

**AN ANALYSIS OF TEACHERS' REFERENTIAL QUESTION IN  
READING CLASS**

**THESIS**

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
BANDA ACEH  
2019 M / 1441 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
in Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

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Date: 30 / 12 / 2019

It has been defended in *Sidang Munaqasyah*  
In front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for The Bachelor Degree of Education in English Language Teaching

On:

Wednesday, 8 January 2020  
13 Jumadil Awal 1441 H

In Darussalam, Banda Aceh

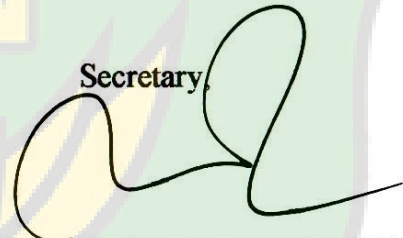
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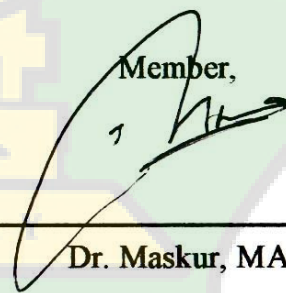
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan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

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Saya yang membuat surat pernyataan,



*Fira Rahmatillah*  
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful. *Alhamdulillah* all praises be to Allah, the Almighty, who has given the writer health and opportunity to write this thesis entitled “An Analysis of Teachers’ Referential Question in Reading Class”. May peace and blessing be upon our Prophet Muhammad SAW, who has struggled whole-heartedly to deliver the truth to human being and guide his ummah to the right path.

Deepest gratitude to my main supervisor Dr. Safrul Muluk, M.A., M.Ed., Ph.D for his time to guiding me, giving an advice and patient in facing my ignorance, which helped me greatly in conducting this research. I am also indebted to the person who has most instrumental in the development and completion of this research, my supervisor Syarifah Dahliana, M.Ag., M.Ed., Ph.D my gratitude for her who guided me patiently, taking her time in a busy life, giving suggestions that greatly helped my research.

My special thanks obviously goes to the most important people, my beloved parents, Afifuddin and Diana who always give me the biggest motivation, patience, and attention. I am deeply grateful for my parents’ prayers, love, care, supports and sacrifices for educating and preparing me for my future. My ayah who never missed asking about the progress of my research every time we talked. Support me when I am tired. My mama who always reminds me to be close to

Allah, and always convinces me to have courage and be kind. They always be the best place to lay me on. My special thanks also go to my lovely sister and brother, Firda Maulianty and Fiandy Mauliansyah, who have given me inspirations, happiness and much spirit in finishing this thesis. May Allah grants you a special place in Jannah.

In this arduous journey, I am deeply thankful for my craziest best friends (Rizqa, Intan, Fia, zahara Aria, Ziya and Isra) for always supporting, bringing me joy, keeping me sane to keep doing my research, and coloring my days with many love and tears. I remembered the days that we spent together in the conversations, food, music, tea and ideas of the research. Deeply, I am affected by our friendship.

My gratitude also goes to my roommate Lupi and Eja who always motivate and accompany me to finish my degree. Then, thanks to Rizqa who help me so much in completing this mini thesis. I pray the best for you all.

I would like to thank my friends in Department of English Language Education of 2015, especially unit 4 for the togetherness of our academic journey. Last, big thank to all my participant who helped me to gain this research. May Allah grants you happiness.

Banda Aceh, 26 Desember 2019

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## ABSTRACT

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Keywords : Referential Question, Questioning Strategy, Reading Class

Teachers must use some strategies to encourage students actively involved and willingly participate in the teaching and learning process. One effective way to increase students' participation in reading class is to ask some questions such as referential question. The aims of this study are to find out the questioning strategies used by the lecturers when they employed the referential question in the class, and to discover the students' responses towards teacher referential questions at academic reading classes of department of English language education of UIN Ar-Raniry. The participants of this research were three lecturers and 53 students who took academic reading class. This mix method involved semi-structured interview and questionnaire. From the result of interview, there were some questioning strategies used by the lecturers; distribution of the question, direction of the question, modification of the question, and wait time. Moreover, the result of questionnaire showed that most of the students gave positive response toward questioning strategies used by the lecturers. In addition, most of the students also agreed that they became enthusiast, motivated and also confidence in answering the lecturer's question when the lecturers used several of questioning strategies in the classroom.



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## **CHAPTER I**

### **INTRODUCTION**

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

Learning English now seems very important in Indonesia. In the learning process, Pujiastuti (2008) suggested that lecturers and students are the two components that cannot be separated because learning process involves interaction between the lecturers and the students. Faruji (2011) stated that the interaction between the lecturers and the students is the opportunity for both to use and practice the target language and it is the best chance for students to train their skills in the target language.

In term of teaching English in the classroom, it should not be ignored the role of lecturers' questions in the English teaching process. Nurhidayati (2006) claims one form of the interaction that give the chance for the students to use the target language is through questioning. She also added her statement that through the interaction, questioning and answering activities, students have an opportunity to use the language. When the students respond toward lecturers' question, they use the opportunity to develop their language competence in the classroom activity.

Related to classroom activities, Shomoossi (2004) shared that questions can be described as utterances used to seek information on a specific subject. Pujiastuti (2008) adds that questions are stimulus that forces students to think and learn, so that they will easily comprehend the material in addition to develop their

thinking skill. In short, questions are any utterances expressed to get the information related to a certain subject or material.

There are many kinds of lecturer's questions. Some experts classify questions uttered by the lecturers into some types. Based on the nature of interaction generated, questions can be divided into two types, display and referential questions (Qashoa, 2013). Display question according to Lightbown and Spada (2013) is a type of questions in which the answer is already known by the lecturers and it seems that lecturers know much than the students about the answer. Whereas, referential question is a type of questions in which the lecturers genuinely ask question for seeking information from students and it seems require long and complicated answer because the questions are likely to interpret, elaborate, or just give opinion about something and mostly require subjective information (Qashoa, 2013).

One of general problems that is usually found in reading class is the lack of student's participation and also the students' tendency to be passive in the class. This is because they just read the sentence or phrase from the text which is the specific answer to the question posed. Ozcan (2010) said that students are often silent and inactive because they are only focused on the text given by the lecturers and because the answers are already in the text. Therefore, according to him, students need to be stimulated by the lecturers to make them actively involved and willingly participate in the teaching and learning process.

A common problem that teacher always face in EFL classroom is to deal with passive students, where students are unresponsive and avoid to communicate

with their teacher. That is true especially when a teacher tries to interact in a teacher-class dialog, such as asking question to the classroom and wish the students answer the question. Obviously, there will be time when no student can answer the teacher's question. Nevertheless, students do not have any interest to answer the questions even though they know the answer and understand the question. Teachers must use some strategies to make them brave to speak in the classroom.

That is why teachers should not ignore the role of teachers' questioning strategies and keep paying attention to this strategy in teaching and learning process because it is very important in order to affect the students. Teachers must understand the purpose of each question to build good interaction between them and their students. One effective way to improves student's participation in reading classes is to ask some questions and one type of question which improves students' participation and critical thinking is by asking a referential question to student.

Ozcan (2010) stated that asking referential questions to students, or in other words asking questions to gain opinions and support for arguments, will increase their participation and enable them to think outside the scope of texts which are often limited. In addition, instead of reading texts passively, good questions require students to process texts actively and rearrange them in terms that are meaningful to them.

The phenomenon above raises the writer's interests to conduct a research about lecturers' referential question and how representative lecturers as selected lecturers create an effective learning by delivering the questions in reading class.

## **B. Research Question**

Based on the problems stated above, the research questions of this study are:

- a) What are questioning strategies used by the lectures when they employed the referential question in reading class?
- b) How do the students' responses toward the lecturers' questioning strategies in the classroom?

## **C. Research Objective**

The research aims of this study are:

- a) To find out the questioning strategies of lecturers employ the questions to the students in the classroom.
- b) To discover the students' responses towards teacher referential questions.

## **D. Significance of Study**

The study has some benefits for students and lecturers who teach in an English language classroom. This research would benefit lecturers in improving the effectiveness of the teaching and learning process. In order to be an effective lecturer, the lecturer must be an effective questioner. One way to teach effectively is by identifying that questioning serves numerous



functions and build a different level of thinking. So by learning different kinds of questions and the different function they serves, the teaching learning process will be more engaging and challenging to students.

This research would also allow the lecturer to have a well-planned lesson. In the planning stages, lecturers need to arrange materials for the lesson. By doing so, lecturers can evaluate the content of lessons and involve students in active interactions throughout classroom sessions.

The findings of this study may help students to increase learners' oral production by enabling them to express their opinions, comment etc. through the use of referential questions. The results may encourage lecturers to ask more referential questions in reading classes in order to give more chances for students so they can be more active in expressing their opinion or their statement related to the text given by the lecturers. Lastly, this study can be a reference for another researcher who will conduct a similar research.

## **E. Research Terminologies**

### **1. Referential Question**

According to Richards (2009) Referential questions (*or information-seeking questions*) are a type of question posed when the answer is not known by the questioner at the time of inquiry. Qashoa (2013) stated referential question refers to question in which many possible and acceptable answers will follow as a result. In referential question, lecturers ask question for seeking information from students and it seems require long and complicated answer because the

questions are likely to interpret, elaborate, or just give opinion about something and mostly require subjective information. In this study, Referential question refers to a type of question in order to gain some information and draw answers referring to students' opinion, judgments, and real life experiences.

## **2. Reading Class**

Reading is one of English skills besides speaking, listening, and writing. It is the way to understand written message. According to Nuttal (2000, p.2) reading means a result of interaction between the writer's mind and the reader's mind. Pang (2003) defines reading as understanding written text. He also added his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written text.

Snow (2002) stated reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. He also defines reading as an 'interactive process' where readers employ their background knowledge and past experience to make sense of the text. The meaning of reading class in this research is the class that teaches students to comprehend the text, not only the decoding of a text, but also the understanding and interpretation of that text. Students should engage with the text, critically evaluate it and reflect on their responses to it, bring prior knowledge to their understanding of the text.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. English Reading Classroom**

##### ***1. Reading Classroom Activities***

According to Jinxiu and Zhengping (2016), reading activities can be divided into three stages; pre-reading, while-reading, post-reading.

##### **a) Pre-reading: Arousing Interest in Reading**

The teacher spends some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata so that students can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage. "Pre-reading" (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Gamze, 2006). One purpose in this stage is to introduce some background information, help students to know some messages about the texts, like new words, cultural points, and some other text-related questions. As interest is the best experience, teachers are supposed to design activities based on students' real life and curiosity with strategies of leading in the necessary points. After students have acquired some background information of the a text and a reading story, teachers can make good use of this kind of schematic knowledge to help students predict, and these background information is good for reading.

b) While-reading: Guiding Students through Reading Tasks

This stage should focus on guiding students to read with skills and curiosity under the guidance of teachers. To get information is one of the necessary goals in reading in order to be familiar with certain sentence structures and language points, to be curious about the discourse are the three basic comprehensive goals at this stage. Teachers need to design activities parallel to the reality, such as matching, sequencing, blanking filling, question answering and so on (Jinxu and Zhengping, 2016).

