Every, tiap hari apa?	Rabu
	Descriptive	What is today?	Wednesday
	Analysis	Inikan sudah dalam bentuk verbal. Kenapa verbal?	Karena kata kerja

	Descriptive	Do you know the formula of nominal sentence?	Yes
	Descriptive	Sudah pasti dimulai dengan subjek, tambah apa?	To be
	Descriptive	Yah, subject + to be, tambah apa lagi?	Verb 3
	Descriptive	Kok verb 3? Pakai di simple present mana ada verb 3. Ada 3 yang diikuti to be yang pertama apa? Noun. Apa itu noun?	Kata benda
	Evaluation	Okay, the next one is adjct...	Adjective
	Descriptive	What's adjective ?	Kata sifat
	Descriptive	What's the example of adjective in English?	Beautiful
	Descriptive	The last one using adverb. Apa itu adverb?	Adverb, kata ketearngan
	Descriptive	Please, tell me! Kata keterangan itu ada berapa macam?	Keterangan waktu
	Evaluation	Keterangan waktu dalam bahasa Inggris apa? Adverb of?	Time
	Evaluation	Ada adverb of? (pointing to the place) ini apa ini?	Tempat, tempat
	Descriptive	Adverb of place. Keterangan tempat mana contohnya?	School, class
	Evaluation	Okay. (write in whiteboard "I am") bacanya apa?	Ai yem. Am
	Descriptive	I am a teacher, to be di ikuti oleh?	Noun
	Descriptive	Okay, the next one adjective, to be di ikuti ole adjective. Bagaimana contohnya?	Silence
	Descriptive	Misalnya she is beautiful. The last one is?	Adverb
	Analysis	Okay, I am here. Apakah here ini termasuk kedalam adverb?	Yes
	Descriptive	Okay, do you understand?	Yes
	Descriptive	So far, any questions?	No

	Analysis	Apa pesan yang bisa kita ambil hari ini?	Buku adalah jendela ilmu
	Analysis	Yah, what else? What the lesson from the text?	Silence
	Analysis	Setelah abca text, apa kira-kira kesimpulannya?	Silence
	Descriptive	Hello... who can tell me?	Dengan membaca buku dapat menambah ilmu

