

**An Analysis of Teacher Questioning Strategies and
Students Responses in EFL Classroom
(A Case Study at Department of English Language Education,
UIN Ar- Raniry)**

THESIS

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Bachelor of Education in English Language Teaching

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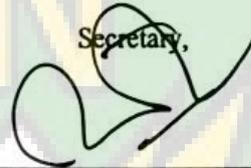
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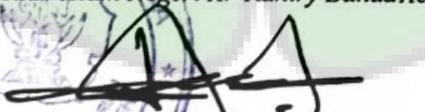


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**An analysis of Teacher Questioning Strategies and Student Responses in EFL
classroom (A Case Study at Department of English Language Education, UIN
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 4 Agustus 2020

Saya yang membuat surat pernyataan,



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I express my sincere respect, deepest appreciation and gratitude to my supervisors, Safrul Muluk, S. Ag, M.A.,M.Ed., Ph. D and Nidawati, S. Ag., M. Ag. I am extremely grateful and indebted to them for their valuable guidance, sincere, advise, encouragement and suggestion. My great appreciation is also addressed to all English Language Education lecturers and staff who have inspired me, guided and helped me during my study in this department.

A special gratitude goes to my beloved parents, the most inspiring persons in my life. To my father, M. Nasir SP, the one who always believes in me, convinces me to not be afraid of challenges in life. To my mother, Faridah for her affection, being the best friend of mine whom I can share anything with and treating me so dearly. My special gratitude is also extended to my sister and brother. Their existences encourage me to be a better person. May Allah grant my family Jannah for their great kindness, patience, endless love and everlasting financial, moral and emotional support.

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Finally, due to the shortcoming of this study and my limited ability, suggestions and comment are really meaningful in order to reduce its weakness and improve the insight and my experience in writing. I hope this thesis will give valuable contribution for students and lecturers in Department of English Language Education of UIN Ar-Raniry Banda Aceh and the literature enthusiasts.

Banda Aceh, 28 July 2020
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ABSTRACT

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The purpose of this study is to find out the teachers' questioning strategies in teaching EFL classroom and to know the way students' respond towards teachers' questions. This study applies observation technique where the population is all of the third semester students of English department of UIN Ar-Raniry and the sample are 35 students and 1teacher. The data are collected by the observation analysis. The data are analyzed by using qualitative method. The result shows that the teacher used four types of questions based on Blosser (1975) and Cunningham's (1987) model in the teaching learning process. The teacher used all of four types of questions (Conceptual questions, Structuring questions, Probing questions and Evaluative questions) in the teaching learning process. Even so, the teacher mostly used structuring question and conceptual question.

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CHAPTER 1

INTRODUCTION

A. Background of study

In the teaching-learning process, teachers have to know the ability and capability of students regarding materials being taught in the classroom. The teachers also have to know the students' output before and after learning. This process is called asking or giving questions. In the learning process, the questioning activity shows a dynamic interaction between the teacher and students and between students and the other students. The questioning activity will be more effective if it can be understood by the student, easy to discuss or relevant to the topic being discussed. Therefore, teachers tend to give some questions as one of the ways that can be used for assessing students' understanding.

Furthermore, questioning is one of the most common techniques used by teachers in the classroom. According to Gary (2016), questions are the most common form of interaction between students and teachers, yet research suggests that the majority are lower-order questions that do not require students to actively process information. It is only inactive processing that the students achieve deep level learning. To raise students' levels of achievement, students need regular practice in higher-order thinking - analyzing, synthesizing and evaluating.

Usually, teachers will ask some questions which are related to the

materials being taught. However, some teachers do not use technique or strategy in asking questions towards students. These are very important to impact the students' understanding of English which is still quite unfamiliar for them.

Besides that, Bloom (1956, as cited in Gary Hall, 2016) suggests that students need to know before they can understand it and that they need to understand it before they can apply it in different contexts. They need to be able to handle these lower-order skills (knowledge, comprehension, application) before they can analyze and criticize. This is necessary before they can combine different kinds of knowledge to create new understandings, (synthesis) after which they can continue to evaluate, the highest order. Changing between these stages demands increasingly complex thinking by the learner (Gary Hall, 2016).

Additionally, the quality of teachers' questions determines the quality of the students' critical thinking. The art of asking questions in the class is one of the fundamental skills of good teaching (Khan & Inamullah, 2011). To teach well, teachers need to ask questions well; and good teachers ask good questions. In the classroom context, teachers are supposed to have a lot of knowledge and experiences because the teachers are the guiders in the classroom learning activities. The knowledge and experiences will lead teachers to enjoy more authority over students and have more power than students in the classroom. So, effective teachers automatically gain a deep understanding of techniques or strategies being used in asking questions in the classroom.

Besides, students' responses are also needed in the teaching-learning process. It can serve as a direct assessment to know whether students already have good understanding of materials being taught or not. According to Kue Velen (2019), students' responses are used to actively involve students in the class. He also stated that each individual is challenged to formulate an answer to the question, to think about the course material, which can lead to a better understanding of complex concepts. In conclusion, it is also important to investigate the students' responses.

Based on the explanation above, the researcher interested in researching the title "An Analysis of Teacher Questioning Strategies and Students Responses in EFL Classroom". This researcher wants to identify teachers' questioning technique or strategy being used in the classroom and how the student's responses to the teachers' questions.

B. Research Question

The research question is the main key to direct a research project; it takes place as guidelines in conducting research. According to the background of the study, the research questions were briefly stated as follow:

1. What are teachers' questioning strategies used in the classroom?
2. How do students respond to teachers' questions?

C. The Aims of Study

This research would be aimed at finding out:

3. To find out the teachers' questioning strategies in teaching EFL

classroom.

4. To know the way students, respond to teachers' questions.

D. Significance of Study

1. To English Teacher

The result of this study is expected to provide a comprehensive description of the questioning strategies in the classroom to gain students' responses so that the teachers can trigger the student to be more engaged and active in the teaching-learning process. In addition, it is also expected to give valuable contributions to English teachers regarding the classroom which can be used to cope with problems encountered while encouraging the students to speak more so as to give effective English learning class to.

2. To Department of English Language Education

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

3. To other researchers

The result of this study helps other researchers conducting a similar topic of research related to the teachers questioning strategies and students' responses in the EFL classroom in order to get some insight into what aspects they should be concerned with.