During the while-reading stage the teacher's job is to help students to understand the specific content and to perceive the rhetorical structure of the text. In this stage, exercises help students to develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies, nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets (Gamze, 2006). Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.

c) **Post-reading: Consolidating and Extension of the Reading Text**

Teachers need to guide and help students consolidate and try to apply the new information gained in the reading process through speaking and writing. This stage will involve some cognitive activities, enhancing students to use the language pragmatically, and activities can be role-play, text retelling, survey, debate, poster making, and so forth (Jinxiu and Zhengping 2016). One of the post-reading activity can be: each student will have a survey about what other students had for breakfast, lunch and dinner yesterday. Here, teachers need to pay attention to the function of the structure and the pragmatics.

**2. *Teaching Reading Strategies***

Teaching reading strategies used by EFL teachers to teach the reading skill during the reading lesson. For example, using world card to teach vocabulary to activate student's prior knowledge. According to Coiro (2010) reading strategy can be described as interactive process of getting meaning from the text. In addition, Mahmud (2008, p.12) discussed in his journal about reading strategies which are appropriate for the different level of students that can be described as follows:

a) **Activating Background Knowledge**

While students read the text, they will relate the text with the previous knowledge they have about the topic to help them in understanding the text. Students are making sense of what they read or new information they get with

the past experience they have. Through this they will be able to comprehend the information within the text they read.

b) Cultivate Vocabulary

Another strategy in teaching reading is through cultivating vocabulary. There are numerous strategies in cultivating students' vocabulary, some of the strategies are semantic word maps and look and say. Having lack of vocabularies will effect on their reading. This is because developing the students' vocabulary can enhance not only their word mastery but also the students' understanding in what they read.

c) Reading Aloud

Reading aloud is another strategy which teachers can use to help their students in learning reading in English. Reading aloud is done when the teachers read the whole story or book aloud meaningfully. Meaningfully here means the teachers read the book aloud with the proper oral production of prosodic features for instance, rhythm, stress and intonation. These elements will help students to realize the feelings, mood and emotions of the characters in the text. When teachers read aloud to students, students will encounter new ideas, word and concept. According to Farris, Fuhler & Walther (2004), reading aloud helps to improve students' comprehension and increase their vocabulary and knowledge base.

d) Teaching Reading for Comprehension

Teaching reading for comprehension is one of the strategies in teaching reading. Observing is important for successful reading and teachers need to

teach students to comprehend the text or information they read. This strategy will help the students in their reading because when they can understand what they read, students will be able to engage with the text meaningfully.

From several teaching reading strategies above, teachers should find appropriate teaching reading strategies in order to teach the advance, intermediate and beginner students and also by using an appropriate teaching reading strategy, teachers can help students to have better understanding on the text that they read.

## **B. Questioning in English Reading**

### **1. *Meaning of questioning***

According to Azerefegen (2008), a question is any sentence which has an interrogative form or function. Questioning is a common technique used in English language teaching. It has become an essential part of instruction in that it allows teachers to monitor student competence and understanding as well as increase thought-provoking discussion (Critelli & Tritapoe 2010). Questions are great conversation starters. Good questions invite people to open up about themselves and share their thoughts and feelings on a wide variety of topics. Questions also have great function in the context of discussion groups; drawing participants to be more talkative out of their shells and focus on the issue at hand. Thus, asking good questions in a group setting is the quickest and easiest way to spark stimulating discussions Poole (2003, p.3).



In teaching and learning context, question refers to any idea that requires response from listener. It is used to make a request for information. Furthermore, the request itself made by such an expression and the information is provided with an answer. The situation takes place when teachers want to get students' responses and the first step is to answer questions.

From these definitions, it can be generalized that the word 'question' refers to any idea that requires a response from the listener or audience. Above all, in classroom settings, teacher questions are defined as instructional cues or stimuli that convey content element to be learned by students and directions for what they are to do and how they are to do it. It involves hints about what students are about to experience and techniques that call on students' prior knowledge.

## 2. *Function of questioning*

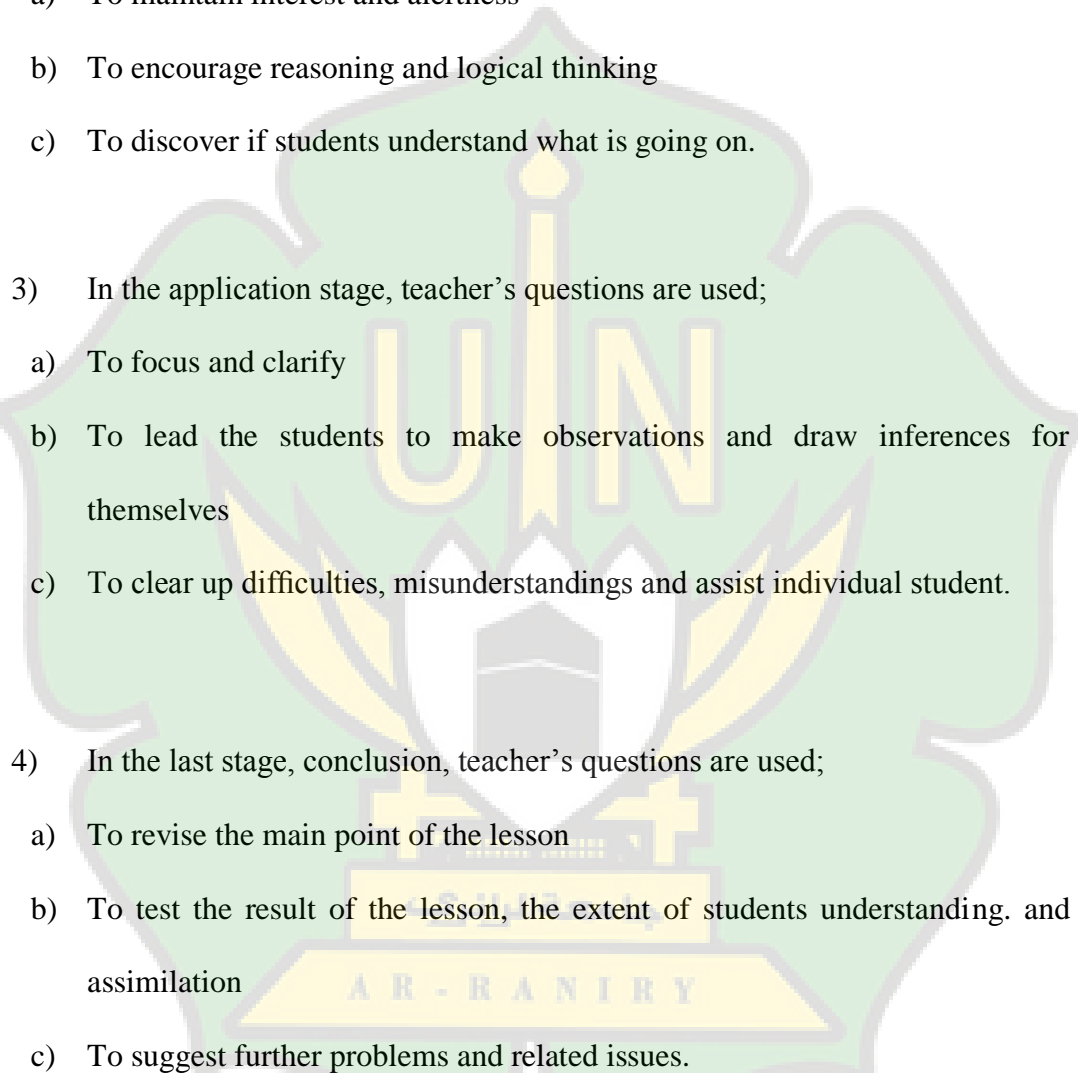
Questioning is one of the most frequent activity done by the teacher in the learning process. Through questioning, the teacher can assess the current state of student thinking, identifying not only what students know but also gaps and misconceptions. Brown (2001) proposed some functions of teacher questions in the classroom interaction;

- a) Teacher's questions can give students the drive and the opportunity to produce language contentedly because EFL student generally afraid of initiating classroom interaction without any stimulus from the teacher. Silent students will get a great chance to produce their language (communicate) if appropriate questions are addressed to them.

- b) Teacher's questions can set off some stimulus for students to communicate and interact to each other. One question may be all that is needed to start a discussion; without the initial question, however, students will be hesitant to start the process.
- c) Questions provide the practice and feedback essential for the development. Teachers' questions play in helping students learn new material and integrate it with the old one. In addition, as the new material is being developed; questions can be used to clarify relationships within the content being discussed.
- d) Another function of question is as motivational. Through questions, teachers can engage students actively in the classroom, challenging their thinking and posing problems for them to consider. From a lesson perspective, a question at the beginning can be used to capture students' attention and concentrate for the lesson.

Furthermore, Cohen et.al. (2004) give in depth purpose of teacher's questions in the classroom. They suggest the purpose of teacher's questioning based on several learning stages in the classroom.

- 1) In the introduction stage, teachers' questions are used;
  - a) To establish human contact
  - b) To assist in establishing set induction devices
  - c) To discover what the class knows
  - d) To revise previous work
  - e) To pose problems which lead to the subject of the lesson.

- 
- 2) In the presentation stage, teacher's questions are used;
- a) To maintain interest and alertness
  - b) To encourage reasoning and logical thinking
  - c) To discover if students understand what is going on.
- 3) In the application stage, teacher's questions are used;
- a) To focus and clarify
  - b) To lead the students to make observations and draw inferences for themselves
  - c) To clear up difficulties, misunderstandings and assist individual student.
- 4) In the last stage, conclusion, teacher's questions are used;
- a) To revise the main point of the lesson
  - b) To test the result of the lesson, the extent of students understanding, and assimilation
  - c) To suggest further problems and related issues.

From the elaboration above, it can be concluded that teacher's questions have significant role in the classroom interaction. It can give numerous benefits for language student, classroom interaction, and the objective of language classroom.

### 3. *Importance of Questioning*

Beside its various functions, questions can also contribute a lot to the classroom interaction structure. As a two-way interaction, questioning has its potential to stimulate students' interaction, thinking and learning. As Ma (2008, p.94) said that the use of questions can thus change the way of teacher monologue and involve students in the active classroom interaction, which helpful to the development of their language competence. People usually ask questions to one another to know something about unknown things. As Andana, (2018, p.9) stated that questions and responses are the thing that people usually do in sharing ideas and negotiating meanings.

