AN ANALYSIS OF LECTURERS' QUESTIONING STRATEGIES AT ADVANCED LANGUAGE SKILL CLASSROOM

THESIS

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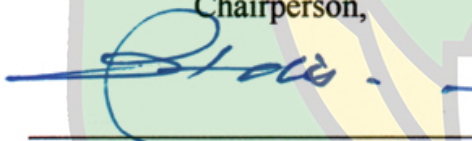for Bachelor of Education Degree in English Language Teaching

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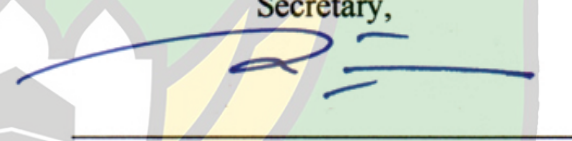17 Jumadil Awal 1445 H

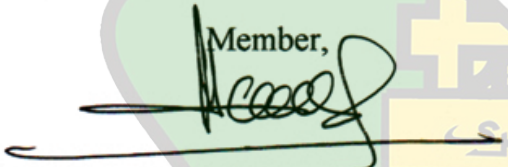In Darussalam, Banda Aceh

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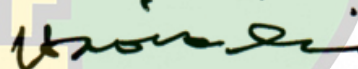
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An Analysis of Lecturers' Questioning Strategies at Advanced Language Classroom

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

Banda Aceh, 15 November 2023

Saya yang membuat surat pernyataan,

Silvi Rahmadani Azis

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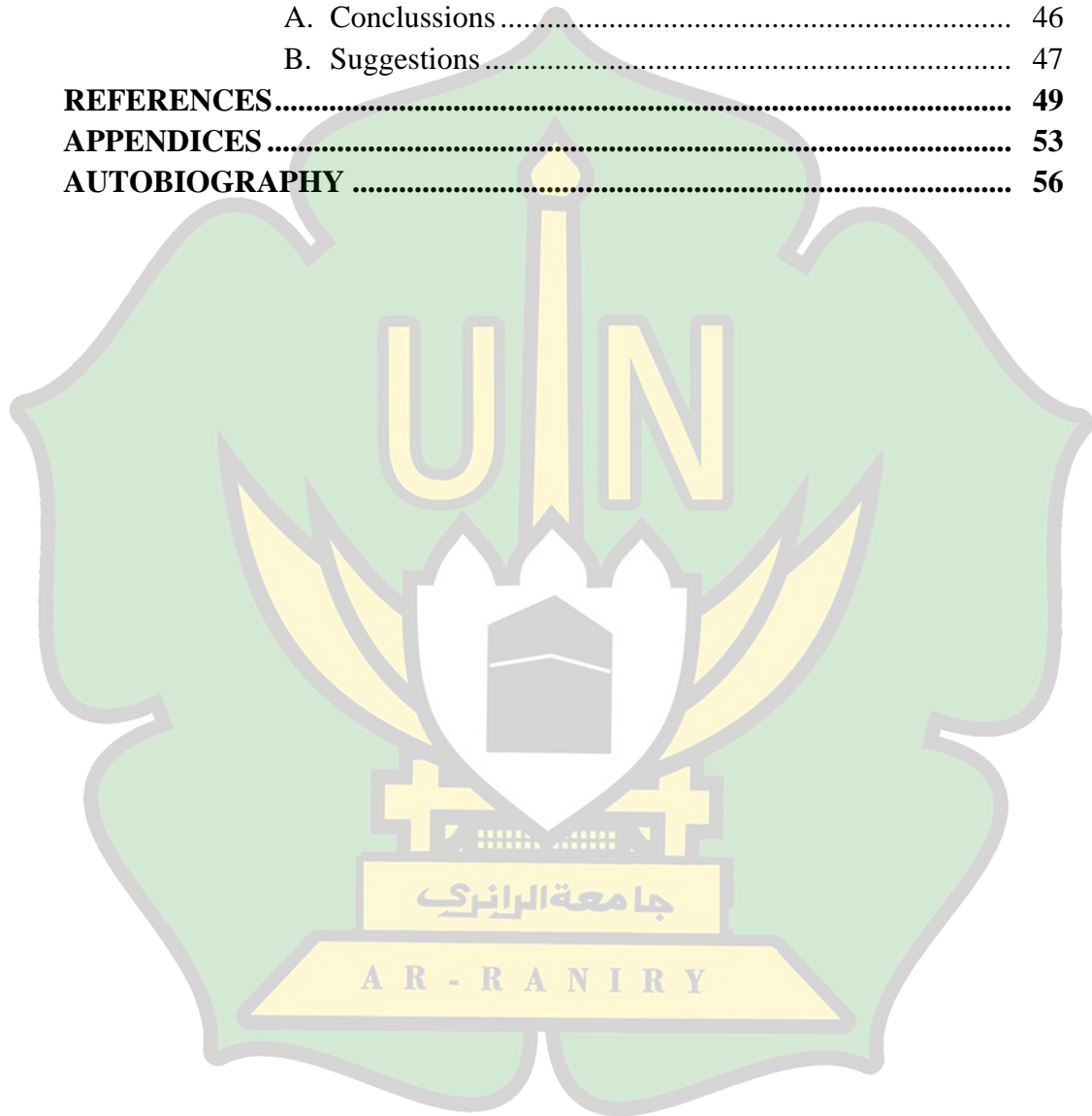
ABSTRACT

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The primary goal of this research is to investigate the questioning strategies employed by instructors in an advanced language skill classroom and to ascertain the rationale behind the use of questioning strategies in English lectures. The interview method is used in this study, focusing on the English lecturers from the English Department at Ar-Raniry State Islamic University. The sample consists of 4 (four) lecturers who are responsible for teaching the Advanced Language Skill Class. The data is collected through an interview process. A qualitative method is used to analyze the data. In accordance with the findings, the lecturers used three different questioning strategies, as outlined by Richard and Lockhart (1994), during the instructional and educational process. The lecturers employed a comprehensive range of questioning techniques, including procedural, convergent, and divergent queries, throughout the teaching-learning process. There are multiple justifications for lecturers employing questioning strategies in the teaching-learning process. Academic scholars claim that the implementation of questioning strategies in the classroom setting might facilitate enhanced cognitive engagement among students, fostering deeper levels of critical thinking and attentiveness towards the subject matter under discussion.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

APPENDIX A   Appointment Letter of Supervisor

APPENDIX B   Recommendation Letter from the Fakultas Tarbiyah dan
Keguruan to Conduct Field Research

APPENDIX C   Interview Questions (For Lecturers)

CHAPTER I
INTRODUCTION

A. Background of Study

In the globalization era, English is the most important language in the world today and is spoken in many nations. The English language has been included in every curriculum of study program in Indonesia, from elementary to university levels (Auni and Manan, 2022). There are a few factors that make English important as a global language. Every country uses English as an international language of communication, and it is well-known as a daily means of interaction with individuals from various nations. In other nations, individuals also utilize English for their international communications. English is a foreign language that is taught to pupils in Indonesian schools. English has been taught at school in Indonesia as the first foreign language. It is covered in kindergarten, primary, junior, and senior high schools, as well as universities. In Indonesia, learning English as a foreign language from junior high through senior high school is now a required subject. English is a required subject, making it necessary for teachers to play a crucial role in both the teaching and learning processes. A teacher may act as a director, controller, or facilitator.

The use of questioning techniques by teachers can help students learn more in the classroom. Because asking or posing questions is one of the most essential strategies a teacher may employ in the teaching process, the questioning strategy is significant. Questions are cognitive skill-activating

stimulants that have served as the basis of education for decades (Aydemir and Çiftçi, 2008). Teaching with questions began with Socrates and has maintained its importance and validity until today. By employing this technique, Socrates had his students answer each question with another question as opposed to providing answers or direct information (Filiz, 2009).

There is a process in teaching and learning known as asking or providing questions. It can happen either way—from the teachers to the students or the students to the teachers. The teacher's ability to manage inquiries is one strategy for creating two-way learning interaction and good classroom interaction. Questioning techniques are another name for this sort of skill. Teachers need to create questions that will stimulate students' interest in responding with responses that follow grammatical norms. One of the best teaching techniques now used in the classroom setting is the use of questions. This approach has been employed so frequently that it can almost satisfy non-native English speakers of all ages and stages in any English-learning environment. In his study on the competence of teacher questioning in English, Ma (2008) said that skillfully raising questions is a significant approach of the teacher who helps his pupils to think actively, building students' skills of analysis and invention. According to Chan et al. (1995), teacher questioning is an essential and pervasive activity in the classroom. Furthermore, if questioning strategies are applied appropriately in the teaching-learning process, students will profit from the teacher-student

interaction. If the teacher's questioning style captures students' attention, they may develop their ideas and thoughts, ensuring a successful learning process.

