A PHENOMENOLOGICAL STUDY ON STUDENTS' QUESTIONING STRATEGIES IN MICRO-TEACHING VIDEOS

THESIS

Submitted by

HENNY HUMAIRAH
NIM. 170203177

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

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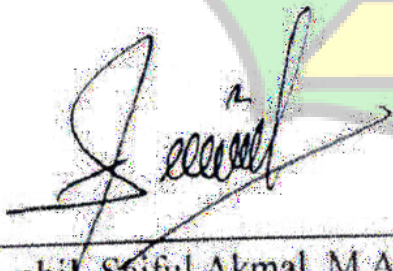
HENNY HUMAIRAH
NIM. 170203177

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor,

Dr. phil. Saiful Akmal, M.A
Date: 8 /07 /2021

Siti Khasinah, M.Pd
Date: 8 /07 /2021

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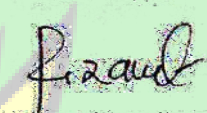
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Dr.phil. Saiful Akmal, M.A

Secretary,

Riza Zulyani, M.Pd

Member,

Drs. Amiruddin, M.Pd

Member,

Azizah, M.Pd

Certified by
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Neger Ar-Raniry Banda Aceh

Drs. Muslim Razali, S.H., M.Ag
NIP. 195903091989031001

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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Henny Humairah
NIM : 170203177
Tempat/Tanggal Lahir : Sawang Ba'u, 17 April 1999
Alamat : Jl. Teungku Peukan, Desa Simpang Tiga, Kecamatan Sawang, Kabupaten Aceh Selatan

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

A Phenomenological Study on Students' Questioning Strategies in Micro Teaching Videos

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

Banda Aceh, 10 Juli 2021
Saya yang membuat pernyataan,

Henny Humairah

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Lastly, I dedicate my big thanks to all my friends that I could not mention one by one who has supported me either directly or remotely. I realize that this thesis is far from being perfect even though it is a result of the hard work. Therefore, this thesis needs to be criticized in order to make it be useful and to the improvement in the future.

Banda Aceh, July 13th, 2021
Writer,

Henny Humairah

ABSTRACT

This study aims to find out the questioning strategies used by micro-teaching students in each of their performances. The questioning strategies analyzed include strategies of questioning, levels of questioning, and answering skills. Besides, the researcher investigated the differences related to the questioning strategies found in micro-teaching students first and last performance. The study used a qualitative method, with the type of record-keeping. This study used purposive sampling with the homogeneous sampling method. The researcher analyzed microteaching videos for students majoring in English Language Education at *Fakultas Tarbiyah dan Keguruan*, UIN Ar-raniry year 2020/2021. The result of the study showed that the micro-teaching students were good enough at using repeating, rephrasing, simplification, and decomposition strategies in their first teaching performance and getting better at the last performance. For levels of questioning, they used level knowledge, understanding, and analysis questions. While level synthesis and evaluation are not used in either the first or the last performance. Regarding answering skills, micro-teaching students are still very lacking. It can be concluded that there is some progress shown by students in their last performance in their micro-teaching class.

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CHAPTER 1

INTRODUCTION

This chapter includes several points such as the background of the study, research questions, research aims, significance of the study, and terminology.

A. Background of Study

English is a very important skill to master nowadays. Almost all fields of study and work require English language skills. English becomes an international language that sooner or later rules the world. Currently, every access to something uses English as the introduction. As Northrup (2013) stated, wherever a person travels, he will surely be exposed to English as a world language. Almost all the instructions for something are made in English. Most of the public facilities in many countries are equipped with English. In many publications, books and knowledge articles, and others are issued in English. English in other words has become a unifying foreign language from all countries.

Walters and Frei (2007) suggest teaching each lesson using more than one strategy. Ideally, the teacher brings the lesson which the students can absorb through visual and auditory then make it easier for them to understand what will be learned. A teacher can also combine the learning style like create physical space for the movement, such as group-oriented cooperative or centers activities, or to the room for quiet independent work.

Moreover, learning a language such as English, Arabic, and Indonesian will be very boring if not through the right method. Language learning is not the same as math or physics which is challenging. English, in particular, will be

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monotonous if the teacher only gives a speech all the time. The teacher plays an important role in the learning process in the classroom. Interesting or not the learning depends on how the teacher brings the material. The class atmosphere is one of the factors that influence learning outcomes and achievement. This is the responsibility of a teacher to create a learning atmosphere as attractive as possible to get students' attention so that learning objectives can be achieved properly (Young, 2014).

An interesting teaching atmosphere cannot be separated from the interactions created between students and teachers (Akmal, Masna & Nasution, 2021). To keep students' attention so that they continue to focus on learning, teachers need to know the ways to provoke this interaction, one of those is by using questioning strategies techniques. Students will express their ideas and opinions when the teacher uses questioning strategies in teaching. Thus the learning process does not only run one-sidedly from the teacher but there is feedback from students. Students can actively involve in the lesson and challenging their critical thinking through questions. Questions are asked to get answers. Therefore, the questions asked by the teacher will stimulate students to talk about their thoughts (Wiggins & McTighe, 2013). Questions are also believed to increase students' confidence to speak in public by getting them used to answer and discussing with their friends.

Khasinah, Masna and Siregar (2019) said that most micro-teaching students with good scores revealed that they were helped a lot by having previous part-time teaching experiences. It can be concluded that the students who are in trouble are mostly those who have never taught at all (Muluk, Habiburrahim & Ardiansyah,

2020). Micro-teaching classes will shape students' styles in teaching and controlling the class. Therefore, after the class ends, it is expected that students have a good understanding of it.

Besides, the researcher also reflected on her own experience when taking the micro-teaching class in the 6th semesters. The researcher felt that the questioning was quite difficult to apply even though it had been planned. Some of the obstacles at that time included too focused on the material being presented so that the questioning was forgotten and the researcher became busy herself in explaining then attention for the students and the whole class decreased. As quoted from Mahmud and Rawshon (2013), Some students admitted that they often feel anxious and nervous when the teacher and other friends pay attention when they teach in front of the class. This of course makes classroom management worse and the teacher is unlikely to be able to control the real class well.

According to Sarimanah, Efendi, and Dewi (2020), Covid-19 has changed the order of life, including world education and learning. The micro-teaching class has also been adversely affected by Covid-19, which requires that every face-to-face learning changes to online learning from home. The micro-teaching class, which should be done face-to-face, must become online learning. Micro-teaching class also aims to train prospective teachers mentally. Micro-teaching classes learn basic teaching practices that require students to appear in front of other students. Currently, the condition does not reduce the purpose and quality of learning but requires a new pattern so that activities with all their aspects are not

stopped, hampered by the pandemic. Therefore, an appropriate online learning model is needed so that the micro-teaching class does not lose its quality. It is the same with students at the teacher training faculty of UIN Ar-raniry who change the micro-teaching class from face-to-face learning to online learning. They have been undergoing online micro-teaching classes for about a year. From several micro-teaching classes that were found, students first recorded their teaching practice activities as closely as possible as they do on campus, then uploaded them to Google Drive or Youtube, and sent the link to the lecturer for assessment.

B. Research Questions

In line with the background of the study that has been discussed previously, the researcher draws some questions as follows:

1. How do English Language Department Students use questioning strategies in micro-teaching videos?

2. What are the differences in questioning strategies used by micro-teaching students of English Language Department between their first and final performance?

C. Research Aims

Based on the research question that has been mentioned above, it can be explained that this research has the objectives:

1. To know how students of English Language Department use the questioning strategies in the micro-teaching video.

2. To identify the differences in questioning strategies used by micro-teaching students of English Language Department between their first and final performance.

D. Significance of The Study

Through this research, it is expected that there will be benefits for students, lecturers, and researcher:

1. *Students*

This study is expected can provide a better understanding to the 6th semester students who take micro-teaching classes, especially for the micro-teaching students of the English Language Department, Universitas Islam Negeri Ar-Raniry, regarding the importance of questioning strategies in the learning process. It is expected to provide a good understanding that questioning strategy is a way to create interaction between teachers and students. Therefore, prospective teachers must first have an idea of what a questioning strategy is before actually going to school to practice the real teaching.

2. *Lecturers*

The micro-teaching lecturers are responsible for emphasizing the importance of questioning strategies in the learning process. This is useful for creating a new generation of teachers who can teach effectively and can control the class well. Furthermore, to monitor the questioning strategies students use in their micro-teaching performance.

3. Researcher

The researcher hopes that this study can add insight for herself about questioning strategies to be applied in the future teaching and learning process, and hopefully, this study will be useful for every people who read it.

E. Terminology

This study will discuss the analysis of a Phenomenological Study on Students' Questioning Strategies in Micro-Teaching Videos. The following are the definition of variables that will be found in this study to ignore misunderstanding:

1. Micro-teaching

Every student of the teaching faculty in the sixth semester is required to take micro-teaching courses. Yuliani (2018) defined micro-teaching as a beginning period in the foundation of preparing essential basic training through teaching. Students of education and teacher training faculty enter the first part of the teaching practice in the micro-teaching class. Students will act as teachers and others as students. In the micro-teaching class, students will learn teaching theory and practice. There are generally three performances for students to practice their teaching methods. The lecturer concerned will assess each performance and provide constructive feedback for the next performance. Micro-teaching is a mandatory subject for students to be able to take the Field Experience Practices (PPL) in the next semester. In this research, the focus of micro-teaching is on how questioning and answering strategies are used by micro-teaching students.

2. *Phenomenological Study*

In Indonesian, according to KBBI, the word phenomenon refers to things that can be witnessed with the senses and can be explained and assessed scientifically.

> "The researcher aims to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts." (Groenewald, 2004, p.43)

Phenomenological study for this research will focus on a person's direct experience in the field. The researcher does not rely much on previous research, but analyzes the events by self and puts the facts that are found.