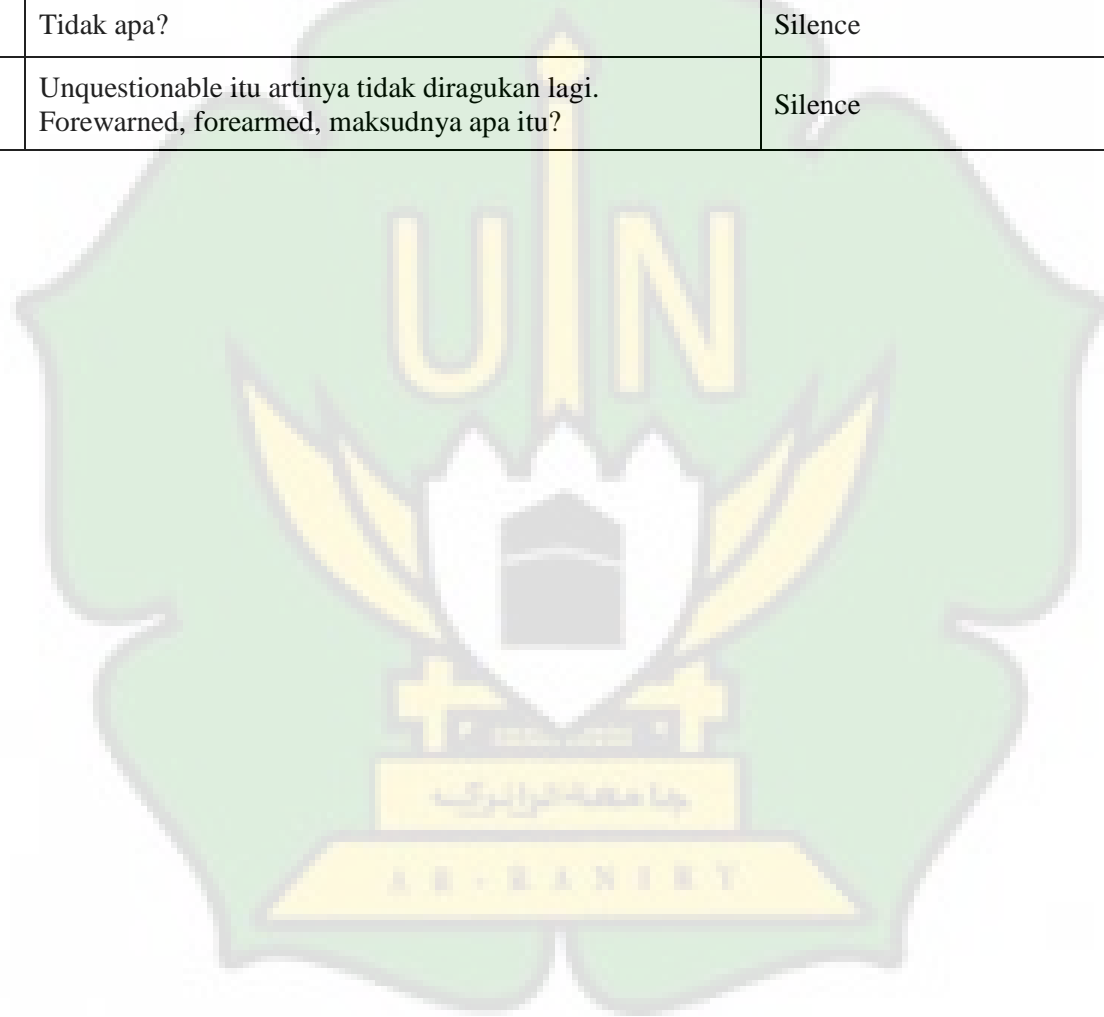
Resource Teacher : Mrs. IJ
Date of Observation : October, 30th 2019
Class : XI IPA 1
Number of Students : 22

No.	Types of Questioning	Teacher's questions	Students' responses
	Descriptive	what time you get up in this morning? (practicing)	jam sepuluh (answer by a student)
	Descriptive	Hah, get up?	Six
	Descriptive	Six o'clock. Okay. So, what do you do after you get up?	Shalat
	Descriptive	What is shalat in English?	Pray
	Descriptive	Yah, so, did you help your mother?	Student busy on their own work
	Descriptive	Did you help your mother every morning?	Yes
	Descriptive	Okay, what did you do?	Silence
	Descriptive	What did you do? Katanya ada bantu ibu. What did you do?	Memasak, cuci piring
	Descriptive	What do you say in English?	Cooking
	Descriptive	Okay, what else?	Washing
	Descriptive	Washing, okay. What else?	Sweeping
	Descriptive	Okay. Last week we have learned about analytical exposition. Alright?	Yes
	Descriptive	What is analytical exposition? Can you tell me?	The students open their book
	Descriptive	Rajif, can you tell me? What is analytical exposition?	Teks yang berisi pendapat para ahli atau penulis tentang sebuah masalah
	Descriptive	I would like to give you a puzzle. Do you know puzzle?	Yes

	Descriptive	What is the meaning of puzzle?	Teka-teki
	Descriptive	Okay teka-teki. Now, listen to me. Who can guess it? Okay. I'm made of metal or paper. I'm very useful for everyone. People use me to pay or to buy something. What was am i?	Money
	Descriptive	Do you like money? Do you love money?	Yes
	Descriptive	Do you have some money?	Yes
	Descriptive	How much money do you have?	Five thousand
	Descriptive	What about the other? How much money do you have?	Three thousand
	Descriptive	One more question. Have you ever save your money?	Yes
	Analysis	Why should you save your money?	Silence
	Descriptive	Mungkin kita punya alasan sendiri ya. Okay, what about you? (pointing to the student)	Untuk liburan
	Descriptive	What about the boys?	Untuk wedding
	Descriptive	The tittle is save your money now? What's the meaning?	Simpan uangmu sekarang
	analysis	So, after you read the text. Do you find any argument in the text?	Yes
	Analysis	How many arguments are stated in the text? How many?	Four
	Analysis	Okay, good answer. The first one? Apa yang dibilang di paragraph pertama?	Silence
	Analysis	Penulis membuat pertanyaan pada pembaca. Kenapa kita harus menyimpan?	Uang
	Descriptive	So, the second paragraph. What's the main idea? Who can find?	The students find in the text
	analysis	Apa kira-kira ide utama dari paragraph kedua?	It is important to have an emergency fund
	Descriptive	Yah... what's first reason? Apa alasan pertama kita menyimpan uang?	For emergency fund
	Descriptive	Yes. Do you know fund?	No
	Descriptive	Yaitu biaya emergency. Emergency itu apa?	Darurat