As a matter of fact, in the traditional classroom, teachers dominate the interaction and speak most. Yang (2010, p.2) argues this interaction pattern is likely to inhibit students' opportunities to use language for communication. However through questioning, teachers open the chance for their students to use and practice their language. As an implication of one of the functions of the questions proposed by Meng (2012) that is to allow students to express their ideas and thoughts, at that time students practice and use the target language. However, a question arises is how many time and words that the students practice when answering the questions from the students; whether or not the questions open a wide range opportunity to the students to use the target language in classroom.

#### 4. *Types of teachers' question*

Teacher's questions have been classified in a number of ways. Some experts categorized types of questions into display and referential question, open and closed question. According to Brown (2001), display question is type question in which the answer of the question is already known by the teacher. This type of question is asked for students in order to check whether they know the answer or not. Yang (2010) states that teachers highly use display questions based on their purposes that is to check students' knowledge. Whereas, according to Rahmah (2018) referential questions are genuinely information-seeking questions, aiming to acquire new information. Ozcan (2010) noted that Display question also called convergent question refers to close ended question which students are not expected to give new information because the question only need the answer based on the text while referential question also called divergent question refers to open ended question (Dos, Bay, Aalansoy, Tiryaki, Cetna, and Duman, 2016) in which elicit more complex and longer answer.

##### a) Display Question

According to Lightbown and Spada (2013) display question is a type of questions in which the answer is already known by the teacher and it seems that teachers know much than the students about the answer. for example "who is the man you see in the video clip?" and "what is unit 2 about?". This type of questions is as a question in which teacher wants to test students to recall the previous fact from their memory after learning a lesson. In addition, display question is delivered to check text comprehension or students' knowledge about a

text (Yang, 2010) and to request the clarification of the lesson (Fakeye and Ayede, 2007). For instance, after reading a passage, teacher ask a question to the students about what was being read, such “what is the main topic of the text?.”

The teacher uses display questions in EFL classrooms to generate practice in the target language and to increase students’ participation in the form of natural conversation (Zhou, 2002). It seems that display question is more delivered in teacher-centered classroom (Qashoa, 2012). By considering the teacher who takes big roles in language classroom, display question may be more beneficial at the beginning level or while commencing a short conversation in language classes (Matra, 2014). This statement clarifies the Maley’s thought (2003) which stated that the display question may be helpful for the beginner learners to comprehend the new language. Based on the mentioned explanation above, display questions are likely question in which students have already known the answer and those questions are delivered mostly in the lower level class to check students’ knowledge about the lesson or their new language knowledge, to elicit the previous information or what they just learned, and those are more likely about the form, structure, and meaning of language.

#### b) Referential Question

Referential question refers to genuine question in which many possible and acceptable answers will follow as a result. In referential question, teachers genuinely ask question for seeking information from students and it seems require long and complicated answer because the questions are likely to interpret,

elaborate, or just give opinion about something and mostly require subjective information (Qashoa, 2012). In lined with Qashoa, according to Salarian and Moridy (2015), “referential questions engendered more response of the students.” The results suggested that teachers involved in teaching conversation classes should ask more referential questions to create more classroom interaction. It seemed that referential questions create more opportunities for language development and enable students to express their feelings and opinions, so they are believed to be efficient techniques in language classrooms. Maley (2003) briefly states that referential question may draw the attention of the learners more because what teachers ask is something that students themselves who knows more. Therefore, students’ answers to referential questions are more meaningful, longer and subjective in most circumstances (Tuan and Nhu, 2010). Moreover, Dalton and Puffer (2007) state that the referential questions are expected to generate students’ answer be more involved, longer and more complex. In supporting this idea, Pan (2017) argues that referential questions are questions in which teacher prefers on pedagogical aspects of students because these questions are commonly asked in the real words where the communicative needs aspects will be achieved.

In brief, referential question is a type of question uttered in order to elicit long students’ responses and expected to be best technique in creating the opportunities to students to be more active in language learning.



## 5. *Teacher Questioning Strategy*

As well as knowing what questions to ask, teachers also need to know how to organize question, what strategies to employ, and answer in classroom. There are many different ways of asking questions. Azerefegn (2008) shares some questioning strategies in his study;

### a) Wait time

Wait time, which is pausing briefly after a question and after an answer, is of crucial importance to students' thinking about and processing of the question (Ma, 2008). Moreover, Dos, Bay, Aslansoy, Tiryaki, Cetna, and Duman (2016) argue that wait time is a period of time during the teacher and other students wait silently, so that the student to whom the question was addressed answer the question. Cotton, (2010) added that wait time refers to the amount of time teacher allows to elapse after teacher has posed a question and before a student begins to speak. Moreover, Seime (2002) notes that wait time is the amount of time teacher pauses after a question and before pursuing the answer with further questions or the nomination of a student to answer the question. Pan (2017) added the basic reason for pausing after asking a question is to give time to the students to think about possible and suitable answer.

### b) Distribution of the Question

Another important questioning is question distribution, to who the teacher poses the questions. In distributing a question, it is considered desirable if the teachers distribute it among all learners in the classroom rather than to the

selected learners or a volunteer. It is because providing more chance to the volunteer or selected learners may not encourage or motivate the other students to take a part in the teaching and learning language process and to pay their attention to what is being learned in the classroom (Azerefegn, 2008). So Azerefegn states that teacher should ensure that every student in the classroom get the opportunity to answer the teacher questions to engage their participation. Another question distribution that seems to be applied in the classroom is asking questions to the students randomly. It is actually proper by considering that it can hold the attention of all the learners in the classroom. By doing this in the classroom, students will always be alert and pursuer of the lesson (Azerefegn, 2008). Asking students randomly also can get students as a whole to pay their attention to what is being learned.

c) Direction of the Question

According to Ma (2008) says that the considered strategy in directing question to the students is identifying the students' name after question is stated. It means that the teacher asks a question and then calls the name of students. By doing this, teacher may provide the numbers of students to think about the answer of the question. If the teacher selects the students first then the question is stated, the student who think about the answer is only that selected students and the others are not willingly involved. If they will, they just prefer to rephrase or even repeat the answer from previous selected students. In line with the statements.

Azerefegn (2008) adds that selecting students first then asking a question may leads the unselected students to do other activities or talk anything not related to the lesson. The other strategy to avoid the uninvolved students besides the asking questions first then naming the students is asking to the chorus response. It is due to the fact that chorus response give chance to check whether the students are in the lesson and understand about the lesson or not, but it can be taken as measuring of the lesson.

#### d) Modification of the Question

Modification of questions will provide learner to facilitate language comprehension and improve the abilities in the language (Azerefegn, 2008). Azerefegn also says that modification of the questions can be done by rephrasing it. How teachers rephrase their questions is as important as the content and the purpose of them. Ma (2008) asserts that questions should be asked with understandable vocabulary and familiar terminology, so that they will be clear enough for the students. By considering that a question should be comprehensible and answerable with the students, another ways to modify the question is repeat the questions. Repetition itself is strategy the teacher uses to make the directions and instructions understandable to the learner.

Besides those two ways of modifying the questions mentioned above, Pan (2017) mentioned another way is giving a clue or prompting. Prompting itself regards as clues and leading questions to help students' in answering the

questions, especially when they have difficulty forming a correct answer to the teacher's questions or when they feel discouraged after giving a wrong answer.

### **C. Previous study**

There are many researchers which investigated the referential question in English classroom, and the students' response toward the referential question. The first is research from Qashoa (2012) who examined the effect of teacher referential question and syntactic structures on EFL classroom interaction. In this study, Qashoa found that in three classrooms, the total number of questions was 105 questions, 62% were display question while only 38% were referential question. In terms of the length of students' responses, students produced longer answer towards referential questions rather than display question. Then, concerning to the syntactic structures, all of teachers mostly used WH questions rather than other syntactic structures.

The second is research from Dos, Bay, Aslansoy, Tiriyaki, Cetna, and Duman (2016) which analyzed the teacher's questioning strategy and question types which analyzed were divergent and convergent question. They found that teachers have not already known the questioning types, so the teacher just delivered questions to the students.

Furthermore, many studies investigate the effect of display-closed questions and referential-open questions used by teachers upon students' language production in term of length and complexity. Studies conducted by Al Mu'aini (2012) reveal that referential questions asked by teacher initiates longer and

extensive oral responses from students whereas display question results short and closed answer, while Shomoosi (2004) claims that display-closed questions sometimes produce longer responses (five-minute answer) from students. From the studies above, we can see that there are different results of study on the effect of either display-closed questions or referential-open questions to students in the classroom. This difference can occur because those researchs are hold in different place with different participants.

This study is almost similar with the previous study but something that make it distinguish from the others are its focus on the questioning strategies used by the lecturers when they employed the referential question in academic reading class at English Department of UIN Ar-Raniry. Then, the main point of this research also focuses to find out the students' responses toward the referential question in the class. Moreover, the researcher takes a higher students level than the previous research and that is why this study need to be conducted.



### **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

To answer both of the research questions accurately, the researcher utilizes mixed method. In this study, the writer used qualitative method to answer the first research questions because the focus of the study was to find out the questioning strategies used by the lecturers' when they give the referential questions in the classroom. Denzin and Lincoln (2005) stated that a qualitative research studies about things in the natural settings, attempt to make sense of, or to interpret, phenomena in terms of the meaning people bring to them. This means that the study is to explore and describe about the phenomena involving people or a case. The data of qualitative research are collected, analyzed and interpreted qualitatively in the form of words or symbols (Moleong, 2009).

Quantitative approach is additionally employed in this study since it requires quantitative analysis to answer the second research question. Therefore this study emphasized on measuring the second research question through the statistical, mathematical, or numerical analysis. The data collected through a questionnaire survey an analyzed it using SPSS. The researcher wanted to find out the students' responses toward questioning strategies used by the lecturers in the classroom by distributing a questionnaire to 53 students. The researcher chose a survey design because it was proper used to quantify attitudes or opinions of participants and it offers relative quick ways of collecting information. It was supported by a statement of Creswell (2008) that the survey research design is

used to identify participants' behaviors or perceptions, and often used due to the low cost and easy accessible information.

## **B. Population and Sample**

### **1. Population**

Respondent or participant is an imperative aspect in this research. It is because without participant this research cannot be conducted. Before conducting this study, the researcher must determine and examine the population and who the sample is. Hanlon and Larget (2=017) stated that a population is all the individual or units of interest; typically, there is not available data for almost all individual in population. The population of this study is all lectures who teach Academic Reading classes and all students in semester five in academic years 2019/2020 who took Academic Reading classes, consisting seven units in Department English Language Education of UIN Ar-Raniry, Banda Aceh. The total of the population were 7 lecturers and 206 students.