The great physicist Einstein underlines the significance of asking questions when he says, "the most important thing is not to stop asking questions" (Sternheimer, 2014). he relevance of inquiry may be highlighted by considering the founders of prominent technological businesses such as Facebook, Amazon, and Google as people who ask relevant questions (Berger, 2014). In today's competitive world, these people who are capable of using questions critically have led to breakthroughs in new technology. The capacity to ask appropriate questions will become more crucial in the future. Furthermore, according to Berger (2014), entrepreneurs in the United States' Silicon Valley have claimed that "questions are new answers, and the critical use of questioning is crucial in the field of education as well."

It is impossible to deny that teachers play a critical role in the process of teaching and learning in the classroom. As a result, educators have a number of ways for creating a positive classroom environment. One of the numerous methods to create an active classroom learning environment is to ask students questions. Teachers sometimes merely educate without questioning throughout the teaching and learning process. Some circumstances contribute to this, such as being in a hurry, not fully understanding the content, not caring about the pupils, or being lazy. Brown (2001) says that using questioning strategies in the teaching and learning

process is one of the finest ways for the teacher to be an initiate and sustainer of engagement.

In order to encourage students to speak out, questions must be asked during the teaching and learning process. It was determined that questions describe tasks while also expressing challenges and issues. It is typical in the teaching and learning process for pupils to be unable to answer the teacher's question. This occurs when students are hesitant to respond or may not know the answer (Tan, 2007). It is common in the English classroom for students to be unable to answer questions, not due to a lack of information, but rather due to issues articulating their response in English. It signifies that student lack the necessary competence to answer the questions, which is typical in classroom engagement.

A plan is required for the teaching-learning process between instructors and students in the classroom. Teachers must use ways to encourage pupils to appreciate and participate in the teaching-learning process. Unfortunately, students do not always comprehend if the subject was assigned by the teacher. As a result, it is believed that the students' language abilities would develop as a result of the questioning strategies utilized by educators.

A question, according to Gattis (2002), is one of the most significant tools for directing and expanding students' learning. It may assist instructors in developing their own techniques to improve students' work and thinking. As a

result, it will be successful when it enables students to completely participate in the learning process. Teachers consider the sorts of questions they will ask students while designing lessons.

The teacher in the school is not only a facilitator of learning, but should also provide students with the essential guidance on how to formulate and ask the question, as well as encourage and support students to express their ideas. She claims that questioning strategies are vital to the development of critical thinking abilities, creative thinking skills, and higher-level thinking skills, and that they result in good outcomes; most classes utilize this approach on a regular basis.

According to the studies above, it has been shown that questioning strategies are still important in the teaching-learning process, but not all students understand them well because there is a gap between languages. Many researchers still develop the study of questioning strategies in a larger context. In this case, students are still confused about the topic given by the teacher, they are embarrassed to ask questions due to the wrong grammar rules, and sometimes students seem silent when the teacher explains the topic. In connection to the explanation, in this study, researchers want to focus more on analyzing the questioning strategies used by the lecturers in Advanced Language Skill courses.

B. Research Question

The research questions were formulated as follows:

1. What kind of questioning strategies are used by the Lecturers when teaching Advanced Language Skill course?

2. What are the reasons of the English Lecturers in the use of questioning strategies?

C. Research Aim

The aims of this study are :

1. To analyze kinds of questioning strategies are used by English lecturers when teaching Advanced Language Skill course.

2. To identify the reasons of questioning strategies used by English lecturers.

D. Significance of Study

1. To EFL Students

The intention of this research is to look out lecturers employing questioning strategies in their speaking course and determine why they are doing so. The primary goal of this research is to investigate and identify the types of questioning methods employed by lecturers and the reasons behind them in their everyday class interactions. The author expects that the findings of this research will assist students by lecturers using questioning strategies in their everyday class interactions.

2. *To EFL teachers*

The findings of this research are intended to benefit instructors' teaching approaches, particularly those who teach languages. This research will aid the instructor in the teaching and learning of language lessons. Language studies, as we all know, are important since they prepare students for speaking, listening, and writing, as well as helping them expand their thoughts via improved grammatical rules and critical thinking in another language with proper methods and pronunciation. As a result, instructors must ensure that their subject's delivery is intelligible to their students.

3. *To other researchers*

The author considers that this research does not address all of the reader's concerns and interests. Likewise, the author expects that additional researchers will do similar studies in the future to fill the vacuum..

4. *To the Institution*

The findings of this research will benefit the university as a whole. The university is anticipated to give greater help and convenience for students to administrate relevant things relating to English skills in the future as a result of this research. The more students who enhance their English abilities, the better an institution's image.

E. Research Terminology

In order to avoid misunderstandings, the writer has defined the following operational definitions of this research :

1. Questioning

A question is a speech, phrase, or gesture that requests information in the form of a response. A question is when the teacher speaks anything like words, phrases, or sentences that someone else or listener has to respond. A question, according to Linch, is a command or interrogative statement used to extract information, a response, or to assess knowledge, as stated by Cied in Sujariati et al. (2016). In other words, a question is expressed when individuals construct phrases to other people that include command and interrogative expressions in order to get information or replies. While questioning is an important part of human intellect and interpersonal communication, it entails using a series of questions to investigate a problem, a concept, or anything fascinating. The act of generating and wielding questions in order to acquire answers and insight is known as questioning.

2. Questioning Strategies

According to Harmer (2007), students' engagement in classroom learning relies on the teacher's ability to "direct, guide, inspire, facilitate, and control" their involvement. Ineffective classroom management may have a negative impact on both teaching and learning. Students' efforts to engage with one another in class translate into shared participation in the

learning process. One further advantage is that kids may get along well with one another. With these class interactions, the teaching and learning process will be enhanced, and the teacher may find out the success of teaching methods throughout the teaching and learning process.

F. The scope of Study

Undertaking a comprehensive investigation including the aforementioned aspects would be a laborious and time-consuming endeavor, rendering it impractical for the author. Regarding the constraints faced by the researcher, her investigation will be centered exclusively on the issue of employing questioning strategies with the Advanced Language Skill Class students within the Department of English Language Education at Ar-Raniry Islamic State University in Banda Aceh. The claim made by the writer is that the use of questioning strategies is appropriate and pertinent to this research, as it is believed that lecturers possess the necessary skills to effectively manage such situations. Nevertheless, there is room for improvement in their abilities, particularly in their day-to-day practices.

CHAPTER II
LITERATURE REVIEW

A. Questioning

A question is defined as a statement that has an interrogative structure or function. In educational environments, instructor questions are often referred to as instructional cues or stimuli that serve the purpose of familiarizing students with the material aspects that are intended to be acquired. Assessment has emerged as a crucial component of pedagogy, enabling educators to evaluate students' proficiency and comprehension, while also fostering intellectually stimulating discourse. This pertains to guiding pupils in the acquisition of specific information (Ndun, 2015).

The use of questioning as a skill by English educators has the potential to effectively oversee and delve into the learning process and associated activities inside the classroom setting. Questioning is a valuable practice for language learners to acquire information and develop language proficiency in English.

A question is formed by using a phrase that adopts an interrogative form or function. In educational environments, instructor questions may be described as instructional signals or stimuli that communicate to students the specific topic items to be acquired and provide guidance on the tasks they are expected to do and the methods they should use. This literature review focuses on examining the correlation between instructors' questioning practices in the

classroom and various student outcomes, such as academic accomplishments, retention rates, and levels of student involvement. The type of questioning used by instructors is a crucial element in establishing an efficient teaching and learning process. The act of questioning by educators within the context of the teaching and learning process is a fundamental component of the many interactions that take place inside the classroom setting. The significance of using questioning strategies lies in their ability to foster learning, cultivate students' cognitive abilities, promote the formation of coherent ideas, inspire imaginative thinking, and serve as a catalyst for action. Additionally, it is a method used by educators to enhance pupils' acquisition of information in a more efficient manner.

B. Questioning Strategies

1. Definition of Questioning Strategies

A study by Harvey (2000), the use of a questioning strategy is most beneficial when it facilitates the active engagement of students in the process of acquiring knowledge. The author emphasizes the need of instructors considering the sorts of questions that will be posed to students throughout the lesson preparation process. Additionally, it is important to establish clarity on the desired objectives of the question and answer session. The use of efficient questioning techniques enables teachers to proficiently structure question and answer sessions by tailoring inquiries to meet the specific requirements of

students and aligning them with appropriate question kinds, hence facilitating meaningful and interactive engagement.