E. Terminology

1. Teachers' Questioning Strategies

A teacher is a person who gives you not only the knowledge but also

inspiration. In learning the teachers use several techniques which one of them is questioning strategies. Questioning strategies are the ways that are used to ask something to the students in gaining a purpose in teaching. Harvey (2000, p.8) states that questioning strategy is most effective when it allows pupils to become fully involved in the learning process. He states that while the lesson is planning, it is absolutely vital that teachers think about the types of questions that will be asked to students.

However, teachers' Questioning Strategies are defined as some ways used by teachers' in delivering questions to the students. Teachers' questions are best suited as diagnostic tools that indicate students' academic progress or assess students' critical thinking. It is also designed to measure how much the students have learned, and how well the teachers have taught the material.

2. Students' Responses

A student is a person who is studying at school or college. Then, the response is to an event or to something that is said is your reply or reaction to it. In conclusion, students' response is something that is done as a reaction to Teacher' English Instruction during the teaching and learning process. It is very important to reach an effective classroom and also any behavior resulted from a stimulus, in this case, is teacher question.

Students' responses appear when the communications process between teachers and students. Communications itself is vital for all aspect of life. Communications skills are first learned by children through the family, by observing the way family members communicate

CHAPTER II

LITERATURE REVIEW

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories and literature concerning on review of a questioning strategies and students' responses.

A. Questioning Strategies

1. Definition of Questioning Strategies

Guest (1985, as cited in Sujariati, Rahman & Mahmud2016, p. 109) stated that “Questioning strategy is one of the important tools to extend students’ learning which can help teachers develop their own strategies to enhance the students' work and thinking”. On the other hand, teacher questioning is very important for the teacher and students. According to Harvey (2000, p. 8), questioning strategy is most effective when it allows pupils to become fully involved in the learning process. He states that while the lesson is planning, it is vital that teachers think about the types of question will be asked to students. So questioning strategies will help a teacher to plan questions and answers session effectively when the teacher plays the questions effectively based on the students' needs and the question types to be involved in fully students’ interaction.

According to Fries Gather. J. (2008, p.4), the questioning strategy is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to

seek clarification and help. It means that through questioning, the teachers able to know what the students know or do not know. Questions help teachers and learners in the teaching-learning process.

To conclude, questioning strategy is a way for teachers ensuring the students' comprehension of learning materials. It is also a way to get students involved in the teaching-learning process. So, the teacher can assess whether the teaching-learning process has run effectively or not.

2. The Functions of Teacher Questioning Strategies

Teacher's questions may serve different functions, including focusing attention, exercising disciplinary control in the course or an instruction, encouraging students' participation and moving the lesson forward among others (Shomoossi, 2004). In addition, according to Chaudron (as cited in Inan & Fidan, 2012 in Prasetyawati 2015), teacher questions are considered to be important because of their potential power "to facilitate either Target Language production or correct and meaningful content-"to facilitate either Target Language production or correct and meaningful content-related responses by students".

According to Gary Hall (2016), questions serve a number of essential purposes. For example, they:

- a. Give immediate feedback on pupils' understanding, which can then be used by the teacher to modify the teaching.
- b. Help pupils to develop their thinking from the lower order concrete and factual recall type to the higher order analytical and evaluative which promote deeper understanding. Higher order questions help

pupils explore ideas and make connections, helping pupils see the "big picture" of the learning. This in turn leads to greater motivation and improved engagement.

- c. Prompt pupils to inspect their existing knowledge and experience to create new understandings. Articulating understanding helps to clarify it and improves the likelihood that it will be retained.
- d. Focus pupils on the key issues and enable teachers and pupils to see progress over time.
- e. Model for pupils how experienced learners seek meaning- moving them towards greater independence.

3. The Reasons Why Teachers Ask Questions

With reference to Richard and Lockhart (as cited in Arianti, Akib, & Andi, 2018, p. 61), there are several reasons why questions are so commonly used in teaching:

- a. They stimulate and maintain students' interest
- b. They encourage students to think and focus on the content of the lesson
- c. They enable teachers to clarify what students have said
- d. They enable teachers to elicit particular structures or vocabulary items
- e. They enable teachers to check students' understanding
- f. They encourage students' participation in a lesson

4. How to apply of Questioning Strategies

Furthermore, the questions are applied in each section based on the functions.

- a. Questioning at the beginning of the class. Addressing questions before teaching and studying material is effective for students who are low/ high ability, and/or known to be interested in the subject matter. Some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparation (Eble,1988, as cited in Sujariati, Rahman & Mahmud, 2016, p. 111).
- b. Questioning at the middle of the class. Questioning at the middle is very effective in producing achievement, it gains more than instruction carried out without questioning students. Students perform better on lesson item previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitable used for during class teaching and on learning process because it is more effective in fostering learning than are written questions (Sujariati, Rahman & Mahmud, 2016, p. 112).
- c. Questioning at the end of the class. Questioning students at the end of class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Open/closed

questions, or other type question can also be used by teachers in completing the target learning. Teachers can use both oral questions and written test. Based on the functions, the teacher gives questions in this session as a diagnostic tool or comprehension check when teacher needs to check students understanding and the quality of learning. Furthermore, questioning students at the end of teaching can help students synthesize the information and draw conclusions. Their responses to one last question and the muddiest point can be submitted for teachers review to address students issue at the beginning of the next class period or review to clarify content (Eble, 1988 as cited in Sujariati, Rahman & Mahmud, 2016, p. 113).

5. Questioning strategies

Questioning strategies are useful to instructor for effectively planning class participation activities, for designing homework, assignment and for writing exams. The strategies help instructor to much their goals or objective for an assignment with the actual components of the assignment. There are the questioning strategies:

- a. Structuring question is the type of question that providing signpost for the sequence of questions to build students' previous knowledge and experience (Wragg & Brown ,2003)
- b. The second type of question which is also often used in the classrooms being observed is factual recall questions. Those types of questions can be considered as the lowest cognitive level, because those questions only require the students to recall specific

information in the book (Cunningham, 1987, as cited in Lestari, 2018, p. 80). Usually students might be asked to name, identify, remember, specify, or list something. The dialogue below is classified based on the question function.