### **2. Sample**

Sample is a small quantity of population. Arikunto (2010) stated that sample is limited number of elements from a population. He also states that if the population less than 100, the whole numbers of population must be taken. But if the population are more than 100, it can be taken between 10-15%, 20-25%, or more than it. The writer referred to this theory to choose the sample from population. The researcher then took 30% of the population to be the sample of this research. So the researcher chose 3 lecturers and 3 units of fifth semester



which consist of 53 students of Academic reading class Department English Language Education of UIN Ar-Raniry of Banda Aceh.

The researcher used simple random sampling as the sampling technique. Fraenkel and Wallen (2012) stated that a simple random sampling is the technique in which each and every number of the population has an equal and independent chance of being selected. The samples of students were chosen randomly from seven units of English Department. Then for the sample of lecturers, the researcher asked the name of the lecturers from English Department Administration.

### **C. Data Collection**

As this study is proposed to give the detailed analysis about the teachers' questioning strategies used by the lecturers' in the classroom, the data were collected through interview and questionnaire.

#### **1. Interview**

Interview is the first method to conduct the data in this study. Interview is a meeting between two people to exchange information and idea by questions and answers in order to achieve some certain goals (Sugiyono, 2014). The interview was intended to gain a rich data about the participant views, beliefs, and attitudes regarding to their challenges in developing. Then, Edwards and Holland (2013) noted that interview is as a central resource for social science that is probably the most widely used method in qualitative research.

However, the researcher interviewed three lecturers who teach in reading classes. This study used semi-structure interview for about 30 minutes in order to find out the answer deeply. Edwards and Holland (2013) also mentioned that semi-structured interview is the major form of qualitative interview. In semi-structures interview, the researcher has prepared a list of questions of topics they want to cover in the interview process. Indeed, in this study, the writer listed seven questions to obtain the data about teachers' referential question and the strategies they employ the questions.

Hancock, Ockleford and Windiridge (2007) has argued that semi-structured interview provide a number of opportunities to obtain rich information from the interviewee trough open ended questions. This open ended questions can help the researcher if the interviewee only give a short answer and the both the interviewer and the interviewee can discuss about the topic in more detail. Mathers, Fox and Hunn (2002) agreed that semi-structured interview provides opportunities for both interviewer and interviewee to discuss some topics in more detail. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further. Thus, the writer listened carefully and used note taking to records the essence of the information from the interviewee.

## 2. *Questionnaire*

The second instrument used by the writer to obtain the data was questionnaire. The writer distributed the questionnaire in order to find out the students' responses toward referential question and teachers' questioning strategies in the classroom. this study used Likert scale to evaluate the questionnaire. Likert scale is a scale that can be used to measure attitudes, opinions, and perceptions. There are two form of statements in the likert scale: positive statements functions to measure positive attitudes, and negative statements functions to measure negative attitudes. This study used positive attitudes, the likert scale answer include strongly agree (4), agree (3), disagree (2) and strongly disagree (1).

The questionnaire was given to the students in 3 units which consisted of 53 students in Academic Reading classes. The statements in the questionnaire were responded by crossing the option which best matches their opinion with the statement. It consisted of 10 questions and they had 15 minutes to answer the questionnaire.

## D. **Data Analysis**

The purpose of data analysis is to find the answers of research questions. There were several steps that were employed in order to analyze the data.

### 1. *Interview Analysis*

The data were analyzed by coding. Saldana (2009) defined coding is a process of categorize the data into a word or short phrase in order to summarize

the essence of data. In qualitative research, data coding has a crucial part in analyzing the data. The excellent of a research mostly depends on the excellent of coding the data.

Additionally, coding was an important part of organizing and searching data since it was necessarily a process of categorizing and qualifying data. Cope (2010) clarified that there were three purposes of coding in qualitative research, such as data reduction, organization and the creation of finding aids, and analysis. First, coding was used to reduce data. The data was reduced by arranging them into simpler packages based on the topic, the characteristics of participants, or some other features of the research content. So that, by reducing the data, the researcher would be able to handle the data and pay special attention to the content. Second, coding would help the researcher to create an organizational structured and finding aid. This process, however, could help the researcher to find the specific data more easily. Last, the purpose of coding was analysis. It showed that coding began with initial codes which came from the research question, background literature and categories, then to progress the codes were more interpretive as patterns and relationships.

Indeed, to analyze the data, the writer transcribed the data from the interview and read the transcript comprehensively to provide some general sense of information like general thoughts of what participants are stated. After that, the writer analyzed the data to become several themes. Then, the questioning strategies used by the lecturers in the classroom were elaborated.

## 2. *Questionnaire Analysis*

The acquired data of the questionnaire was analyzed statistically by counting the percentage of students' answer in each item of the questionnaire. This study used Likert scale to evaluate the questionnaire, and the results of questionnaire were analyzed by using SPSS.



## **CHAPTER IV**

### **FINDING AND DISCUSSIONS**

This chapter covers the research findings based on the data gained from the interview and questionnaire and it endeavors to answer the questions of the study.

#### **A. Research Finding**

##### ***1. Lecturer's Questioning Strategies in the classroom.***

In this section, the participants mentioned their questioning strategies when they employ the referential question in the classroom through semi-structured interview. The interview section had been done by asking three participants who were labeled below:

L1 : Lecturer 1

L2 : Lecturer 2

L3 : Lecturer 3

The data of interview were coded and categorized into some themes. The result shows that there are some questioning strategies used by the lecturer in the reading academic classroom. The results were reported under the themes as follows:

According to the result of interview, it is revealed that the lecturers used some questioning strategies in their classroom. Based on the interviewed, the lecturers used distribution, direction, wait time and modification of the questions.

a) Distribution of the Question

Related to the result of interview, most lecturers' answers remarked that they asked some questions in volunteer way and asked randomly to the students in the classroom. Based on the interview, the lecturers used distributing strategies depending on the situation of the class and also depend on the goal of asking questions in the classroom. Some teacher's responses are shown below.

L1 said that:

*"Basically, I like to ask a question and I like to have a discussion with my students. I am using some of questioning strategies in the classroom depending on my purpose, for example if I discussed about a text, I would start by asking student a question in a volunteer way like I would let whoever to answer the questions because I want to challenge their critical thinking related to the context."*

Similarly, L2 stated that:

*"I usually ask a question in a volunteer way, so I ask a question to the whole students in the classroom to see which one of them has a spirit to study in my class. I asked them in the beginning of the class."*

Indeed, L3 stated that:

*"I use some of questioning strategies in the classroom, and it's a mix one. I use different kind of questioning strategies depend on the situation of the class. I ask to the whole class at the beginning of our teaching and learning process to check whether they remember or not the previous class material. Moreover I also asked a question to the students at the end of teaching and learning process before I leave the class, again I will ask to the whole class whether they are already understand about today's lesson or not, if they still not understand I try to give more explanation. So it is really depends."*

Based on the responses above, it can be concluded that one of the questioning strategy used by the lecturers in the classroom was distribution of the

question, and the reasons they used this type of questioning strategy depended on their goal of giving questioning and also depend on the situation of the class.

b) Direction of the Question

The teacher mentioned that they usually asked their student by calling the name of the student, or pointing the student before they ask the referential question in the classroom. The lecturers asked a question for selected student in order to get their personal information or to get their attention in the class, so they used directing strategy when they employ the referential question in the class.

L1 said that:

*“..... even sometime I want them to focus because sometime the students like to talk in the classroom, so in order to maintain their focus level I ask them a question, I direct my question to those who are speaking in the classroom, but sometime if I know one of the student wants to have a conversation in the classroom then I will directly mention the name of the student. If I know that there is a student who are not participating in the classroom because of the level of confidence like there is a student who doesn't really like to talk but actually she or he is capable of talking, the language level is high but the confidence is low sometime I need to trigger their language, I need to challenge them by asking a question. Sometime I point directly for example “you fira.... can you give me an opinion about this and that” and when I do that, I specifically design a question that is answerable like if I know your level is low than I would not ask you a high level questions, I would just ask you a little bit easy questions. But if I know that those students might be smart one or very confident and probably I will ask them a question a little bit different.”*

L2 mentioned that:

*“.... If nobody answers the question that I have asked to the whole class, I definitely pointing someone or calling their name to answer the question.”*



In addition, L3 stated:

*“During the learning process, I tend to pin point at the students or I will call their name if I find she/he is really annoying in the classroom. I always try to attract their attention for that specific student not for all, because some of them are very serious in learning but some are they don’t care so I try to get it back their attention by calling their name.”*

c) Modification of the question

Another questioning strategy used by the lecturers in the classroom based on the result of interview is by modifying their question. Lecturers realized that question should be asked with understandable vocabulary and familiar terminology; so that they will be clear enough for the students. Moreover, according to the result of interview, the lecturers usually modify the question by giving a clue or prompting. Prompting itself regards as clues and leading questions to help students in answering the question.

L1 explained:

*“In most cases even they say they don’t understand when I ask them a question for example; Fira what is your opinion about this and that” even if they are say is wrong, I would say yes thank you that is your opinion and there is no right or wrong and then I would try to give it to another student and I will give an appreciation to both. If their answer is wrong, I would not blame them for a mistake I would re explain the stuff, I would still appreciate of what they do. So in most cases I never say “no..no.. you are wrong” but I will give them a second chance, I will ask them can you please read, can you please discuss to your friend, can you please ask, can anybody help. Sometime even if the student can’t answer the question, then I ask them do you need help?, do you want to ask that question to somebody else?, and if he/she say yes and then I will ask somebody else then if he/she got the answer I will ask “now you got the answer, can you please repeat what he/she just said. Something like that.”*

Similarly, L3 stated that:

*“If the student can’t answer the question, at first I won’t give them a clue, I would ask the other student for example “what about the other” , instead of saying “your answer is wrong” I would ask “any other answer ?” and then I try to compare “why you answer A ? why you answer B” and then after all of the student have already spoken I try to give the clue, I am not going to say it is a clue but I would ask for example “do you think its related to the question? What about the keywords where in the text you can find those information” so they will get like some indirect clues and then they try to rethinking about their answer and finally they will get the correct answer and after that I try to give the correct answer and explain my reason for the students.”*

d) Wait Time

Based on the interview responses, the lecturers said that they always give wait time or pausing briefly after they ask the question. The basic reason for pausing after asking a question is to give time to the student to think about possible and suitable answer.

L2 mentioned:

*“I also give a wait time for them to answer the referential question for about 1 minute to think about their answer, because I think they need more time to arrange their word so that they can answer the best version of them.”*

L3 said that:

*“I also give the waiting time but it’s not too long because it’s quite terrifying for other students to wait for answer, I could not really remember that but mostly I will give them for about 5 to 10 second but if they cannot answer I will try to ask to another student.”*

## **2. *Students' Responses on questioning Strategies***

The data were obtained from the distribution of questionnaire to the students. It was designed to have the information about the students' responses on questioning strategies when the lecturers employ the referential question in the classroom. The questionnaire was distributed on Tuesday, 26<sup>th</sup> November 2019. The researcher distributed the questionnaire to 53 students of English Education department who take the reading academic class. To find out the percentages from all answer at every question, the researcher used SPSS to percentage the data.