The process of acquiring suitable questioning skills and developing the ability to ask relevant questions is a time-consuming endeavor that may span many weeks or even months. Therefore, it is crucial to approach this process in a methodical manner, as suggested by Streifer (2001). Numerous scholarly investigations have been conducted on the pedagogical techniques used by educators in the form of inquiry. Nevertheless, there has been little research conducted on the factors that hinder instructors from asking appropriate questions. According to existing research, the majority of studies in this field rely on the categorization of instructors' written and oral inquiries, which is often accomplished by observation or the use of other data collecting instruments (Filippone, 1998; Baykul, 1989; Çepni & Azar, 1998; Çepni et al., 2001; Ayvacı & Türkdoğan, 2010).

Also, there are research that examine the issues based on Bloom's Taxonomy and Stano (as described in Filippone, 1998). Additional experimental research have been conducted to explore the training methods aimed at enhancing instructors' questioning abilities (Aslan, 2011). Previous research has endeavored to categorize the inquiries found in high school placement tests, specifically the SBS examinations, by using the proficiency scale established by the Programme for International Student Assessment (PISA) (Skenderoğlu et al., 2013). In a study conducted by Dalak (2015), an

analysis was performed on the relationship between the national entrance examination for high school, known as TEOG, in relation to Bloom's Taxonomy. The existing research mostly focuses on analyzing the types of oral and written questions used by instructors during tests, evaluating the effectiveness of question training programs, and categorizing questions in national examinations based on certain criteria. The comprehensive analysis of instructors' questioning strategies has not been undertaken, as seen from the available evidence. The present research aimed to provide a comprehensive understanding of instructors' questioning abilities. Hence, it is vital to comprehend the underlying factors that hinder instructors from using efficacious questioning techniques inside their instructional sessions. The inquiries of this investigation were formulated using a framework derived from Borich's (2014) publication, titled Effective Teaching Methods.

Fries-Gaither (2008) asserts that the implementation of a questioning strategy has significant importance within the realm of teaching and learning. This system provides educators with the opportunity to assess students' knowledge and comprehension, while also enabling students to actively seek clarification and assistance. This implies that by using a questioning strategy, educators may ascertain the extent of students' knowledge and identify areas in which they may be lacking understanding. In the context of the teaching and learning process, questions play a vital role in facilitating the interaction between educators and students. As stated by Browne and Keeley (2007), the use of a question system has been shown to be more effective in fostering the

development of curiosity, wonder, and intellectual-critical thinking. Based on the aforementioned description, it can be inferred that the intended interpretation of the question pertains to instructional cues or stimuli that effectively communicate to students the need of acquiring further information about their existing knowledge and learning, as well as providing guidance on the specific tasks to be undertaken and the manner in which they should be executed.

The efficacy of questioning in educational settings is contingent upon the deliberate selection of questions by instructors to achieve certain objectives (Strother, 1989). If the intended objective of a question is not predetermined, it may lead to a state of disarray, confusion, and ultimately hinder the process of acquiring knowledge. The suitability of a query is contingent upon the degree to which predetermined objectives are attained (Crespo, 2002). For example, convergent questions are particularly suitable for a teacher engaged in inductive instruction. In the context of language instruction, a language instructor may use convergent questioning techniques with the aim of assessing students' proficiency in vocabulary and spelling, or to foster their motivation and engagement in the learning process. Divergent questions are primarily used to elicit replies that demonstrate application, analytical, and synthesis abilities. In order to effectively use this tool, it is essential to engage in a thorough preparatory procedure (Epstein, 2003).

Many scholars have undertaken investigations on the impact of questioning within the classroom setting, revealing its significance when well implemented. In their study, Davoudi and Sadeghi (2015) undertook a comprehensive examination of the existing body of literature pertaining to questioning, spanning the years 1974 to 2014. A comprehensive examination of over 100 research was conducted, yielding data that underscore the significant contributions of both teacher and student inquiry within the realm of education. In educational settings, questioning is a commonly employed instructional strategy utilized by teachers for various objectives. These objectives include promoting classroom interaction (Harvey & Light, 2015; Rahman & Mahud, 2016; Wangru, 2016; Al-Zahrani & Al-Bargi, 2017), evaluating students' academic progress (Fries, Gather, 2008; Rahman & Mahud, 2016), fostering critical thinking, enhancing writing proficiency, improving reading comprehension, facilitating subject matter acquisition, and developing metacognitive abilities (Davoudi & Sadeghi, 2015). The numerous objectives of effective questioning have been shown to increase the quality of classroom instruction (Iksan & Daniel, 2015; Rahman & Mahmud, 2016) and foster the development of students' communicative skills and overall proficiency in second language acquisition.

A study conducted by Rahim (2008), the use of questioning strategies during educational activities has the potential to enhance both the quality and quantity of student replies within the classroom setting. In addition, Rahim also describes that questioning strategies consist of :

a) *Wait time*

This encompasses the time allocation granted by the instructor to provide pupils the chance to engage in cognitive processing prior to formulating their responses. If the instructor wants to foster a more engaged learning environment, it becomes imperative to use certain measures. Based on research conducted by McComas and Abraham (2005), it has been shown that educators often exhibit a delay of around 0.7–1.4 seconds subsequent to posing a question to a student. In 1972, Mary Bud Rowe emerged as the pioneer in establishing the correlation between wait time and student accomplishment. Waiting time is a crucial element in teacher questioning. This refers to a certain interval whereby the instructor and other classmates maintain a state of silence, allowing the designated student to respond to the posed question. Furthermore, it is crucial to note that the efficacy of questioning in the educational context is contingent upon the deliberate selection of questions by instructors in order to achieve certain objectives (Sthrother, 1989, as quoted in Bülent et al., 2016).

b) *Reinforcement*

The teacher bestows compliments onto pupils as a means of fostering motivation and ensuring their sense of comfort and happiness.

c) *Probing question*

The purpose of the sequel is to enhance the caliber of the answer and expand upon the prior responses. To promote critical thinking and improve the clarity and comprehensiveness of students' responses, our aim is to cultivate a higher degree of reflection by presenting thought-provoking inquiries.

d) *Equality of Interaction*

Rahim (2008) asserts that educators often acknowledge providing equal treatment to all students. Consequently, it is essential for educators to demonstrate fairness by ensuring equitable treatment and equal opportunities for all students throughout the educational experience.

2. Purpose of Questioning Strategies

According to Prasetyawati (2015), the employment of questioning as a pedagogical strategy during the lead-in stage serves to prioritize the cultivation of student engagement with the subject matter, fosters the development of students' ability to anticipate the content of the text, and imbues the instructor with a compelling and motivating role within the educational setting. In the realm of education, strategy is seen as the deliberate actions undertaken by a teacher to establish environmental structures that enhance the instructional process, so enabling the attainment of desired

learning outcomes. The instructor must possess the capacity to effectively oversee the many elements of the learning process, ensuring a cohesive integration among the components under consideration. The teacher's question technique in the learning process should be aligned with the intended learning goals and tailored to the specific attributes of the instructional materials, student characteristics, and contextual factors that influence the learning environment.

There are several reasons why instructors should ask their pupils questions. The questions may be directed to a single student or the whole class. The questions are usually utilized at the conclusion of a class, but they are also used at the start and middle of the teaching and learning process. According to McMillan, asking questions will be very useful for :

a. Engaging students in lessons

b. Encourage students' understanding and critical thinking

c. Review the contents of important lessons

d. To control students

e. Assess student progress

A key factor that teachers should not overlook and prioritize is the significance of teacher questioning strategy within the context of English language instruction. This is due to the essential role that questioning methods

play in shaping students' learning experiences. Hence, it is important to recognize and use instructors' questioning techniques in order to effectively facilitate the process of teaching and learning. The utilization of teachers' questioning strategies during instructional interactions is a crucial component that educators must take into consideration.

3. Types of questioning strategies

Einstein underscores the need of inquiry by asserting that "the cessation of questioning is the most critical factor to avoid" (Sternheimer, 2014). The teacher's inquiry may be categorized based on the updated Bloom Taxonomy under the cognitive domain, including the levels of remembering, comprehending, applying, analyzing, evaluating, and producing. There are two primary categorizations of questions that are predicated on the replies provided by pupils.Convergent questions, in broad terms, refer to concise inquiries designed to elicit a certain accurate response by drawing upon previously learned knowledge. Conversely, inquiries that need pupils to use their existing knowledge to analyze or evaluate a subject, problem, or circumstance are often known as divergent questions.