	Descriptive	Apa contoh dana daruratnya? What's the example?	Sakit
	Descriptive	Ada enggak yang disebutkan disitu?	Ada
	Descriptive	Yah, illness. Okay, another?	Financial event
	Descriptive	The next one, who can answer paragraph three. What is the main idea of third paragraph?	Is for your retirement(wrong pronounce)
	Evaluation	How you pronounce it?	Retirement (still wrong and teacher corrected it)
	Descriptive	What is the meaning of retirement?	Pension
	Analysis	Alasannya apa lagi? Kenapa kita harus menyimpan uang?	Untuk hari tua
	Descriptive	The next paragraph, paragraph four. Please, find some ideas atau any ideas disitu?	Ada
	Descriptive	Apa alasannya di situ?	Vacation
	Descriptive	Vacation yah. Apa itu vacation?	Liburan
	Descriptive	Yah in paragraph four is for vacation or secondary items. Apa contohnya kebutuhan sekunder?	Beli baju, jalan-jalan
	Descriptive	Kalau primer?	Kebutuhan pokok
	Descriptive	Apa contohnya kebutuhan pokok?	Bahan dapur
	Analysis	Yah, jadi untuk paragraf ke empat ide utamanya adalah? Apa kira-kira ide utama?	The reason is for vacation or secondary items
	Analysis	Okay, any else? What about paragraph berikutnya?	Money is for your future education
	Descriptive	Okay, saving money is for your future education. Ya kan? Contohnya apa?	School, kuliah, universitas
	Analysis	Okay. Jadi, kesimpulannya apa? Coba kita lihat kesimpulan dari si penulis.	Silence

	Descriptive	From the reasons mentioned above(dari alasan-alasan yang telah disebutkan diatas), it is unquestionable. Apa itu unquestionable?	Tidak...
	Descriptive	Tidak apa?	Silence
	Analysis	Unquestionable itu artinya tidak diragukan lagi. Forewarned, forearmed, maksudnya apa itu?	Silence



Appendix X

The results of Questionnaire class X IPA 2

[illegible]

Appendix XI

The Results of Questionnaire class XI IPA 1

[illegible]

Appendix XII

Interview Transcript

Date and Time of Interview : Thursday, 24 October 2019

Place : at office MAN 4 Pidie

Interviewer : Khamisna

Interviewee : Mrs. NI

Teacher 1

Interviewer : Okay, Miss. Let's start, Misna have a few questions to interview, Miss may answer in Indonesian or English. First question, how long you have been teaching at MAN?

Teacher 1 : How long will it take? From 2016, that means it's more or less 3 years.

Interviewer : How is your opinion about teacher and students' interaction?

Teacher 1 : In my opinion, teacher-students' interaction is an important thing. Teacher, itself takes responsibility in building up a good interaction with the students. I think a good interaction between the teacher and the students appears in a good communication, when the teacher's teaching for example the students pay their good attention to the teacher or when the teacher asking some questions to the students, they give their best responses or answers. So, the interaction between teachers and students is very important very urgent in the teaching-learning process.

Interviewer : Do you think a teacher should ask questions in the classroom? Why?

Teacher 1 : Yes, I do. As I said before good interaction is a good communication. So, to build up the communication, teacher can do it by asking a question, some questions to the students and the students give the response. So, by doing that way, the communication or the teacher-students' interaction is building up in a good way. And we, as the

teachers, will be able to know how the students' comprehension about the lesson, build up a good communication, and evaluate them.

