

**AN EXPLORATION OF TEACHERS' QUESTIONING
STRATEGIES IN EFL CLASSROOM
(A Case Study at MTsN Model 1 Banda Aceh)**

THESIS

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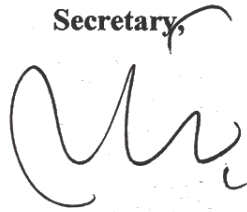
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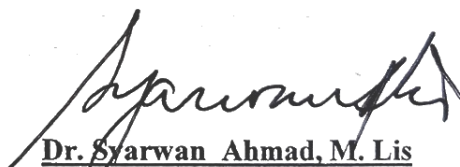
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ABSTRACT

Questioning strategies have long been known as one of the important tools in teaching and learning process. Questioning strategies can help teachers develop their own strategies to enhance the students work and thinking. So teachers can find out students' understanding about the material. According to Wajnryb (1992), He created six types of questions, they are: Yes/No question, Short Answer, Display question, Open-Ended question, Referential question, and Imaginative question. This study was conducted at MtsN Model Banda Aceh. The aims of this study are to find out the types of questions mostly used by teachers in English classroom and to know teachers' obstacles when they apply questioning strategies in English classroom. The participants of this study are two English teachers of MTsN Model Banda Aceh. To collect the required data for this study, observation and interview were used. The result of the study shows that the teachers use some types of questions which were created by Wajnryb (1992). The teachers mostly use short answer question and display question in teaching and learning activity. The finding also shows that teachers in MTsN Model Banda Aceh face some obstacles in applying teachers' questioning strategies in classroom. For example, lack of students' vocabulary and eliminated English lesson in Elementary School. Even though the teacher face many obstacles, they always apply questioning strategies in their classroom since these strategies are very useful in English classroom.

Keywords: *Teachers' questioning strategies, EFL classroom*

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CHAPTER I INTRODUCTION

This chapter deals with the background of the study, research questions, research aims, significance of the study, and terminology.

A. Background of The Study

Fundamentally, teacher talk is one of the ways for student to receive a good understanding of target language in English classroom. It is not only a tool to impart knowledge, but it also serves as a crucial source of information. In Indonesia, English is taught as a foreign language. So, the students might only learn English in the classroom with their teachers. The common problem that teachers face in English classroom is the passive students, because students are unresponsive and avoid talking to the teachers. The fundamental way for teachers to control the classroom and make student keep participating and being active in the classroom is questioning, which is one of the interaction features of teacher talk.

Questioning is known as the most influential teaching skill and frequently used as efficient strategy for teachers in classroom teaching. Questioning is a useful way for teachers to output information, convey information and get feedback from students. There are many kinds of questions which are used by teachers such as, yes/no questions, short answer questions, display questions, open ended questions, referential questions, and non retrieval questions (Wajnryb, 1992). Teachers can use this strategy to make their students communicate and

being critical in the classroom. Students develop critical thinking skill through teachers' by facilitated questions also confirmed by academic research.

That is the reason why questions have become a popular strategy in teaching and learning process. Actually, types and strategies of question are varied, but the right questions is used to motivate students and make them active in the classroom not to test them by asking several questions when they are not ready to answer the questions. Teachers ask a lot of questions. In fact, the standard pattern in the classroom is one in which the teacher asks a question, and one or more students respond to the question (Richard, 2000).

Ellis (2008), proposes two reasons why teachers ask a question in their classrooms. First, questions require responses and, therefore, they serve as a means of obliging learners to contribute to the interactions. Learner's responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted. It has been found that questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior. Good questions can help students to improve their speaking and strategic questioning can stimulate the students imagination, and also motivate them to find out the knowledge.

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

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

That is why teachers should not ignore to the role of teachers' questioning strategies and keep paying attention to this strategy in teaching and learning process because teachers' questioning strategies are very important in order to affect the students. The teachers should be aware of questioning strategies and their types. Teachers must understand the purpose of each question to build good interaction between them and their students. The good interaction may depend on how teachers' questioning strategies are being contributed in the classroom.

Blosser (2000) states that by asking questions, teachers expected to review, check the comprehension, stimulate critical thinking, encourage creativity, emphasize a point, control classroom activities and cut down on disruptive behavior, help to determine grades, encourage discussion, discourage inattentiveness, and other reasons and purposes.

A research conducted by Hamiloglu (2012) on examining types of teachers' questions and the frequency of the use of those types of questions in the EFL classroom, shows that in terms of the purposes of teachers' questions conveyed in the class, convergent questions are the most frequently used ones that is 52 in 98

questions. As these types of questions generally include Yes/No, short answer and display type questions, over use of convergent questions are not favored in an EFL context.

A recent study in 2016 on questioning strategies was also conducted by Sujariati, Qasas and Mahmud, they did a research about English teachers questioning strategy in EFL classroom at SMAN 1 Bontomaraanu Gowa and the result of this research showed that the teacher used questioning strategies by applying some types of questions and performing those types of questions in each session of teaching. The open/closed questions and display questions were the dominant ones. This also showed that teachers' questioning strategies have positive effect to be applied by teacher in EFL classroom.

The similarities of this study and previous studies are concerned in the same topic and problem. This study is almost similar with the previous study but somethings that make it distinguish from the other are I focus on the types of questions and also the problem that teachers face in applying questioning strategies in EFL classroom while in the previous study, they did not focus to teachers' problem in classroom. They only focus on types of questions in English classroom.

Based on the fact on the importance of questioning strategies, I am motivated to find out the teachers' questioning strategies in MTsN Model Banda Aceh.

B. Research Questions

According to background of study the research questions were briefly stated as follows :

1. What kinds of questions are mostly used by teachers in English classroom at MTsN Model Banda Aceh ?
2. Do the teachers face any obstacles when applying questioning strategies in English classroom ?

C. Research Aims

Based on research questions above, the aims of this study can be stated as follow :

1. To find out the kinds of questions mostly used by teachers in English classroom at MTsN Model Banda Aceh
2. To know teacher's obstacles when they applying questioning strategies in English classroom

D. Significance of The Study `

This research is significant because it helps teachers in the context of effective teaching and learning. In order to be an effective teacher, one must be an effective questioner. The way how to teach effectively is by recognizing that questioning has various functions and create a different level of thinking. Some questions require only a superficial understanding for students, while others questions need students to go to their beyond memory in forming an answer.

By learning different types of questions and their functions, it is a crucial step of being able to use all of the types of questions in teaching and learning process. In other hand, this research will help teachers to have a well planned lesson. In the planning stages, teachers need to prepare the material of the lesson. By doing so , teacher can prepare questions which completely analyze the content of the lessons and engage students in active interaction in English classroom.

E. Terminology

There is a term in this study that should be explained to recognize more about the research problem and to avoid misunderstanding

A. Questioning Strategies

Teachers questions are considered to be “the basic unit underlying most methods of classroom teaching” (Gall, 1970). Guest in Sujariati (2016) stated that “ Questioning strategy is one of the important tools to extending students’ learning which can help teachers to develop their own strategies to enhance the students work and thinking”. It means that teachers’ questioning strategies is very important for both teachers and students.

According to Harvey (2000) as cited in Sujariati (2016) questioning strategy is most effective when it allows pupils to become fully involved in the learning process. He states that while the lesson is planned, it is absolutely vital that teachers think about the types of question that will be asked to students. It means that through questioning, the teachers are able

to know what their students know and what they do not know. The teachers also know what the students needed. Questioning strategies help teachers and students in teaching and learning process. Questioning strategies that I means in this thesis is the one which applied by teachers in teaching and learning process at MTsN Model to make students more active.

CHAPTER II

LITERATURE REVIEW

This chapter explains a brief overview about some important theories of the study. Based on the need of this study, this chapter begins with the conceptual meaning of a question, the definition of questioning strategies, the importance of questions, the purpose of questioning, types and classifications of questions, and also the relevant studies of teachers' questioning strategies in English classroom.

A. Definition of Question

A sentence, phrase, or gesture that seeks information through a reply is question. It means that question is when someone says something like word, sentence or phrase which are needed to be replied by the listener. Some experts give their statement about the question. According to Linch in Rahmah (2018), question is a command or interrogative expressions used to elicit information or a response or to test knowledge. On the other side, a question is when people produce sentence to other people and involves command and interrogative expression to get any information or responses.