3. *Questioning strategy*

Tandikombong (2017) stated that questioning is a part of a person's thoughts and ways of communicating which involves questions to explore a topic and idea or something of interest. Questioning is a process for building and expanding insight. Questioning aims to get answers or to confirm something that not clear yet.

The questioning in this research will focus on what strategies are used to throw questions in class, whether it provokes students to answer or not. Then questioning level to find out whether the teaching can be understood by students well. Furthermore, how do micro-teaching students deal with questions from students, whether they answer directly or provoke other students to join the discussion.

CHAPTER II

LITERATURE REVIEW

This chapter will discuss some of the previous studies concerning a phenomenological study on students' questioning strategies in micro-teaching videos. It requires a lot of theory from previous research which has almost a similar topic to support the present study.

A. Micro Teaching Class

1. *Definition of Micro Teaching*

Micro-teaching classes allow students to teach with class conditions that are almost the same as classes in real schools. It is just that the micro-teaching class can be arranged according to the wishes of the students who perform at the time. Micro-teaching is an instrument for teacher training (Mahmud & Rawshon, 2013). Micro-teaching class allows each student to practice teaching as a teacher in front of the class whiles other act as students. The teaching and learning process is made as similar as possible to the actual class. Micro-teaching students will first prepare everything they need to teach. Both lesson plans and all necessary media.

Almost the same as the previous explanation, Yuliani (2018) also defines Micro-teaching as the initial period in preparing essential basic training through teaching. Micro-teaching is a learning strategy in the context of implementing a system that is carried out by preparing teaching parts in the learning process with the aim that students are extremely ready to control each component or several

components that are incorporated in learning. A teaching condition or reduction is seen from the learning component, teaching materials, and time allocation.

Micro-teaching is fundamentally the first place for prospective teachers to practice their teaching theory. The theory of teaching has been studied by students in the previous semester so that the micro-teaching class will practically only practice teaching methods and then be evaluated by the lecturer. The micro-teaching class is made as close as possible to the real class atmosphere at school. Then in the next semester, students are expected to be ready to go to the real class at school with proper preparation from the micro-teaching class (Yuliani, 2018).

2. *Core Skills in Micro Teaching*

According to Applebee AN in Remesh (2013), during the origin of micro-teaching, there are almost 20 teaching skills were identified. But, now it's increased to 37 or even more. Below are some important teaching skills.

a) *Making lesson plan*

A lesson plan is a process of thinking through and writing a teaching plan, and learning within it, the lesson that the teacher will teach to a particular student in a particular place at a particular time. A lesson plan is a written document that lays out the main features of a teaching sequence that will result in the teacher teaching something and students learning something. At a minimum, it must have the following elements: learning objectives, learning outcomes, teaching activities, resources, and many others. The content must be concise, appropriate, relevant, and can cover the specified duration. (Savage, 2014).

b) *Doing presentation and explanation*

It involves the skills needed to explain clearly and correctly understand the concept. These components include teacher enthusiasm, creating readiness with initial statements or topic sentences, planned repetitions, effective explanations, and closing statements or key messages with summary explanations. Providing good explanations of the lesson is evidence of good teaching (Mclnemey, Liem & Walker, 2011)

c) *Illustrating with examples*

Rudolph and Luckner, (2018) stated, the prospective teacher should be able to explain the concept correctly with simple, relevant, and interesting examples to improve students' understanding. Providing appropriate examples in teaching also makes students more able to think and recall their memories about something related to the material.

d) *Practicing reinforcement*

This skill is intended to increase the participation of students in the development of the teaching process. The use of positive verbal and non-verbal cues will be a key component of this skill. As quoted by Flora (2004), reinforcement creates creativity, it affects achievement in learning as well.

e) *Managing variation of the stimulus*

Securing and maintaining the attention of students is very important for a good teacher. The effective components of skills are gestures, changes in

interaction styles, and changes in speech patterns, it can maintain student focus through different ways of delivering material (Rudolph & Luckner, 2018).

f) Asking/responding to questions

It is necessary to allow and encourage teacher trainees to ask structured questions and clarify doubts. Diversion, refocusing, and raising critical awareness are essential components of this skill (Tandikombong, 2017). Meanwhile, for answering students" questions, Cashin (1995) believe that the best way is by ignoring direct answer, the teacher can throw the question back to all students in the class until finally the correct answer is obtained from the results of the discussion.

g) Mastering class management

Class management is a way for teachers to teach effectively, which focuses on student behavior, and also refers to all activities teacher handles in the classroom that provokes student involvement in learning. Providing proper instructions, limiting inappropriate behavior, and calling learners by name are the essence of this skill (Hue & Li, 2008).

h) Using audiovisual aids

Anderson (2019) defined audio-visual aids as anything about the learning process that is delivered through the senses of hearing and sight. It is believed to increase student interest and curiosity considerably compared to other methods. Increased awareness of audiovisual aids is essential for this skill. Adequate

spacing, proper spacing between words and lines, different sizes, and the use of relevant words or phrases are key points to this skill.

Those are all basic skills learned and mastered in the micro-teaching class. Each aspect will be assessed by the lecturer according to the given criteria. A teacher at least understands and can practice it when teaching in a real class.

3. Assessment of Micro Teaching

Following are the components of the lesson plan which are quoted by Fautley and Savage (2013) and became to some point assessed in the micro-teaching class for English Language Education students at Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry.

1. Lesson Plan

a. Competency Achievement Indicators (GPA).

According to Marzano (2010), indicators of competency achievement are formulated using operational verbs that can be measured, which include knowledge, attitudes, and skills. This means that the indicator of competency achievement is a formulation of abilities that must be performed or displayed by students to show the achievement of basic competencies (KD). Thus the indicator of competency achievement is a benchmark for the achievement of a KD. This is under the intention that indicators of competency achievement become a reference for assessing subjects.

b. Learning objectives

This provides a transitional statement to connect what has been learned with what will be learned. Marzano (2010) said, it will indicate to the students what action they will be capable of performing as the result of learning. This is necessary so that teachers and students know the targets to be achieved. This helps the teacher focus on the learning purpose so that learning does not go too far from the topic.

c. Learning materials

Learning materials include all learning resources used by teachers and students. Teachers need to prepare teaching materials that are following the syllabus. The material can include online resources, videos, books, and other interactive things that reinforce course content (Seif, 2021).

d. Approaches, models, methods, tools/media, and learning resources

These all need to be covered in detail within the lesson plan. That will require the teacher to be organized. A teacher should find the appropriate approach, models, methods, and tools/media with the learning material being taught to achieve the goals at the end of the lesson. Learning resources also an important part. Teachers skillful use of resources will aid the flow and provide a range of alternative opportunities to help the pupils engage with the learning objectives that have been set (Taylor & Francis, 2014).

e. Opening, core, and closing activities

Opening activities include greeting, asking students to pray before studying, checking student attendance, then proceeding with apperception and motivation. While in the core activity the teacher begins to provoke students with matters relating to the material and then explains and discusses the material, along with practice activities and so on. in closing activities the teacher will conclude the lesson from what the students have learned and understood. Then, tell the next study plan and end the lesson (Yuliani, 2018)

f. Assessment and follow-up

Dougherty, (2012) stated, this is the central part of pedagogy that will allow you to make judgments about the understanding of the lesson. Assessment has a vital role in helping the teacher understand the impact their teaching is having on their pupils" development. Furthermore, follow up also useful so that students can get ready with the material to be studied next. They will get an idea of what will be discussed and can add references to the material.

2. *Implementation of Learning*

a. *Preparation for learning*

A teacher can prepare students to learn by way of communicating expectations about the results to be achieved after learning. Provide students

guidance on the assignments that will be carried out. Teachers should make the relevance of assignments explicit and also assess students' preparation for Class. (Seif, 2021).

b. Skills to apply perception/motivation

Perception often produces learning information that is directly relevant to the objectives at hand. Perception becomes more skilled with practice and experience. Motivation is an important predictor of learning and achievement. Students who are more motivated to study longer, produce higher quality effort, study more deeply, and perform better in class (Sahlberg & Walker, 2021).

c. Skills in explaining

Explaining is defined as an interrelated expression of a concept, phenomenon, and generalization to provide understanding to others. Teachers use these skills to bring clarity and a proper understanding of what is being taught to make the teaching and learning process more effective. The teacher must remember the students' previous knowledge (Julius, 2015).

d. Questioning skills of the teacher

Triwuryani (2018) stated that there are various questioning strategies to help students take more responsibility for their learning and engage the teaching and learning process. The main purpose of teachers' questioning

strategy is to create learning environments that are more interactive, active, and collaborative. Teachers also used it as a part of the assessment of learning to determine how the best structure, organize and prevent new learning.

e. Answering questions skill by the teacher

Similar to the questioning technique, answering questions is also an assessment in the micro-teaching class. Several ways can be done in answering student questions as quoted from Cashin (1995), ranging from throwing questions at other students to answering themselves, and to delay giving answers for several reasons.

3. *Personal and Social Competency Aspect*

a) Attendance

When students miss school, they miss critical behavior, social-emotional skill, opportunities, relations, and all of the information on that day, so it should be one of the things that teachers should pay attention to (Berg & Sprick, 2019). Microteaching class assesses student attendance and participation in class both when performing and helping others perform.

b) Discipline

Marbach, Thompson, and Egan (2015) defined, discipline as the ability to control oneself to obey every existing rule. Those who do not comply are usually punished. Discipline includes a sense of responsibility, being on time to

do something, and so on. In micro-teaching class students are required to comply with the rules set at the first meeting.

c) Appearance

Appearance determines the first impression for everyone. So do teachers. Teachers must be good at managing their appearance so that students are interested in them to make students interested in learning. The teacher should look firm and friendly at the same time (Salirawati, 2018).