Interviewer : In the classroom, how often do you ask questions to the students?

Teacher 1 : Um... how often? I often ask the questions to the students before the lesson and in activity, I mean during the teaching-learning process.

Interviewer : so from rating 1 to 10 is?

Teacher 1 : from 1 to 10, umm... I used to ask, I often ask my students the questions in rate 5 or 6 maybe, something like that.

Interviewer : How do you start the questions for each lesson?

Teacher 1 : Usually, I will start the lesson by asking some questions like 'how are you today?', 'how do you feel today?', 'have you got the breakfast?' something like that. It is you know like warming up. And then, I will give the students three or five questions about the last materials, our last materials as the quiz. I mean when I give the quiz to the students, so the students who answer the question will got points as the rewards.

Interviewer : What steps do you take to grab students' attention in the classroom?

Teacher 1 : As I said before I usually used the warming up and the quiz to grab the students' attention before starting the lesson and I think, they are works well

Interviewer : Do you use another strategy in questioning to the students? For example: rephrasing, simplification, repetition, decomposition and probing.

Teacher 1 : The strategy, questioning strategy. I used to this one (point-out to the paper). Rephrasing strategy. So, I used to use rephrasing when I ask the students because my students sometimes feel difficult in understanding the questions, so I need to rephrase and repeat it. Umm... until they can give the best response to the questions.

Interviewer : Do you think your questions influence classroom teaching?

Teacher 1 : yes, I do.

Interviewer : how?

Teacher 1 : By asking the questions to the students, it will help my students to remember the lesson or the last materials and help me myself as the teacher to build up a good atmosphere in my classroom. So, my students, you know... umm... they still remember the last material, so

it's continuing to the today's material or something like that. So, I need to ask my students about the last material with some questions.

Interviewer : What do you do to respond students' answer? Can you give the example?

Teacher 1 : um... yah... usually I used to appreciate my students who responses to my questions by saying something like 'good', 'good job', 'you got one hundred', 'perfect' something like that. So, such as positive words that can motivate my students to answer the questions again in the next meeting.

Interviewer : How about your respond to your students who give wrong answers?

Teacher 1 : I will say, it is okay but the answer is still wrong, you need to try it again. But, it is okay, no problem. You have to try it, right. At least they tried it, so don't break their spirits, so try again later. Or I will ask the students to open your notebook, you may look at your textbook, something like that. So, it will help them to answer the questions.

Interviewer : What kind of questions do you usually use to know students' comprehension?

Teacher 1 : Usually, I will ask them some questions, such as, 'what is the definition of this text? Or what is the meaning of this word? Um... would you like to tell me the generic structure of the text? Um... I think it is call descriptive questions or analysis questions lah or evaluation questions sometimes. Yeah... because my purpose asks my students is to know how deep is their comprehension about the lesson. So it needs to ask more questions them.

Interviewer : Do you think that questioning strategy can help the teacher-students' interaction? Why?

Teacher 1 : umm... Yes, of course. I think the questioning strategy is one of the best way or to force the students to communicate with the teacher and involve in the lesson. Umm... by giving their responses to the teacher's questions. You can imagine when the teacher do not ask anything to the students and don't ask the students to communicate with him or her, um... the class will be silence, no interaction, um...

and I think that is not good. And to avoid that kind of situation, the teachers need to use questioning strategy

Interviewer : Overall, how could you tell me about your interaction with your students?

Teacher 1 : okay. What I could tell you is I think I have a good interaction with students during the teaching-learning process. And, I think the questioning strategy that I used to use during the lesson helps me much in building it up.

Interviewer : okay, miss thank you for your time.

Teacher 1 : okay, you're welcome.

Date and Time of Interview : Thursday, 24 October 2019

Place : at office MAN 4 Pidie

Interviewer : the researcher

Interviewee : IJ

Teacher 2

Interviewer : Okay, Miss. Let's start, Misna have a few questions to interview, Miss may answer in Indonesian or English. First, how long you have been teaching in MAN 4 Pidie?