Long and Sato (1983) stated that question is a linguistic expression used to make a request for information or to request made using such an expression. In this way, the information asked may be provided in the form of an answer. A question is any sentence which has an interrogative form or function. In classroom teaching and learning process, teacher's question is defined as instructional cues

or stimuli that convey to students the contents elements to be learned and directions for what they need to do and how they do them.

Using questions in daily communication is unavoidable. When communicating, people use various forms of question in order to get information from their speaker. Obviously, a question has an important function in conversation. A question has an important function not only in general context but also in teaching and learning process. Wragg and Brown (2001) state that question is an essential element in the design of instruction and facilitation learning.

That is why asking question in teaching and learning process is a popular method which is used by a teacher. Teachers' question plays an important role in the classroom. Question could facilitate students' exploration of scientific phenomena and develop their skill.

B. Definition of Questioning Strategies

The term of questioning strategy comes from two words, question and strategy. The meaning of a question is any sentence which has an interrogative form or function which people ask for getting information. On the other hand, Lynch in Rahmah (2018) explained that question is a command or interrogative expression used to elicit information or a response or to test knowledge. Strategy is a general plan or set of plans intended to achieve something, especially over a long period. The term of questioning strategy is the ways which are used to ask something to the students in acquiring a purpose in teaching and learning process.

Questioning strategy has long been known as one of the important tools in teaching and learning process. Guest in Sujariati (2016) stated that questioning strategy is one of the important tools to convey students' learning which can help teachers develop their own strategies to enhance the students work and thinking. Questioning becomes effective when teachers allow students to involved in the learning process. Teachers should think and plan which type of question they use in the classroom. Gaither (2008) also stated that the questioning strategy is one of the most important dimensions of teaching and learning. It gives chance for teachers to find out what students know and understand. Through questioning, the teachers able to know what the students know and what they do not know.

C. The Importance of Questioning

Usually to know something about unknown things, people ask questions to others to know the answer. Questions are vital to acquire knowledge. According to Azerefegn (2008), questions are instruments to examine new ideas, facts, information, knowledge and experience. Normally, we ask questions when really want to know about something and if we already know the answer of the question we do not need to ask.

Questions play an important role in daily communication. Questions can be a tool for people to interact with others. The question in the classroom enables the teachers to evaluate their students and motivate them to attend lesson attentively. It is important to be applied in English language classroom because it can encourage them to speak English which is not their first language.

Richard and Lockhart (1994, p. 185) have stated the following as justifications for the important questions in teaching.

1. *They stimulate and maintain students' interest.*
2. *They encourage students to think and focus on the content of the lesson.*
3. *They enable teachers to check students' understanding.*
4. *They enable a teacher to elicit particular structures or vocabulary items.*
5. *They encourage students' participation in a lesson.*

These tell that in teaching and learning process, questions are the core by which all communication between a teacher and pupil takes places. The significance in language teaching and learning is the involvement of students in asking and answering questions. In line with this, Klippelas cited in Azerefegn (2008), suggested “learning is more effective if learners are actively involved in the process”. That is why it is important for teachers to handle and utilize questions properly in question and answer exchanges. Questions also play a significant role in promoting learners proficiency. Questions attached to check students comprehension in the learning process, moreover effective questions will stimulate learners to use the target language more.

Questions become one of the techniques which are usually used in ESL classroom to promote teaching and learning process. They may facilitate interaction and bring out the necessary changes in the students' language proficiency if they are properly handled and employed it. In this regard, English teacher is expected to develop the skills of asking effective questions (Sadker and Sadker as cited in Ndun (2015). Questioning is known as one of the tools of effective teaching and learning process, it is more important for teachers to make

the questioning process which has always been crucial to the classroom interaction in avoiding ineffective questioning patterns.

Teachers are supposed to develop questioning skills and attach different types of questions in EFL classroom to improve the learning opportunities for the classroom to motivate students to talk more and provide responses. In addition, students should also be encouraged to ask questions and give responses to teacher's questions. Teachers would be able to obtain feedback on students problem if students are given opportunities to talk in understanding some parts in the lesson in the learning process. Moreover, it might facilitate interaction and production of the target language (Perrott as cited in Azerefegn (2008).

It is believed that motivating students to communicate with the language need knowledge of the types of questions on the part of the teacher in their teaching and learning classroom. The teachers must be aware about types of questions and the purpose of questioning to make students active in the classroom because generally students in EFL classroom afraid of initiating classroom interaction without any stimulus from the teacher. Despite the fact that teachers have a major role in classroom questioning students also need to practice the ways of forming different questions.

If language teachers are well aware of the students' right to ask questions, it can be promoting students skills of questioning, critical thinking, and negotiation of meaning and interaction abilities. Teachers allowing students to ask questions can motivate, initiate, and engage students in various language activities to discover answers to teachers questions and find out solutions to problems posed

by their teachers and classmates. Thus, it is indispensable for language teachers to acquire techniques of questioning which encourage students to reply. Teachers also must know that teachers' questions should not be used to test knowledge but it is used to stimulate students to improve the practical language.

In the English classroom, questioning takes up most of teacher talk, and it has been improved to have a great influence on classroom interactions. Ellis (2012) states that questioning has always been the most ubiquitous phenomenon observed in the classroom, as well as one of the most frequently adopted devices favored by most teachers. It means that questioning is something that is unavoidable in the teaching and learning process.

D. The Purpose of Questioning

Various methods or techniques in teaching can help teachers to teach and promote the teaching and learning process effectively. The teachers used various questions and questioning types as their strategy in questioning. The importances of questioning are to encourage the students to communicate in the real life, to build a closer connection between students and teachers, and to help them deal with difficulties in choosing vocabularies while having speaking. Moreover, students can acquire knowledge easily if language teachers employ the methods accordingly. The research indicated that questioning is one of the most familiar techniques used by teachers in their classroom.

Different researchers provide various reasons why this is so. One of them is Ellis (2008), she proposes two reasons why teachers ask a question in their

classrooms. First, questions require responses and, therefore, they serve as a means of obliging learners to contribute to the interactions. Learner's responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted. It has been found that questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior. It means that to guide the students' attention teacher's questions are not only a means of obliging teacher talk but also adjudge students to be more active and focus on a particular topic, so teachers can check and control the students' understanding.

Adler (2000) said, one of the basic skills of the good teaching is posing the questions to the students in order to attract them and come up deeper-level thinking about the course being discussed. Therefore, in the classroom to make good teaching, teachers must reach into students' hidden levels of knowing and awareness to help them reach new levels of thinking. It means that using thoughtful questioning teachers can extract not only factual information, but also help students in connecting concepts, making inferences, increasing awareness, encouraging creative and imaginative thought, help critical thinking processes, and generally helping learners explore deeper levels of knowing, thinking, and understanding.

Questioning has many purposes, it does not serve one function but several functions. Nunan and Lamb (1996) have pointed out that a question to get

information may be directed (for purposes of control) to a whose attention is wandering, and only an extended context would show whether a question was designed to elicit information or check understanding. Types of question have different purposes for every type. The more crucial though is that the type of question asked might determine the nature of the information the teacher would like to elicit from students.

E. Types and Classifications of Questions

In the EFL classroom, teachers employ different types of questions to make teaching effective and enhance students proficiency in the target language. As it has been explained by Richard and Lockharts (1994) there are three types of questions, they are procedural, convergent, and divergent questions.

First is procedural questions which have some steps which are classroom procedures, routines, and classroom management as opposed to the content of learning. For example, Richard and Lockhart (1994, p. 186), mention that the following questions occurred in classrooms while teachers were checking that assignments had been completed, that instructions for a task was clear, and that students were ready for a new task. The following are examples of procedural questions in classroom:

‘Did everyone bring their homework?’
‘Do you all understand what I want to do?’
‘How much more time do you need?’

Procedural questions are designed to engage students in the content of the lesson, to facilitate their comprehension and to promote classroom interaction.

Second is convergent questions. Convergent question encourages similar students' responses which focus on a central theme. These responses are often short answers, such as "yes" or "no" or short statements. They do not usually require students to engage in higher-level thinking in order to come up with a response but often focus on the recall of previously presented information (Richard and Lockharts, 1994). Teachers often ask using convergent questions to help students in vocabulary and encourage whole class participation. In general, convergent questions may expect the student to repeat some conventional wisdom. Richard and Lockhart also recommend the following questions as convergent used by a teacher in introducing a reading lesson which focuses on the effects of computers. The examples below are for convergent questions in classroom:

'How many of you have a personal computer in your home?'
'Do you use it every day?'
'What do you mainly use it for?'