According to Richard and Lockhart (1994), there are three types of questions (as cited in Nora et al., 2021) :

1) *Procedural Questions*

When the question being asked lacks a specific focus on the subject matter. The topic of discussion will be to the implementation of class procedures and routines. In the context of this particular inquiry, students have the option to respond concisely with a brief affirmative or negative statement. The use of this approach is expected to facilitate a deeper comprehension among pupils. As an example, one may inquire, "Has each individual ensured the presence of their own books?" or "Are you in having a writing instrument?".

2) *Convergent Questions*

In the context of these questions, students possess the ability to respond to prompts by drawing upon the knowledge imparted to them by their teacher. The practice of asking questions related to the primary subject matter or content might serve as a means of motivating pupils to respond. Convergent inquiries need students to amalgamate concepts and information from several disciplines, synthesizing them in order to get a coherent and reasoned conclusion. These inquiries are often used for the purpose of resolving problems, especially when the topic encompasses many disciplines. As an example, an educator inquires, "Which singular term would most aptly encapsulate this subject?" or "What was the causal factor behind this occurrence?"

3) Divergent Questions

This particular style of question has the ability to stimulate students' higher-order thinking skills, prompting them to critically analyze and discern several possible responses. This implies that the student has the ability to respond to the question using a phrase that is more intricate and a response that is lengthier. In an academic setting, an instructor has the ability to elicit responses from students by drawing from their own experiences and expertise, therefore encouraging them to provide comprehensive and thorough information. Teachers may pose questions such as, "In what other manner can this be perceived?" or "What are some alternative strategies to this particular approach?"

C. Advanced Language Skill

The goal of language learning is to increase the four skills (LSRW) of speakers, starting with language vocabulary and grammatical competence. The English language is the global language, dominating in many industries throughout the globe. It is the most widely spoken language, despite playing important roles in numerous industries such as commerce, technology, research, communication, and education. All of these vocations need a high level of English ability. English, particularly in education, is critical for developing human resources, which seem to be the most crucial in emerging nations.

Language skills are communication abilities that allow students to express themself clearly and precisely. Not only should students learn to talk effectively, but students should also learn to listen carefully. Another important talent in a professional situation is the ability to write effectively and concisely. People nowadays need basic language abilities such as listening, speaking, reading, and writing. Whether it is a student or a professional. As a result, depending on the stage, language competence has become one of the subjects in school or university. There are three levels of language proficiency: basic, intermediate, and advanced. The term "basic" refers to pupils' comprehension of the language or competence. Intermediate pupils have a basic comprehension of the language or talent and can convey fundamental concepts, but there is still potential for progress. The term advanced refers to pupils that have a high degree of competency and can easily comprehend and articulate complicated topics.

The benefits of communicating in a professional situation are limitless. Giving presentations, attending meetings, or establishing a feedback channel all need appealing communication. People with strong communication abilities stand out from the crowd. People who can explain effectively may easily keep the audience interested. It is people power to move mountains with their words that distinguishes them. People may meet several circumstances throughout their lives that will need strong communication abilities. Building these four qualities will inspire people to pursue their dreams with confidence.

No wonder also now the language of advanced language skills is used as one of the subjects in schools or universities. For example, this academic year, advanced language skills became one of the courses in the English Language Education Study Program, Faculty of Teacher Training at Ar-Raniry State Islamic University Banda Aceh. For this semester, they have 6 different units and are taught by 4 different lecturers as well as with an average of 30 students per class. This is a very useful initial provision for second-year students so that they are better prepared to face the realities that will occur in the future both within the campus environment and in the scope of work later.

D. Previous Studies

Several studies have been undertaken by scholars in the field pertaining to the use of questioning strategies within educational settings. A study undertaken by Yusriati and Devi (2019) sought to identify the prevalent forms of questions used by teachers in English classrooms, as well as the various roles associated with the employment of different question types while interacting with students in such settings. The data for this research was collected via the use of video recordings, which captured the teaching and learning processes in two English classes. Specifically, the focus was on the interactions between teacher and the 1st grade students at SMKN 4 Medan during these learning-teaching sessions. Based on the results of the data analysis, it was determined that display and referential questions are often used by educators. The educators suggest that the use of questioning

strategies, namely using techniques to assess students' comprehension, may serve as a viable approach for those seeking to enhance their proficiency in spoken English.

Surya et al. (2022) did one additional study. The objective of this research is to examine the questioning strategies used by the instructor during classroom interactions. The focus of this research is the junior high school located in Majene. The research findings indicate that educators who use questioning strategies have a more pronounced beneficial influence on English teaching models, especially in terms of enhancing the teaching-learning process to achieve higher effectiveness.

A similar investigation was undertaken by Sujiarti et al. (2016). It was discovered that educators used many forms of questioning. The use of open-ended and closed-ended questions was a common practice throughout all instructional sessions. According to the findings of Ndun's (2015) research, it was observed that instructors mostly used display questions (92%) as opposed to referential questions (8%) in their instructional practices. Furthermore, according to Matra's (2014) study, a significant proportion of instructors used memory questions (52%), followed by comprehension questions (42%), with application questions comprising the remaining 6%. In summary, the researchers identified many typologies that were often used by each participant. Hence, the use of effective questioning strategies by educators has significant importance. Educators need to provide students with a set of inquiries, whether they are directed towards individual students or the whole

class within their instructional setting. Educators use a range of questioning techniques and kinds as pedagogical tools, aiming not just to foster classroom engagement but also to facilitate authentic communication among students and cultivate their capacity for critical analysis. Based on some of the previous studies mentioned above, it can be concluded that questioning strategies given by teachers have a positive impact on EFL students. In order to further investigate the phenomenon, this study will attempt to carry out the same research in a different setting, at the English Department of Ar-Raniry State Islamic University.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research design refers to specific procedures implicated in the process of research: data collection, data analysis, and report writing (Creswell, 2012). The research design of this study is a descriptive-qualitative study since it involves interpreting, describing, and developing a theory on phenomena or settings. This kind of research is mostly associated with words, language, and experiences rather than measurements, statistics, and numerical figures. On the other hand, it is concerned with how opinions are formed. The researcher will use a person-centered approach to understand the sample experience and generate ideas.

In this study, the writer investigated lecturers' questioning strategies in Advanced Language Skill class. The other reason why the writer used this method was to find out and describe the strategies that lecturers commonly use in the classroom during Advanced Language Skill class.

B. Participants
1. Population

Creswell (2012) stated that a population is a group of individuals who share the same characteristic. In this study, the population is the English lecturers' who were teaching Advanced Language Skill class in the Department of English Language Education at Ar-Raniry Islamic State

University Banda Aceh, especially in 2023. There were four lecturers' from six (six) different classes as the population in this study. The writer claimed that the Advanced Language Skill class is suitable and relevant to this study. It is because lecturers' in this study can understand well about questioning tact. However, they still need to improve their strategies to be more perfect, especially in answering the question that the teacher gave.

2. *Sample*

A sample is the number of individual cases that writer ultimately draw from which or whom the writer generate data. In this study, the writer selected 4 (four) lecturers (for so called P1, P2, P3 & P4) as research samples using purposive sampling. Purposeful sampling (also called purposive or judgment sampling) is based on the premise that seeking out the best cases for the study produces the best data, and research results are a direct result of the cases sampled (Patton, 2015). Morse (2010) stated that this is a strategic approach to sampling in which "information-rich cases" are sought out in order to best address the research purpose and questions.