The data were analyzed to answer the research question two as stated in chapter 3. The data obtained can be seen in the following tables and description.

List of the statements of questionnaire from 1 to 5:

1. I can be more active in the academic reading class if teacher asks some referential questions for me.
2. By answering the teachers' referential questions in the classroom, it effects my language development.
3. If teacher asks a personal referential question (opinion, experience, or other subjective information), it can create opportunities to express myself in reading academic class.
4. If teacher asks an open ended question or personal referential question (opinion, experience, or other subjective information), it can increase my confidence to share my idea in the academic reading class.
5. If teacher asks an open ended question or personal referential question (opinion, experience, or other subjective information), it makes my answer longer than close ended question.

**Table 4.1***“Rate of students’ opinion about referential question in the classroom”*

Res	Q.1	Q.2	Q.3	Q.4	Q.5	T
1	3	4	3	3	3	16
2	4	4	4	4	2	18
3	4	4	4	3	3	18
4	4	4	4	4	4	20
5	3	3	4	3	3	16
6	3	3	4	3	3	16
7	3	3	2	3	3	14
8	3	3	2	3	3	14
9	3	3	2	3	3	14
10	4	4	4	3	3	18
11	3	3	3	3	4	16
12	3	3	3	3	3	15
13	3	4	3	4	3	17
14	3	3	3	3	2	14
15	3	3	3	3	2	14
16	3	3	3	3	2	14
17	3	3	3	3	3	15
18	3	3	3	3	3	15
19	3	3	3	3	3	15
20	4	4	3	3	3	17
21	3	4	3	3	3	16
22	3	3	3	3	3	15
23	4	4	4	4	4	20
24	4	4	4	4	3	19
25	3	4	4	3	2	16
26	3	3	3	3	3	15
27	3	3	3	4	3	16
28	3	4	3	4	3	17
29	3	3	3	3	3	15
30	3	4	4	3	4	18
31	4	3	4	3	4	18
32	3	3	3	3	3	15
33	4	4	3	3	3	17
34	3	3	3	3	2	14
35	3	3	3	3	3	15
36	3	4	3	3	3	16

37	3	4	3	4	3	17
38	3	3	3	3	3	15
39	3	4	4	3	3	17
40	3	4	2	4	3	16
41	3	3	3	3	3	15
42	3	3	3	3	3	15
43	3	3	3	4	3	16
44	3	4	3	3	2	15
45	3	4	3	3	4	17
46	4	4	4	4	3	19
47	3	3	3	4	3	16
48	3	3	3	4	3	16
49	4	4	4	3	3	18
50	3	3	3	3	3	15
51	4	3	3	3	3	16
52	4	3	4	3	2	16
53	3	4	4	4	2	17
Sum	172	182	171	173	156	854

Table 4.1 Rate of students' opinion about referential question

Note:

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Res= Respondent Q=Question T=Total Sum=Total

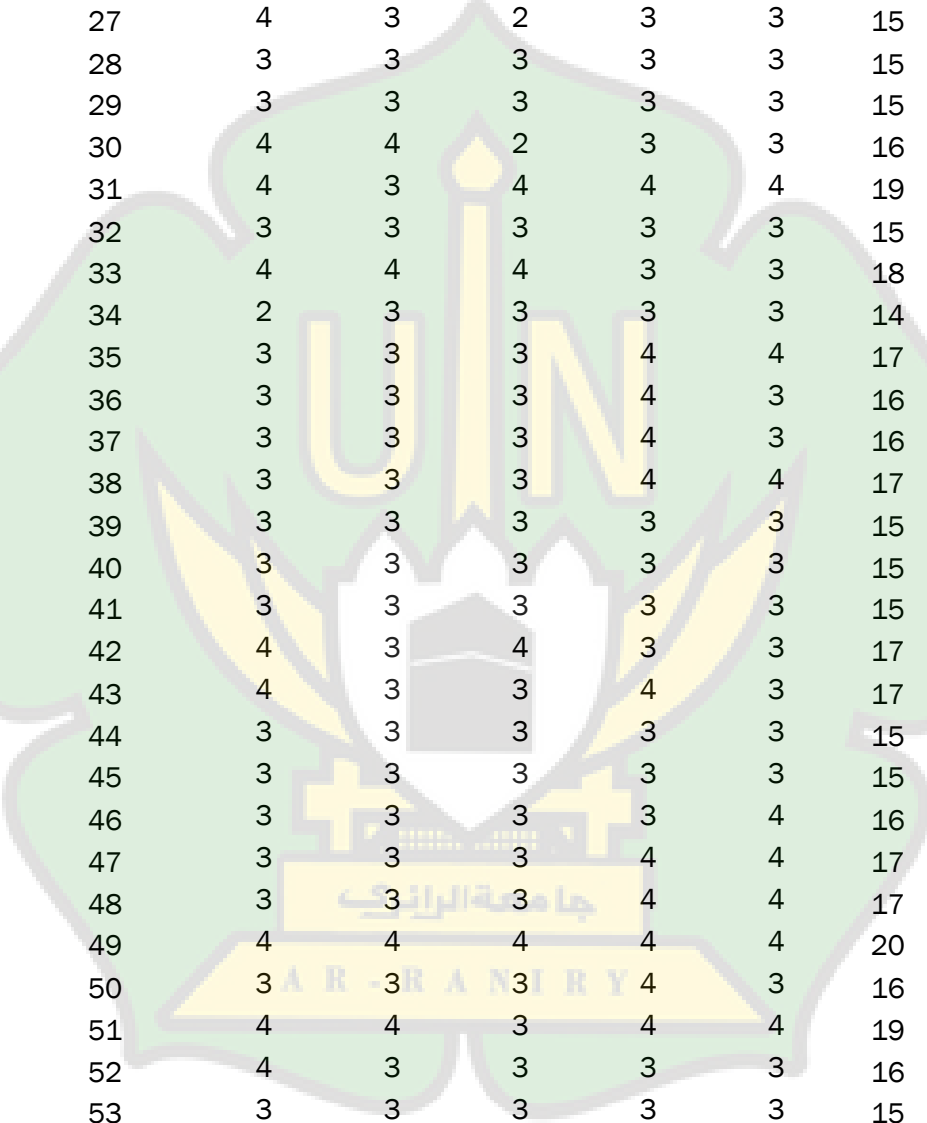
List of the statements of questionnaire from 6 to 10:

6. When the lecturer asks a referential question by calling my name, I am enthusiast to answer the question
7. When the lecturer asks a referential question randomly in the classroom, it makes me pay more attention to the class lessons
8. When lecturer asks a referential question in volunteer way, it motivated me to answer the question
9. I am less nervous in the class if the lecturer gives me more clues when I can't answer the referential question
10. When the lecturer gives me more waiting time to answer the question, I am confident to answer the question

**Table 4.2**

***“Rate of students’ opinion about questioning strategies used by the lecturer in the classroom”***

Res	Q.6	Q.7	Q.8	Q.9	Q.10	T
1	3	3	3	3	3	15
2	3	4	4	3	3	17
3	3	3	3	3	4	16
4	3	4	3	4	4	18
5	2	4	3	3	3	15
6	2	4	4	3	4	17
7	3	3	3	4	4	17
8	3	3	3	3	3	15
9	3	3	3	3	3	15
10	4	3	4	3	3	17
11	3	4	3	3	3	16
12	3	3	3	3	3	15
13	3	4	2	3	3	15
14	3	3	2	3	3	14
15	3	3	2	3	3	14
16	2	3	3	4	2	14
17	3	4	3	4	3	17
18	3	3	3	3	3	15
19	3	3	3	3	3	15
20	3	4	3	3	2	15



21	4	3	2	4	4	17
22	3	3	3	3	3	15
23	4	3	3	4	2	16
24	4	2	3	3	3	15
25	3	3	3	4	2	15
26	3	4	2	4	4	17
27	4	3	2	3	3	15
28	3	3	3	3	3	15
29	3	3	3	3	3	15
30	4	4	2	3	3	16
31	4	3	4	4	4	19
32	3	3	3	3	3	15
33	4	4	4	3	3	18
34	2	3	3	3	3	14
35	3	3	3	4	4	17
36	3	3	3	4	3	16
37	3	3	3	4	3	16
38	3	3	3	4	4	17
39	3	3	3	3	3	15
40	3	3	3	3	3	15
41	3	3	3	3	3	15
42	4	3	4	3	3	17
43	4	3	3	4	3	17
44	3	3	3	3	3	15
45	3	3	3	3	3	15
46	3	3	3	3	4	16
47	3	3	3	4	4	17
48	3	3	3	4	4	17
49	4	4	4	4	4	20
50	3	3	3	4	3	16
51	4	4	3	4	4	19
52	4	3	3	3	3	16
53	3	3	3	3	3	15
Sum	168	171	159	178	169	845

Table 4.2 Rate of students' opinion about questioning strategies

Note:

1=Strongly Disagree    2=Disagree    3=Agree    4=Strongly Agree

Res= Respondent    Q=Question    T=Total    Sum= Total

Both of the tables have different part of question; in the first table there were 5 questions to find out students' response about referential question in the classroom, and the second one also contained 5 questions to find out students' response toward questioning strategies used by the lecturers in the classroom. Here the researcher makes the data more detail to discover the frequency, percentages, and description of the data, researcher had been divided the data as follows:

**Table 4.3**

*“Students feel more active in the academic reading class if teacher asks some referential question”*

Options	Frequency	Percentage (%)
a. Strongly Agree	13	24.5%
b. Agree	40	75.5%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	53	100%

Table 4.3 The result of Questionnaire 1

The table showed that 40 students (75.5%) agreed that they can be more active in reading academic class if lecturers ask a referential question for them and 13 students (24.5%) strongly agreed with the statement. On the other hand, none of them disagreed or strongly disagreed with the statement. So the researcher could conclude that by giving some questions, students became more active in the reading academic class. In this table, there was no missing data, the data was completely validated that they feel more active in classroom when the lecturers give referential question for them.



**Table 4.4*****“The teachers’ referential questions affects students’ language development”***

Options	Frequency	Percentage (%)
a. Strongly Agree	23	43.4%
b. Agree	30	56.6%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	53	100%

Table 4.4 The result of Questionnaire 2

Based on the table above, it shows that by answering the lecturers’ referential questions in the classroom, most students feel their language develop. 30 students (56.6%) answered agree, and 23 students (43.3%) strongly agree with the statement.