The last is divergent questions that is the opposite of convergent questions. Divergent questions used to encourage student responses which are not short answers and which require students to engage in higher level thinking. Teachers used this type of questions to encourage students to provide their own information rather than to recall previously presented information. In general, divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes. Moreover, divergent questions often require new and creative insights. After asking the convergent

questions above, the teacher continues to ask divergent questions such as the following:

‘How many computers had an economic impact on society?’
‘How would business today function without computers?’

There are also other scholars who have explained the art of asking questions. For example, Erickson (2007) said that there are three types of questions as being factual, conceptual, and provocative. However, this type of classification that he mentioned is similar to the one that has been discussed earlier. For instance, factual questions are the ones that are easily answered with definitive and comparatively simple answers. Conceptual questions might be ones that are the convergent, divergent, or evaluative in construction. Provocative questions are ones that entice and cannot be answered with easy answers. They are questions that can be used to motivate and frame content or are essential questions.

Barnes, in Ellis (2012), classified four types of questions he observes in the secondary school classroom: (1) factual questions “what”, (2) reasoning questions “how and why”, (3) open question which do not require reasoning, and (4) social questions which influence student behavior by means of control and or appeal. Barnes makes some distinctions between closed questions which are posed with only acceptable answers in mind and open questions that permit a number of different acceptable answers. He also shows that many questions can seem to be open questions, but in fact when teachers response to students’ answer is examined, it turns out to be closed, that is a pseudo-question.

Long and Sato (1983) have classified questions into display and referential questions. Furthermore, Nunan as cited in Ndun (2015), has indicated that the

distinction between display and referential questions. Nunan as cited in Ndun (2015, p. 18) stated that “A display question is one to which the questioner knows the answer, whereas a referential question is one to which the person asking the question does not know the answer”. Nunan also explained that referential questions can provide an opportunity for students to express and develop their own idea without any restrictions.

One of the best-known classifications of teacher’s questions is based on Bloom’s taxonomy (1956). Bloom and his colleagues have proposed six types of questions which are included in Bloom’s taxonomy of educational objectives. These six levels are, knowledge, comprehension, application, analysis, synthesis, and evaluation (Cooper , Perott, as cited in Azerefegn (2008).

1. Knowledge

This is the first and the lowest level of taxonomy. The students are expected to answer kind of question in this level by remembering the information, recalling or recognizing the idea, material or phenomena. In this time, students are not asked to manipulate information but merely to remember it just as it was learned. These are some examples of question that commonly used in knowledge question.

‘Describe what happened in library?’

‘What color did the solution become when we added the second chemical?’

2. Comprehension

In the comprehension level, the students need to select those facts that are pertinent to answer the questions by describing, comparing, or contrasting;

that is, to answer comprehension questions, students should go beyond the memorization or recalling of specific information, facts, ideas, or procedures. Commonly, the comprehension question asks the students to interpret what information contains in chat, table, graph, and cartoon. Below the examples of comprehension questions:

‘What is the main idea that this chart presents?’

‘Describe in your own words what Herblock is saying in this cartoon!’

‘Can you distinguish between a and an?’

3. Application

In this level, besides recalling, application questions call for students to apply the information they have learned in order to search for and find an answer to a problem. Students learning can be enhanced not only by requiring them to memorize ideas, or procedures and asking them to rephrase and relate what they have memorized, but also helping them learn how to apply in new situations. Therefore, at the application level, students must decide what information use to solve problems (Kissock and Iyortsuunas cited in Azerefegn, 2008). Below are the examples of application question:

‘In each of the following cases, which of Newton’s laws is being demonstrated?’

‘According to our definition of socialism, which of the following nations would be considered socialist today?’

4. Analysis

In this level, the students need to be able to use their higher critical thinking because in analysis question, it indicates cause and effect relation. Analysis questions are designed to help students in analyzing information so

as to reach a particular conclusion. These are some examples which are commonly used in this question:

‘How do your personal finances respond to economic upswings and downturns?’

‘After reading this story, how would you characterize the author’s background, attitude, and point of view?’

5. Synthesis

Synthesis questions are higher order questions which ask students to perform original and creative thinking. These kinds of questions help students to produce original communications, make the prediction or solve problems.

There are some examples of synthesis questions:

‘What would be a descriptive and exciting name for this video game?’

‘How would your life be different if school were not mandatory?’

6. Evaluation

Evaluation questions are concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The level is higher order process and does not have a single correct answer. They require the students to judge the merit of an idea, a solution to a problem, or an aesthetic work and also ask the students to offer an opinion on an issue.

Below are some examples of evaluation questions:

‘How do you assess your performance at school?’

‘Which approach offers the best method for attaching this problem?’

‘Which South Korea senator is the most effective and why?’

However, Bloom’s taxonomy has been criticized on the grounds that the categories are too broad and some topics, such as personal qualities, have no

space within it (Carteras cited in Ndun, 2015). Bloom's taxonomy has other criticism that the taxonomy does not distinguish between knowledge and skills, Carter means that Bloom does not distinguish between knowing how to do something and being able to do it.

Many researchers also classified questions in a number of ways. Tsui (1995) classified into (1) open and closed questions, (2) display and referential questions, and (3) yes/no questions. He classifies the category of open/closed questions according to the kind of response elicit. The open questions may have one acceptable answer when close questions can accept only one answer. The second category of questions, display/referential questions, relates to the nature of interaction generated (Tsui, 1995). For display questions, the teacher already knows the answers. They are asked in order to check if the students know the answers. On the contrary, for referential questions, the teacher does not know the answers and the students answer the questions in order to give the teacher information (Tsui, 1995).

Another categorization, which is fundamental for this study for teachers' questions was created by Wajnryb (1992). Wajnryb (1992, p. 47) have categorized the type of questions into six types, that are: yes/no questions, short answer/retrieval-style questions, imaginative/non-retrieval questions, display questions, referential questions, and open-ended questions.

1. Yes/No Question

Yes/No question is one of the most common questions which are often emerging during teaching and learning process. This kind of question only

give two questions to answer, just yes or no, there are no other possible answers for this question. Examples :

- a. 'Here is a picture of woman. *Have you seen her face before ?*'
- b. 'I know how it is to be lonely. *Is there anything you wish to tell me ?*'
- c. 'Yeah, this video is very interesting. *Do you like it?*'

2. Short Answer/Retrieval-Style Question

This type of question guides the students to answer in a short phrase and have exact answers based on the topic is being discussed. Students can simply answer this kind of question derived from the recent fact regarding the activities. Examples :

- a. '*What did she say this morning?*'
- b. '*Where were you last week ?*'

3. Imaginative Question/Non-Retrieval

Imaginative or non-retrieval questions refer to "questions that do not require the learner to retrieve given information but instead call on inferred information or information in which an opinion judgment is called for" Wajnryb (1992, p. 3). This question suggested by the teachers in leads the students imagine what they will do in a certain situation. Examples:

- a. '*What do you think I was suggesting by making the central character an animal?*'
- b. '*What will you do if you have chance to study aboard?*'

4. Display Questions

Display questions is a question which the questioner already knew the answers of the questions based on the issue of being discussed. Brown (2001) stated that display questions refer to questions for which the teachers know the answers of the questions and demand a single or short response. Examples:

- a. *'What the color of this pen?'*
- b. *'What is the genre of this music?'*
- c. *'Today is Monday, what day was yesterday?'*

5. Referential Questions

Referential questions refer to questions demanding new information. Behnam & Pouriran (2009), referential questions is made for more interaction and meaningful negotiation and demand more thought and generates longer responses. Examples:

- a. *'What did you study at university?'*
- b. *'Why we use the?'*
- c. *'How many times they change the schedule?'*

6. Open-Ended Questions

Open-ended question is a question with variant responses. As Yang (2010) states "open-ended question can have more than one possible answer". It means that from open-ended questions students may answer questions with several different answers. Below are the examples:

- a. *'What kinds of sports do you like?'*
- b. *'Whom could he have telephoned?'*
- c. *'What are your reasons to choose this topic?'*

F. Teachers' Obstacles in Questioning

Teaching language has many different features. Teachers do not only teach and pay attention to students' language skills, but also facilitate and encourage them to have enthusiasm and motivation toward English. Teachers must to understand what students learn and how the learning can influence them. English is taught and used as a foreign language in Indonesia. The fact that English is one of the most essential international languages for communication has been acknowledged by the Indonesian government since its independence, therefore, the government has recommended that English become a necessary subject in secondary schools (Nurkamto, 2003). In the same line, Lie (2007 p. 2) also argued that "the maintenance of English as a foreign language has been steady as it is officially taught throughout the secondary schools".