Sampling is a central feature of research design when purposeful strategies are used because the better the participants are positioned in relation to the topic, the richer the data will be (Morse, 2010). The writer took four lecturers' from different six units of Advanced Language Skill class.
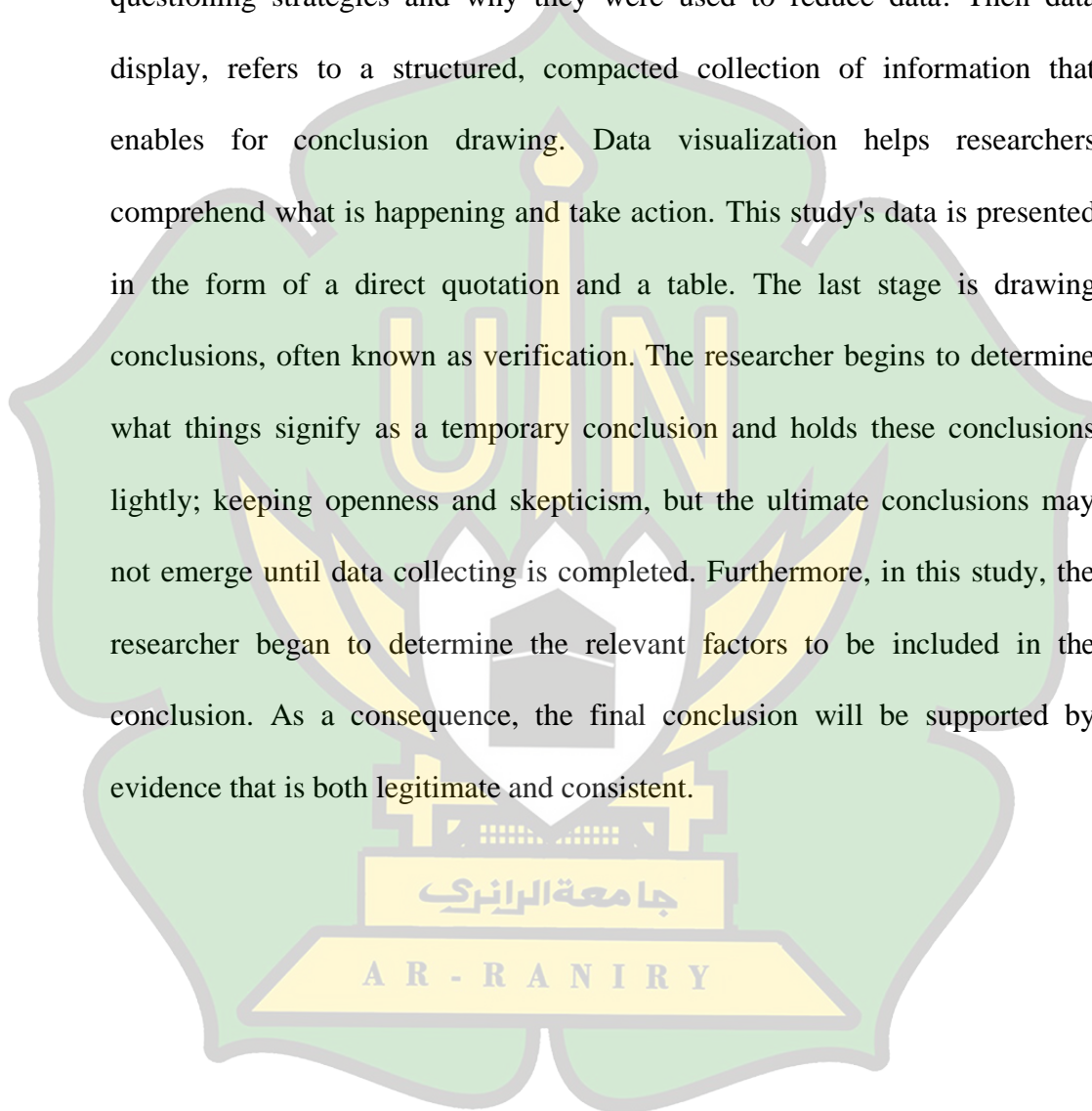
C. Data Collecting Procedures

In collecting data, the instruments used were in-depth interviews. In-depth interviews are performed one-on-one with a limited group of respondents to investigate their opinions on a certain issue. The purpose of conducting an interview was to gather information from the lecturers' specific perceptions of certain types of questions. The instrument of the interview was a question list, which was conducted in reference to Wajnryb's Theory of Teacher's Questions (1992). The construction of components and subcomponents of the type of question is also cited from Wajnryb (1992, as cited in Kamile et al., 2012) in the Impact of Teacher Questions on Student learning in the EFL Journal of Education and Instructional Studies in the World.

D. Data Analysis

The next step that has to be done after collecting the data is to analyze the data. This section presents the data analysis procedures that are performed on the collected data in order to answer the research questions. In qualitative research, the data analysis technique used was clear and directed at answering the problem statement. In the process of data analysis to obtain the results from the interview, the writer has to transcribe the data of the interview results in order to display the language that is used in the classroom. The data were analyzed using Miles and Huberman's (1994) interactive model of analysis. This model is classified into three types: data reduction, data presentation, and conclusion drawing/verification. The researcher discusses the process of

analyzing data by selecting, focusing, simplifying, and modifying the data in data reduction. It is critical to make the data clear and easy to use. The researcher then focused on research topics involving various types of questioning strategies and why they were used to reduce data. Then data display, refers to a structured, compacted collection of information that enables for conclusion drawing. Data visualization helps researchers comprehend what is happening and take action. This study's data is presented in the form of a direct quotation and a table. The last stage is drawing conclusions, often known as verification. The researcher begins to determine what things signify as a temporary conclusion and holds these conclusions lightly; keeping openness and skepticism, but the ultimate conclusions may not emerge until data collecting is completed. Furthermore, in this study, the researcher began to determine the relevant factors to be included in the conclusion. As a consequence, the final conclusion will be supported by evidence that is both legitimate and consistent.

CHAPTER IV
FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

This chapter covers the findings of a study conducted in the Advanced Language Skill Class of English Education students. The writer provides a comprehensive account of the data presentation and analysis of the findings in this study. The present study examines the utilization of a questioning method in the instructional practices of an advanced language skills classroom. The research findings encompass the outcomes that address two specific research inquiries. The research questions encompass two main questions: the types of questioning strategies employed by the Advanced Language Skills Lecturers and the underlying motivations of English lecturers in their using these strategies. The researcher employed interviews as a method for data collection.

In order to enhance the robustness of the interview data, this study meticulously categorized all collected data based on the research question's focal point, which aimed to investigate the questioning strategies employed by lecturers in the Advanced Language Skill Classroom as well as the underlying motivations behind their utilization of such strategies.

1. **The kinds of Lecturers' Questioning Strategies used in Advanced Language Skill Classroom.**

   The researcher employed interviews as a means of gathering information regarding the questioning methods employed by English lecturers in their instructional practices. The interviews were done within the English Education Department across six different units of the Advanced Language Skill course, encompassing units 1 through 6 and taught by four different lecturers.

   The findings of the interview delineated the various question types employed by English lecturers in the Advanced Language Skill course. These types of inquiries can be categorized into three distinct categories: procedural questions, convergent questions, and divergent questions. Through conducting interviews, the researcher obtained insights into the various types of questions employed by English lecturers.

a) Procedural Questions

Procedural questions are used to manage classroom activity. In the interviews that have been made, the researcher found that the lecturers used a lot of procedural questions during classes. Procedural questions are usually used when class starts. The example of procedural questions given by the lecturer to students can be seen with the details as below;

Table 4.1. Procedural Question at Advanced Language Skill classroom

Class	Meeting	Procedural Questions	Total
Unit 1-6	1	How are you today?	13
		Do you bring dictionary?	
		Do you have any questions?	
		What did we talk about last week?	
		Any other answer?	
		Any dictionary in your phone?	
		Anyone bring notes?	
		How was your weekend?	
		Today's weather is great isn't it?	
		Do you have pen?	
		Do you bring the material?	
		Any other answer?	
		Anyone to be a volunteer?	

The data above shows that procedural questions are used to manage the class according to its purpose. Usually, the lecturers uses procedure questions at the beginning of the class. The questions that are often asked are to know student's condition. Other question to ask student's attendance. In the middle of the class, the lecturers used procedural questions to catch students focus or to get them to pay attention in class. At the end of the class, the lecturers usually makes sure about the students understanding about the material. If there's no question from the students, the lecturers continues to recall the material.

b) Convergent Question

Convergent question is a question that can make students focus on discussion in the class. Convergent question is usually asked in the middle of the class and mentions the material. This question is usually asked about something that doesn't require high-order thinking skills and can usually be answered with a yes or no. In the interview, the lecturers uses convergent questions in the middle of the class when they start a discussion about the task. The example of convergent questions given by the lecturers to students can be seen with the details as below;

Table 4.2. Convergent Question at Advanced Language Skill classroom

Class	Meeting	Convergent Questions	Total
Unit 1-3	1	Why speaking is important?	11
		What do you prepared?	
		How do you know a good topic could be?	
		Do you think practice is important?	
		Can we read text while speaking?	
		How to make notes?	
		Do you use ice breaking?	
		What is structure of speaking?	
		What is receiver means?	
		What is sender means?	
		Whom isa speaking with?	

The data presented above illustrates that the lecturers employs convergent questions to prompt students to provide responses that are grounded in the topic. All of the inquiries were employed to explicit responses from the pupils pertaining to the subject matter covered in the instructional session,

necessitating concise answers and devoid of higher-order cognitive processes. The inquiries posed by educators typically necessitate concise responses. In addition, the questions posed in this context tend to be straightforward, resulting in students encountering little challenges while formulating responses. This approach aims to cultivate passion and ensure students remain engaged with the subject matter under discussion.

c) Divergent Questions

Divergent questions are questions to encourage the studens to respond based on their own knowledge and encourage the students to analyze. In the interview, the lecturers asked divergent questions after they explain the material in class. The example of divergent questions given by the lecture to students can be seen with the details as below:

Table 4.3. Divergent Question at Advanced Language Skill classroom

Class	Meeting	Divergent Questions	Total
Unit 1-3	1	What is the story that your friend talk about?	2
		What is the information you get from your friend story?	

The data presented above illustrates the utilization of divergent questioning techniques as a means to assess students' comprehension. These questions are designed to elicit individual perspectives and opinions from the students.

2. Lecturers' reasons for Using Questioning Strategies in Advanced Language Skill Classroom.

The data pertaining to lecturers' questioning strategies was obtained through interviews conducted with the aid of an audio recorder by the researcher. Each lecturers went through a single interview. The aforementioned findings can be substantiated through the arguments put forth by the lecturers and their perspectives as expressed throughout the interview.

a) The reasons of Lecturers Used procedural Question

1. For asking students condition and warming up conversation

Based on the interview with the lecturers, it was revealed that there are some reasons why lecturers ask procedural questions in Advanced Language Skill Classroom to the students. In the interview, the teacher said that she used procedural questions related to classroom procedures to ask students understanding of the material.

According to P1 :

> In my personal experience, procedural questions were regularly incorporated into the early class discussions as part of the class routine. Inquiring about the well-being of other classmates upon arrival to the educational setting.

In another class setting with the same course, lecturers also mentioned the other reasons why they are using procedural question which stated as below;

> Basic questions to begin class are generally included in procedural questions. For some students, the gap between courses is just around 5 minutes, and I believe queries like 'what about the earlier class?' are really beneficial since they raise students' eagerness to discuss something that occurred to them.

The rest lecturers believe that this type of question can help student to build the relation between lecturers and students as they get closer by having small conversations.

> Given my experience with numerous recent courses, I was certain that this procedural question may aid in the development of ties between students and lecturers, and vice versa. I also use procedural questions to check the correctness of the materials they prepare to begin the class. Because I often ask them to bring teaching materials to certain sessions.

2. To avoid student drowsiness

According to the interview, some lecturers feel that employing procedural questions might help students avoid sleepiness.

> I employ procedural inquiries as a means of assessing students' disposition towards the learning process. Occasionally, in my academic setting, there are instances where afternoon classes are scheduled, and it is worth noting that a significant portion of the students occasionally experience drowsiness during these sessions.

In the other hands, the lecturers understand about some students who sometimes feel sleepy when attending afternoon classes. Even the lecturer did not deny that there were some students who fell asleep when hearing a long explanation of the material as lecturers mentioned;

> Drowsiness may strike at any moment, even when studying nor working. This condition is often accompanied by signs of trouble focusing and emotional control. One of the factors that often makes a person weary is a lack of sleep. When you don't get enough sleep, it's harder to regulate your emotions and concentrate on what you are doing. Therefore, sometimes I use procedural questions to help them regain focus so that the drowsiness can disappear in the middle of the lesson.

3. For engaging students to stay active.

From the interviews regarding to reasons why lecturers using procedural questions in teaching Advanced Language Skill Classroom, one of the reasons fell into engaging students to stay active. This particular reason is emphasized on the insights obtained from lecturers (P2) interviews.

> Procedural questioning was employed as a means to actively engage students in classroom activities, as it was observed that students tended to adopt a passive demeanor when the lecture failed to generate a dynamic classroom atmosphere. Occasionally, I employ a procedural question to inquire about the preceding lesson at the commencement of the class prior to transitioning to a new subject matter.

As per lecturer response to the interview, keeping the students for stay active is one of the reasons why procedural question being used in the setting of classroom. This reasons being a logical effort for the lecturer trough the teaching-kearning process that students will not stay passive in the classroom. Moreover, another lecture mentioned:

> Students pay attention to the lecture with attentiveness, but they may speak up, ask questions, and voice their thoughts directly, or have a debate with the instructor or a friend next to them. Understanding students' learning styles in the classroom is the most important essential for lecturers to controlling learning in their classrooms. Every kid comes from a unique set of circumstances, talents, and backgrounds.

Based on the aforementioned statistics, the lecturers employs procedural questions as a means of engaging them in the teaching-learning process, thereby mitigating their passivity within the classroom setting.

b) The reasons of Lecturers Used Convergent Question

1. To pay more students attention towards the subject.

The interview conducted with the lecturers provided insights into the rationales for the utilization of convergent questions by instructors in the Advanced Language Skill Classroom. During the interview, the lecturers provided several reasons for their desire to have students concentrate on the learning topic. Another lecturer also expressed their desire to assess pupils' understanding of English vocabulary by inquiring about the meanings of various words.

> I frequently employ this type of inquiry to direct my attention towards the subject matter that will be addressed throughout the forthcoming discussion. The utilization of these types of questions might enhance students' critical thinking abilities beyond the scope of procedural inquiries.

The interview response mentioned above confirmed that lecture (P1) using convergent questions for directing his attention to subject that will talked about with the students. Furthermore, another lecture (P2) also voiced similar reasons for using convergent question in teaching Advanced Language Skill Classroom.

> Convergent questions help me to minimize distractions when talking about one topic in front of students. For example, when learning to speak, there are some new vocabulary that they may have just heard. With convergent questions, I can train them by asking back the meaning of some of the words they just heard.

Knowing student understanding is very important to measure the success of the learning process. That way, lecturers can evaluate the methods and strategies used, as well as provide appropriate feedback to students. In

addition, lecturers can also adjust the material and learning speed according to the abilities and needs of students. As mentioned by lecturer (P3):

> Students who grasp the topic will be able to critically evaluate the facts supplied. Convergent inquiries function in this manner. When I question them about topics that don't need much reasoning, they can recognize compelling arguments, analyze pertinent evidence, and reach logical conclusions. They can also analyze and synthesize information from many sources, as well as recognize diverse points of view and assumptions.

2. To give the highlight of the upcoming lesson

The last reasons why lecturers using convergent question was to pay more students attention on the subject. Two out of three lecturers believe that convergent question also beneficial for informed students about the topics that will be taught next. As voiced by lecturers (P1):

> Occasionally, I provided our students with a synopsis of the upcoming week's topic at the conclusion of the instructional session. During the upcoming week, I will inquire with multiple students regarding the subjects that were previously assigned, with the intention of assessing their level of preparation before to attending my class. In the present context, convergent questions assume a significant function in facilitating student comprehension.

The lecture response above highlighted that one of the reasons of using convergent questions is to give students synopsis of the upcoming week's topic. This reasons also experienced by the other lecturers (P3) that stated:

> When students are unsure about the next lesson, I utilize convergent questioning to help them think more carefully about the hints I provide. In fact, this is how I make learning more effective. Where they will undoubtedly have to locate some resources and prepare themselves for the content for the next week.

3. To check students understanding.

From the interview, it was found that one of the reasons why lecturers using convergent questions is that to check students understanding. As stated by lecturers (P1) above:

> Convergent questions facilitate the observation of interpersonal communication patterns, as well as the articulation of ideas among peers and within the classroom setting. Additionally, it aids in the assessment of their progress in vocabulary development over a period of time. The incorporation of fresh vocabulary throughout each meeting has the potential to enhance my understanding and perception of novel concepts. I believe that convergent questions are more appropriate for university students compared to procedural questions.

According to the interviewees, lecturers feel that convergent questions are more suitable to be presented to university students since they believe that university students can comprehend several languages with greater thinking. It is also stated by another lecture (P2):

> Convergent questions may assist students in interpreting logic that requires some deep thought. When one pupil can convert one kind of knowledge to another, this is referred to as interpretation. For example, graphs to sentences or vice versa, words to numbers or vice versa, or word to word, such as summarizing or paraphrasing.

Based on the data obtained from the aforementioned interviews, it is evident that the lecturers employed convergent questioning techniques as a means to assess students' comprehension, stimulate critical thinking, and direct their attention towards the subject matter being taught. Furthermore, this practice aids students in integrating concepts and information from other disciplines, allowing them to synthesize these elements and arrive at a coherent and reasoned conclusion. Lecturers are aware that these questions

are frequently employed for problem-solving purposes, especially when the subject at hand encompasses multiple disciplines. It is mandatory for students to identify a singular, best resolution to the given challenge. Lecturers assert that the use of convergent questioning is appropriate for university students due to their proficiency in constructing coherent sentences when speaking in English, as compared to high school learners.

c) The reasons of Lecturers Used Divergent Question

1. To enchance students' comprehension and enhance their proficiency

The lecturers provided rationales and justifications for their utilization of diverse questioning techniques in the context of teaching and learning, as evidenced by the interview. These types of questions provide students the opportunity to investigate several routes and generate a multitude of potential solutions or scenarios. Moreover, the utilization of divergent questions enables students to collaborate in order to produce novel ideas. This fosters a culture of collaboration and equips students with the necessary skills to effectively engage in teamwork upon transitioning to a college or professional environment. When students engage in collaborative activities, they are actively cultivating the concept of expanding their cognitive frameworks and imaginative capacities.

As stated by P1 :

> I employed divergent questioning as a means to assess the extent of students' comprehension and enhance their proficiency in the subject matter under discussion. Additionally, it aids in assessing the extent of pupils' critical thinking abilities.

With the interview answer above indicated that lecturers (P1) feel confident with convergent questions that this type of this question can help students to assess the extent of students comprehension. Even other lecturers are also convinced of the same thing, it is mentioned in the following interview response:

> I recognize that every single students has unique cognitive abilities. Consequently, I employ divergent questioning strategies at the conclusion of each class session to assess their comprehension and proficiency in relation to the discussed topic. The utilization of divergent questioning techniques by educators can effectively enhance cognitive abilities and foster a profound level of critical thinking among students.

Additionally, another lecture (P3) which taught the same course address the same ideas which stated below :

> The capacity to filter and interpret information is a crucial aspect of critical thinking. This skill involves distinguishing between important and irrelevant information in a situation. A person's ability to analyze information thoroughly allows him to obtain a deeper grasp of an issue or situation.

The interview above highlighted about the crucial aspect of critical thinking. She believes that every person had different ways to grasp an issue and situation depends on their thinking pattern. Lecture (P2) believes that critical thinking is the foundation of good decision making. With this ability, a person can sort information carefully, consider various arguments, and evaluate the evidence. All of these things can help an individual to make the right and rational decisions as mentioned above:

The utilization of this type of questions serves the purpose of stimulating critical thinking among pupils. Typically, when instructors pose spontaneous questions to students, the latter are prompted to engage in deeper cognitive processes, as they are required to provide explanations and broaden their thinking capacities. The utilization of divergent questioning aids lecturers in gauging the rate at which students assimilate new vocabulary pertaining to the discussed topic during the explanation. I would appreciate a question that requires higher order thinking skills, specifically tailored for university-level pupils. It is essential for individuals to adequately prepare themselves for the challenges they will encounter upon entering the workforce following the completion of their academic studies. As previously said, procedural questions are considered fundamental and can be answered by anybody at a basic level, including kindergarten kids. However, in the context of university education, there is a greater demand for both convergent and divergent questioning techniques.

The interview conducted with the lecturers revealed several causes for the utilization of questioning techniques in the instructional process. The lecturers employ questions accompanied with justifications as a means of assessing the comprehension of the subject matter by individual students. The implementation of questioning techniques in educational settings has been shown to stimulate critical thinking among students. Educators have posited that the utilization of questions can enhance students' engagement and attentiveness during the learning process. Lecturers also hold the belief that assigning divergent questions to students might aid in the development of their capacity to generate innovative ideas through the exploration of numerous potential solutions in order to identify an effective one. Mind mapping and brainstorming are both effective practices that can facilitate the expansion of pupils' thoughts around a certain topic.

Out of the four lecturers that I have interviewed, one lecturer (also called as P4) was observed to exhibit a limited utilization of questioning strategies during the teaching and learning process. The lecturer employs group projects as a pedagogical strategy and utilizes a projector as a visual aid during presentations. In essence, students will engage in greater active participation through collaboration and peer discussions. Each group will be formed through lecturer teaching throughout the early stages of the study. Each week, they will be assigned a specific topic to present, followed by a subsequent discussion on the given topic.

She holds the belief that engaging in group projects can facilitate the cultivation of a wide range of abilities that are becoming progressively crucial in the realm of employment, such as enhancing one's aptitude for public speaking. The development of a certain ability, which is frequently disregarded and inadequately cultivated among students, holds significant importance as it profoundly influences their self-perception and societal growth. As a result, instructors in educational institutions frequently assign more intricate tasks and real-world problem-solving exercises to groups of students, beyond what could be accomplished by individuals alone. The inclusion of group work in educational settings offers an element of unpredictability in instruction, as groups have the potential to approach assignments and problem-solving in unique and intriguing manners. This can be invigorating for the educator. Moreover, the utilization of group assignments can be advantageous in situations when there exists a restricted

pool of feasible project themes that need to be allocated among students. Furthermore, they can effectively decrease the quantity of final deliverables that instructors are required to evaluate and assess.

Ultimately, it has been comprehended that engaging in collaborative endeavors is not unfavorable, as a consensus has been reached among individuals acknowledging its significance as a valuable aptitude for professional environments. By engaging in collaborative work, we have the opportunity to gain insights into diverse cognitive processes and approaches to generating ideas.

B. DISCUSSIONS

The prevalence of extensive inquiry by instructors during the teaching and learning process is not unexpected, as questioning is widely recognized as a very influential instructional strategy. Advance preparation is a crucial component in the implementation of effective questioning strategies. While certain educators may possess expertise in extemporaneous questioning, it is commonly observed that such questions often exhibit issues in phrasing, lack logical organization, or fail to stimulate the required cognitive abilities in students.

The utilization of questioning is vital in order to accomplish clearly specified objectives. In order to cultivate and enhance students' thinking capabilities, it is imperative for instructors to pose questions that necessitate

the utilization of those cognitive abilities. Bloom's Taxonomy is a well-known theoretical framework that organizes thinking skills in a hierarchical manner, with each level building upon the skills acquired at the preceding level. Mastery of the skills at each level is a prerequisite for progressing to the next level. Moreover, according to Critelli and Tritapoe (2010), the process of questioning holds significant value in instructional settings as it enables teachers to assess students' proficiency and comprehension while also fostering increased engagement in discussions. Questioning has a crucial role in enhancing education, particularly in the context of language teaching.

The research investigations aim to investigate the types of questioning strategies employed by the lecturers in Advanced language classes and the underlying objectives of these strategies.

The topic of questioning strategies has been extensively researched in many studies. The previous study of chapter two has examples. However, the literature pertaining to this particular study highlights the utilization of teachers' questioning strategies by the researcher. According to Richard and Lockhart (1994), the researchers have extended the scope of questioning strategies by categorizing them into three distinct groups. There are three types of inquiries: procedural questions, convergent questions, and divergent questions.

The interview revealed that lecturers employ all three types of questioning strategies in the teaching-learning process to actively participate

in and enhance classroom activities. While it is acknowledged that different types of questions serve distinct goals, it has been observed that English lecturers predominantly employ convergent and divergent questions. Convergent queries were posed in relation to the subject matter, occasionally employed by the instructor to assess the clarity of the assignment. The students were prompted to engage in deeper reflection on the provided content through the use of convergent questions. Convergent questioning techniques have the potential to motivate students to respond to inquiries by drawing upon the knowledge, prior experiences, or newly acquired information they have obtained. In the context of education, convergent questions refer to inquiries posed by lecturers that prompt students to provide responses based on the information previously presented. This approach serves to stimulate student engagement and encourages them to contribute relevant insights pertaining to the central subject matter. Convergent responses to inquiries typically manifest as succinct answers, such as affirmative or negative statements. In essence, students are not necessarily expected to engage in higher-order thinking; rather, they are encouraged to concentrate on comprehending and retaining the information provided by the lecturer, as well as recalling prior knowledge.

Another commonly employed sort of question utilized by lecturers is known as diverging/divergent questions. It is widely acknowledged that the formulation of divergent questions fosters the development of higher order thinking skills among students, prompting them to engage in more expansive

and comprehensive thought regarding a particular subject matter. This process involves the exploration of various scenarios, disciplines, and ideas, so encouraging a broader perspective and deeper understanding. The task commences with a question that necessitates students to engage in creative and critical thinking in order to discern numerous possible solutions. This may be one of the factors contributing to the appropriateness of these types of questions for students at an advanced academic level, such as those enrolled in university.

Divergent questions lack a definitive answer and can be employed by educators to stimulate pupils to engage in broader thinking regarding a particular subject matter, therefore prompting exploration of the issues posed. Divergent inquiries necessitate students to engage in the evaluation, analysis, and synthesis of information, as indicated by their abilities. The ability to employ both creative thinking and critical analysis is essential when addressing divergent inquiries. Divergent questions possess the potential to be employed at any juncture during a session, whereby the lecturers perceives that students would get advantages from engaging in divergent thinking, discussion, and debate. Hence, it is evident that divergent inquiries are most effective in instructional settings that pertain to subjects lacking clear-cut definitions, allowing for varying perspectives and dispensing with the requirement for a singularly accurate response. For instance, when students are studying the topic of "effective teaching methods," it is important to note that there is no universally correct answer that any student may supply, as

there is no definitive approach that can be deemed the greatest in the field of teaching.

In contrast, diverse pupils would offer their perspectives and viewpoints on this subject matter. While certain options may be more suitable than others, it is important to note that there is no definitive correct answer. All solutions will be considered valid as long as they can be adequately explained and defended. The utilization of procedural questions by the English lecturers facilitated the students' ability to accurately respond to the inquiries, as their responses were based on their procedural knowledge. When lecturers employ convergent and divergent question, approximately 50% of the students find it rather straightforward, while the remaining half encounter a considerable level of difficulty in formulating responses. This is mostly due to the necessity of engaging in profound cognitive processes and allocating additional time for contemplation before providing answers, as these types of inquiries demand advanced critical thinking skills.

In the interviews as well, the lecturers highlighted some reasons why they need to employ questioning strategies in teacing-learning process. Richard and Lockhart (1994) identified multiple rationales for the prevalent use of questions in educational settings. These include the ability of questions to stimulate and sustain students' interest, foster critical thinking and concentration on the subject matter or vocabulary items, assess students'

comprehension, and promote active student engagement during instructional sessions.

During the teaching and learning process, lecturers frequently engage students by posing questions. According to the results obtained from the interview, it was observed that the lecturers employ procedural questions as a regular practice within the classroom setting, in addition to utilizing them as a means of gauging the students' attitudes towards their studies. In certain instances, lecturers may employ procedural inquiries to assess students' comprehension of previous lessons or subject matter from the previous week, while simultaneously fostering active engagement within the classroom setting. The lecturers employ convergent questions in order to enhance students' focus on the subject matter and cultivate their ability to engage in deeper thinking regarding the discussed issue. Divergent questioning is frequently employed by lecturers to encourage students to engage in critical thinking and assess their understanding, so stimulating their cognitive abilities.

Based on the empirical evidence, it can be inferred that there exist multiple justifications for the utilization of questioning strategies by lecturers in the context of English language instruction. These assessments serve multiple purposes, including evaluating students' comprehension, gauging their level of engagement in studying, promoting active participation in classroom activities, enhancing their concentration on the subject matter,

assessing their preparation prior to class, evaluating their vocabulary skills and accuracy, encouraging critical thinking and deep analysis, measuring their ability to quickly grasp new vocabulary, and stimulating their cognitive abilities.

The theoretical basis behind the lecturer's utilization of questioning strategies aligns with the findings of a prior study conducted by Surya et al. (2022) titled "An Analysis of Teacher's Questioning Strategies in Classroom Interaction." The English teacher posited that the implementation of a questioning method might potentially elicit active participation from students, foster critical thinking skills, facilitate the clarification of ideas, enhance vocabulary acquisition, promote full engagement in classroom activities, and cultivate a sense of enthusiasm towards the study of the English language.

The findings of this study addressed the two research inquiries by indicating that lecturers employed three distinct questioning strategies, but predominantly relying on only two of them. The individuals made diligent efforts to adapt to the novel circumstances presented by the new concept and approach in order to instruct each learner in a proficient manner.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. CONCLUSSIONS

Having collected and analyzed the data, some conclusions were drawn as several points in this sections. First, english lecturers at Advanced Languge Skill classroom used all types of questions. They are procedural questions, convergent questions, and divergent questions. From the results of the research findings, the researcher found that English lecturers mostly used convergent questions and divergent questions rather than procedural questions. In which, convergent questions is the questions that relate to material and sometimes teacher using this kind of questions to check assignment weather it is clear or not. A divergent question is a question with higher-order thinking skill to encourage students to think more broadly about a specific topic, drawing on different scenarios or ideas. These types of questions commonly used because lecturers think that university students are more suitable to be asked questions with a high level thinking. This will help them to face the world of work when they graduate.

Secondly, the lecturers explained some reasons why they need to use questioning strategies in the teaching and learning process. Based on the findings from the interview, there are several reasons why lecturers use questioning strategies in teaching English. Such as checking students'

understanding, arousing interest and curiousity concerning a topic, focusing attention on a particular issue or concept, controlling classroom and eliciting information.

B. SUGGESTIONS

In relation to the conclusion above, this part consists of some suggestions for English lecturers, researchers and readers. First, for the English lecturers, they are advised to employ questioning strategies and possess extensive knowledge of the many forms of queries. The act of posing questions has the potential to foster critical thinking, enhance oral communication abilities, bolster vocabulary acquisition, and cultivate self-assurance among students. In order to effectively employ questioning strategies, it is important for English lecturers to possess knowledge on the proficiency level of each student. English lecturers may commonly incorporate questions that need higher order thinking skills in their classroom instruction.

The findings of this study propose that they can serve as valuable references for researchers, particularly students in the English Department of Ar-Raniry State Islamic University, as well as other researchers who intend to explore similar research areas involving the application of teachers' questioning strategies theories to enhance the diversity and variations in literary works.

Lastly, for the readers, especially English Department students, the term "linguistic questioning strategies" is highly relevant for readers, particularly students in the English Department, since it enables a deeper analysis of the complexities inherent in everyday human existence.

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APPENDICES

APPENDIX A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6644/UN.08/FTK/KP.07.6/06/2023

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

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Luthfi Auni, M.A   Sebagai Pembimbing Pertama
2. Rahmi Fhonna, M.A.   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Silvi Rahmadani Azis
NIM : 190203113
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Lecturers' Questioning Strategies at Intermediate Language Skill Classroom

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP.DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
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 : 13 Juni 2023
Dekan,

Saiful Muluk

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
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-11094/Un.08/FTK.1/TL..00/10/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Ranirry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **Silvi Rahmadani Azis / 190203113**
Semester/Jurusan   : IX / Pendidikan Bahasa Inggris
Alamat sekarang   : Jln. Inoeng Balee Kopelma Darussalam no. 36 Kecamatan Syiah Kuala, Kota banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *An Analysis of Lecturers' Questioning Strategies at Advanced Language Skill Classroom*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 Oktober 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 23 November 2023   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C

Interview Question (For Lecturers) Teacher Questioning Strategies.

Component	Sub-Component as item investigation	Interview Question
Types of Question	Procedural Question	1. Do you often use Procedural Question? 2. What is your reason for using this type? 3. When do you use this question? 4. How effective do you think this type of question?
	Convergent Question	1. Do you often use Convergent Question? 2. What is your reason for using this type? 3. When do you use this question? 4. How effective do you think this type of question?
	Divergent Question	1. Do you often use Divergent Question? 2. What is your reason for using this type? 3. When do you use this question? 4. How effective do you think this type of question?
Role of lecturer's questioning strategies		1. How important to ask question? 2. How have your question help student learns better? 3. In what way your questions contribute to your students' better learning? 4. Do you always plan your question? Why/why not? 5. Do your questions helps student's interact/collaborate/respond better? 6. Do your questions help your students think better/think more critically? How do you know? Explain. 7. Overall, how effective was do you think your questioning strategis?

AUTOBIOGRAPHY

1. Name : Silvi Rahmadani Azis
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9. Parents
   a. Father's Name : Eddy Azis (The late)
   b. Mother's Name : Faulina
   c. Father's Occupations : -
   d. Mother's Occupations : Housewife
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10. Educational Background
    a. Elementary School : MIN Paya Bujok Kota Langsa
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    c. Senior High School : SMK Negeri 3 Kota Langsa
    d. University : Department of English Language Education, *Fakultas Tarbiyah dan Keguruan*, UIN Ar-Raniry

Banda Aceh, 20 November 2023
The writer

Silvi Rahmadani Azis