Teacher 2 : I have been teaching in this school about twelve years old.

Interviewer : ooh, I see. So, now we go to my topic. First, how is your opinion about teacher and students' interaction?

Teacher 2 : I think teacher-students' interaction is very important in the classroom. Because with the question, the teaching and learning activities and the atmosphere of learning can be more lively, when the teacher asks and students answer or respond. So, that's a very pleasant thing. I think.

Interviewer : Do you think a teacher should ask questions in the classroom? Why?

Teacher 2 : yes, I think so, because asking some questions to the students helps the teacher in teaching and learning process. As teachers, we must be able to know students' understanding of the material we teach. Yes, right? To what extent do they understand the lessons we are giving them and we can evaluate them

Interviewer : In the classroom, how often do you ask questions to the students?

Teacher 2 : yes, I think I often ask the questions to my students, before and during the activity teaching and learning process.

Interviewer : If I ask you to rate it from 1 to 10. how often you ask the questions from rating 1 to 10?

Teacher 2 : um, okay... around 4 to 5

Interviewer : How do you start the questions for each lesson?

Teacher 2 : maybe, I can say like warming up. I ask them 'how are you today?', 'who is not here today?', the next one I give them some questions about the last materials as a little quiz.

Interviewer : What steps do you take to grab students' attention in the classroom?

Teacher 2 : to grab the students' attention before starting the lesson I think by giving them a little quiz or warming up.

Interviewer : Besides warming up, do you use another strategy in questioning to the students? For example rephrasing, simplification, repetition, probing and decomposition.

Teacher 2 : Okay, rephrasing is also used, repetition too, sometimes the other strategy also used.

Interviewer : Do you think your questions influence classroom teaching? Why?

Teacher 2 : Yes. I think by asking some questions to the students it will really help them to recall the material that they have learned before and really help us as teachers to build warm conditions in the classroom.

Interviewer : What do you do to respond students' answer? Can you give the example?

Teacher 2 : I usually give a compliment to my students who responses to my questions. Maybe, I will say: great job, good answer, you are excellent and so on.

Interviewer : How about to the student who give the wrong answers?

Teacher 2 : okay. I will respect them, because they have tried to answer, we ask other students to give a clear answer, then we give appreciation to them

- Interviewer : What kind of questions do you usually use to know students' comprehension?
- Teacher 2 : The questions that I often ask are usually related to the material we are going to study, such as: do you know what is the meaning of blablabla, what is the text about, what kind of the text is it?, what is the main idea of the paragraph? And so on.
- Interviewer : in my research focuss on five types of questions such as descriptive, analysis, evaluation, compare/contrast and causal relationship questions. so what I mentioned earlier which is often you use?
- Teacher 2 : What was that, descriptive that explained? Okay, describe, tell, descriptive and analysis question too, also evaluation question.
- Interviewer : Why do you think that questioning strategy can help the teacher-students' interaction?
- Teacher 2 : questioning strategy can help the teacher-students' interaction because the students can communicate with their teacher by giving their responses
- Interviewer : Overall, how could you tell me about your interaction with your students?
- Teacher 2 : Well, I can say I have a good interaction with my students during the teaching and learning process and that is very helpful.
- Interviewer : thank you for your time, miss.
- Teacher 2 : okay, you're welcome. Good luck for you.

AUTOBIOGRAPHY

Name : Khamisna Maulidia

Place/date of birth : Lam Ujong/September 3rd 1996

Sex : Female

Religion : Islam

National/Ethnic : Indonesia/Acehnese

Marital status : Single

Address : Desa Lam Ujong, Kec. Sakti, Kab. Pidie

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Parents

a. Father's name : M.Amin

b. Occupation : Pensiunan

c. Mother's name : Aminah

d. Occupation : Ibu Rumah Tangga

Education Background

a. SD : SDN 2 Kota Bakti (2009)

b. SMP : MTsS Jeumala Amal (2012)

c. SMA : MAN Kota Bakti (2015)

d. University : UIN Ar-Raniry (2020)

Banda Aceh, 12 November 2019

Khamisna Maulidia