Nurkamto (2003, p. 287) stated that "the aim of teaching English in schools has been to develop the students' communicative competence that would help the students in their university education". However, the aim has never been satisfactory achieved. Students find English difficult particularly when they are instructed to state their opinion in English (Nurkamto, 2003). Songbatumis (2017) in her study with title *"Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia"*, she found that based on her study a

number of challenges emerged partly coming from students, namely, students' lack of vocabulary mastery, students' low concentration, students' low motivation, students' lack of discipline, students' boredom and speaking problem. The main problem in English classroom since English as foreign language in Indonesia is the lack of students' vocabulary mastery. The students did not understand what teachers talked to them because of their lack of vocabulary and it really annoying in English classroom. Teachers must repeat questions until the students understand clearly and catch up the meaning of the questions. Chung (2016) stated that students in English as a foreign language context are limited by their knowledge of grammar and vocabulary of the target language and have to struggle to comprehend the content.

Another problem is students' English background. English is officially taught throughout secondary schools, but in some cities in Indonesia English is taught since elementary schools. Some students have learned English before and some students never learned it until they entered the secondary schools. Khan (2011) argues that the lack of English purposes demotivates students to practice and understand due to students' insufficient background knowledge of English.

G. Previous Studies

Hamiloglu (2012) conducted a study on examining types of teachers' questions and the frequency of the use of those types of questions in the EFL classroom. In this study, the findings show that convergent questions are the most frequently used ones with 52 in 98 questions in terms of the purposes teachers'

questions convey in the class. As these types of questions commonly include yes/no questions, short answer and display type questions, over use of convergent questions are not favored in an EFL context.

The similar study conducted by Kusmiyani Desi Anisa (2015), her study is conducted to examine the types of teachers' questions used in English lessons in Senior High School Negeri 1 Salatiga. She collected the data for her study by means of observations. In her study, she found that eight types of teachers' questions were used in teaching and learning process, they are yes/no, short answer, display, open-ended, referential, imaginative question convergent and divergent question. Based on the observations, she found the conclusion that yes/no question was the most preferable question used by teachers during teaching and learning process.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the research methodological procedures which include a brief description of research location, research design, research participants, methods of data collection and methods of data analysis.

A. Brief Description of Research Location

1. School

MTsN Model is one of the Junior High Schools in Banda Aceh which is managed by the Department of Religion Affairs. Located on Pocut Baren street No. 114 Kec. Kuta Alam Banda Aceh, this school was established in 1968. The school has some classes and rooms. The rooms are divided into one room for the principal's office, one room of the administrative staff and two rooms for the teachers. Thirty-three classroom used for teaching and learning process.

Furthermore, to support the teaching and learning process, this school has three laboratories; one computer laboratory, one language laboratory and one science laboratory. This school also has one instructional media room and one art room which used to appreciate students' skill in art. Besides, the school also has one mushalla and one school health facility functions as counseling guidance room. MTsN Model also has a library where students can borrow books that they need and spend their break time to read or study in the library

room. In order to complete the facility the school also built two courts for sports facilities and three canteens.

B. Teachers and Students

MTsN Model Banda Aceh has 63 fixed-term teachers; 6 of them are the English teachers. Other teachers teach some other subjects such as religious studies, civic education, Bahasa, Arabic, math, science, social, art, sports, craft, and counseling. This school has two library staff members and ten administrative staff members. In addition, in the academic year of 2018/2019 the total number of students of MTsN Model Banda Aceh is 1177 students; 424 male students and 748 female students. There are 33 classes which are classified into three grades.

B. Research Design

There are two kinds of research design; qualitative and quantitative research. Those research designs have some differences in terms of data collection and analysis approach. This study employs a qualitative descriptive research design. The case study research design is used to get a systematic, factual, and accurate overview information about the fact, nature and relationship between the phenomena that are being investigated (Goddard and Melville, 2001). According to Mack (2005), qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts in particular populations. He also adds that analytical objectives of qualitative

research are to describe variation, to describe and explain relationships, to describe an individual experience, and to describe group norms.

Based on the explanation above, I used qualitative data because the data resulted from this study are in the form of text or statement. I also choosed descriptive research because the objective of this study is to describe and explore types of teachers' questions based on Wajnryb (1992) in MTsN Model Banda Aceh.

C. Research Participants

The participants are those who are involved in a research. Mackey and Gass (2005) stated that the characteristics of the participants are depended on the kind of research itself. The participants of this study are two English teachers in MTsN Model Banda Aceh.

Two English teachers who teach English in the first grade at MTsN Model Banda Aceh are Miss Sulastri Handayani who teaches at class VII-1 – VII-6 and Miss AS Dewi who teaches at class VII-6 – VII-11. I believe that teachers who teach at class VII are appropriate for this study. The reason in choosing teachers who teach at class VII because those teachers teach the beginner who just graduated from Elementary School and needs more teachers' strategies such as teachers' questioning strategies to make them active and brave to communicate in English classroom.

D. Methods of Data Collection

In this study, I used two kinds of data collection method. They were classroom observation and in-depth interview.

1. Classroom Observation

Bailey (2001) as cited in Xiaoyan Ma (2008) classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis. Classroom observation was conducted in this study in order to find out teachers' questioning strategies in the classroom. In the observation, I have a role as a nonsubject observer who visits a site and record notes without being involved in the activities of the subjects (Creswell, 2012).

I observed two teachers, each of them taught in 2 classrooms. I observed only one meeting for each of classes. I have obtained permission from the teachers and students to observe the activities which take place in the classroom. Each session of the classroom took 70 minutes or 2-hour lessons. I observed teachers' questioning strategies in the classroom

2. Interview

Mcnamara (1991) stated that interviews are particularly useful for getting story behind a participant experience. She also added that by using the interview method in the study, we can get the deepest information from the participants.

In this study, in-depth interview was applied in data collection. According to Boyce and Neale (2006), in-depth interview is a qualitative research

technique that involves conducting intensive individual interviews (face to face) with a small number of participants to explore their perspectives on the specific idea, program, or situation. I used in-depth interview because she wanted to explore more information from the participants. Thus, face to face that involve one interviewer and participant was considered as the main sources of the data in this study.

I conducted the interviews in MTsN Model Banda Aceh and Mrs.Sulastri Handayani and Mrs.AS Dewi as the participants. I asked some questions to answer the second research questions about types of questions, some obstacles that teachers face in the classroom and the advantages and disadvantages from that types of questions. The interview took 20-30 minutes and the interviews were recorded and then transcribed.

E. Methods of Data Analysis

In this study, I used theory from Miles and Huberman in analyzing the data. Miles and Huberman (1994, p. 10) states “*analysis can be defined as consisting of three current flows of activity that is data reduction, data display, and conclusion drawing/verification*”. Based on Miles and Huberman theory, in analyze qualitative research I did three steps in analyzing the data. I analyzed classroom observation used observation checklist and also teachers’ obstacles in teaching English used in-depth interview. There are three steps to do according to the theory:

1. Data Reduction

The first step in analyzing the data in this research is data reduction. According to Miles (1994, p.10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data written up field notes or transcriptions.

2. Data Display

The second step is data display. Data display is the process of showing the data simply in the form of words, sentence, narratives, table, and graphics in order the data collected in mastering by I as the basic to take appropriate conclusion.

3. Drawing and Verifying Conclusion

This is the last step after finished doing data reduction and data display in analyzing the data in this study. In this step, analysis should allow I to begin to develop conclusions regarding the study. These initial conclusions can then be verified, which is their validity examined through reference to the existing field notes or further data collection.

Therefore, the technical data analysis in this study was descriptive analysis. The collected data of classroom observation were reported by showing the table of observation checklist and concluded narratively. I analyzed the data by watching video teachers' teaching to make sure the data from classroom observation was complete. After that I classified the types of teachers' questions based on the theory that I had. From observation checklist, it was easier to see the frequent questions which were used in the English classroom.

In addition, an interview was conducted to obtain specific information about some obstacles that teachers face in the classroom. In analyzing the interview data, I attempted to identify any information gained as the result of an interview by interpreting the descriptive summaries of what participants have said or done.

CHAPTER IV FINDING AND DISCUSSIONS

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

A. Data Analysis of Classroom Observation

I observed two English teachers in their learning activity in classroom by asking permission from the teachers and students to the activities which were taking place in the classroom. Observation checklist was prepared as a guide in collecting data. After gathering the data from the observation, I analysed the data gathered. I interpreted the result of the data observation descriptively. This analysis was based on Wajnryb (1992) which consists of 6 types of questions; Yes/No, Short Answer, Display, Open-Ended, Referential and Imaginative Question.

1. Yes/No Question

Based on the observation, this question is commonly used by the teachers. However, from the beginning until the end of the lesson the teachers frequently asked students using yes/no question. In this study, there are many examples of yes/no question showed.

Table 4.1 Yes/No Question

Teacher	Example Questions
Teacher 1	<ul style="list-style-type: none">• Did you remember last week material?• Do we have to use article the?• Do you remember when we use a ?• Is there any error in the word

	<p>“yesterday”?</p> <ul style="list-style-type: none"> • Any questions? • Understand all?
Teacher 2	<ul style="list-style-type: none"> • Is everybody here? • Do you still remember? • Which chair understand? • Do we need article there? • Have you observe it? • Do you understand the difference between a, an and the? • Have you ever heard New Zealand? • Is it clear which job? • Any question so far? • Do you understand all? • Do you catch up the meaning about article in this paper? • Is it all right?

The table described that the teachers used Yes/No question in their classroom. The teachers used Yes/No question from the beginning of lesson until the end of lesson. In the beginning of the lesson the teachers used the simple one to open the lesson rather than asking the students with question that needs more thinking process. “*Is everybody here?*” and “*Did you remember last week material?*” are the examples of Yes/No questions that teachers usually used in the beginning of lesson. The questions are used to remind them what they had gotten from the previous lesson. It was important to ask at the beginning of lesson because it is a simple question but might give the effect to the next lesson. Teachers also can measure their students if they were well prepared or not to join the teaching and learning process.

Teacher continued to ask in the whilst of lesson. For example the teachers ask students *“Do we have to use article the?”*, *“Do you remember when we use the”* and *“Do we need article there?”*. The teachers have similar ways while asking the students about the material. It might be that the teachers asked to acknowledge students’ understanding and knew that students have master the materials or not. Usually teachers asked Yes/No question to break the silence and get the information from students whether the students understood or not by answering only yes or no. Rezzae & Fahriana (2012) explained that yes/no question particularly applied to get feedback from the students. In asking Yes/No question, teacher 2 used this type more often in the middle of lesson. She wanted to make sure that the students understood the material and wanted to manage the classroom into a more conducive classroom.

In the end of lesson, I found that teachers used similar questions which function to make sure that the students followed the lesson until the end. Both of the teachers used question such as *“Any questions so far?”*, *“Understand all?”*, *“Do you catch up the meaning about the article in this paper?”* and *“Do you understand all?”*. Those questions can check the students’ understanding about the material.

2. Short Answer Question

Table 4.2 Short Answer Question

Teacher	Example Questions
Teacher 1	<ul style="list-style-type: none"> • When we use the? • What is the antonym of big? • What is ordinal? • Today is Saturday what day is

	tomorrow?
	<ul style="list-style-type: none"> • What was the day before yesterday? • Yesterday was Friday what day is today Aminah? • What day you have English? • How many months are there in a year? • What is the first day of the week? • What is the third month of the year?
Teacher 2	<ul style="list-style-type: none"> • Itu adalah sebuah kipas angin, how we say in English? • When we use the? • The hotel use article “the” why restaurant does not? • What is the ocean mean? • What is phrase? • Ini adalah sebuah botol, how we say in English? • What is the meaning of look for? • What is adjective?

Short Answer question is the most used question in this study. This question became favorite question used by teachers followed by Yes/No question. Short answer question only needs the students to answer in short phrase. The table above showed that both of the teachers used short answer in teaching students, the questions appeared after the teachers explained the material. For examples, “ *When we use the?*”, “*What was the day before yesterday?*”, “*What is the first day of a week?*”, “*The hotel use article “the” why restaurant does not?*”. The questions are used to know students’ comprehension based on the material. The students answer the question in

short phrase based on their knowledge. In MtsN Model Banda Aceh, I found that both of the teachers used many short answer questions in order to examine their students and to know how the students pay attention on the lesson. If the students pay attention on teachers explanations, they will answer the questions easily. For this type, the teacher 1 used this type of question in are often in her teaching and learning process than the teacher 2. I found that in their classroom they managed the classroom well. Both of teachers always asked and call students' name to attract students' attention on them and they always check students' understanding with the questions.

3. Display Question

Based on the result of observation, display question is commonly used by teachers in teaching and learning process. Display question is another type of questions which are used by the teachers to review the material.

Table 4.3 Display Question

Teacher	Example Questions
Teacher 1	<ul style="list-style-type: none"> • Ada dua buah papan tulis di dinding how we say in English? • When we use this and these? • If a use for consonant, how about an Nabil? • What is cardinal Maulina Sari? • What is the meaning of tomorrow? • If the day start from Monday how about the month? • How we say in English “hari apa hari ini”? • When is our independence's day?

Teacher 2

- Why we put in there?
- Itu adalah sebuah kipas angin, how we say in English?
- What is the ocean mean?
- What day it is?
- What day is today?
- What is the meaning of look for?
- What is the meaning of this sentence?
- What is the red sea?

The table above showed the display question which I found during the teaching and learning process. That questions were given by the teachers after explaining the material and start to do exercise. By asking that question, perhaps the teachers only want to know whether the students were listening and paying attention or not when teachers explained the material. The teachers only need to check students' comprehension. As Brown (2001) stated that display questions refer to questions for which the teachers know the answers of the questions and demand a single or short response. Liked Brown have said that the answer of display question is already known by the teachers, therefore it will be easier for the teachers to examine students who pay attention on teachers' material in English classroom.

4. Open-Ended Question

Open-Ended question is question which led the students to answer based on what they think without any interfere from neither the teacher nor the material.

Table 4.4 Open-Ended Question

Teacher	Example Questions
Teacher 1	<ul style="list-style-type: none"> • What were the kinds of prepositions we learned yesterday?

	<ul style="list-style-type: none"> • When did we use the? • The sky, what about the other examples?
Teacher 2	<ul style="list-style-type: none"> • How are you today? • The is also used for? • On what else can we use the?

The table showed that both teachers applied Open-Ended question in their teaching and learning activity. Yang (2010) stated that open-ended question has more than one possible answer. Teacher 2 began the lesson with question “*how are you today?*”, it seems that the teacher wanted to know students condition if they are ready or not to study. The teachers might expect that the students are in good mood and ready to study. On the other hand, students have varieties answers based on their own condition. Student A answered it “*I am fine Mrs*” while student B answered with “*I am not good, I am cough Mrs*”. Other questions, “*what was kinds of prepositions?*”, “*the sky what about other examples?*”, “*On what else can we use the?*”. It means that by asking those questions, teachers want to gain students critical thinking. Students also can give their own perspectives and views on the material.

5. Referential Question

Referential question is also used by both of the teachers in English classroom. I found several referential questions in this study.

Table 4.5 Referential Question

Teacher	Example Questions
Teacher 1	<ul style="list-style-type: none"> • This and these have the same way to pronounce, how do we differentiate them? • Why we use the on the sentence “ada dua buah

	papan tulis di papan?" ?
Teacher 2	<ul style="list-style-type: none"> • Why the hotel use the and why restaurant does not?

From the table above, it showed that teachers used referential to get information from the students. This question needs students more thinking and longer answer. Behnam & Pouriran (2009) said that referential questions is made for more interaction and meaningful negotiation and demand more thought and generates longer responses. For example, *"This and these have the same way to pronounce, how we differenciate them?"*, from this example it seems that teacher want to know students understanding about the difference between the and these. Students need to elaborate and then explain the difference between this and these and it needs more thinking.

B. Data Analysis of Interview

I interviewed two English teachers face to face after observing the classroom. Seven questions were asked related to the teachers' questioning strategies in EFL classroom. In order to answer the research questions, the analysis of the interview was focused on two topics: the types of questions usually used by teachers in English classroom, and teachers' obstacles in applying teachers' questioning strategies in English classroom.

1. The types of questions usually used by teachers in English classroom.

According to the result of interview, it is revealed that the teachers used some types of questions in their classroom. Based on the interview the teachers used Short Answer question and Yes/No question in their classroom learning activity. However, in my observation I found that both teachers used

other types of questions, but in interview they only mentioned two types of questions (Short Answer question and Yes/No question)

a. Short Answer Question

Teacher 1 stated that:

.... It varies, if I needed yes/no questions then I used yes/no questions. If I needed long answers, I didn't use it, I used short answer question.

Then Teacher 2 continued that:

The forms of questions used are what is, where is, about WH questions, then the use of Interrogative questions using Short Answer.

Based on the result of interview, the teachers said that they used Short Answer question in teaching and learning process. This type is the mostly used by both of the teachers. Based on the table on the observation finding, it also showed that the mostly used type of question by the teachers is Short Answer question. Teacher used this type because this type is appropriate for students and can make teachers know the students' comprehension level.

b. Yes/No Question

Teacher 1 stated that:

The types of questions I usually used is surely the one that is appropriate with the material, for example if the material is about the greeting, so of course I asked about "how are they doing", if it is commonly greeting with the speaking so I asked about their condition and then later at the end I will summarize what I have given, it is varies, if I needed yes/no questions then I used yes/no questions.

Similarity, teacher 2 said that:

If we look at the grades, the students are still the beginner. Their level of comprehension is still very low and simple, it is about the use of do and does, , yes or no.

Based on the explanation above, the result of interview showed that both teachers usually used questions which are suitable for students' ability. The teachers commonly used yes/no questions. The teachers used yes/no questions in order to make the students understand the question which teachers ask to students. Since they are the beginner in learning English, the teachers choose Yes/No question in teaching activity.

2. Teachers' obstacles in applying teachers' questioning strategy in English classroom

Based on the result of the interview, the teachers explained about their obstacles in applying questioning strategy in English classroom. I found many obstacles face by teachers in teaching English, they are:

a. The Lack of Students Vocabulary

Based on the interview both of teachers agree that the obstacles that they face is because of the lack of student vocabulary. This becomes main obstacles in teaching English, since vocabulary is the most important tool in learning English.

Teacher 1 stated that:

Yes, the problem is when the students cannot answer the questions, then we repeat the question in a different word but the point is the same, but it is still not working too and it will be a little overwhelmed.

Similarly, teacher 2 also added that:

If the questions are about giving opinion, they started to get confused, the most problematic part is the vocabulary. Even when we ask them to memorize the vocabulary in a day, they only remember it for a day, in the next day they will forget it.

From the result above, it showed that teachers faced obstacle in the lack of students vocabulary in English classroom. Songbatumis (2017) also showed in her study with title *“Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia”* that she found in MTsN Taliwang in West Sumbawa that they also face the lack of student vocabulary mastery. Vocabulary is very important, students need to know vocabulary in order to understand teacher questions and teachers material in the classroom.

b. Eliminated English Lesson in Elementary School

Teachers face obstacles in teaching beginner students since government's policy in deleting English lesson from elementary school curriculum. Teachers have to teach students from the basic because of some students did not learn English in elementary school. It is totally different from the students who learn English in elementary school, it eases the teachers in the teaching process.

Teacher 1 stated that:

As I stated before, they were from different background and elementary school which sometimes we did not know they just begin, sometimes one year or never at all.

Teacher 2 added that:

Since English is deleted from elementary school's curriculum, when I ask the students in the classroom how

many people had studied English in elementary school, only 6 of them raised their hands, some of them have learned it but others said that English was not taught at school. As the result, the students face many difficulties in MTsN because they did not have basic English. It is different from students which have learned English in elementary school, the teacher can teach them easier.

C. Discussions

This part of the research discussed the finding that I have conducted at MTsN Model 1 Banda Aceh. I used classroom observation and in-depth interview as the main technique of data collection. According to the results of the observation and interview, I have elaborated some important points in this section to answer the research questions of this study.

The first research question is about the kinds of the questions which are mostly used by teachers in English classroom at MTsN Model Banda Aceh. The result of the research showed that the teachers used some types of questions in teaching and learning activity. Both teachers used Yes/No Question, Short Answer Question, Display Question, Open-Ended Question, Referential Question, but none of Imaginative types is used because that type is not appropriate for them who are still the beginner in learning English. Teachers mostly used Short Answer Question, Display Question and followed by Yes/No Question in English classroom.

Based on the classroom observation, it showed that teachers in MTsN prefer to use Short Answer question and Display question than any other types. Teachers want to make students active and they also want to have interaction in classroom. By using Short Answer teachers will know how well the students understand the

material, because of that, both teachers mostly used this type in English classroom. Anisa (2015) in her study with title *“Teachers’ questions in English lessons in SMA Negeri 1 Salatiga”*. This thesis described about the types of questions used in English lesson especially in Senior High School Negeri 1 Salatiga. In her study she used 2 categories of questions, first is based on Wajnryb and the second is based on Gabrielatos. She revealed that Yes/No question is the frequently used in the teaching and learning, but in contrast, my observation indicated that teachers in MTsN Model Banda Aceh mostly used Short Answer and Display Questions. It is because the purpose of the teachers is to measure students’ critical thinking. I also used interview to support the data from observation, but in my finding in the interview the teachers only mentioned 2 types (Short Answer and Yes/No question) that they used in their classroom, in the fact in their classroom I found 5 types of question (Open-Ended, Referential, Short Answer, Yes/No and Display question). It means that teacher did not know types of questions, even the teachers used them in the classroom they are still not aware about that, they only know WH question, Yes/No question and Short Answer question.

The second research question is about some obstacles that teachers face in applying questioning strategies in English classroom. The result of the data collected showed that teachers face many obstacles in applying questioning strategies. The main problem that both teachers faced is students’ lack of vocabulary which makes them difficult to answer teachers’ questions. Vocabulary is very important for English classroom. Chung (2016) stated in his study that

students in English as a foreign language context are limited by their knowledge of grammar and vocabulary of the target language and have to struggle to comprehend the content. The second problem is that they came from different elementary school and background. Since English is deleted from elementary school, it makes teachers have to teach the students from the basic. Teachers said that deleting English from the curriculum make students face many difficulties in school, moreover some of students have learned English before and make students who never learn it felt ashamed to speak. Khan (2011) argues that the lack of English purposes demotivates students to practice and understand English due to students' insufficient background knowledge of English.

Even there are many obstacles in applying teachers' questioning strategies, teachers also have their own strategies on how to deal with that condition. Teachers asked the students to make dialog and then asked them to perform in front of class and help them to memorize vocabularies.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study describes about two things; teachers' questioning strategies at MTsN Model Banda Aceh and the obstacles that teachers face in applying questioning strategies in EFL classroom.

I found that based on the observation, the teachers in MTsN Model Banda Aceh used teachers' questioning strategies in teaching and learning process. Both teachers used several types of questions. They used Yes/No question, Short Answer question, Display question, Open-Ended question, and Referential question. In the conclusion, the most used questions by the teachers are Short Answer and Display question. The teachers used these types to measure students comprehension in material. Teachers also used Short Answer to know how the students pay attention to the lesson, because if the students listen to the material given by the teachers they will answer the question easily. Teachers do not use Imaginative question in the teaching and learning process, because this type needs higher order thinking to answer it and it is not appropriate for students in the first grade of junior high school who are still the beginner in learning English. I can conclude that teachers used Short Answer mostly because this type is appropriate for students and it can measure students' understanding. As a result, teachers in MTsN Model Banda Aceh used this type. I also found that both teachers always have interaction with the students using questioning strategies.

This study also described about teachers' obstacles in applying questioning strategies in English classroom. In MTsN Model Banda Aceh I found that both teachers face the same difficulties when applying questioning in their classroom. I found the answer after doing the interview with both of them. The lack of students' vocabulary is the main obstacles in their classroom. The teachers stated that when they asked the students sometimes they did not understand what the meaning of that question due to the fact that they do not know the vocabulary. Furthermore, another obstacle faced by the teachers is government's policy to delete English lesson from elementary school which makes students face many difficulties in learning English in junior high school. The teachers in MTsN Model Banda Aceh stated that because of deleting the lesson they have to teach them from the basic and that make overwhelmed for teachers.

In conclusion, teachers face many obstacles in applying questioning in teaching and learning process. The lack of vocabulary and government's policy to delete English lesson from elementary school's curriculum are crucial problem in English classroom. Even though teachers face many difficulties, they have their own strategies on how to deal with that condition.

B. Suggestions

After conducted the study, I have several suggestions to some parties.

1. To teachers

Teachers have to involve students' in learning activity and as English teacher, the teachers must speak English more in classroom to make students

familiar in speaking English. The teachers also can use questioning strategies to attract students' attention in classroom.

2. To Students

Students should be aware and manage themselves to memorize vocabularies and they have to use the vocabulary in daily speaking, so the students will memorize the vocabulary easily.

3. To other researcher

I realized that if my study is not perfect. This study was done in limited time, perhaps the other studies take wider population and higher grade of students. In addition, future researcher can also study two teachers in different grades.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8834/UN.08/FTK/KP.07.6/09/2018
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 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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 16 Januari 2018

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1028/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:

1. Dr. T. Zulfikar, M.Ed Sebagai Pembimbing Pertama
2. Habiburrahim, S.Ag, M.Com, MS, Ph.D Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Nadya Balqis
NIM : 140203197
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Exploration of Teachers' Questioning Strategies in EFL Classroom (A Case Study at MTsN Model 1 Banda Aceh)

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- 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: 10 September 2018
An. Rektor
Dekan

An. Rektor

Tembusan

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



KEMENTERIAN AGAMA
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Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor : B-12726/Un.08/Tu-FTK/TL.00/11/2018

21 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

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

N a m a : Nadya Balqis
N I M : 140 203 197
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Abu Syeh Saman Lr.Damai No.06 Peuniti Banda Aceh

Untuk mengumpulkan data pada:

MTsN Model Banda Aceh

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

An Exploring of Teachers' Questioning Strategies in EFL Classroom

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

An. Dekan,
~~Kepala Bagian Tata Usaha,~~


M. Said Farzah Ali

BAG. UMUM BAG. UMUM

Kode 3787



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH

Jln. Mohd. Jam No.29 Telp. 27959 – 22907 Fax.22907

BANDA ACEH (Kode Pos 23242)

Nomor : B-1784 /Kk.01.07/4/TL.00/11/2018
Sifat : Biasa
Lampiran : Nihil
Hal : **Rekomendasi Melakukan
Penelitian Skripsi**

28 November 2018

Yth, Kepala MTsN 1
Kota Banda Aceh

Assalāmu'alaikum Wr. Wb.

Sehubungan Dengan Surat Dekan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-12726/Un.08/TU-FTK/TL.00./11/2018 tanggal 21 November 2018, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan **Skripsi**, dengan judul "**An Exploring of Teachers' Questioning Strategies in EFL Classroom**" kepada saudara :

Nama : **Nadya Balqis**
NPM : 140 203 197
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : IX

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah, Sepanjang Tidak mengganggu Proses Belajar Mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Foto Kopi hasil penelitian sebanyak 1 (satu) eksemplar diserahkan ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, Atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

An. Kepala
Plh. Kasi Pendidikan Madrasah


Nelly Syawani

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh
3. Mahasiswa yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH TSANAWIYAH NEGERI 1 BANDA ACEH
Jalan Pocut Baren No.114 Banda Aceh
Telepon (0651) 23965 Fax (0651) 23965 Kode Pos 23123
Website : mtsnmodelbandaaceh.sch.id

SURAT KETERANGAN PENELITIAN

Nomor :B- /Mts.01.07.01/TL.00.7/ 01 /2019

Yang bertanda tangan di bawah ini,

Nama : **Junaidi IB,S.Ag.,M.SIA**
NIP : **19720911 199803 1 006**
Jabatan : **Kepala MTsN 1 Banda Aceh**

Dengan ini menerangkan bahwa

Nama : Nadya Balqis
NIM : 140203197
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl.Abu Syeh Saman Lr.Damai Peuniti, Banda Aceh

Benar yang namanya tersebut diatas adalah telah mengadakan penelitian pada Madrasah Tsanawiyah Negeri 1 Banda Aceh Mulai tanggal **16 November s/d 20 Desember 2019**, dalam rangka menyusun **Tesis** sebagai salah satu syarat untuk menyelesaikan Studi pada Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Negeri Ar-Raniry dengan judul. "**AN EXPLORATION OF TEACHERS' QUESTIONING STRATEGIES IN EFL CLASSROOM** "

Demikian surat keterangan ini dikeluarkan, agar dapat digunakan seperlunya.

Banda Aceh, 15 Januari 2019

Kepala,



Name of Teacher : Sulastr Handayani

Date / Time : November, 16th 2018

Classroom : VII-5

Topic : Days of The Week

TIME	TYPES OF QUESTIONS							EXAMPLES	NOTES
	YN	SA	DIS	OP	REF	IMA	OT		
09.15				√				How are you today?	
09.16		√	√					Kalau ordinal itu apa?	
09.16		√	√					Kalau cardinal itu apa?	
09.20		√	√					Today is Saturday, what day is tomorrow?	
09.20		√	√					Kalau tomorrow apa?	
09.21		√	√					Kemarin?	
09.21		√	√					Kalau lusa?	
09.22		√	√					Kalau kemarin dulu?	
09.22		√	√					Kalau hari ini?	
09.22		√	√					What is the day after tomorrow?	
09.23		√	√					Today is Monday, what day was yesterday?	
09.23		√	√					Today is Friday, hari apa hari ini?	
09.24		√	√					What was the day before yesterday?	
09.24		√	√					What was the day before yesterday?	
09.25		√	√					Ira today is Sunday what day was yesterday?	
09.25		√	√					Today is Thursday, what day is tomorrow?	
09.28		√	√					Yesterday was Friday, what day is today Aminah?	
09.28		√	√					Kalau kita mau tanya hari apa hari ini, gimana?	
09.29		√	√					Kalau mau tanya hari apa besok?	
09.31		√	√					Kalau kita mau tanya hari apa kemarin?	
09.32		√	√					Hari apa lusa?	
09.32		√	√					Hari apa kemarin dulu?	

09.33	√							Yesterday coba lihat ada salah gak?	
09.40		√	√					What day you have English?	
09.40		√						What day you will have sport lesson?	
09.43		√	√					Kalau kita mau tanya tanggal berapa hari ini?	
09.44		√	√					How many months are there in a year?	
09.44		√	√					Kalau hari start from Monday, kalau bulan start from?	
10.00		√	√					Tingkatan kan pakai ordinal, nah kalau 7 apa yang harus kita pakai?	
10.02		√	√					Today is 16 November 2018, so what date it was yesterday?	
10.04	√							Is that any questions?	
10.05	√							Any questions?	
10.10		√	√					Today is Monday, what was the day before yesterday?	
10.12		√	√					What is the first day of the week?	
10.12		√	√					What is the first month of the year?	
10.13		√	√					When is your birthday?	
10.13		√	√					What is the third month of the year?	
10.15		√	√					What is the mid-month of the year?	
10.15		√	√					Yesterday was Tuesday, what day is today?	
10.16		√	√					Hari apa Tuesday?	
10.16		√	√					When is our independence's day?	
10.18		√	√					In what day the students go home early?	
10.19		√	√					What is the last month of the year?	
10.25	√							Any questions so far?	
10.25	√							Do you understand all?	

Name of Teacher : Sulastrri Handayani

Date / Time : November, 22th 2018

Classroom : VII-4

Topic : Review Materi Article

TIME	TYPES OF QUESTIONS							EXAMPLES	NOTES
	YN	SA	DIS	OP	REF	IMA	OT		
12.17				√				Hello, how are you today?	
12.23	√							Have we learn about article?	
12.25			√		√			This and these cara bacanya sama dari mana kita tau bedanya?	
12.28		√	√					This is a book, contoh yang these nya gimana?	
12.29		√	√					Ada dua buah papan tulis di dinding, gimana bahasa Inggrisnya?	
12.29	√		√					Pake the gak?	
12.30			√	√	√			Kenapa?	
12.33		√	√	√				Kalau kita mau pake this sama those gimana untuk benda-benda di kelas ini?	
12.34		√						Yang pakai this gimana?	
12.36		√	√	√				Kapan kita pakai these dan this?	
12.40				√				Preposition kemarin apa-apa aja?	
12.42	√							Masih ingat a kapan kita pakai?	
12.42		√	√					Kalau yang a untuk consonant, sedangkan an untuk apa Nabil?	
12.45		√	√	√				Kalau contoh yang berbunyi consonant, apa-apa aja?	
12.47		√	√	√				Kalau the kapan kita pakai?	
12.47		√	√	√				Kapan lagi?	
12.48		√	√	√				The sky, lain apalagi contohnya?	
12.49		√	√					The big sun atau a big sun?	
12.50		√	√					Lawannya big apa?	
12.55		√	√					Kalau honest bacanyakan (a-nest) maka dia pakai?	
13.03		√	√					Blue itu apa birukan, nah bunyinya	

								apa consonant atau vocal?	
13.04		√	√					Kalo consonant pake a atau an?	
13.10		√	√					Untuk kata ugly pake the atau the (di) bacanya?	
13.13					√			Kenapa ini pake a? (pants)	
13.20	√							Do you catch up the difference between a and an?	
13.21	√							Do you understand all?	

Name of Teacher : AS Dewi								Date / Time : November, 22 th 2018	
Classroom : VII-11									
Topic : Review material about article									
	TYPES OF QUESTIONS							EXAMPLES	NOTES
	YN	SA	DIS	OP	REF	IMA	OT		
09.18				√				How are you today?	
09.18	√							Is everybody here?	
09.21	√							Have we studied about article?	
09.21	√							Have we studied about demonstrative?	
09.21	√							Have we studied about explative?	
09.22			√		√			Kenapa ada the disitu?	
09.23		√	√					Itu adalah sebuah kipas angin, apa bahasa Inggrisnya?	
09.31	√							Could you share the paper, please?	
09.31	√							Is it enough?	
09.46			√	√	√			Kenapa ada the disitu?	
09.47	√							Paham?	
09.47			√	√	√			Kenapa pake the?	
09.48	√							Do you understand?	
09.50			√	√	√			Hotelnya pake the, restorannya kenapa tidak pake the?	
09.52	√							Kursi yang mana, jelas?	
09.59		√	√					What is the ocean mean?	
10.01		√	√					Phrase itu apa?	
10.03		√	√					Kalau the bertemu dengan huruf vocal, dibaca?	
10.10	√							English, gak pake the ya?	
10.11	√							You understand?	
10.12	√							Any question?	
10.14	√							Do you have a question?	

10.14	√							You understand at all?	
10.16								Do you have any questions?	
10.36	√							Have you finish?	
10.41	√							Do we need article there?	
10.42		√	√					Apa yang kita perlukan, a cup of coffee with the cream or with the sugar?	
10.48		√	√					Why the reason, apa alasannya kenapa masuk kedua ini?	
10.50		√	√					Kalau a digunakan untuk kata yang diawali dengan huruf?	
10.50		√	√					Maka sebaliknya an digunakan untuk kata yang diawali oleh huruf?	
10.51		√	√					Apa itu trousers?	
10.51	√							Betul semua?	
10.52		√	√					Kalau the bisa dipakai untuk plural dan?	
10.53	√		√					Some atau any?	
10.54		√	√					What day it is?	
10.56								Any question so far?	

Name of Teacher	: AS Dewi	Date / Time	: Friday, November 23 th 2018
Classroom	: VII-8	Duration	:
Topic	: Review material about article		

TIME	TYPES OF QUESTIONS							EXAMPLES	NOTES
	YN	SA	DIS	OP	REF	IMA	OT		
09.32					✓			How are you today?	
09.33		✓	✓					What day is today?	
09.33		✓	✓					What is the date?	
09.34	✓							Do you still remember?	
09.35		✓	✓					This artinya?	
09.35		✓	✓					Digunakan untuk apa?	
09.36		✓	✓					Ini adalah sebuah botol, bagaimana Bahasa Inggrisnya?	
09.45	✓							Have you observed it?	
09.48	✓							Have you observed it?	
09.50					✓			Kenapa ada artikel?	
09.53		✓	✓					What's meaning?	
09.53		✓	✓					Kenapa the hotel?	
09.55		✓	✓					Apa arti look for?	
09.55	✓							Jelas gak job nya yang mana?	
09.56	✓							Do you understand the difference between a, an and the?	
09.57		✓	✓					What the meaning of this sentence?	
09.58	✓							Could you turn on the lamp, please?	
10.00				✓				The juga digunakan untuk apa?	
10.01		✓	✓					Why someone say the earth and the sun?	
10.01	✓							Do you understand?	
10.02	✓							Can you catch up the meaning?	
10.04		✓	✓					Apa itu ocean?	
10.04		✓	✓					What is the red sea?	

10.06		✓	✓					Berapa jumlah planet kita?	
10.06		✓	✓					What is college meaning?	
10.07		✓	✓					Dunia apa bahasa Inggrisnya?	
10.08		✓	✓					Inilah duniaku, bahasa Inggrisnya?	
10.08		✓	✓					Inilah kataku, bahasa Inggrisnya?	
10.09		✓	✓					What is nouns?	
10.10		✓	✓					What is great meanings?	
10.11	✓							Have you ever heard New Zealand?	
10.12		✓	✓					Apa itu adjective?	
10.12				✓				Apa lagi yang bisa pakai the?	
10.13		✓	✓					The United?	
10.14			✓		✓			How to read this sentences?	
10.14		✓	✓					What is continent?	
10.15		✓	✓					What is historical document?	
10.17	✓							Do you understand all?	
10.17	✓							Do you catch up all the meaning about article in this paper?	
10.20	✓							Any questions so far?	

No	Research Questions	Indicator	Teacher
1.	What kinds of questions are mostly used by teachers in English classroom at MTsN Model Banda Aceh ?	<p>To find out the kinds of questions mostly used by teachers in English classroom at MTsN Model Banda Aceh.</p> <p>The theory based on Wanjryb (1992), categoriez into 6 types of questions, that are: (1) Yes/No Questions; (2) Short Answer; (3) Open-ended Questions; (4) Display Questions; (5) Referential Questions; and (6) Non-retrieval Imaginative Questions</p>	<p>1. Menurut ibu apa itu strategi bertanya di dalam proses belajar mengajar ?</p> <ul style="list-style-type: none"> • Apakah ibu menggunakan strategi bertanya ini di dalam pembelajaran di kelas ibu ? <p>2. Selama ibu mengajar terutama untuk murid yang berada di tingkat VII, tipe-tipe pertanyaan yang mana saja yang sering ibu gunakan di dalam pembelajaran ?</p> <ul style="list-style-type: none"> • Mengapa tipe-tipe itu yang sering ibu gunakan ? • Apakah murid-murid terbantu di dalam pembelajaran dengan menggunakan tipe-tipe bertanya seperti: Yes/No Questions, Short Answer, dan lain-lainnya ? <p>3. Apakah dengan menggunakan strategi bertanya mampu menarik minat siswa untuk belajar bahasa Inggris ?</p>

			<ul style="list-style-type: none"> • Bagaimana bila ada murid yang tidak terlibat aktif di dalam proses pembelajaran ?
2.	Do the teachers face any obstacles when applying questioning strategies in English classroom ?	To know teacher's obstacles when they applying questioning strategies in English classroom.	<ol style="list-style-type: none"> 1. Apakah sejauh ini strategi bertanya selalu berguna di dalam proses belajar mengajar ? 2. Apakah ada kendala-kendala yang ibu hadapi ketika menerapkan strategi bertanya di dalam proses belajar mengajar ? <ul style="list-style-type: none"> • Kendala seperti apa yang paling sering ibu hadapi ? • Apakah kendala yang ibu hadapi berbeda di setiap kelas ? 3. Bagaimana solusi yang ibu gunakan untuk menyelesaikannya ? <ul style="list-style-type: none"> • Adakah solusi-solusi lainnya yang biasa ibu gunakan ? 4. Menurut ibu apa kelebihan dan kekurangan menggunakan strategi bertanya ini di dalam peoses belajar mengajar ?

AUTOBIOGRAPHY

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 - b. Occupation : Wiraswasta
 - c. Mother's Name : Cut Rosna
 - d. Occupation : Ibu Rumah Tangga
10. Education Background
 - a. SD : MIN Mesjid Raya Banda Aceh (2008)
 - b. SMP : MTsN Model Banda Aceh (2011)
 - c. SMA : MAN Model Banda Aceh (2014)
 - d. University : UIN Ar-Raniry (2019)

Banda Aceh, January 17th, 2019

Nadya Balqis