**Table 4.5*****“Teachers’ referential questions can create opportunities to encourage students’ ability in academic reading class”***

Options	Frequency	Percentage (%)
a. Strongly Agree	16	30.2%
b. Agree	33	62.3%
c. Disagree	4	7.5%
d. Strongly Disagree	0	0%
Total	53	100%

Table 4.5 The result of Questionnaire 3

According to the table above, it shows that 33 students (62.3%) agreed with the statement above, and 16 students (30.2%) strongly agreed if teacher asks a personal referential question as it can create opportunities to express them self in academic reading class. However, 4 students (7.5%) disagree with the statement above.

**Table 4.6**

***“Teachers’ referential questions can increase students’ confidence to share their ideas in the academic reading class”***

Options	Frequency	Percentage (%)
a. Strongly Agree	14	26.4%
b. Agree	39	73.6%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	53	100%

Table 4.6 The result of Questionnaire 4

The table shows that all students give positive response. They agreed when the lecturer asks an open ended question or personal referential question it can increase their confidence to share their ideas in academic reading class. The number of table indicated 39 students (73.6%) agreed with the statement, and 14 students (26.4%) strongly agreed when lecturer asks an open ended question or personal referential question it can increase their confidence to share their ideas in academic reading class.

**Table 4.7**

***“Teacher referential questions make students’ answers longer in the classroom”***

Options	Frequency	Percentage (%)
a. Strongly Agree	6	11.3%
b. Agree	38	71.7%
c. Disagree	9	17%
d. Strongly Disagree	0	0%
Total	53	100%

Table 4.7 The result of Questionnaire 5

This table shows that most students can make their answers longer if the lecturer asks an open ended question or referential question, because the table shows more positive response. There are 38 students (71.7%) agreed that students can make their answers longer if teacher asks an open ended question or referential question, and 6 students (11.3%) strongly agree with it. Whereas, there are 9 students (17%) disagreed with the statement.

**Table 4.8**

***“Students’ enthusiastic in answering lecturers’ referential question when the lecturer calls their names”***

Options	Frequency	Percentage (%)
a. Strongly Agree	13	24.5%
b. Agree	36	67.9%
c. Disagree	4	7.5%
d. Strongly Disagree	0	0%
Total	53	100%

Table 4.8 The result of Questionnaire 6

Based on the table above, 4 students (7.5%) disagreed that they are enthusiast to answer the referential question when the lecturer calls their name in the class. While 13 students (24.5%) strongly agreed with the statement and 36 students (67%) agreed that they are enthusiast to answer the referential question when the lecturer calls their name in the class.

**Table 4.9**

***“Students pay more attention to the class lessons when the lecturer calls randomly in the classroom”***

Options	Frequency	Percentage (%)
a. Strongly Agree	13	24.5%
b. Agree	39	73.6%
c. Disagree	1	1.9%
d. Strongly Disagree	0	0%
Total	53	100%

Table 4.9 The result of Questionnaire 7

From the table, it can be inferred that 13 students (24.5%) strongly agreed with the statement above, and 39 students (73.6) agreed that they pay more attention to the class lesson when the lecturer asks a referential question randomly in the classroom. Meanwhile, only one student (1.9%) disagreed with the statement.

**Table 4.10**

***“Students’ motivation in answering lecturers’ referential question in volunteer way”***

Options	Frequency	Percentage (%)
a. Strongly Agree	7	13.2%
b. Agree	39	73.6%
c. Disagree	7	13.2%
d. Strongly Disagree	0	0%
Total	53	100%

Table 4.10 The result of Questionnaire 8

The table 10 depicts that 39 students (73.6%) agreed with the statement that they are motivated to answer the question when the lecturer asks a referential question in volunteer way, and 7 students (13.2%) strongly agreed with the

statement. However, 7 students (13.2%) disagreed that they are motivated to answer the question when the lecturer asks a referential question in volunteer way.

**Table 4.11**

***“Students’ become less nervous in answering lecturers’ referential question when the lecturer gives more clues in the classroom”***

Options	Frequency	Percentage (%)
a. Strongly Agree	19	35.8%
b. Agree	34	64.2%
c. Disagree	0	0%
d. Strongly Disagree	0	0%
Total	53	100%

Table 4.11 The result of Questionnaire 9

The table shows that all students give positive response. They agreed that they are less nervous in the class if the lecturer gives them more clues when they can’t answer the referential question. The number of table indicated 34 students (64.2%) agreed with the statement, and 19 students (35.8%) strongly agreed that they are less nervous in the class if the lecturer gives them more clues when they can’t answer the referential question.

**Table 4.12**

***“Students’ become more confident in answering lecturers’ referential question when the lecturer gives more waiting time in the classroom”***

Options	Frequency	Percentage (%)
a. Strongly Agree	14	26.4%
b. Agree	35	66%
c. Disagree	4	7.5%
d. Strongly Disagree	0	0%
Total	53	100%

Table 4.12 The result of Questionnaire 10

By analyzing the table above, it can be recognized that most of them feel confident to answer the question when the lecturer gives them more waiting time to answer the question. It can be proven that just 4 students (7.5%) disagreed with the statement above. But, 35 students (66%) agreed that they feel confident to answer the question when the lecturer gives them more waiting time to answer the question, and 14 students (26.4%) strongly agreed with it.

## **B. Discussion**

This section discussed the findings of the research. According to the result of the interview and questionnaire, I have elaborated some important points in this section to answer the research questions of this study.

The first research question was about the kinds of questioning strategies used by the lecturer in academic reading class. The result of this research showed that the lecturers used some of questioning strategies when they asked a referential question in teaching and learning activity. Most of the lecturers said that they used distributing, directing, and modifying strategies when they employ the referential questions. They also gave a wait time to students to think about the answer.

Based on the result of the interview, it showed that all of the lecturers used distributing strategies when they employ the referential question in academic reading class. The reason they used this kind of strategy was to check whether they remember or not the previous class material and to motivate all of the students to take a part in the teaching and learning language process. This finding

was supported by Azerefegn (2008) who stated that teacher should ensure that every student in the classroom get the opportunity to answer the teacher questions to engage their participation. Another strategy used by the lecturer was giving a wait time to student to think about the answer. This statement was supported by Pan (2017) who stated in his study that the basic reason for pausing after asking a question is to give time to the students to think about possible and suitable answer.

Moreover, the lecturers also used directing strategy when they employ the referential question in the classroom. The reason they used this kind of strategy because they wanted to attract students' attention from talking in the class or to maintain students' focus level.

Additionally, based on the result, another strategy used by the lecturer was modifying the question. The reason they used this kind of strategy because the lecturers realized that before they give the question, the students have to understand the question so that they can answer it. This finding was supported by Ma (2008) who asserts that questions should be asked with understandable vocabulary and familiar terminology, so that they will be clear enough for the students.

The second research question was about students' responses toward the use of referential question and their opinions toward questioning strategies used by the lecturer when they employed the referential question in academic reading class. In term of students' response toward the use of referential question from the question number 1,2,3,4, and 5, the results showed that many students agreed that

they became more active. And it also affected their language development by creating opportunities to express themselves, and increasing their confidence to share their ideas. This result was supported by Ozcan (2010) who found that language learners participate more when they were asked a referential question in the classroom.

In term of students' response toward questioning strategies used by the lecturers in the classroom, from the question number 6,7,8,9, and 10, the result showed that many students gave positive response. The students clarified that they feel enthusiast to answer the question when the lecturer used direction of question strategy or by calling their name to ask a referential question, they also pay more attention to class lessons when the lecturer asks a referential question randomly or using distribution of question strategy in the classroom. Moreover, most students agreed that they become less nervous in the class if the lecturer gives more clues or using modification of question strategy when they can't answer the referential question. In addition, students also agreed that they are confident to answer the question when the lecturer gives more waiting time or using wait time strategies to answer the questions in the classroom. This finding is supported by Sujariati, Rahman and Mahmud (2016) who found that most of students gave positive responses toward questioning strategies which were applied by the teachers in EFL classroom.



## **CHAPTER V**

### **CONCLUSION AND SUGESSTION**

#### **A. Conclusions**

This chapter specifically describes the conclusions which are drawn by the investigation of questioning strategies used by the lecturers when they employ the referential question in academic reading class and students' responses toward questioning strategies used by the lecturer in the classroom. The participants of this study were three lecturers and 53 students who took academic reading class.

Based on the interview data, the result of the study indicates that there are some questioning strategies used by the lecturers. The questioning strategies used by the lecturers are: (1) distribution of the question, (2) direction of the question, (3) modification of the question, and (4) wait time. The reasons they used these kind of questioning strategies depend on the situation of the class and also depend on their goal when asking question in the classroom. Sometime they used questioning strategy to know whether the students understand about the topic, and sometime they want to challenge students' critical thinking, also the reason they used questioning strategy is to attract students' attention in the classroom.

This study also described about students' opinion of referential question and questioning strategies used by the lecturers in the classroom. Based on the finding of questionnaire, students had positive responses toward questioning strategies used by the lecturer when they employed the referential question in the classroom. According to the results, most students agreed that they became enthusiast, motivated and also confidence. Additionally, the students agreed that they paid

more attention and less nervous in answering the lecturer's question when the lecturers used several of questioning strategies.

From the finding of questionnaires, the students also had positive responses toward a referential question that is given by the lecturer in the classroom, from the statements of questionnaire, most of them agreed that the lecturers' referential question, affects their language development, and also increase their confidence to share their idea in the academic reading class.

## **B. Suggestions**

Beside the conclusion, the writer hoped that this research will provide benefits in English teaching learning process and the next researches. The writer suggested lecturers to give more attention in the classroom because students had different level of understanding and learning style. The teachers also need to use various questioning strategies to attract students' attention in classroom and to make students more active in the class. The writer would provide further recommendations for further research because of the limitation of this study; this research involved a small number of participants, only three English teachers and 53 students, thus for future study, it is better to involve a large number of participants.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-2799/UN.08/FTK/KP.07.6/04/2018**

**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;
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- Menetapkan :  
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- |  |                            |
|--|----------------------------|
| 1. Dr. Safrul Muluk, M. Ed               | Sebagai Pembimbing Pertama |
| 2. Syarifah Dahliana, M.Ag., M.Ed., Ph.D | Sebagai Pembimbing Kedua   |
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- NIM : **150203128**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **An Analysis of Teachers' Referential Question in Reading Class**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap 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: 25 Februari 2019

**An. Rektor**  
Dekan,

  
**Muslim 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;



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Nomor : B-16312/Un.08/FTK.1/TL.00/11/2019

Banda Aceh, 26 November 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:

<b>N a m a</b>	<b>: FIRA RAHMATILLAH</b>
<b>N I M</b>	<b>: 150203128</b>
<b>Prodi / Jurusan</b>	<b>: Pendidikan Bahasa Inggris</b>
<b>Semester</b>	<b>: IX</b>
<b>Fakultas</b>	<b>: Tarbiyah dan Keguruan UIN Ar-Raniry</b>
<b>A l a m a t</b>	<b>: Jl. Tanjung Selamat Lr. Lampoh Balee 2 No. 10 Darussalam</b>

Untuk mengumpulkan data pada:

**Universitas Islam Negeri Ar-Raniry**

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

**An Analysis of Teachers' Referential Question in Reading Class**

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



An. Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,

Mustafa





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**SURAT KETERANGAN**

Nomor: B-578/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16312/Un.08/FTK.I/TL.00/11/2019 tertanggal 26 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Fira Rahmatillah  
NIM : 150 203 128  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

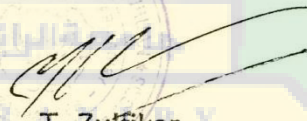
**An Analysis of Teachers' Referential Question in Reading Class.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 18 Desember 2019

Ketua Prodi Pendidikan Bahasa Inggris,



  
T. Zulfikar

### FORMULIR PERSETUJUAN MENGIKUTI PENELITIAN

Nama Peneliti : Fira Rahmatillah

NIM : 150203128

Data Subyek

Nama : Siti Fachraini, M.Pd.

Jenis Kelamin : perempuan

Alamat :

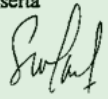
No. Hp : 005277368036

Jenis Informasi	Iya	Tidak
Saya telah diberi kesempatan untuk bertanya tentang penelitian ini.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diwawancarai dan direkam selama proses wawancara berlangsung.	✓	
Saya mengerti bahwa menjadi bagian dalam penelitian ini bersifat sukarela, Saya dapat menarik kembali pernyataan kapan saja dan Saya tidak harus memberikan alasan untuk itu.	✓	
Penggunaan informasi yang Saya berikan hanya untuk penelitian ini	✓	
Saya mengerti bahwa informasi pribadi Saya seperti alamat dan nomor telepon tidak akan diungkapkan kepada orang diluar penelitian ini.	✓	
Saya mengerti bahwa perkataan saya mungkin saja dikutip dalam publikasi, laporan, laman internet, dan hasil penelitian lainnya.	✓	
Mohon pilih salah satu dari dua pilihan berikut:		
Saya ingin nama sebenar Saya digunakan diatas.	✓	
Saya tidak ingin nama sebenar Saya digunakan diatas.		✓
Penggunaan informasi yang Saya sediakan diluar penelitian ini		
Saya setuju bahwa informasi yang Saya sediakan untuk diarsipkan pada penelitian ini.	✓	

Saya mengerti bahwa peneliti asli lainnya akan memiliki akses untuk data ini hanya jika mereka setuju untuk menjaga kerahasiaan informasi sebagaimana diminta dalam formulir ini.	✓	
Saya mengerti bahwa peneliti asli lain dapat menggunakan kata-kata saya dalam publikasi, laporan, laman web, dan hasil penelitian lainnya, hanya jika mereka setuju untuk menjaga kerahasiaan informasi seperti yang diminta dalam formulir ini.	✓	
<i>Kami menggunakan informasi yang Anda sediakan secara legal</i>		
Saya setuju untuk memberikan hak cipta yang Saya miliki untuk penelitian ini yang berjudul <i>An Analysis of Teachers' Referential Question in Reading Class</i> .	✓	

Banda Aceh, 30 November 2019

Peserta

  
Siti Fachraini M. Pd

NIP.

Peneliti

  
Fira Rahmatillah

NIM. 150203128



# **FORMULIR PERSETUJUAN MENGIKUTI PENELITIAN**

Nama Peneliti : Fira Rahmatillah

NIM : 150203128

Data Subyek

Nama : *Rahimi Fhonna*

Jenis Kelamin : *perempuan*

Alamat :

No. Hp : *081360600417*

Jenis Informasi	Iya	Tidak
Saya telah diberi kesempatan untuk bertanya tentang penelitian ini.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diwawancarai dan direkam selama proses wawancara berlangsung.	✓	
Saya mengerti bahwa menjadi bagian dalam penelitian ini bersifat sukarela, Saya dapat menarik kembali pernyataan kapan saja dan Saya tidak harus memberikan alasan untuk itu.	✓	
<i>Penggunaan informasi yang Saya berikan hanya untuk penelitian ini</i>		
Saya mengerti bahwa informasi pribadi Saya seperti alamat dan nomor telepon tidak akan diungkapkan kepada orang diluar penelitian ini.	✓	
Saya mengerti bahwa perkataan saya mungkin saja dikutip dalam publikasi, laporan, laman internet, dan hasil penelitian lainnya.	✓	
<i>Mohon pilih salah satu dari dua pilihan berikut:</i>		
Saya ingin nama sebenar Saya digunakan diatas.	✓	
Saya tidak ingin nama sebenar Saya digunakan diatas.		✓
<i>Penggunaan informasi yang Saya sediakan diluar penelitian ini</i>		
Saya setuju bahwa informasi yang Saya sediakan untuk diarsipkan pada penelitian ini.	✓	

Saya mengerti bahwa peneliti asli lainnya akan memiliki akses untuk data ini hanya jika mereka setuju untuk menjaga kerahasiaan informasi sebagaimana diminta dalam formulir ini.	✓	
Saya mengerti bahwa peneliti asli lain dapat menggunakan kata-kata saya dalam publikasi, laporan, laman web, dan hasil penelitian lainnya, hanya jika mereka setuju untuk menjaga kerahasiaan informasi seperti yang diminta dalam formulir ini.	✓	
<i>Kami menggunakan informasi yang Anda sediakan secara legal</i>		
Saya setuju untuk memberikan hak cipta yang Saya miliki untuk penelitian ini yang berjudul An Analysis of Teachers' Referential Question in Reading Class.	✓	

Peserta



Rahmi Fhanza

NIP. 198211132015032004

Banda Aceh, 24 November 2019

Peneliti



Fira Rahmatillah

NIM. 150203128



### FORMULIR PERSETUJUAN MENGIKUTI PENELITIAN

Nama Peneliti : Fira Rahmatillah

NIM : 150203128

Data Subyek

Nama : Muntasir

Jenis Kelamin : Pria

Alamat : Komplek Perikanan No 11

No. Hp : 0852 7550 3250

Jenis Informasi	Iya	Tidak
Saya telah diberi kesempatan untuk bertanya tentang penelitian ini.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diwawancarai dan direkam selama proses wawancara berlangsung.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Saya mengerti bahwa menjadi bagian dalam penelitian ini bersifat sukarela, Saya dapat menarik kembali pernyataan kapan saja dan Saya tidak harus memberikan alasan untuk itu.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Penggunaan informasi yang Saya berikan hanya untuk penelitian ini	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Saya mengerti bahwa informasi pribadi Saya seperti alamat dan nomor telepon tidak akan diungkapkan kepada orang diluar penelitian ini.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Saya mengerti bahwa perkataan saya mungkin saja dikutip dalam publikasi, laporan, laman internet, dan hasil penelitian lainnya.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mohon pilih salah satu dari dua pilihan berikut:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Saya ingin nama sebenar Saya digunakan diatas.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Saya tidak ingin nama sebenar Saya digunakan diatas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Penggunaan informasi yang Saya sediakan diluar penelitian ini	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Saya setuju bahwa informasi yang Saya sediakan untuk diarsipkan pada penelitian ini.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Saya mengerti bahwa peneliti asli lainnya akan memiliki akses untuk data ini hanya jika mereka setuju untuk menjaga kerahasiaan informasi sebagaimana diminta dalam formulir ini.	✓	
Saya mengerti bahwa peneliti asli lain dapat menggunakan kata-kata saya dalam publikasi, laporan, laman web, dan hasil penelitian lainnya, hanya jika mereka setuju untuk menjaga kerahasiaan informasi seperti yang diminta dalam formulir ini.	✓	
<i>Kami menggunakan informasi yang Anda sediakan secara legal</i>	✓	
Saya setuju untuk memberikan hak cipta yang Saya miliki untuk penelitian ini yang berjudul An Analysis of Teachers' Referential Question in Reading Class.	✓	

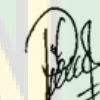
Peserta



NIP.