- c. Magthwi (2015, p. 140) define probing questions as the type of questions posed by the teacher after the initial response to a question was previously posed. Probing is asking follow-up questions when the teacher does not fully understand students' responses, when their responses are still vague or ambiguous. Most probing question was used to clarify the first answer. Sometimes it also can be used for redirecting the question to other students when the previous students cannot answer the question.
- d. Conceptual Questions is there two types of questions included in conceptual question; they are convergent and divergent. Convergent questions are those sorts of questions that regularly have one right answer (Cunningham, 1987, as cited in Lestari, 2018, p. 82)). Convergent question expects students to answer based on what was stated in the book. It implies that the possible or correct answers are only given in the book materials. The difference between convergent question and factual recall question lies in the complexity of the question as well as the answer. Convergent question has more complex question and requires longer answer than factual recall. This kind of question also gave the students opportunity to elaborate their

answer. It means that they can add their reason or opinion in their answer as long as it did not stray further away from what written in the book.

e. Divergent Question

According to Jacobsen and Dulaney (1980, as cited in Rahmah, 2017) divergent question is questions that allow students to arrive at a variety of unique response not completely determine by known and remember information. Qashoa (2013, p. 16), Richards and Lockhart defined “divergent questions encourage diverse long responses with high-level thinking that require students to give their own answers and express themselves instead of just recalling previous lessons”.

f. Evaluative Questions is type of question that is the most complex form and can be considered as a blend of all other types of questions. Teacher skills in evaluating students’ answers also required. Thus, teachers need to considered whether students’ response should be corrected, which of the errors to correct, and how to correct it (Ozcan, 2010).

g. Higher Order Question

According to P.E Blosser (1978, as cited in Rahmah, 2017)) higher order question is questions which require students to figure out answers rather than remember them. Requires generalization related to facts in meaningful patterns. Higher order question requires students to think at deeper level and to elaborate on their oral

response to literature as stated by Peterson & Taylor (2012). When teacher asked higher order question, they may find that the question is difficult for students to answer or that students only give simple or two-word answers. The teacher could then respond by modeling how to give a higher order response.

6. Types of Questions

Educators have traditionally classified questions according to Bloom's Taxonomy, a hierarchy of increasingly complex intellectual skills. Bloom's Taxonomy includes six categories (Darmawan & Sujoko, 2013, p. 31-32)

- a. Knowledge – recall data or information
- b. Comprehension – understand meaning
- c. Application – use a concept in a new situation
- d. Analysis – separate concepts into parts; distinguish between facts and inferences
- e. Synthesis – combine parts to form new meaning
- f. Evaluation – make judgments about the value of ideas or products

Some researchers have simplified classification of questions into lower and higher cognitive questions. Lower cognitive questions (fact, closed, direct, recall, and knowledge questions) involve the recall of information. Higher cognitive questions (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) involve the mental manipulation of information to produce or support an answer.

Regardless of the classification, traditional wisdom holds that the higher cognitive questions lead to higher-quality answers and increased learning and achievement. However, the research has mixed conclusions in this area. Some studies found that higher level questions did indeed produce deeper learning, while others found that not to be the case.

According to some studies, lower cognitive questions (knowledge and comprehension on Bloom's Taxonomy) may be most beneficial for primary students. Lower cognitive questions are also more effective when the goal is to impart factual knowledge and commit it to memory.

This finding does not mean that primary teachers should avoid all higher cognitive questions. Certainly, primary students need to have chances to speculate, imagine, and manipulate the information being presented. Some research, however, suggests that for these youngest students, these questions should be used more sparingly.

It is important to note, though, that simply asking these kinds of questions does not guarantee higher responses or greater learning gains. Students need explicit instruction in answering these types of questions, including making inferences. This instruction, in conjunction with the use of higher cognitive questions, can positively impact student achievement.

The use of a high frequency (50 percent or more) of higher cognitive questions with older students is positively related to increases in on-task behavior, length of student responses, the number of relevant contributions, the number of student-to-student interactions, student use of complete sentences, speculative thinking, and relevant questions posed by students.

B. Students' Responses

1. Definition of students' responses

Actually, students' responses appear when communications process between teacher and students. Communications itself is vital for all aspect of life. Communications skills are first learned by children through the family, by observing the way family members communicate. The way people communicate through both verbal and non-verbal languages impacts on what message the listeners receive, whether intended or not. In this research, students respond some teacher instructions through verbal and nonverbal language. Whatever teacher said, students always respond it with their own ways. It was reflected feedback from student base on what are they hearing, seeing or reading.

a. Lower-order Thinking Responses

Lower-order thinking responses mean that the students did not need to use their reasoning while they answered their teachers' questions. Furthermore, the students gave response almost immediately after the question being asked; it means there was no problem in understanding such type of questions. (Lestari, 2018, p. 80)

b. Higher-order Thinking Responses

Higher-order Thinking Responses were used to answer probing question. In order to be able to answer the question, students need to analyze it first. Hence, the answer usually did not come immediately and longer than simple response. Usually the answer itself was about 1 to 3 sentences long. (Lestari, 2018, p. 81)

2. Strategies to use when students' responses

- a. Reinforcement: The instructor should reinforce student responses and questions in a positive way in order to encourage future participation. The instructor can reinforce by making positive statements and using positive nonverbal communication. Proper nonverbal responses include smiling, nodding and maintaining eye contact, while improper nonverbal responses included looking at notes while students speak, looking at the board, or ruffling papers.
- b. Probing: The initial response of students may be superficial. The instructor needs to use a questioning strategy called probing to make students explore initial comments. Probes are useful in getting students more involved in critical analysis of their own and other students' ideas.
- c. Adjust/Refocus: When a student provides a response that appears out of context, the instructor can refocus to encourage the student to tie her response to the content being discussed. This technique is also used to shift attention to a new topic. Instructor: What does it mean to devalue the dollar? Student: Um—I'm not really sure, but doesn't it mean that, um, a dollar doesn't go as far as it used to? Does that mean it's devalued? Instructor: Well, let's talk a little bit about another concept, and that is inflation. How does inflation affect your dollar?