B. Students' Questioning Strategies

1. Definition of Questioning Strategies

Questioning strategy is one of the most significant dimensions of teaching and learning processes. Questioning is defined as the instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do (Astrid, Amrina, Desvitasari, Fitriani, & Shahab, 2019). Questioning can be in the form of questions for short answers or long explanations from students. Questioning strategies refer to the way the teacher uses to ask questions to students so that interaction occurs in learning. Furthermore, the response of the teacher to students' questioning is also considered as a strategy in questioning.

Sujariati, Rahman, and Mahmud as cited in Triwuryani (2018) stated that teachers have to know the output of the students before and after teaching by giving questions, so the teacher can measure how far the students understand.

Questioning strategies are one way for teachers to ask students about the material to achieve learning objectives.

2. The aims of Questioning

According to Blosser as cited in Astrid, Amrina, et al (2019), teachers ask questions to help the learners review to check on comprehension, to provoke their critical thinking, to increase creativity, to control classroom activities, to emphasize a point, and for other purposes and reason.

Brown in Ipek (2009) stated that the right questions in an interactive classroom can fulfill several different functions, such as provide encouragement and opportunities for students to produce language comfortably without having to take the risk of starting the language itself. Teacher questions can also serve to start a chain reaction of student interactions among themselves. This can trigger students to engage in class discussions. Furthermore allows students to find out what they are thinking by listening to what they say. Questions can stimulate and maintain the interest of students to regain their attention more interactively.

3. Strategies of Questioning

1). Rephrasing.

This means that a question is expressed in another way to anticipate that the students didn"t know the meaning of something, so the teacher changes the way he said it to something easier to understand (Fitriati, Isfara &

Trisanti, 2017). This happens when students show their incomprehension of a word or sentence that they have never heard before.

2). Simplification

Simplification is almost the same with rephrasing, but here the teacher simplified the meaning of their question. A teacher can use many methods such as giving examples, giving clues then let students think again, and focusing on words to make previous questions clearer, and understandable for students (Fitriati, et al., 2017).

3). Repetition

Repeating the same question 2-3 times is mostly used by the teacher as a strategy to stimulate students' responses. Repetition might be caused by some reason, first, teacher questions can't be heard clearly by the students, second, the students might have a low ability in listening skills or students are busy with other activities so that no one responds to the teacher's question (Triwuryani, 2018).

4). Decomposition

This means the teacher broke down their initial question into several simple questions to assist the student to understand the question's meaning. It was very helpful to elicit students' verbal responses. They create different

questions based on the initial one. This strategy is often characterized by the teacher hanging up the words for students to connect (Triwuryani, 2018).

4. *Level of Questions*

Below are the five levels of questions by Bloom as cited in Fitri, Syarif, and Anwar (2019), which are arranged from low to high-level questions.

i. Knowledge

Knowledge questions are questions that can bring back memories about something they knew. This requires students to identify or recollect information. Students only need to recall their memory to remember because the teacher believes that students have heard or learned about it before (Olensia, 2014). Ex: „*what is the capital of Malaysia?', 'who is the author of Harry Potter?'.*

ii. Understanding

After students being exposed to a concept and knowledge, teachers should ask comprehensible questions. Students need to show their mastery of the material. It can be seen through their ability in illustrating the material in their own words (Fitri, et al., 2019). Ex: *'what do you think the author wants to confess through Harry Potter; the Goblet of Fire?'*

iii. Analysis

Olensia, (2014) said, this level requires students to think critically and comprehensively. To answer this type of question, students need to identify

reasons, analyze available pieces of information or facts, then make a conclusion or generalization. Ex: *'how does the process of euthanasia tell the reason why it can not be legalized in our country?'*

iv. Synthesis

Shanmugavelu, Ariffin, Vadivelu, Mahayudin, and Sundaram, (2020) said that synthesis questions can help students to come up with a new idea through the initial information they are exposed to. It requires students to perform their imaginative and creative thinking. Students need to create imaginative communication, make predictions, or solve problems. Ex: *„if you were a journalist, what kind of question would you ask a very dangerous criminal?'*

v. Evaluation

Evaluation means students should be able to make and maintain their justifications. Similar to analysis and synthesis questions, the evaluation does not have the correct or wrong answer. Students only need to give their view, then strengthen their statement. Ex: *'why do you think people should or should not do an abortion?'* (Mutawah, Thomas, Eid, Mahmood & Fateel, 2019).

5. Types of Questions

i. First-Order Questions.

These types of questions are the most commonly used questions. This question is stated in sequence because it follows the sequence of disclosure of

information provided in the teaching and learning activities (Shanmugavelu, et al., 2020).

ii.   *Uncovered Questions*

Uncovered questions are questions that will gradually deepen students' knowledge. The teacher may ask anything and then have a way to connect it to the material. This technique also requires teachers to tackle creative, clear, and easy questions so that students do not get bored (Worley, 2019).

iii.   *Open-Ended Questions*

Open-ended questions are a form of independent inquiry that seeks to assess students' abilities and knowledge. Also, students may ask the teacher otherwise to obtain further certainty and clarification (Myren, 2012). This kind of response is something that is expected of teachers to identify students" understanding.

iv.   *Divergent Questions*

Worley (2019) explained that divergent questions are questions that can generate a lot of thinking abilities among students. It generates student critical thinking. Subjective questions will help students broaden the scope of their thinking, and this is very important for them to improve their thinking skills.

6. *Answering Questions*

Micro-teaching students must not only master good questioning techniques but also how to respond to student questions effectively.

1. *Repeat the question and paraphrasing it.*

Cashin (1995) stated, this has two purposes: to ensure that all students in the class can hear the question clearly, and more importantly, it aims to ensure that the questions asked are following the understanding captured by the teacher so that there are no misunderstandings. If the teacher does not fully understand the question being asked, students usually repeat and paraphrase the question again. This process also gives other students time to think about the questions and possible answers.

2. *Redirect the question.*

The teacher can ask students who may know the answer to respond or the teacher can also throw the question into the class, in general, to ask for their opinion (Wiggins & McTighe, 2013). This way makes it possible for many students to get involved in the interaction and suggests that peers are a source of learning.

3. *Promote a discussion among the students.*

When students ask a question it usually involves communication between two people, a teacher and one student, with the whole class just listening. A teacher may want to involve the whole students in trying to answer a few

questions, for example, where there is considerable disagreement about the answers (Astrid, et al., 2019).

4.   Directly answer the question.

Of course, it allowed for the teacher to directly answer student questions but this is not recommended and should be avoided as much as possible so that teachers can develop students' thinking or problem-solving skills. However, when the question is difficult and no one may know the answer, the teacher can use it this way (Cashin, 1995).

C.   Previous Study

As a questioning strategy is needed in the teaching and learning process, many authors have discussed and research all matters related to this topic. The research questioning strategies in various aspects, at various levels of education; the types of questions used, and so on.

Here are some examples of research that has been done previously on the questioning strategy. The first is Döş, Bay, Aslansoy, Tiryaki, Çetin,and Duman (2016) has analyzed teachers' questioning. The study used a mixed-method design. He used this method to find out the quantity of using some questioning strategies so he can compare the quantitative and qualitative data. This study was conducted with 170 primary school teachers working in the schools located in Gaziantep, Turkey during the 2014-2015 academic year. The researcher collected data through a semi-structured questionnaire. The questionnaire includes 10 qualitative and 10 quantitative questions.

The study revealed that: Teachers usually asked divergent questions to draw attention and interest of the students, the misunderstanding was common among teachers about divergent and convergent questions, teachers asked most frequently questions aimed at uncovering operational knowledge and least frequently questions whose goal was to uncover metacognitive knowledge, teachers mostly ask questions to entire class than individual, teachers never ask vague questions, they generally used probing questions, and prolonged waiting time and teachers did not use questions as a punishment tool.

Another study was conducted by Tania, Sada, and Sumarni (2013), who investigated the implementation of questioning skills by English teachers at SMP 1 Pontianak in 2012/2013. The participants were five English teachers at that school. This study uses a descriptive method carried out using class observation. This research revealed that English teacher questioning level implementation consists of knowledge 75.47%, understanding 16.98%, analysis 5.67%, synthesis and evaluation 0%.

While Qatipi (2011), has observed the values of questioning in the learning and teaching process to encourage the critical thinking of students. The researcher used qualitative and quantitative methods for this study. The interview was chosen as a method of collecting data. The first focus was on questioning in general; its purposes and functions. The second referred to research based on data and information gathered from interviews to analyze the approaches that develop questioning. The study was conducted in one Albanian high school with 12 parents, 30 teachers, and 18 students as the participants. The main focus was on

issues related to questioning competencies at schools and the application of questioning techniques.

The result of this study showed that most students learn best when they are actively involved, there is always a way for helping students to give more attention to discussions. Questioning stands at the core of massive communication in general and between a teacher and a student in particular. It is a process teachers and students face every day. It is a powerful tool to stimulate and support critical thinking. Questioning fulfills a useful conversation between students and teachers and the whole community.

In other research, Maulidia (2020) investigated the improvement of students' engagement in the EFL classroom by analyzing the questioning strategies used by the English teacher. This study aimed to find out the English teachers' questioning strategies used by the teachers to improve students' engagement in EFL classrooms and to explore the students' responses toward the teachers' questioning strategies. The participants were two English teachers at MAN 4 Pidie and their students. In this study, several methods were used, which were: classroom observation, interview, and questionnaire.

From this study, we found the fact that teachers mostly used descriptive questions in the teaching and learning process. The teachers applied some strategies in questioning, such as: warming up and a quiz to grab students' attention, repetition, decomposition, structuring the question, simplification, reacting to the students" answers, using native language, and giving students wait time to think about the answers. The other finding showed the positive effects

from the use of questioning strategies which affected interaction. Therefore, the researcher suggested that teachers should be more aware of their questioning skills and use them to improve the students' engagement in the EFL classroom.

Some studies about micro-teaching also revealed that microteaching classes played a big role in shaping the teaching process of students. Ningsih (2017) conducted a study about micro-teaching performances. The purpose of this study was to see how students practice in the micro-teaching class, to find out students' views on teaching practice, and to know the lecturer's assessment about student performance. This research used the qualitative method. The participants were 6 students and a lecturer in the micro-teaching class at Ar-Raniry Islamic State University in June 2016. These six students and their lecturers observed using the developed research instrument based on the micro-teaching method. The instrument used in this research is observation and interview.

Finding from this research showed that in their first performance, students felt worried and not ready to perform in front of their friends and lecturers due to lack of experience. As for the second performance, there were several attempts to show their best when performing such as preparing better style in opening and closing activity. They felt more comfortable in teaching practice, and the results were much better than the first time. The results of the interview showed that students believed that the micro-teaching class makes them know where their strengths and weaknesses were when teaching.

Zulfikar, Nidawati, Khasinah, and Mayangsari (2020), investigated the benefits of micro-teaching to students' teaching internships. This research was

conducted to find out students' opinions about the benefits of the micro-teaching class for their teaching internship program. Participants in this study were ten students majoring in English at Ar-Raniry State Islamic University who had taken a micro-teaching class and teaching internships program. The data was collected by interviews which reveal that these students perceive the micro-teaching class to be sufficiently helpful in their teaching internship phase. These students become more confident; develop communication skills, and most importantly, the micro-teaching class has helped them develop questioning skills. They developed their basic pedagogical skills. However, students' interviews and written narratives also indicate that management skills, such as classroom and time management, and skills to write lesson plans are the least likely aspect of teaching covered during the micro-teaching class, which then become obstacles for them during their teaching internship.

Lestari (2019) conducted a study about the experience of 6th Semester Students' at the Department of English Education Universitas Muhammadiyah Surakarta in a micro-teaching class. This study focuses on their perception of the experience in the microteaching subject. The study used the descriptive qualitative method. The data was collected by using interviews. The data source is human informants who are the 6th-semester students who join a micro-teaching class in UMS.

The result shows the students'' perception about micro-teaching which is categorized into three perceptions: microteaching gives the students real teaching practice experience, microteaching increases the students' creativity in designing

materials and media for teaching, and also microteaching helps the students to teach appropriately by understanding the teacher competence.

CHAPTER III

RESEARCH METHODOLOGY

This chapter comprises the descriptions of the research design, method of data collection, and method of data analysis.

A. Research Design

This study used a qualitative research method. The study aims to determine how far the understanding of micro-teaching students about questioning strategies in a way to see the real phenomenon of the application of questioning strategies in the micro-teaching class 2020/2021 of Department of English Language Education from the Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry. Therefore, the qualitative approach was chosen for this study seeing that the research focused on student experiences. The core property of qualitative research is that it examines the way people make sense out of their own concrete real-life experiences in their minds and their own words (Taylor, Bogdan & Devault, 2015).

Phenomenological approach, as stated by Byrne (2001), examines the experiences of the people to gain understanding of the truths. This approach explores knowledge from what is experienced directly by the participant in a situation. The researcher analyzes everything without changing the findings, the findings are in accordance with what is in the field, not exaggerated or reduced.

Qualitative research is different from quantitative research, it usually using abstract scientific concepts and terminology and focuses on the way the world is

understood in researchers" minds, (Cropley, 2019). He added, quantitative research examines differences in the amount or level of the variables being studied and cause and effect relationships among them, whereas qualitative research is concerned with the patterns and forms of such variables.

Palmer and Bolderston (2006) stated that qualitative often an interactive process whereby the theory/hypotheses emerge from the data as it is collected, making the researcher key in the data collection and analysis processes. It is the method that uses descriptions and categories in form of words to study people's experiences and realities from the subject"s perspective. This qualitative research uses a record-keeping type. As Silverman and Seale (2005) stated, record-keeping is similar to library research. This type of research usually relies on the analysis of books or other sources to collect appropriate data. This study uses already existing documents as sources of information to make new research.

B. Methods of Data Collection

In collecting data, this study used the document analysis method because the data collected is in the form of video, researcher analyzes micro-teaching videos which focus on students' direct experiences in practice, especially in the questioning section. Document analysis is a data collection method that uses documents as research targets. These documents can be printed or digital (video, etc.). This method requires that the data be reviewed, analyzed, and interpreted by them to gain understanding, and develop empirical knowledge (Bowen, 2009).

For the research instrument, the researcher uses an English student assessment table in the current micro-teaching class. The assessment table contains the criteria needed in giving questioning and answering. Then more specifically, the researcher also uses a table for questioning which is separated between strategies and levels of questioning as well as a table for answering skills of micro-teaching students, all of which refer to the theory mentioned in chapter two.

C. Population and Sample

The researcher uses a purposive sampling technique, the researcher decides what needs to be known and sets out to find people who can and willing to provide the information and experience needed. The purposive sampling used homogeneous sampling method, where the researcher selected samples with some similarities and specific characteristics. This method focuses on how the sample can be connected with the study (Etikan, Musa & Alkasim, 2015).

In this case, the population is an English Language student at the Fakultas Tarbiyah dan Keguruan at UIN Ar-Raniry Batch 2018 in 2020/2021 who is taking an online micro-teaching class. The researcher decided to conduct a study on English Language students because the researcher came from the same department and wanted to see what was different from the current micro-teaching class compared to last year's micro-teaching class.

The researcher took a sample of three people from 10 students majoring in English Language who were taking an online micro-teaching class in 2020/2021

who were in the same class and the same lecturer and had the same experience in that class. This class was chosen because it met the criteria that the researcher wanted, namely the latest online micro-teaching class and had completed the first to last performance, while the other classes had not yet arrived at the last video. The three samples in this study were considered able to describe the overall questioning ability of the micro teaching students in the class because they were selected based on their high, medium, and low level of teaching abilities. Furthermore, these three samples were named student A, student B, and student C.

Furthermore, the researcher analyzes the first and final videos from three English students in the micro-teaching class year 2020/2021. They made the micro-teaching performance through video due to the current Covid 19 conditions. The videos were randomly selected by the researcher in a micro-teaching class. The researcher had already acquired participants" consent (from the students and lecturer in that class) before conducting this research.

D. Method of Data Analysis.

The procedure of document analysis of this research refers to the points contained in the related theory. As the researcher focused on analyzing the questioning strategies used by the English Language students in their micro-teaching class, the following are the stages of the research carried out.

This research uses qualitative content analysis, According to Bowen (2009), content analysis is where the researcher examines the use of certain words, phrases, and concepts. The researcher determines what to look for, then

documents and regulates the frequency and number of occurrences in the document. The information is then compiled into what is related to the research question. Bowen reminds us that documents cover many different types, and content analysis can be very useful for building a broad overall picture. Content analysis, used as a "first-pass document review" can provide researchers with the means to identify meaningful and relevant passages. The researcher use thematic analysis for coding the data. This is a method of identifying, analyzing, and reporting patterns (themes) within data. It divides all the data into the same patterns (Castleberry & Nolen, 2018).

Firstly, the researcher determined one of the English students' micro-teaching class year 2020/2021 for which the video would be taken. Furthermore, the researcher takes the videos from three students, each will be the first and final performance, in total there will be six videos to be analyzed.

The researcher will analyze the questioning and answering skills of micro-teaching students based on the assessment sheets used by English lecturers at the Fakultas Tarbiyah dan Keguruan in assessing student teaching practices. The criteria asked for the questioning and answering skills are clear, fluent, focused on the material, provoke student responses to answer and relate questions to contextual examples. For answering skills, the teacher must also be able to reinforce students who are willing to answer their friends' questions. In addition, the researcher also analyzed the data according to the points described in chapter two which relates to the strategies, level, and how they answering a question when

teaching. Then, revealed if there are any differences between their first and the last performance.

CHAPTER IV

FINDINGS AND DISCUSSION

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

A. Research Findings

In this section, the researcher elaborated on research findings of the data from analyzing videos of teaching performance by three micro-teaching students. The researcher analyzed both the first and last performance. In total there were six videos. As stated in the previous chapter that this research used a record-keeping type, which means analyzing the data that already exist to make new research.

1. Questioning and Answering Skills by Micro Teaching Students.

This part contains an analysis of the questioning and answering skills of micro-teaching students as a whole, which is assessed based on the micro-teaching assessment sheet of the Department of English Language Education, Fakultas Tarbiyah dan Keguruan. This is an assessment sheet that is currently used by lecturers in assessing the performance of micro-teaching students related to their questioning and answering skills.

Table 1. *Assessment rubric in micro-teahing class year 2020/2021*

Students	Performance	Questioning Skills				Answering Skills			
		1	2	3	4	1	2	3	4
A	I			√					
	III				√		√		
B	I			√					
	III				√		√		
C	I		√						
	III			√					

Note:

1. Poor (one to two criteria appear)

2. Enough (three criteria appear)

3. Good (four criteria appear)

4. Very good (five criteria appear)

From what can be seen, the overall questioning skills of student A and student B have been very good from the first performance of micro-teaching. In the last video, all the criteria needed for well questioning have been implemented well by both of them. However, both student A and student B are still lacking in answering skills. There are only two criteria that appear for that, those are clear and fluent in answering questions. While other two criteria didn't appear until the last video.

Meanwhile, student C looks very poor in her questioning and answering skills in the first video. But that changed in the last video. Student C showed significant progress in asking questions. However, the same, answering skill is not seen at all in the two videos. The researcher concluded that she did not understand answering skills at all.

2. Questioning Strategies Used by Micro Teaching Students.

This section contains findings of questioning strategies used by micro-teaching students in their first and last performance. Questioning strategies include strategies of questioning, level of questioning, and answering skills.

Table 2. *Questioning strategies by micro-teaching students*

Students	Performance	Strategies of Questioning	Level of Questioning	Answering Skills
A	I	Decomposition, simplification, and rephrasing	Knowledge and understanding	-
	III	Simplification and repetition	Knowledge, understanding, and analysis	Answering question directly
B	I	Rephrasing and Decomposition	Knowledge, understanding, and analysis	-
	III	Repetition and simplification	Knowledge and analysis	Answering question directly
C	I	-	Knowledge	-
	III	Simplification and decomposition	Knowledge, understanding, and analysis	-

a. **Strategies of Questioning**
   1) Student A
   Performance I (Degree of Comparison)
      a) Decomposition
      Extract.
      T : ***Has anyone learned about this before?***
      S : *yes miss, not yet miss..*
      T : ***those who have learnt, what is degree of comparison?***
      S : *comparation, miss.*
      T : ***what kind of comparation?***

S   : *(silent)*
T   : *(explanation)*

Student A asks a decomposition question, which is a continuous question after students answer one question. Student A asked if anyone had studied the material before, then some answered yes and no. After getting such an answer, student A focuses on students who answered that they already learnt it by throwing in the next question which questions what they had previously learned about it. After someone answered it, student A asked again with something more specific regarding the material, until students were silent, no one answered, and finally student A gave an explanation.

Extract.
T   : ***Now the comparative degree. How is that?***
S   : *More than two?*
T   : ***how? Try with an example.***
S   : *Aina is taller than her father.*
T   : *ok, **how about superlative?***

The next question is still with the decomposition strategy, student A asks what is the comparative degree. Students seem hesitant in answering, student A provokes students to give examples so that students want to answer more. Even though there was a slight pause, the students answered by giving examples. Student A is still continuing her questions because she sees students can answer correctly.

b) Simplification

Extract.

T : for example, comparative for adjective with two-syllable we use more, in the superlative we use most. How about comparative with only one syllable?

S   : (Silent)

T   : we add? est, for example?

S   : Smallest? Tallest?

T : yes, right.

Simplification is a question that is accompanied by examples or clues to make it easier for students to answer. Student A gives some clues before asking how to use superlatives for adjectives that are only one syllable. No one answered because they did not understand the meaning of the question. Student A took the initiative to give a clue again until finally, the student gave an example that was asked even though he still looked unsure.

c) Rephrasing

Extract.

T   : Ok, now try an example of sentence using est.

S   : (silent)

T   : one sentence for the superlative which is only one syllable.

S   : Ali is the tallest boy in class.

Student A used a rephrasing strategy by replacing the words with a comprehensible sentences. The first question was not answered by the students and then replaced with more detailed and slightly longer sentences. This method succeeded in getting students to give one example of the requested sentence.

Performance III (This is My World)
  a) Simplification
  Extract.
T   **: for example, if you want to say a table, so there is only one table exactly. Shall we use a or an?**
S   *: use a, miss. A table.*
T   *: Yes. a table, right.*

Student A asked how to say a table, then paused for a moment followed by saying *there is only one table exactly.* Then students are given a choice by saying *use a or an?* After a few clues, the students answered *using a miss, a table.*

  b) Repeating
  Extract.
T   **: Ok, everyone understands. What is the conclusions of the learning today?**
S   *: (silent)*
T   **: Come on, those who can give a conclusion there will be prizes next week.**
S   *: ....*
T   **: who can give a conclusion? Ulfa want to try?**
S   *: Today's lesson is about the article, and how to say the number of objects...*

At the end of the lesson, student A asked one of the students to give a conclusion about the material that day. No one responded, student A repeated the question still with the same sentence and intent, but still, no one answered. Student A repeated the same question and finally appoints one student to answer.

Student B
Performance I (Demonstrative Pronoun)
  a) Rephrasing
  Extract.
T   *: Anyone knows what demonstrative pronoun is?*
S   *: (silent)*

> *T   : Has anyone ever heard about demonstrative pronouns?*
> *S   : we know pronoun miss, but not demonstrative..*

Student B asked if anyone had ever heard of demonstrative pronouns. No one answered. Then student B changed the sentence of the question. Student B changed it to Bahasa, as explained in chapter two that the rephrasing strategy is often translated into the mother tongue to get an answer from the student. After paraphrasing the answer, the students answered.

> b) Decomposition
> *Extract.*
> *T   : Ok, this and that for singular. What is singular?*
> *S   : Single*
> *T   : What is single?*
> *S   : Tunggal*
> *T   : the tobe for singular and plural are different, what tobe do you use for singular?*
> *S   : is.*

Starting with the question *what is a singular?* A student answered it single. Not getting a more precise answer, student B again asked *what is single?* Then student B moved on to the next question which was continuous with the previous question. That's how decomposition works when a teacher finds students can answer one question until they come to the point where students can no longer give answers.

Performance III (Descriptive Text)
 a) Rephrasing
Extract.
T   *: Well, there are pictures, there are explanations, **what do you think? What do we learn today? What text is this?***

S   *: Descriptive..*
T   *: ok, descriptive?*
S   *: text..*
T   *: ya, descriptive text.*

The rephrasing strategy used here was to replace the question sentence several times at the same time to make sure students understood the meaning of the question. After the student answered, student B confirmed the answer again.

 b) Simplification
Extract.
T   *: Well, **there are pictures, there are explanations, what do you think?** What do we learn today? What text is this?*

S   *: Descriptive..*
T   *: ok, descriptive?*
S   *: text..*
T   *: ya, descriptive text.*

Still, with the same question, student B started the question by giving students time to think by showing pictures and their explanations on the screen. Students tried to answer by guessing what material best fits the clue given.

Extract.
T   *: so what is the purpose of this descriptive text?*
S   *: (silent)*
T   *: **for example, if we read something, there is an explanation, there is a purpose, what do we get?***

S   : get information.
T   : Yes, right.

The next question was still with a simplification strategy, student B asked what is descriptive text, the students did not answer, then student B gave an example in easier language. But the question was a bit wider than the previous question to make students have an idea of what the description text means.

c) Repetition
Extract.
T   : is anyone ever heard about description and identification?
S   : (hesitated)
T   : anyone?
S   : yes, miss..

The repetition strategy is often used because the teacher does not get a response from the students either because they do not understand or do not hear the teacher's question well until finally, the teacher repeats the same question. Student B used repeating strategy when students sound like they want to answer but were hesitant.

Student C
Performance I (Self Introduction)
There were no strategies found

Performance III (Greeting and Leave Taking)
a) Simplification
Extract.
T   : Well, if we look at the picture, there are two people waving to each other. What do you think we will learn today?
S   : greetings..

> *T* : *greetings? The others? Ok, so greeting dan leave taking are...*
> *(explanation)*

At the beginning of learning, student C first asked students to think about what material will be studied by showing an image on the screen in front of students and then described what activities were shown on the screen. When students got answers that were not targeted, student C asked other students to answer, but she decided to explain when she found no one else can answer.

b) Decomposition
Extract.

> *T* : ***Do you think anyone can conclude what we have learned today?***
> *S* : *(silent)*
> *T* : *Ulfa want to try?*
> *S* : *The lesson today is talking about greeting and leave taking. Greeting is sapaan, leave taking is perpisahan. It can be formal and informal.*
> ***T*** : ***we used formal for?***
> *S* : *Situasi resmi*
> *T* : *yes, or when talking to the older people. What about informal?*
> *S* : *santai..*
> *T* : *yes, or with people we have known for a long time.*

At the end of the lesson, student C came up with a decomposition strategy by asking the conclusion of the day's learning. The first question did not get a response from students until student C appointed one student to answer. After a student answered, student C felt that something needed to be added to the answer by re-asking some important points they had learned.

b. Level of Questions

Student A

Performance I (Degree of Comparison)

a) Knowledge

Extract.

T : ***Has anyone learned about this before?***

S : *yes miss, not yet miss..*

T : ***those who have learnt, what is degree of comparison?***

S : *comparation, miss.*

T : ***what kind of comparation?***

S : *(silent)*

T : *(explanation)*

The knowledge level was used by student A to start learning. Here she asked if anyone had ever studied about the degree of comparison material. Some students answered yes and no. Then student A again asked what students knew about it. Students answered what they know, student A continued the question until the students did not answer again, then student A started the lesson with an explanation.

Extract.

T : *There are some adjectives that will change. So,* ***let's say first what are the adjectives?***

S : *Beautiful, smart, handsome..*

T : *what's more?*

S : *Diligent, tall, strong..*

The next question was still with the level of knowledge. Student A questioned things outside the material, which was about students' knowledge of adjectives. Students answered by mentioning all the adjectives they know. Student A asked for more until the students joined together to mentioned the adjectives they knew.

Understanding

Extract.

T   : ***Now the comparative degree. How is that?***

S   : *More than two?*

T   : ***how? Try with an example.***

S   : *Aina is taller than her father.*

T   : *ok,* ***how about superlative?***

Extract.

*T : **for example, comparative for adjective with two-syllable we use more, in the superlative we use most. How about comparative with only one syllable?***

S   : *(Silent)*

T   : ***we add? est, for example?***

S   : *Smallest? Tallest?*

T : yes, right.

Extract.

T   : ***Ok, now try an example of sentence using est.***

S   : *(silent)*

T   : ***one sentence for the superlative which is only one syllable.***

S   : *Ali is the tallest boy in class.*

After giving a brief explanation about the comparative degree, student A tried to check whether students already have an idea about the material given. Students answered in short and looked doubtful. To be sure, student A asked for an example. After that, student A also did the same thing to ask about the superlative degree.

Performance III (This Is My World)

  a)   Analysis

Extract.

T   : ***The topic is 'this is my world'. what is the first thing that comes to your mind?***

S   : *about the world miss, the place we live..*

T   : *right, others?*

S   *: Hobby?*
T   *: it's ok..*

Student A provided analysis level questions at the beginning of the lesson with the aim that students can think and express their own opinions. Student A mentioned the topic they will study and asked students to describe what they think when listening to the topic. The students also answered based on their thoughts and the results were certainly different.

  b) Understanding
Extract.
T   **: for example, if you want to say a table, so there is only one table exactly. Shall we use a or an?**
S   *: use a, miss. A table.*
T   *: Yes. a table, right.*

Extract.
T   **: Ok, everyone understands. What is the conclusions of the learning today?**
S   *: (silent)*
T   *: Come on, those who can give a conclusion there will be prizes next week.*
S   *: ....*
T   *: who can give a conclusion? Ulfa want to try?*
S   *: Today's lesson is about the article, and how to say the number of objects...*

This question is included in the understanding level because student A asked after a long explanation about the definition and use of the article. Student A asked that to find out whether the explanation given was well understood. Asking for conclusions after learning was also included in the level of

understanding. Here student A seemed to want to check the extent to which students have mastered the material described.

Student B
Performance I (Demonstrative Pronoun)
 a) Knowledge
Extract.
T   *: **Anyone knows what demonstrative pronoun is?***
S   *: (silent)*
T   *: Has anyone ever heard about demonstrative pronouns?*
S   *: we know pronoun miss, but not demonstrative..*
T   *: **what is pronoun?***
S   *: Pengucapan*
T   *: Pengucapan?*
S   *: ....*
T   *: so pronoun is... (explanation)*

Student B here asked if anyone already knows what a demonstrative pronoun is. It aimed to check students' knowledge about the material to be studied. But no one answered. She again asked the same question until the students answered that they only knew what a pronoun was. Student B then asked what a pronoun was if they knew, and students answered what they knew.

 b) Analysis
Extract.
T   *: so in demonstrative pronoun there this, these, that, and those.*
          Have you heard it?
S   *: yes*
T   *: **then what are the different between this, these, that, and***
          those?
S   *: Different usage, different... singular... and plural...*
T   *: so pronoun…. (explanation)*

This question included level analysis because students have never heard of demonstrative pronouns before, then here student B said that in demonstrative pronouns there were the words this, these, that, and those, and then asked what was the difference between these words. Students who have never known the function of these words in demonstrative pronouns are asked to answer based on their thoughts.

c) Understanding
Extract.

T : **get it?**
S : *yes miss..*
T : **now try Balqis, give an example for the word 'this'.**
S : *this is my book*
T : *good,* **Maghfirah give an example for the word 'that'.**
S : *That is my pen*

For the level of understanding, student B to the point by asking whether students have understood the explanation by saying *get it?*. When students answered they understand, student B confirmed by asking for an example sentence using the words *this and that*. Students who answered correctly indicated that they understand well.

Performance III (Descriptive Text)
a) Analysis
Extract.

T : **Well, there are pictures, there are explanations, what do you think? What do we learn today? What text is this?**
S : *Descriptive.*
T : *ok, descriptive?*
S : *text..*
T : *ya, descriptive text.*

Extract.

T   **: Descriptive text usually uses the present tense, but there is also a past tense in it, like Azmi said earlier there was 'was' there. Why it can be 'was'?**

S   *: because..*

T   *: because?*

S   *: .. tell about him in the past.*

T   *: yes right. (explanation)*

The same like the question form with the level of analysis used before, student B used the level of analysis again to open the lesson by showing pictures with explanations on the screen. Student B asked students to analyze what they see to find out what material they will study

The next question required students to think about why simple past tense was also sometimes found in descriptive texts, whereas generally descriptive texts only use the simple present tense. At first, the students seemed hesitant to answer and were still struggling with their thoughts, but one of them came up with the answer and student B confirmed it.

b) Knowledge

Extract.

T   *: Ok, it can describes various things. It can describes people, what else?*

S   *: things?*

T   *: things, **what else?***

S   *: place*

T   *: yes, it can.*

Here student B asked every student to bring out everything they know about anything that can be made in the form of descriptive text. The students answered it in various ways.

Student C
Performance I (Self Introduction)
   Knowledge
  Extract.
  *T   : **Before it, do you know what is self-introduction means?***
  S   : Yes miss, memperkenalkan diri.
  T   : Alright, ... (explanation)

This knowledge level question is given to recall students' memories of what self-introduction is. It's true that students already know about the topic and answer it correctly. Next, student C continued with an explanation.

Performance III (Greeting and Leave Taking)
  a)   Analysis
  Extract.
  *T   : **Well, if we look at the picture, there are two people waving to each other. What do you think we will learn today?***
  S   : greetings..
  T   : greetings? The others? Ok, so greeting dan leave taking are... (explanation)

Still, the same as before, question-level analysis is mostly used at the beginning of learning by asking what students think when they see pictures and activities of people shown on the screen. After a few moments of thinking, the students answered and student C began to explain the material.

b)   Knowledge

Extract.

T   : *why isn't there a good night here? Anybody know?*
S   : *because 'good night' we use to end the conversation miss,*
         because..
T   : *yes, because it to end the conversation.*

The next question was the level of knowledge. Student C asked why *good night* was not included in the greeting. Students confidently answered that *good night* was included in the leave taking, along with the reasons. It is clear that here all students already know about it and they only recall their memory about the material.

c)   Understanding

Extract.

T   : **Do you think anyone can conclude what we have learned today?**
S   : *(silent)*
T   : *Ulfa want to try?*
S   : *the lesson today is talking about greeting and leave taking. Greeting is sapaan, leave taking is perpisahan. It can be formal and informal.*
T   : **we used formal for?**
S   : *Situasi resmi*
T   : *yes, or when talking to the older people. What about informal?*
S   : *santai..*
T   : *yes, or with people we have known for a long time.*

The understanding level is mostly used when the class is nearing completion. Here student C also asked conclusions about the material that had been studied that day. And as usual, none of the students answered immediately in one question. It took several questions to appoint one student to answer. After that, student C also asked about several terms in the material she had just given.

c. **Answering Question**
Student A
Performance III
Extract.

T   : *anyone want to ask?*
S   : *Miss, there is a and an, what is the differences?*
T   : *Yes, so... a and an are articles. It goes before the noun when we want to say the word 'one'. A is used to come with nouns that begin with a consonant sound. While an is for nouns that start with a vowel.*

Student A was good at asking students if anyone had any questions. One of the students asked and student A seemed in a hurry to answer. She answered herself clearly and understandably but did not involve other students to participate in answering and discussing.

Student B
Performance III
Extract.

T   : *Any question? So far so good ya?*
S   : *Miss, I want to ask.*
T   : *yes, please.*
S   : *is descriptive can only have two paragraph, miss?*
T   : *Oh ya, good question, thank you. Well, it doesn't always have two paragraphs, it can be one paragraph, or more. Anyone else asking?*

Similar to student A, student B asked if any of the students wanted to ask a question, when someone asked, student B also immediately answered it herself. But before answering she first appreciated the student who asked by saying that it was a good question. This was a good thing that can be implemented. Then it ended by asking again if there were other students who want to ask.

Student C

There was no answering skill that appeared.

The three aspects of questioning strategies that analyzed, namely strategies of questioning, levels of questioning, and answering skills of micro-teaching students, showed that students are quite good at implementing strategies in their teaching practice. Since the first performance, two students have used a lot of strategies of repeating, rephrasing, simplification, and decomposition. While one other student has not used strategies of questioning in her teaching. Related to the level of question, students have applied three of the five levels of the question. The other two which are higher-order questions have not been implemented yet. Similar to the previous study by Tania, et al. (2013) who also found that two of the five levels of questions were levels that were hardly used by teachers in teaching.

Questioning strategies can create continuous interaction between teachers and students in achieving learning objectives as mentioned by Sujariati, et al. in Triwuryani (2018). The findings showed it is evident that the class became very active with the questioning. However, the purpose of answering questions to find answers from the discussion as ideally stated in chapter two has not been well covered by micro-teaching students.

3. The Differences Between Performance I and III.

  a. Strategies of Questioning

    a) Student A

In the first performance, student A started with a decomposition strategy. Student A tried to make students answer several questions at once. This is a great way to start an interaction. There is a time for a bit of explanation. Then come back with a decomposition question. The next question is done with a simplification strategy by giving a little clue to the students because the question is about the material that has just been studied. Then it ended with a rephrasing strategy, seeing that students do not respond to the questions given because they are still confused so that student A paraphrases his sentences into words that are easier to understand.

In the third video, student A used a simplification strategy, using a little parable in her question. Furthermore, student A used the repeating strategy a lot since students did not respond to the teacher's questions due to hesitation in answering, until finally appointing one student to answer it. In terms of the strategies used by student A, which have varied since her first performance, she can be said to understand well the strategies in questioning skills.

    b) Student B

Student B used a rephrasing strategy to open the lesson because the student did not respond to her previous question. It could be because students did not know the meaning of the question or were not even ready to learn so the teacher needs to provoke again with questions that are replaced by other words. After

some time explaining the material, student B came up with a decomposition question that provoked students to answer several continuous questions given by the teacher. This strategy runs smoothly seeing students willing to answer every question given.

In the third video, student B again started with the rephrasing strategy by changing her vocabulary several times to make sure the students understand the meaning of the question. The second strategy that emerged was simplification, student B gave clues so that students could answer their questions and it succeeded in making students gave answers. Furthermore, the repetition strategy is also raised to emphasize her question.

c) Student C

There were no strategies that emerged in the first performance since almost no interaction between teachers and students occurred during teaching. Student C looked very stiff, more like she was doing a presentation in front of the class because she only focuses on explaining the material.

In the last performance, student C showed drastic progress in using questioning strategies. Several strategies appear here such as simplification. Student C asked by showing examples to students so that students understood easily. Then the decomposition strategy also appeared to make students enthusiastic in answering a continuous question so that the class became active. It can be seen that student C had mastered questioning strategies well compared to her first performance.

b. Level of Questions

    a) Student A

In the first video, student A begins the lesson with a knowledge level question. Ask whether the students have studied the material. Since the beginning, there has been an attempt to create interaction. Then proceed with an explanation of the material. After a little general explanation, student A slipped another question with an understanding level to check whether the material was conveyed well and then started a more detailed explanation. After that, student A several times threw questions to students with an understanding level again. It can be concluded that student A wants the material to be well understood by his students.

In the last video, students start the lesson with question-level analysis. Student A showed pictures related to the material and then asks students to think and guess what material they will learn. Then after some explanations, student A throws a question to make sure students pay attention to the lesson, occasionally interspersed with a knowledge question, and ends with an understanding question again by asking one of the students to conclude the lesson that day.

    b) Student B

Student B used the knowledge questions several times to measure students' knowledge of the material to be studied. This was useful as an indicator for the teacher in explaining the material. Then student B asked an analysis question. It succeeded in making students think to answer the question. Finally, the

understanding question appears after the explanation is complete, student A asks her students to give examples from what they have learned.

Unlike the first performance, student A used an analysis question to start her explanation. Students are required to think about the answer with all the instructions given by the teacher. Then, as usual, knowledge questions became a mainstay so that students can quickly answer teacher questions.

c) Student C

In the first video, student C seemed to give only one question with a level of knowledge at the beginning of the lesson. For the rest, there was no other interaction. Student C did not understand the existing question levels at all at the time and just presented the material in class.

In contrast to the first video, in the last video, student C is very adept at changing the level of questions she used. In the beginning, student C opened the lesson with an analysis of questions that made students think about where would the learning was going at that time. After a long explanation, student C slipped a knowledge question because she knew the student would already know the answer to the question. When the lesson is about to end, student C threw an understanding question to see how far the students understood the material by asking students to conclude the lesson on that day.

c. Answering Question

   a) Student A

In the first performance, there was no question and answer between students and teachers. What is more prominent is the teacher asking the students. However, in the last performance, the answering skill appeared. It can be concluded that student A is still lacking in the skills to answer questions from students. She immediately answered the question asked by the students themselves. Although she can answer questions clearly and fluently, directly answering student questions is not recommended.

   b) Student B

Similar to student A, in the first video, there is no answer skill. In the last video, student B got a question from a student, and student B immediately answered it fluently without trying to discuss it with other students. There is a possibility that micro-teaching students are not ready to get questions from students, so they immediately answer like an obligation.

   c) Student C

In the case of student C, she did not bring up his answering skills at all, both in the first video and in the last video, so the lecturer could not see her skill in answering questions by students. The researcher can conclude that the ability to answer is not given much attention in this class.

B. Discussion

As mentioned in the research question in chapter one, this research focuses on two objectives; to analyze questioning strategies used by micro-teaching students and to see the differences between their first and last performance. This research used document analysis to analyze the data. The data collected is in the form of videos of micro-teaching performance by students of English Language Education 2020/2021. The researcher analyzed six videos of three students, which were their first and third performances. The researcher elaborated on the findings according to each research question.

Based on the findings, the researcher concluded that the micro-teaching students already used the strategies of questioning well. Although there was one student who at first did not pay much attention to the strategies of questioning, in the end she was able to use the strategies well in her last performance. The strategies used by micro-teaching students were repetition, rephrasing, simplification, and decomposition.

It is the same with the level of question. They can apply knowledge, understanding, and analysis level well but there is no synthesis and evaluation level yet. This is in line with research conducted by Tania, et al. (2013) which revealed that English teacher questioning level implementation consists of knowledge 75.47%, understanding 16.98%, analysis 5.67%, synthesis and evaluation 0%. The previous study conducted by Dos, et al. (2016), found that teachers mostly asked divergent questions to draw the attention and interest of the

students. Current study findings also show that micro-teaching students tend to use divergent questions that require analytical answers.

Regarding strategy, as research conducted by Maulidia (2020) stated that teachers used descriptive questions a lot with various strategies. Furthermore, in the study of micro-teaching students using questioning, researchers found the strategies they used such as repeating, rephrasing, decomposition and simplification. The repeating and rephrasing strategy is mostly used in Indonesian as quoted by Rahmah (2017), teachers use repetition questions and emphasize the meaning of the question, it is common for teachers to translate questions into Indonesian, this is one way for teachers to get closer to students.

Questioning is also proven to create continuous interaction between teachers and students. When micro-teaching students asked questions, it required all students to be involved in discussions by giving short answers as well as their analysis and opinions. This is the same as the study conducted by Qatipi (2011), the best way of learning is to actively involve students in learning, and questioning plays a major role there. Questioning opened up useful communication for teachers and students.

The second research question is what are the differences in questioning strategies used by micro-teaching students between their first and last performances. This question was answered by analyzing the questioning strategies in the students' first and last videos. The result is that there is a lot of progress in the last video on the strategy of questioning, from the three students who became

the sample, students B and C mostly used simplification, rephrasing, and decomposition strategies in their last performance. While student A used it more in his first appearance.

The level of questions that were often used was knowledge, understanding, and analysis. In the case of level of questioning, students A and B there was no significant difference between the first and last videos. Student C however in the last video showed a great progress in using the level of questions. What is interesting is the fact that the analysis question is a higher level category used by the three students even in their first performance except for student C who only appeared in her last performance. However, the other two higher levels, namely synthesis, and evaluation did not appear at all in their first and last performances.

What is very striking is the answering skill which is not shown in the first video for all students. In the last video, only students A and B appeared with their answering skills, and even then at a very low level. While student C, it doesn't exist at all in both videos.

Overall, the video of the micro-teaching students' last performance showed progress compared to their first performance. This was consistent with research conducted by Ningsih (2017) in the previous study, in their first performance, they felt anxious to perform in form of class due to lack of experience, but in the next performance, they felt more comfortable because they prepared more for the better style in teaching.

Similar to previous studies by Zulfikar, Nidawati, Khasinah, and Mayangsari (2020) and Lestari (2019), which revealed that microteaching classes can develop teacher competence and help students teach appropriately, and the most important thing is to build students' questioning skills. This is the same finding which showed that there is a better chance in each micro-teaching student's performance related to their teaching ability.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After conducting the research, doing the analysis, and presenting the results, this chapter presents two main points. First, it concludes the study which is based on the research questions submitted and elaborated in the first chapter. Second, it submits some suggestions for both lecturers and students who will teach and learn in micro-teaching classes.

A. Conclusions

Questioning and answering strategies have a very important role in teaching Therefore, as future teacher candidates, micro-teaching students must be properly prepared. From the findings, the researcher found that the students' questioning strategy was good, but it was not balanced with the answering skill. Two students of three samples put answering skills in their last performance but among several criteria to answer questions well, micro-teaching students still answer it directly if there are questions from students. Students seemed to have not been exposed to those criteria. Based on the finding of strategies of questioning, on average, all strategies have been applied in teaching. This means that students already understand how to ask good questions. Furthermore, in terms of the level of questions, students mostly use knowledge, understanding, and analysis questions, none use synthesis and evaluation level questions. The researcher concluded that these two levels of questions were the most difficult for micro-teaching students.

Finally, the researcher found that there was progress from small to drastic progress in the final performance of micro-teaching students. This proves that it is true that the micro-teaching class has many benefits in preparing teacher skills especially questioning skills in this research.

B.   Recommendations

Based on the findings of the research and the conclusions above, the researcher would like to give some recommendations toward this experience in conducting this research. It is expected that the finding of the study gives useful contributions for teaching-learning process, especially for English students and lecturers in micro-teaching class.

Lecturers should emphasize that the strategy in answering questions is as important as the strategy in questioning. Lecturers should inform that answering questions is also part of the questioning skill which will also be assessed in practice. Lecturers are also recommended to provide more knowledge about synthesis and evaluation questions considering that none of the students use this type of level.

Then students are expected to pay more attention to ways of answering questions and find out more about them. Finally, it is hoped that in the future micro-teaching students will be more willing to find out about questioning and answering skills so that interactions in class run well.

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Appendix

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

by:

HENNY HUMAIRAH
NIM. 170203177

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor,

Dr. phil. Saiful Akmal, M.A
Date: 8 /07 /2021

Siti Khasinah, M.Pd
Date: 8 /07 /2021

Table 1. *Assessment rubric in micro-teahing class year 2020/2021*

Students	Performance	Questioning Skills				Answering Skills			
		1	2	3	4	1	2	3	4
A	I								
	III								
B	I								
	III								
C	I								
	III								

Criteria:

1) Clear

2) Fluent

3) Focus on material

4) Provoke students to answer

5) Connect to a contextual sample

Note:

1. Poor (one to two criteria appear)

2. Enough (three criteria appear)

3. Good (four criteria appear)

4. Very good (five criteria appear)

Table 2. *Questioning strategies by micro-teaching students*

Students	Performance	Strategies of Questioning	Level of Questioning	Answering Skills
A	I			
	III			
B	I			
	III			
C	I			
	III			

Transcript,

Student A

Performance I (Degree of Comparison)

T :Assalamualaikum, wr,wb.. how are you ?

S :waalaikumsalam, wr,wb.. good miss

T : sebelum mulai pembelajaran baiknya kita berdoa dulu ya.. ok, hari ini kita akan membahas tentang *degree of comparison*. Ada yang udah pernah belajar tentang ini sebelumnya?

S : Ada,udah..., belum miss.

T : yang udah, coba apa itu degree of comparison?

S : Perbandingan, miss.

T : Perbandingan yang seperti apa?

S : (silent)

T : (explanation)

T : Sekarang yang comparative degree. Itu bagaimana sih?

S : Lebih dari dua?

T : gimana? Coba contohnya.

S : Aina lebih tinggi daripada ayahnya

T : ok, kalau superlative bagaimana?

T : Kalau misalnya yang comparative untuk adjective dua suku kata kita pakai more, di superlative kita pakai most. Kalau yang satu suku kata gimana? Comparative kita tambah er, superlative bagaimana?

S : (Silent)

T : kita tambah? est, contohnya?

S : Smallest? Tallest?

T : Ya. Benar.

T : Ok, sekarang coba satu contoh kalimat pakai est.

S : (silent)

T : satu kalimat untuk superlative yang hanya satu suku kata.

S : Ali is the tallest boy in class.

Performance III (This is My World)

T : assalamualaikum wr..wb..

S : waalaikumsalam, wr..wb..

T : good morning, students, how are you today?

S : morning miss, I"m fine..

T : semoga kita selalu sehat ya, mengingat sekarang keadaan Banda Aceh dan Aceh besar sudah zona merah kan? Makanya miss harap kalian semua mematuhi protocol kesehatan dengan memakai masker. Ini ada bawa semuanya masker?

S   : ada miss..
T   : untuk hari ini apakah ada yang tidak hadir?
S   : satu orang miss
T   : kenapa?
S   : tidak ada kabar miss.
T   : yasudah, kita lanjut belajar, so, last week kan kita sudah belajar tentang family. Hari ini topiknya this is my world. Apa sih yang pertama kali terlintas di pikiran kalian?
S   : Tentang dunia, miss. Tempat tinggal..
T   : Iya, apa lagi?
S   : Hobby?
T   : Boleh.. jadi this is my world maksudnya adalah apa saja yang ada di sekitar kita…(explanation)
T   : ini adalah benda-benda di dalam kelas, kita sebutin satu-satu ya kalian ikutin miss, a book..
S   : a book
T   : a cupboard
S   : a cupboard..
T   : ayo dicatat dulu semuanya,kalau ada pertanyaan silahkan.
S   : Miss, itu ada a ada an, bedanya apa?
T   : Iya, jadi.. a dan an itu adalah article. Artinya adalah kata sandang yang mengirirngi kata benda ketika kita ingin menyebut kata sebuah. Kalau a itu dipakai untuk mengiringi kata benda yang diawali dengan consonan sound. Sedangkan an untuk kata benda yang diawali huruf vocal.
T : Kalau misalnya mau bilang sebuah meja, kan cuma satu.kita pakai a atau an?
S   : pakai a miss, a table..
T : Ya. a table, benar.
T   : Ok, semua sudah paham. Kira-kira apa kesimpulan kita belajar pada hari ini?
S   : (silent)
T   : Ayo, yang mau kasih kesimpulan ada hadiah minggu depan.
S   : ….
T   : Siapa yang bisa kasih kesimpulan? Ulfa mau coba?
S   : Pembelajaran hari ini adalah tentang article, dan cara mengatakan jumlah benda….

Student B

Performance I (Demonstrative Pronoun)

T   : assalamualaikum wr..wb..
S   : waalaikumsalam, wr..wb..
T   : good morning, students, how are you today?
S   : morning miss, I"m fine..
T   : Anyone knows what is a demonstrative pronoun?
S   : (silent)
T   : Ada yang pernah denger gak tentang demonstrative pronoun?
S   : Pronoun tau miss, demonstrative gak tau..
T   : Apa itu pronoun?
S   : Pengucapan
T   : Pengucapan?
S   : ....
T   : Jadi pronoun itu adalah… (explanation)

T   : Jadi dalam demonstrative pronoun ada this, these, that, and those. Pernah denger gak?

S   : Pernah
T   : terus apa sih bedanya this, these, that, and those?
S   : Beda penggunaannya, beda.. tunggal.. dan jamak..
T   : so pronoun…. (explanation) sudah paham?
S   : sudah miss..
T   : coba sekarang Balqis, beri satu contoh untuk kata this.
S   : this is my book
T   : good, Maghfirah beri satu contoh dengan kata that.
S   : That is my pen

Performance III (Descriptive Text)

T   : assalamualaikum wr..wb..
S   : waalaikumalam, wr..wb..
T   : good morning, students, how are you today?
S   : morning miss, I"m fine..
T   : semangat belajar hari ini?
S   : semangat miss..
T   : semangat kan? Jadi.. miss mau bagiin sesuatu. Udah dapat semuanya? Nah, ada gambar, ada penjelasan, apa ni kira-kira ya? Kita belajar apa hari ini? Teks apa ini?
S   : Deskriptif..
T   : ok, descriptive?

S   : text..

T   : ya, descriptive text. Kok udah pada tau? Udah belajar ya semalam kita bahas apa hari ini?ok, kita bakalan belajar tentang descriptive text. Jadi descriptive ini adalah..(explanation)

T   : Jadi tujuan teks deskriptif ini apa?

S : (silent)

T : kalau misalnya kita baca sesuatu, ada penjelasannya, ada tujuannya, itu kita dapat apa?

S   : Dapat informasi

T : Ya, benar.

T   : deskriptif text bisa mendeskripsikan bayak hal. Ok, jadi dia bisa menggambarkan atau mendeskripsikan macam-macam. Bisa orang, bisa apa lagi ?

S   : Benda

T   : Benda, apa lagi?

S   : Tempat

T   : deskriptif teks umumnya menggunakan present tense dalam kalimatnya.

S   : ini ada was miss.

T   : dimana? Oh iya, Deskriptif teks biasanya pakai present tense, tapi ada juga ditemukan past tense di dalamnya, seperti kata azmi tadi ada was disana. Kenapa bisa was?

S   : Karena ..

T   : karena?

S   : .. menceritakan dia di masa lalu.

T   : ya, betul. (explanation)
Dalam descriptive text ini terdapat description dan identification. Ada yang pernah denger gak description and identification?

S   : (hesitated)

T   : Ada yang pernah dengar?

S   : Pernah..

T   : apa?

S   : (silent)

T   : (explanation) Ada pertanyaan? So far so good ya?

S   : Miss, mau tanya.

T   : Iya,silahkan.

S   :Deskriptif teks itu cuma bisa dua paragraf ya miss?

T   : Oh ya, good question, thank you. Jadi dia tidak selalu ada dua paragraf ya, bisa satu paragraph, atau lebih. Ada lagi yang bertanya?ok, kalau tidak ada kita cukupkan disini.

Student C

Performance I (Self Introduction)

T : assalamualaikum wr..wb..

S : waalaikumalam, wr..wb..

T : ok anak-anak, hari ini topic yang akan kita pelajari adalah tentang self Introduction. Before it, do you know what is self-introduction means?

S : Yes miss, memperkenalkan diri.

T : Alright, … (explanation)

Performance III (Greeting and Leave Taking)

T : assalamualaikum wr..wb..

S : waalaikumalam, wr..wb..

T : good morning, students, how are you today?

S : morning miss, I'm fine..

T : Alhamdulillah I hope you always in a good condition. Apalagi sekarang lagi pandemi, miss harap semua jaga kesehatan. Pakai masker, cuci tangan dan sebagainya ya.

S : iya miss..

T : nah, sebelum memulai pelajaran baiknya kita berdoa dulu

S : (berdoa)

T : Nah, kalau kita lihat nih dari gambarnya, ada dua orang yang saling melambaikan tangan. Menurut kalian kira-kira apa yang akan kita pelajari hari ini?

S : Sapaan..

T : Sapaan? Yang lain? Ok, jadi greeting dan leave taking itu adalah.. (explanation)

T : disini kita lihat ada formal greetings dan informal greetings… (explanation)

T : Kenapa disini gak dibuat good night? Ada yang tau?

S : Karena good night untuk perpisahan miss.karena dia untuk mengakhiri pembicaraan, karena..

T : Iya, karena good night itu sudah termasuk ke salam perpisahan. Ada pertanyaan sejauh ini?

S : tidak ada miss..

T : oke kalau gitu kita lanjut ya..(explanation)
Ada yang mau maju ke depan untuk practice conversation?

S : ya miss.. (practice in front of class)

T : Kalian kira-kira ada yang bisa menyimpulkan apa yang sudah kita pelajari hari ini?

S : (silent)

T : Ulfa mau coba?

S : Pembelajaran hari ini membahas tentang greeting and leave taking. Greeting untuk sapaan, leave taking untuk perpisahan. Dia ada yang formal dan informal.

T : Tadi formal itu digunakan untuk?

S : Situasi resmi

T : Iya, resmi. Atau pada orang yang lebih tua. Kalau informal?

S : santai..

T : iya, lebih santai atau pada orang yang sudah lama kita kenal. Karna waktu sudah habis, sekian materi dari miss, kita jumpa lagi minggu depan. Assalamualaikum wr.. wb..

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7553/UN.08/FTK/KP.07.6/04/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Maret 2021

MEMUTUSKAN

Menetapkan :
PERTAMA

Menunjuk Saudara:
1. Dr. phil. Saiful Akmal, MA   Sebagai Pembimbing Pertama
2. Siti Khasinah, M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Henny Humairah**
NIM	:	**170203177**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**A Phenomenological Study on Students' Questioning Strategies in Micro Teaching Videos**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

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: 16 April 2021
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;
5. Arsip.