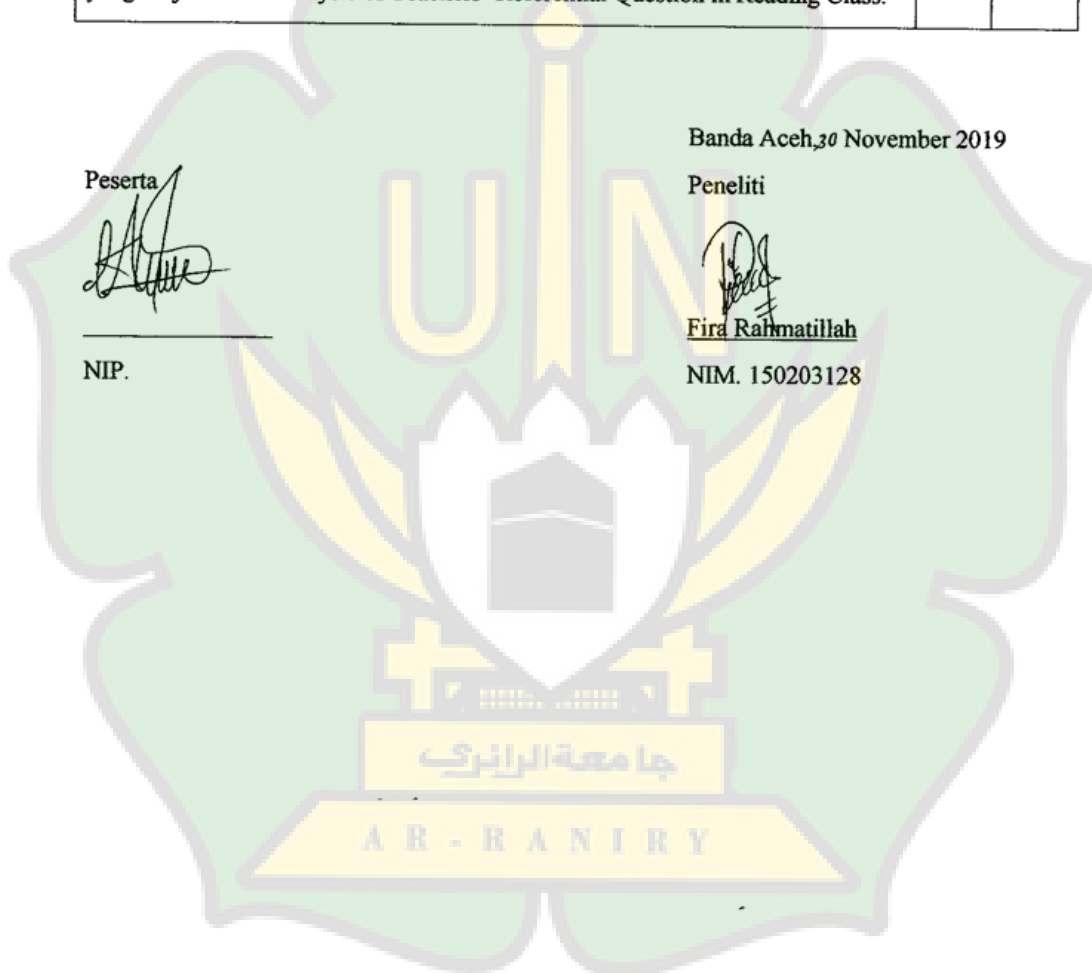
Banda Aceh, 30 November 2019

Peneliti



Fira Rahmatillah

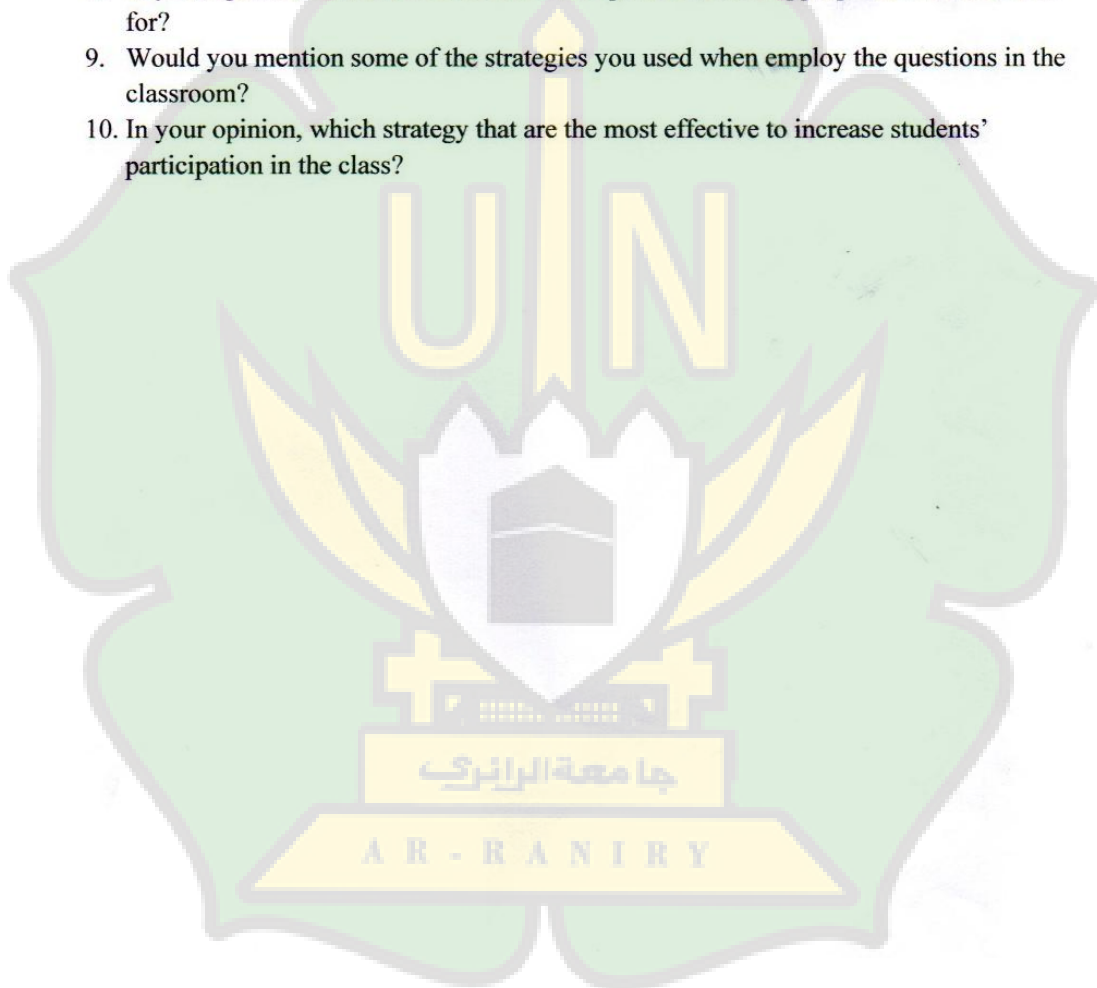
NIM. 150203128





#### **List of questions for the interview for teacher**

1. How long have you been a lecturer?
2. Which level of students have you ever taught in reading course?
3. have you ever used any specific strategy in teaching reading?
4. As long as you become a lecturer, how much time do you think you spend on question-and-answer exchanges in the classroom?
5. What are your purposes when asking students some questions in the classroom?
6. What do you think about questioning effects students' language development?
7. What do you think about Referential questions affect students' language development?
8. In your opinion, which level are referential questions more appropriate and beneficial for?
9. Would you mention some of the strategies you used when employ the questions in the classroom?
10. In your opinion, which strategy that are the most effective to increase students' participation in the class?





### Students' Questionnaire

<https://forms.gle/sH4WFnc1QyvZvrWd8>

Dear student,

This questionnaire is designed to know your opinion about the questioning strategies asked by the lecturers when they employ the referential question in the classroom. It is believed that your responses would help the researcher to get the necessary information.

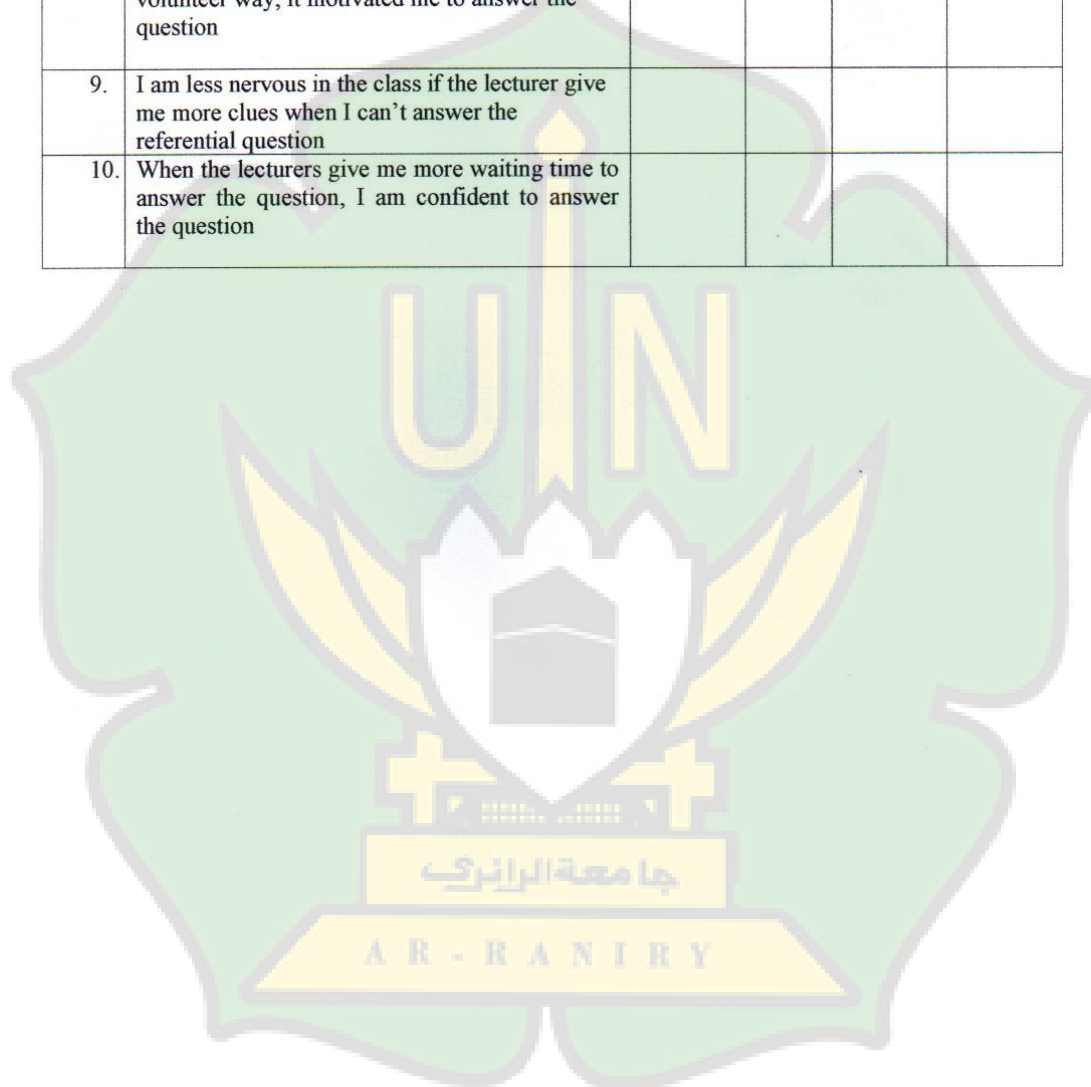
Name :

Sex : Male/Female

Age :

No	Statement	Remark			
		Strongly agree	Agree	Disagree	Strongly disagree
1.	I can be more active in the reading academic class if teacher asks some referential questions for me				
2.	By answering the teachers' referential questions in the classroom, it effects my language development				
3.	If teacher asks a personal referential question (opinion, experience, or other subjective information), it can create opportunities to express myself in reading academic class				
4.	If teacher asks an open ended question or personal referential question (opinion, experience, or other subjective information), it can increase my confidence to share my idea in the academic reading class				
5.	If teacher asks an open ended question or personal referential question (opinion, experience, or other subjective information), it makes my answer longer than close ended question				

6.	When the lecturer asks a referential question by calling my name, I am enthusiast to answer the question				
7.	When the lecturer asks a referential question randomly in the classroom, it makes me pay more attention to class lessons				
8.	When lecturer asks a referential question in volunteer way, it motivated me to answer the question				
9.	I am less nervous in the class if the lecturer give me more clues when I can't answer the referential question				
10.	When the lecturers give me more waiting time to answer the question, I am confident to answer the question				



## AUTOBIOGRAPHY

1. Name : Fira Rahmatillah
2. Place/Date of Birth : Meulaboh / 10 Juli 1997
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Jl. Bhakti Korpri, Simpang Ir. Jeurong  
Teungoh, Kec. Johan Pahlawan, Kab. Aceh  
Barat
8. E-mail : firarahmatillah10@gmail.com
9. Parents
  - a. Father : Afifuddin, S.E
  - b. Occupation : Pensiunan PNS
  - c. Mother : Diana, S. Pd.
  - d. Occupation : PNS
10. Education Background
  - a. MIN : MIN Drien Rampak
  - b. MTsS : MTsN Model Meulaboh 1
  - c. SMA : SMAN 4 Wira Bangsa
  - d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, 20 December 2019

Fira Rahmatillah