C. Previous Study

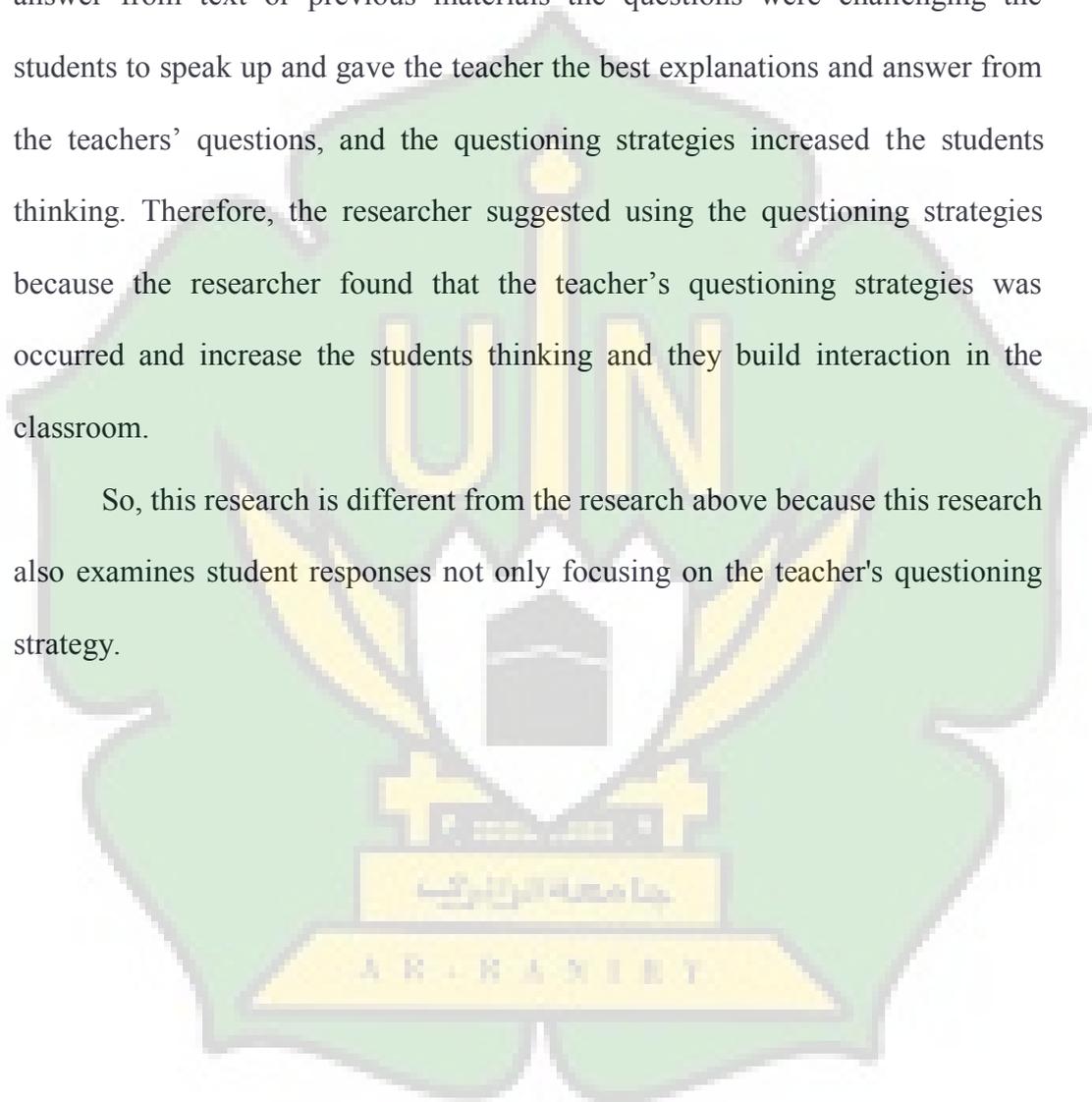
Previously, there is also similar research conducted by Erianti, Akib, and Baso (2018) by title an analysis of teachers' questioning strategies in ELT (English language teaching) the classroom interaction at eleventh-grade SMA Muhammadiyah 1 Unismuh Makassar, the research focused on three types of teacher questioning technique: procedural, display and referential question's types. Afterward, the research found that teachers used procedural (13%), display (74%), and referential (13%) questioning technique. They also found that those techniques have a significant impact on the students. Although this research has a similarity with the research mention above, this research has a different purpose with the research above.

Then research conducted by Rismayanti (2018) The findings of this research were: the types of questions used by an English teacher in PIBA of UIN Alauddin Makassar were display and Preferential Question. the purposes of the English teachers at PIBA of UIN Alauddin Makassar in Academic year 2016/2017 in using display questions were to review the previous materials and to check the students understanding about the previous materials while the purpose in asking referential questions was to increase speaking skill and critical thinking skill of the students, the responses of the students PIBA of UIN Alauddin Makassar in

Academic year 2016/2017 toward the teacher's questions types were most of the teacher used in PIBA classroom were clarifying questions, and the second guiding question, integrating and the last anticipated questions. The students who

preferred display questions to referential questions considered that display questions are easy to answer but they were insufficient for increasing their critical thinking and English speaking skill since they just recall or read the answer from text or previous materials the questions were challenging the students to speak up and gave the teacher the best explanations and answer from the teachers' questions, and the questioning strategies increased the students thinking. Therefore, the researcher suggested using the questioning strategies because the researcher found that the teacher's questioning strategies was occurred and increase the students thinking and they build interaction in the classroom.

So, this research is different from the research above because this research also examines student responses not only focusing on the teacher's questioning strategy.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Kothari (2004), a research project or known as a research design is planning of researcher in making a format that will be applied to research. It developed how to answer a research problem and steps that should be done. This is related to the decision of the researcher in associating how to research according to what has been decided by the researcher. This research used a qualitative approach to analyze the data.

This research applied the qualitative method especially conversation analysis. According to Ary (2006), the qualitative method focuses on understanding social phenomena from the perspective of the human participants in the study. Furthermore, he clarified that the qualitative method seeks to comprehend a phenomenon by giving a look at the whole parts rather than breaking it down into variables. Thus, the qualitative method focused on the explanation of the phenomenon that arises naturally without treatment. Conversation Analysis is a specific form of investigation or inquiry. A conversation refers to two or more individuals talking with one another just for the sake of talking. At a basic level, conversation analysis is viewed as the study of talk. In a broad sense, conversation analysis could refer to the study of people talking together, oral communication, or even study of language use. Gay (2006:159) stated that the descriptive qualitative method used to determine and

describe the way things are test analysis. Since the present study concerns the classroom interaction in the natural setting, the qualitative approach will be appropriate to be employed in this study. The present study is also categorized as descriptive research. Cohen et.al. (2007) state that descriptive research “looks at individuals, groups, institutions, methods, and materials to describe, compare, contrast, classify, analyze and interpret the entities and the events that constitute their various end of the inquiry.” In line with this statement, the present study aims at describing, analyzing, and interpreting teacher questioning strategies and students’ responses in the classroom.

B. Population and Sample

1. Population

The population is the whole subject that has characteristics in common to be studied, while the sample is part representative of the population (Heppner and Heppner 2004). The population of this research was the students of the English Department of UIN Ar-Raniry who are learning English in the academic year 2019/2020 in third semesters consisting of three classes (105 students) and 3 teachers.

2. Sample

Sugiyono(2009) claims that part of the population obtained based on the result of data obtained by researcher is a sample. The sample used by researcher is a good sample that represent the overall characteristic of the population data obtained by

the researcher. In this research, one class consisting of 35 students and 1 teacher in Academic Writing class was selected randomly as sample of this study.

C. Technique Data Collection

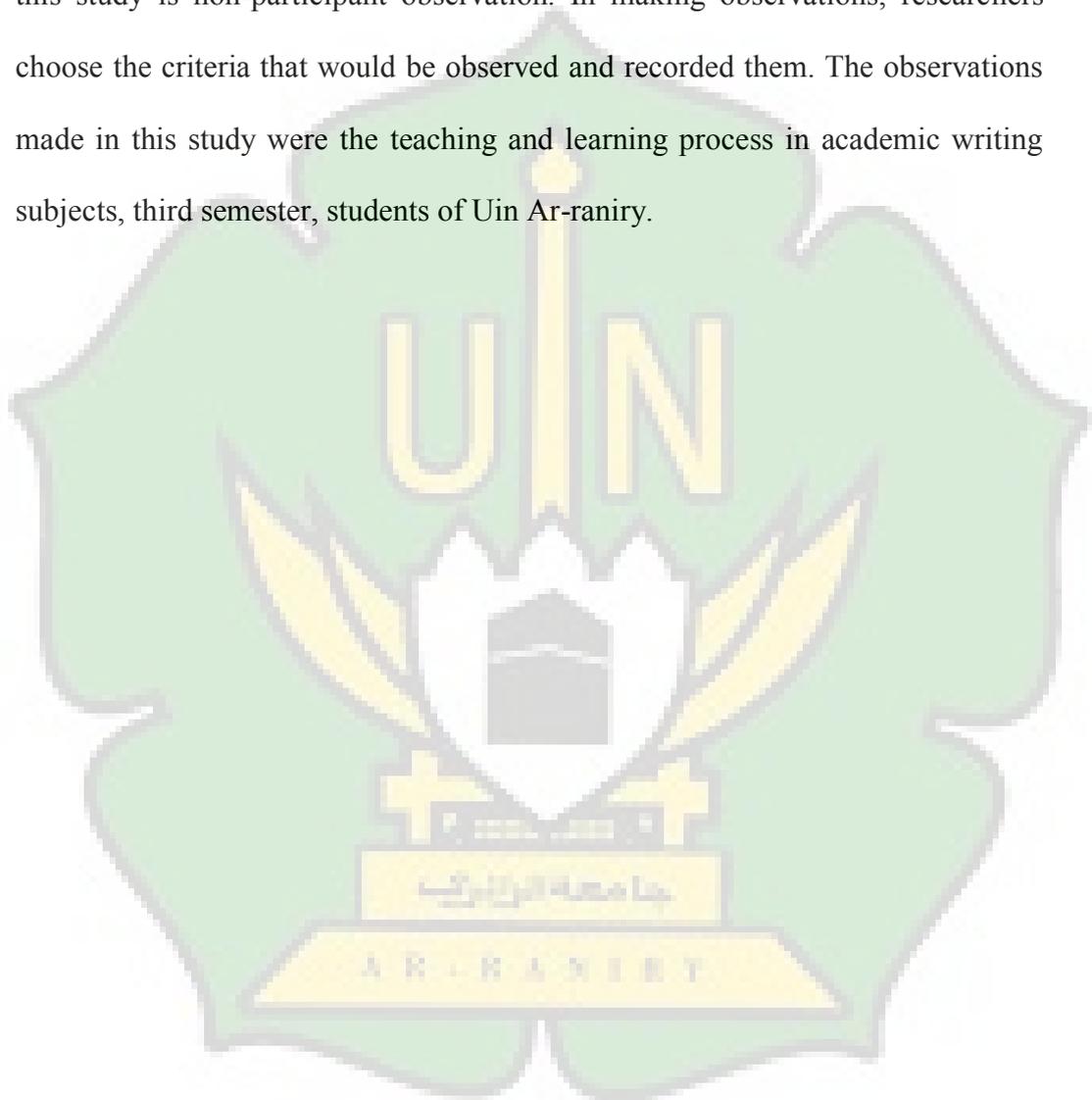
Data collection is the process of collecting and gathering information about teacher questioning strategy and student's response. In this research, the technique of collecting data was observation. The researcher observed the chosen classroom and recorded it as the data collection. Then, the data was analyzed by using qualitative method.

D. Data Analysis

To examine the questioning strategies distribution, the researcher took data recording by using recorder through video and followed the teaching-learning process in the classroom; the researcher got the data from the observation and video recording. The data which has been collected, then transcribed into written transform, and then identified, selected, and also classified or extracted based on the analyzing needs which are relevant to the topic of this research. The transcription was analyzed by using questioning strategies analysis through the categorizing the type of questions. The instruments used in analyzing of teacher's questioning strategies were to classify the teacher's strategies and students' responses categories.

According to kawulich (2012) observation is used in the social sciences as a method for collecting data about people, processes, and cultures.

Observation, particularly participant observation, has been the hallmark of much of the research conducted in anthropological and sociological studies and is a typical methodological approach of ethnography. The type of observation used in this study is non-participant observation. In making observations, researchers choose the criteria that would be observed and recorded them. The observations made in this study were the teaching and learning process in academic writing subjects, third semester, students of Uin Ar-raniry.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the result and discussion that included the answer to the research problem of this study based on the analysis of teachers 'questioning strategies used in the classroom and students respond to teacher questions. The finding and discussion are as follow.

A. Findings

1. The Classroom situations

There was one class of the third semester of the English Department in UIN Ar-raniry Banda Aceh. The class being observed was academic writing class consisting of 35 students and 1 teacher. There were 10 males and 25 females in this class.

2. Teacher and Students Activities

The observation was done in one day. The teacher entered the class and greet students then asks how they are doing

T:Assalamualaikum

S :Walaikumsalam.

T :How are you today?

Ss :We are fine

T :Nora,how are you today?

S :Not so bad,sir

Note:T refers to the teacher,Ss refers to all students and the number after Sn (S1,S2, ,etc.) refers to the student who take turn in a dialogue.

Then, the teacher checked the students' attendance and condition before starting the class. After that, the teacher would review the last material and asked whether the students already understood or not.

T : Can you tell me what we have learned last week/

S1 :Yes sir, we already studied about the best topic in essay writing

T :Ismi, can you tell me what are good criteria for a best topic ?

S :Good criteria for the best topic is clear and interesting

T :Yunita, can you tell me one the best topic ?

S:The titlte is not too broad and narrow.

Then the teacher asked the students to volunteer the answer

T :What is your name?

S :My name is Farisha

T :Give me the examples of the best topic!

S:My village is big

T :Ayu, can you make more smaller and more like a topic for essay ?

S :The park Then the teacher also asked the other student about the topic one by one to open student's mind about the topic are discussing's teacher asked them to make a narrow topic using theme "village".

T :Produce your product in your essay using the theme "village"

S1:The culinary in my village

S2:The culture in my village

S3:Vacation place in my village

S4:The economy of My village

S5:Dragon legend in my village S6:Landmark in my Village

S7:The historical of my Village

T:Oke student, I think you have understood about what we have learn last week, so we gonna continue our study about part of essay in writing.

Ss:Yes sir.

Most of the students could answer the question correctly. The students know the answer even though the teacher had not explain a good topic yet.

Then the teacher asked the students to make five groups and asked each group what the essay they would choose.

T :Group 1, what essay you wanna choose?

G1:Desriptive essay

T:What about group 2 ?

G2:Narrative essay

T:What about group 3 ?

G3:Argumentative essay

T:How Group 4 ?

G4:Compare and

Contras essay

T:What about last

group ?

G5:We choose Cause and Effect essay

Then the teacher asked the students to go online and searching for the definition and the example of the essay chosen by each group. The teacher asked students to discussed in their group for 10 minutes and presentation in front of the classroom for 5 minutes. After 10 minutes, the teacher asked who want to be the volunteer then representative of group two raised hand.

T :What is narrative essay ?

G1:Narrative essay is a type of essay that has a single motif, or a central point around which the whole narrative revolves.

Then the teacher asked the question to another group to repeated of what group two said.

T:Oke,Group three what she has said ?

G3:Narrative essay is single narrative.

Then the teacher back to group two and asked the student to give one example about narrative essay

S:The example of Narrative is my first day at college. Then the teacher asked to other group.

T:What the example of narrative essay ?

S:True friends

Then the teacher asked another group to continue what they have discussed T:Group one ,what you have discussed and give me the example !

G1: We have discuss about Descriptive essay is describe something object, person, place, experience, emotion, situation etc. The example is my best teacher.

T: Oke very nice, give them applause.

The next is the group three presented about the argumentative essay

T: What is your name ?

S: Yoga

T: Please, tell me about argumentative essay !

S: Argumentative essay is controversial issues and tries to present

T: What the example is ?

S: Issue about Banda Aceh and Aceh Besar. Then Group 4 presented what they have discuss

S: Compare and contrast essay is multi paragraph that explain ways in to subject or similar and different of subject. The example is The snake is wild as a tiger (compare) and the snake is longer than tiger (contras)

The last group five presented about cause and effect essay T: How about group five ?

S: Cause and effect essay is a type of essay that explains why the event or the situation occur (causes) and the results of its happening (effect). The example is drought occurs because the rain does not fall (cause) and dried plant (effect)

T: oke nice. Give applause for the all groups.

Before closing the class, the teacher asked the student about the difficult

text from all the text explained by student.

T:Aufar, Which one is the most difficult ?

S:Argumentative essay

T:Why ?

S:Because, we have to know what the issue. If the issue isn't clear we don't know how to write it.

T:So, we have to find the topic that fits the issue, Diana which one is the easiest ?

S: Comparison and contrast essay

T:Why ?

S:Because we find the similarities and differences then compare it.

T:It must be ensured that the similarities and differences are very clear.

T:Oke Class ,I think that would be off in the class today. Any questions?

S:No sir.

T:See you next week, Assalamualaikum.

S:Waalaikumsalam.

The teacher also asked the students to ask him about the difficult topic that students had not to understand. Then after making sure that the student already understood, he closed the teaching-learning activity.

B. Discussion

1. Types of questions and students' responses

After analyzing the data from the observation result, the researcher concluded that there are some types of questions used by the teacher as the strategy and

different responses of the students. Here are some types that teachers and student use.

a. Conceptual Questions and Higher-order Thinking responses

There two types of questions included in the conceptual question, convergent and divergent. Convergent questions are those sorts of questions that regularly have one right answer (Cunningham, 1987, as cited in Lestari, 2018, p. 82). The convergent question expects students to answer based on what was stated in the book. It implies that the possible or correct answers are only given in the book materials. The difference between a convergent question and factual recall question lies in the complexity of the question as well as the answer. The convergent question has a more complex question and requires a longer answer than factual recall. This kind of question also allowed the students to elaborate on their answers. It means that they can add their reason or opinion in their answer as long as it did not stray further away from what written in the book. However, based on the observation, the students were mostly giving the same answer with what written in the handout. They never elaborate their answer by their own words.

T :What is narrative essay ?

G1:Narrative essay is a type of essay that has a single motif, or a central point around which the whole narrative revolves.

T:Please, tell me about argumentative essay !

S:Argumentative essay is controversial issues and tries

to present T:How about group five ?

S:Cause and effect essay is a type of essay that explains why the event or the situation occur (causes) and the results of its happening(effect). The example is drought occurs because the rain does not fall (cause) and dried plant (effect).

The second type of conceptual question is the divergent question. Divergent questions is questions that allow students to arrive at a variety of unique response not completely determine by known and remember information Jacobsen and Dulaney (1980, as cited in Rahmah, 2017).. Divergent questions motivating the student to think critically and encouraging students to deeply observe the question. The answers for divergent questions are usually less predictable or not expected by the teacher. Different from factual recall questions, students' responses to the divergent question will be wider because they are not provided in the book.

Pay attention to the dialogue below:

T:Aufar,Which one is the most difficult ?

S: Argumentative essay

T:Why you think that the argumentative essay is difficult ?

S:Because,we have to know what the issue. If the issue isn't clear we don't know how to write it.

Unlike convergent questions, the answer to the divergent question was not always provided in the book; hence the students must create their

own answer. To do this, the students must read the text or the book to draw any conclusion that would lead to the correct answer.

b. Structuring Question and Lower-order Thinking Responses

During the teaching-learning process, the researcher had found that the teacher often used this type of question in the classroom. In addition, Structuring question is the type of question that providing signpost for the sequence of questions to build students' previous knowledge and experience (Wragg & Brown ,2003). Structuring question is the type of question that can be answered only in a specific way (Blosser, 1975 ,as cited in Lestari, 2018, p.80), , such as yes, no, or don't know; sure, and so on. Usually, the teacher used this question to check the students' understanding; whether they already understand the material being taught or not.

T :Oke student,I think you have understand about what we have learn last week,so we gonna continue our study about part of essay in writing.

Ss:Yes sir.

c. Probing Questions and Higher-order Thinking Responses

The students' response was usually good because they just answered it with simple responses or lower-order thinking student's responses; means that the students did not need to use their reasoning while they answered their teachers' questions. Furthermore, the students gave a response almost immediately after the question being asked; it means there was no problem in understanding such type of question

Magthwi (2015, p. 140) define probing questions as the type of questions posed by the teacher after the initial response to a question was previously posed. Probing is asking follow-up questions when the teacher does not fully understand students' responses, when their responses are still vague or ambiguous. Most probing question was used to clarify the first answer.

Sometimes it also can be used for redirecting the question to other students when the previous students cannot answer the question. Higher-order Thinking Responses were used to answer probing question. In order to be able to answer the question, students need to analyze it first. Hence, the answer usually did not come immediately and longer than simple response. Usually the answer itself was about 1 to 3 sentences long. The teacher used probing question to draw more answer from the students. The teacher knew that the answer is incomplete, hence she used probing question to make the students elaborate his answer.

T: Descriptive essay is the essay that describes a particular person ?

S:About

Animals

T:And

then ?

S:about the place, thing ...

Moreover, probing question also could be used to raise students' critical awareness, because it could draw their reason of why they choose certain

answers. It was very useful because it would prevent the students for choosing answer based on feeling than logic. The example below was when the teacher asks the reason behind students' chosen answer.

T :Ismi, can you tell me what are good criteria for a best topic ?

S :Good criteria for the best topic is clear and interesting

T:What is the example ?

S:My village is so beautiful.

Another important function of probing question was: it can redirect the question to other students. Sometimes the teacher might not get the desired answer from the first students. Instead of asking for more answers from the first students, the teacher could ask the other students to answer it.

T :Ismi, can you tell me what are good criteria for a best topic ?

S :Good criteria for the best topic is clear and interesting

T :Yunita, can you tell me one the best topic ?

S:The titlte is not too broad and narrow.

Probing question can be considered as difficult-type question. It happens because this question requires high order thinking response from the students. Higher-order thinking involves critical thinking and problem-solving skills. The responses were reflected by one of higher three levels in Bloom's Taxonomy (1956) which was analysis. Naturally, the students would face some difficulties in answering this kind of question because some answer was not provided in the book.

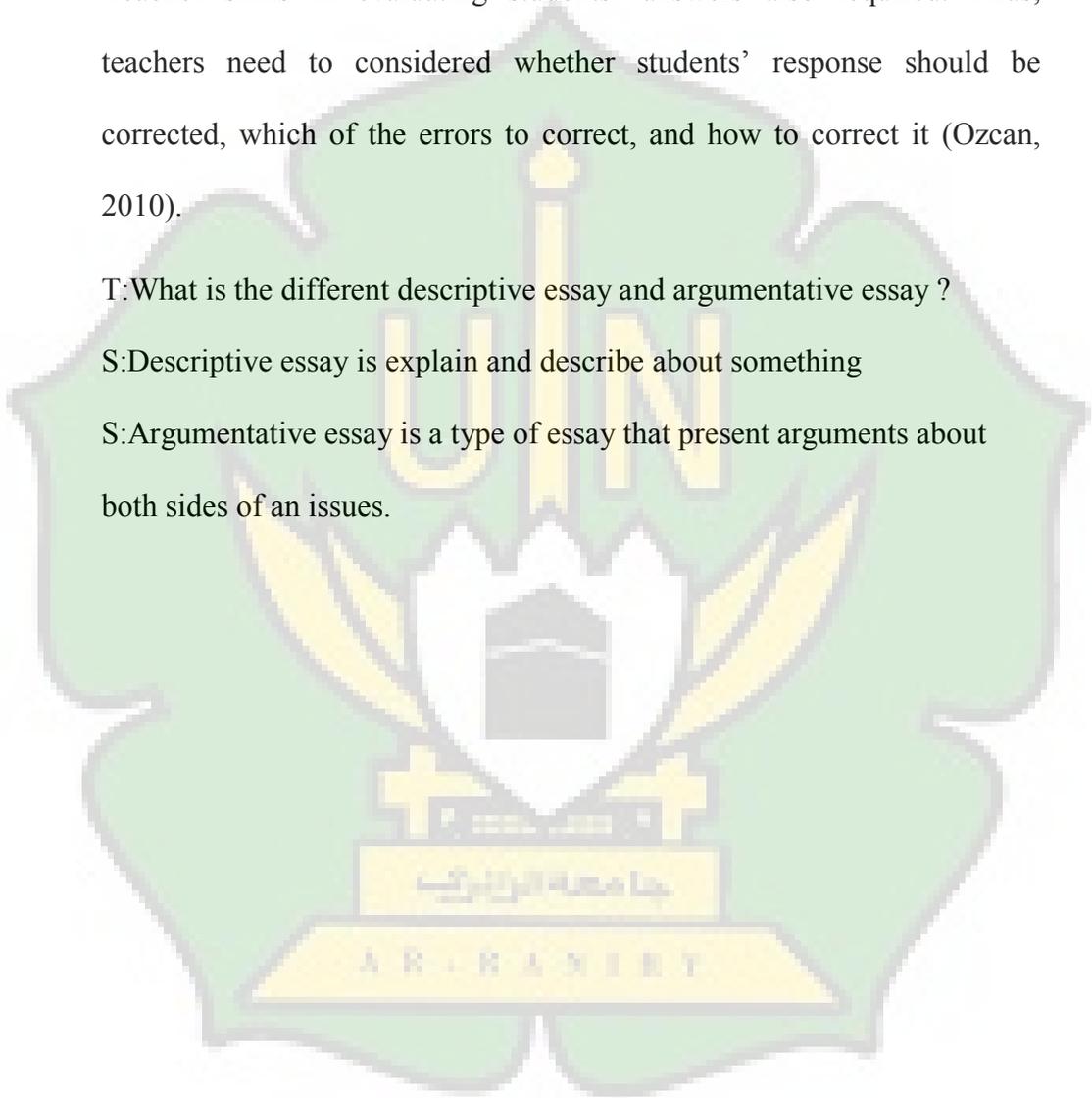
d. Evaluative Questions and Higher-order Thinking Responses

Evaluative Questions is type of question that is the most complex form and can be considered as a blend of all other types of questions. Teacher skills in evaluating students' answers also required. Thus, teachers need to considered whether students' response should be corrected, which of the errors to correct, and how to correct it (Ozcan, 2010).

T:What is the different descriptive essay and argumentative essay ?

S:Descriptive essay is explain and describe about something

S:Argumentative essay is a type of essay that present arguments about both sides of an issues.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter present the conclusions and suggestion based on the result of this study. The conclusions are drawn to precisely provide the findings of the study in relation to the answer of the research question. Meanwhile, the suggestion was made to provide future improvement.

A. Conclusions

This part elaborates some conclusions. According to analysis, research, explanation and elaborative statements from the data on the previous chapter in this study, it can be concluded:

1. The teacher used all of four types of questions (Conceptual questions, Structuring questions, Probing questions and Evaluative questions) in the teaching learning process. Even so, the teacher mostly used structuring question and conceptual question
2. Most responses drawn from students were:
 - a. Conceptual Questions and Higher-order Thinking Responses

Overall, conceptual question was kind of question that had 50:50 chance in drawing satisfactory answer/response. It clearly happened through the observation; the students gave more enthusiastic and correct responses for simple question than complicated question. Hence, this kind of question draws less positive response from the students.

b. Structuring Question and Lower-order Thinking Responses

The student's response was usually good because they just answered it with simple responses; means that the students did not need to use their reasoning while they answered their teachers' questions. Furthermore, the student gave response almost immediately after the question being asked; it means there was no problem in understanding such type of question.

c. Probing Questions and Higher-order Thinking Responses

Higher-order Thinking Responses were used to answer probing question. In order to be able to answer the question, student needs to analyze it first. Hence, the answer usually did not come immediately. It was also longer than simple response. Usually the answer itself was about 1 to 3.

d. Evaluative Questions and Higher-order Thinking Responses

From the research findings, it appears that evaluative question was not very successful in drawing proper response from the classes. Because the students don't answer the teacher questions in their opinion but they only repeat the previous statement. The reason behind it was either because students could not decipher the question or could not think critically.

B. Suggestion

This part consists of some suggestions for English teachers, students, and researchers who deal with teachers' questions/questioning strategies. First, for the English teachers, they need to know what types of questions that can help the learners in learning target language appropriately and quickly. It is suggested for them to know well about the class characteristic, because each student has

their own level of ability and comprehension, and it is important for the teacher to be able to analyze the student's level of ability. For difficult questions' types that rarely used in classroom, the teachers should be aware of how to give the questions.

The teacher should make sure that the way they give the questions is clear and easy enough for the students to understand. Hence, they can draw more positive and appropriate responses from the students. Second, for the students, it is suggested for them to learn more about vocabularies. It is also suggested for them to increase their critical thinking in order to be able to answer complex / difficult questions such as conceptual and evaluative questions. Even so, they should have self-confidence in their English abilities. They should not be afraid in answering the teacher's question because it is okay to be wrong than not even try to do it. Third, for the researchers who want to conduct similar research, it is suggested to pay close attention to the differences between male teachers and female teachers in delivering questions. It is also important to know what kind of response can be drawn from different teachers in the same class. In addition, it is needed to conduct further investigation about each question (Conceptual questions, Structuring questions, Probing questions and Evaluative questions), because more research will give greater contribution for further education.

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APPENDIX A Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-17566/UN.08/FTK/KP.07.6/12/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-4784/UN.08/FTK/KP.07.6/04/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- 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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 01 April 2019
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-4784/UN.08/FTK/KP.07.6/04/2019 tanggal 23 April 2019
- KEDUA : Menunjuk Saudara:
1. Safrul Muluk, S.Ag.,MA.,M.Ed.,Ph.D Sebagai Pembimbing Pertama
2. Nidawati, M.Ag Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Amira Fakhriah M. Nasir
- NIM : 140203160
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : An Analysis of Teacher Questioning Strategies and Student Responses in ELF Classroom
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA : 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: 19 Desember 2019
An, Rektor
Dekan,

Muslim Razali

Tembusan

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

APPENDIX B

Recommendation Letter from the Fakultas Tarbiyah Dan Keguruan to Conduct Field Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY Banda Aceh
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Sheikh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
Telepon (0651)7551423, Fax (0651)7553020
E-mail: ftk.un@ar-raniry.ac.id Laman: ftk.un-ar-raniry.ac.id

Nomor : B-17664/Un.08/FTK 1/TL 00/12/2019
Lamp -
Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Banda Aceh, 20 December 2019

Kepada Yth.

Di -
Tempat

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

N a m a : AMIRA FAKHRIAH M NASIR
N I M : 140203160
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Gampong Pande Dusun Cut A Jalil Lr. Raja Sivro No. 46
Banda Aceh

Untuk mengumpulkan data pada:

UIN Ar-Raniry

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

An Analysis of Teacher Questioning Strategies and Students Responses in EFL Classroom

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

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


An. Mustafa

APPENDIX C

Confirmation Letter from Department Of English Language Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
E-mail: pbi@iik.ar-raniry.ac.id website: http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B.604/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry. Nomor: B-17664/Un.08/FTK.I/TL.00/12/2019 tertanggal 20 Desember 2019. Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Amira Fakhriah M. Nasir
NIM : 140 203 160
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

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

An Analysis of Teacher Questioning Strategies and Students' Responses in EFL Classroom.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar