**AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES IN
ENGLISH CLASSROOM : A CASE STUDY
AT SMK NEGERI 4 MEDAN**

SKRIPSI

*Submitted in partial fulfillment of the requirements
for the degree of sarjana Pendidikan (S.Pd)
English Education Program*

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**FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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2018**

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
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بسم الله الرحمن الرحيم

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 22 Maret 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

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Ketua   Sekretaris

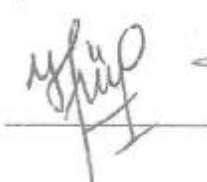Dr. Elfrianto Nasution, S.Pd, M.Pd.   Dra. Hj. Syamsuyurnita, M.Pd

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BERITA ACARA BIMBINGAN SKRIPSI

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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8/3 2018	Revise data analysis	
	Revise the whole app	
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ABSTRACT

Tarigan. Devi Rasita. An Analysis of Teacher Questioning Strategies in English Classroom : A Case Study at SMK Negeri 4 Medan. Skripsi. English Department, Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara, Medan. 2018.

The study was about An Analysis of Teachers' Questioning Strategies in English Classroom : A Case Study at SMK Negeri 4 Medan. The aim of the study were to describe and to investigate the questions commonly used by the teacher and the function of using the questions. The method of the research was descriptive qualitative method. The result of the study showed that from a videotaping was interaction between teacher and students in teaching learning process.the questions commonly was used by the teacher were display and referential questions. The total percentage of display question 74 % and referential questions 26 %. The function of the questions were arouse interest and curiosity concerning a topic, to focus attention on a particular issue or aspect to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learner's understanding, to elicit information and to control the classroom.

Keyword : *Questioning, Questioning strategies, Descriptive qualitative design*

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Medan,   April 2018

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Teachers should be an active person in the classroom and also can make good communication between teachers and students in teaching-learning process. Both of them get missunderstanding when they tried to make good communication in teaching-learning process. A succes teacher, a teacher should have ability to know the characteristic of the students. A teacher is not only deliver knowledge but they also should be an active person in the class. Active means that they should active in speaking while they stand in front of the class and the students can respon them well. Tobe an active teacher while teaching, they can deliver some questions. It can be about the lesson that running on or about the other. The questions can deliver while teaching-learning process runs. Asking questions is at the very heart of what we do as teachers. The role of teacher as questioner is as old as teaching itself and the research on questioning is filled with the positive effects that result when teachers employ effective questioning strategies. Few topics in the field of education have been more widely researched or supported as effective at increasing student achievement and engagement.

Questioning is second only to teacher talk as the most-used teaching strategy in classrooms. Teachers spend up to 50% of instructional time posing questions. Teachers ask between 300 and 400 questions per day (Brualdi, 1998).

1

Most of the questions asked by teachers are at the lowest cognitive levels—basic recall of facts and knowledge (Walsh & Sattes, 2005). Low-level, surface-type questions lead to low-level, surface-type answers. Higher-order questions lead to deeper understanding by students (Hattie, 2008). Asking questions that are beyond a student's level of understanding or ability can lead to "downshifting"; an emotional response that occurs when a student is fearful of being ridiculed (Gregory & Chapman, 2002). Questioning, aside from being prevalent in classrooms, is effective at achieving many of the goals of the Common Core State Standards. In addition, all teachers from novices to veterans, can improve on their questioning skills. Regardless of how good you currently are at crafting, asking, and responding to questions, you can always get better. Consider what Walsh and Sattes (2005) say about the power of teacher questions, "If questions are vehicles for thought, then the questioning process determines *who* will go along for the ride ''*Teacher questioning behaviors affect which students learn and how much.* "

When the teachers give the students questions, the teachers can make a good communication between teachers and students. Giving students opportunities to communicate information about their own selves, which reassures and validates their identities. In carrying out these activities, teachers communicate to students that they are interested in them, that their past histories are important, and that they are welcome in this country. Beside that teachers can begin to determine whether learners are able to (1) maintain a topic; (2) present ideas in a sequence; (3) inform and elaborate on information; and (4) engage in referencing, assessing the varying degrees of success. While teachers use questions to engage the students and sustain an 'active' style to the learning. The

teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organise and present new learning. Developing questioning approaches, requires much greater emphasis on the time provided for students to think individually, collaboratively and deeply to enable them to develop answers and to share better answers. This will improve their thinking and engagement. Historically, teachers have asked questions to check what has been learnt and understood, to help them gauge whether to further review previous learning, increase or decrease the challenge, and assess whether students are ready to move forward and learn new information. The successful teacher finds ways to engage all of her students at the beginning of each lesson. She is aware of the individual needs of each of her students and knows that they will be successful if she grabs their attention and fires up their desire to learn more.

It is important to realize that the earlier-mentioned benefits of asking qustions depend on the teachers' ability to use the method effectively. Depending on personal characteristics, teachers' questioning methodmay also vary. Teachers's questioning goals, the level of their questions, questions types, use of probing questions, waiting time for follow-up questions, to whom they direct their questions (individual, group, whole class) and their reactions after asking questions demonstrate this variance in strategy. One dimension of teachers' questioning involves motive. The awareness of the aim and the results of asking questions seem to be important. Therefore the researcher is interested to analysis the questioning strategy. The analysis of teachers' questioning strategis is considered important because it is believed to reveal much information about

asking questions. And it will be become *''An Analysis Teacher's Questioning Strategies in English Classroom : A Case Study at SMK Negeri 4 Medan''*

B. The Identification of The Problem

Based on the background of the study above, the identification of the problems will identify as follows :

1. The students did not understand about the questions from the teacher.

2. The teacher did not care enough about the questions.

C. Scope and Limitation

The scope of this research was about teachers' level skill. The limitation of this researchis has focused on teachers' questioning strategies in English classroom. A case study at SMK Negeri 4 Medan.

D. Formulation of the Problem

The formulation of the problems of this study were formulated as follows :

1. What kinds of question strategies were used in English classroom?

2. What are the function of questioning strategy were used by teacher in English classroom ?

E. The Objective of The Study

In the process of the analysis, the writer found out the objective below :

1. To desribed the questioning strategy by use in English classroom

2. To explained function of questioning strategy use by teacher in English classroom

F. The Significance of the Study

The benefits of the research were result as follows :

1. Theoritically

This research was as a contribution with teacher and student in teaching-learning English.

2. Practically

For the teacher, it was as tools to evaluate students' knowledge and understanding of subject matter.

For the students, the students was express their mind in learning English.

For the researcher, it was a new knowledge in teaching process how to face students in the classroom.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

1. The Meaning of The Question

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. The present review focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation. This means that certain other subtopics within the general area of questioning are excluded from the present analysis. It does not deal, for example, with the effects of textual questions or test questions, and it is only incidentally concerned with methods used to impart study skills, including questioning strategies, to students. According to Gattis (2002:41), a question is one of the most important tools in guiding and extending students' learning. It can help the teachers to develop their own strategy to enhance the students work and thinking. Therefore, it will be effective when it allows students to become fully involved in the learning process. In terms of lesson planning, teachers significantly think about the types of questions for students. The teachers likewise need to clear the goals of questions to their students. Therefore, through this process, lesson plan will help teachers to plan good questions along with effective answers session.

In classroom settings, teacher's questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are going to do and how they are going to do it. It focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation. Asking questions is at the very heart of what we do as teachers. The role of teacher as questioner is as old as teaching itself and the research on questioning is filled with the positive effects that result when teachers employ effective questioning strategies. Few topics in the fi eld of education have been more widely researched or supported as effective at increasing student achievement and engagement.

1. Definition of Questioning Strategy

Questioning is the strongest tool at a teacher's disposal as it teaches students how to think. Teachers ask hundreds of questions everyday many of which are concerned with recall of textbook information; few questions require students to think beyond a level of recall. Some questions are designed to clarify matters of classroom procedure. Questioning is naturally a two sided affair. Not only is it that teachers put forth questions but equally students are involved in the process through the responses they offer. This paper highlights the methods of effective questioning such as structuring pitching, putting forward ideas clearly and concisely, directing and distributing, posing and pacing, prompting and proving, listening to replies and responding, and sequencing. Along with these tactics various ways of preparing effective lines of questioning are discussed. Questioning strategies focuses on how

to use questions to encourage student exploration and discourse. It means that by giving a questions, a teacher can measure students' skill in teaching learning process. Questioning is reported as one of the commonly used strategies, and in some classrooms teachers use more than half of the class time exchanging questions and answers. Moreover, in studies exploring the contribution of teachers' questions in second language classrooms, these questions play a crucial role in language acquisition.

Effective questioning sessions in classroom require advance preparation. While some instructors may be skilled in extemporaneous questioning, many find that such questions have phrasing problems, are not organized in a logical sequence, or do not require students to use the desired thinking skills. Questioning should be used to achieve well-defined goals. An instructor should ask questions that will require students to use the thinking skills that he or she is trying to develop Bloom's Taxonomy is a hierarchical system for ordering thinking skills from lower to higher, where each level requires a student's mastery of the skills below it. It is not essential that an instructor be able to classify each question at a specific level. The taxonomy is introduced as a tool which is helpful for defining the kinds of thinking skills instructors expect from students and for helping to establish congruence between the instructor's goals and the questions he or she asks.

2. The Importance of The Questioning in English Class

Questioning is a common technique used in English language teaching. The goal is to check if the students understand what they have been taught, and to enhance students' involvement and to promote students' creative thinking in classroom interaction. Questioning has been considered as one of the most essential and important techniques during instructional processes since Socrates times. Questioning takes up most of teacher talk and it has been improved to have a great influence on classroom interaction. Questioning has always been the most ubiquitous phenomenon observed inclassroom, as well as one of the most frequently-adopted devices favored by most of the teachers. Questioning is one kind of teaching active procedure. It is one teaching behavior way through teachers and students' interaction, checking learning, promoting thought, consolidating knowledge, using knowledge, achieving teaching goals. Questioning is usually used as one kind of mutual exchange teaching skills between the teacher and students. It has been used widely in teaching till now. Classroom questioning is the main part of classroom teaching, and is one of the teaching methods to get the aim of classroom teaching. Teachers want to get students' responses and the first step is to answer questions. Through consistent dialog and communication again, the teacher can get the answers they want and evaluate the students.Questioning, as a general way used by teachers in class, plays an important role in classroom teaching. Questions are used to evaluate students' knowledge and understanding of subject matter. Questions can help to review essential content in a subject. Questions can be used to control the social behavior of students. Asking questions is natural and intuitive. Teachers ask

questions from the start of the lesson until the end. Asking questions forms part of any lesson because it invites the student to think, and even within a 'lecture' style lesson, rhetorical questions are used to invite silent agreement or begin the organisation of ideas to present a response. Research suggests teachers ask over 400 questions a day. Teachers use questions to engage the students and sustain an 'active' style to the learning.

The teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organise and present new learning. However, research has found that many teachers wait only for 0.9 seconds before seeking an answer. Developing questioning approaches, requires much greater emphasis on the time provided for students to think individually, collaboratively and deeply to enable them to develop answers and to share better answers. This will improve their thinking and engagement. Historically, teachers have asked questions to check what has been learnt and understood, to help them gauge whether to further review previous learning, increase or decrease the challenge, and assess whether students are ready to move forward and learn new information (factual checks – ie 'Closed' questions). This can be structured as a simple 'teacher versus the class' approach (Bat and Ball), where the teacher asks a question and accepts an answer from a volunteer, or selects/conscripts a specific student to answer. These approaches are implicit in any pedagogy, but teachers need a range of 'Open' questioning strategies to address different learning needs and situations.

Teachers must also pitch questions effectively to raise the thinking challenge, target specific students or groups within the class. Questioning is second only to teacher talk as the most-used teaching strategy in classrooms. Teachers spend up to 50% of instructional time posing questions. Teachers ask between 300 and 400 questions per day. Most of the questions asked by teachers are at the lowest cognitive levels—basic recall of facts and knowledge (Walsh & Sattes, 2005). Low-level, surface-type questions lead to low-level, surface-type answers. Higher-order questions lead to deeper understanding by students (Hattie, 2008). Asking questions that are beyond a student's level of understanding or ability can lead to "downshifting"; an emotional response that occurs when a student is fearful of being ridiculed (Gregory & Chapman, 2002).

3. The Purpose of Questioning

The present review focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation. This means that certain other subtopics within the general area of questioning are excluded from the present analysis. It does not deal, for example, with the effects of textual questions or test questions, and it is only incidentally concerned with methods used to impart study skills, including questioning strategies, to students. Teachers can utilize the list of questions as they develop their lessons. Reflective questions, due to their metacognitive function, may also work well as closing questions or culminating questions in a discussion or at the end of a unit of study. Students should have the opportunity to share their responses to these questions with each

other in pairs, small groups, whole-class discussions, or in conference with the teacher. Furthermore, students should be encouraged to develop their own questions at these levels in order to investigate issues of importance to them in the classroom and beyond. Teachers ask questions for several reasons :

    a. The act of asking questions helps teachers keep students actively involved in lessons.

    b. While answering questions, students have the opportunity to openly express their ideas and thoughts.

    c. Questioning students enables other students to hear different explanations of the material by their peers.

    d. Asking questions helps teachers to pace their lessons and moderate student behavior.

    e. Questioning students helps teachers to evaluate student learning and revise their lessons as necessary.

According to the classification of Brown and Wragg, and Lunan and Lamb, the teacher's questions function as a tool to arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learner's understanding, to elicit information and to control the classroom. Reasons for teachers asking questions to their pupils in classrooms are often rather different from those in everyday conversation. Put another way the rules of talk in the classroom are different from those in other contexts. We question students not to obtain new knowledge for ourselves but to find out what

the student already knows. This principle is stressed by Ausubel: 'The most important single factor influencing learning is what the learner already knows.

    Ascertain this and teach him/her accordingly". Other reasons for asking questions are to stimulate recall, to deepen understanding, to develop imagination, and to encourage problem solving. Turney in their first edition of the Sydney Micro Series, list some possible functions of questions such as :

a. To arouse interest and curiosity concerning a topic.

b. To focus attention on a particular issue or concept.

c. To develop an active approach to learning.

d. To stimulate pupils to ask questions for themselves and others.

e. To structure a task in such a way that learning will be maximized.

f. To diagnose specific difficulties inhibiting pupil learning.

g. To communicate with the group that involvement in the lesson is expected and that overt participation by all members of the group is valued.

h. To provide an opportunity for pupils to assimilate and reflect upon information.

i. To involve pupils in using an inferred cognitive operation on the assumption that this will assist in developing thinking skills.

j. To develop reflection and comment by pupils on the responses of other members of the group, both pupils and teachers.

k. To afford an opportunity for pupils to learn vicariously through discussion.

The importance of questioning, and the communication skills it develops, can be found throughout all content area standards as well. In addition to the Speaking and Listening Standards mentioned above, references to questioning can be found overtly and implicitly throughout the English Language Arts (ELA) Standards and the Math Standards. For example, the standard for Reading for Informational Text (RI) at grade 1 states that students must ask and answer questions about key details in a text. This expectation is expanded as the grades progress to include more sophisticated and complicated skills. The Standards for Mathematical Practice, which describe the behaviors of mathematically profi cient students, also rely heavily on a teacher's ability to ask questions and a student's ability to communicate understanding. Consider just one of the practices construct viable arguments and critique the reasoning of others.

In order for students to demonstrate this ability, the teacher must ask specific, probing questions to uncover understanding and help students to communicate that understanding in a logical way. Additionally, in order for students to critique the ideas of others, they must generate and respond to relevant questions. Knowing that questioning, both by the student and by the teacher, is a foundational skill of the Common Core, teachers should spend time reflecting on their practice and making adjustments to best meet the needs of their students. Questioning certainly is good, sound educational practice, but it is also essential to helping students meet the expectations of the Common Core.

4. Types of Questioning

Educators have traditionally classified questions according to Bloom's Taxonomy, a hierarchy of increasingly complex intellectual skills. Bloom's Taxonomy includes six categories:

a. Knowledge: requires that the student recognize or recall information.

b. Comprehension: requires that the student think on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition.

c. Application: requires that the student solve or explain a problem by applying what he/she has learned to other situations and learning tasks.

d. Analysis: requires that the student solve a problem through the systematic examination of facts or information.

e. Synthesis: requires the student to find a solution to a problem through the use of original, creative thinking.

f. Evaluation: requires that the student make an assessment of good or not so good, according to some standards.

Question is defined in Cambridge Dictionaries (Online Version, 2015) as 'a sentence or phrase used to find out information' or 'in an exam, a problem that tests a person's knowledge or ability'. These meanings also provide the two different functions and categories of questions which have been probed by many

researchers; display and referential questions. While display questions are the ones whose answers are already known to the teachers, referential questions' answers are not known and they are completely based on the respondents' knowledge (Long & Sato, 1983). For example, 'What does 'scruffy' mean?' is a display question because the answer is already known to the teacher and the teacher checks the knowledge of students. On the other hand, 'What did you do last week?' is a referential question and the response is unknown to teacher. Ellis (1994) discriminates these two types as open and closed questions. While display questions are likely to be closed, referential ones are more likely to be open questions.

Some researchers have simplified classification of questions into lower and higher cognitive questions. *Lower cognitive questions* (fact, closed, direct, recall, and knowledge questions) involve the recall of information. *Higher cognitive questions* (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) involve the mental manipulation of information to produce or support an answer. Regardless of the classification, traditional wisdom holds that the higher cognitive questions lead to higher-quality answers and increased learning and achievement. However, the research has mixed conclusions in this area. Some studies found that higher level questions did indeed produce deeper learning, while others found that not to be the case. According to some studies, lower cognitive questions (knowledge and comprehension on Bloom's Taxonomy) may be most beneficial for primary students. Lower cognitive questions are also more effective when the goal is to impart factual knowledge and commit it to memory.

This finding does not mean that primary teachers should avoid all higher cognitive questions. Certainly, primary students need to have chances to speculate, imagine, and manipulate the information being presented. Some research, however, suggests that for these youngest students, these questions should be used more sparingly. Higher cognitive questions (application, analysis, synthesis, and evaluation) should make up a higher percentage of questions asked above the primary grades. Studies show that a combination of lower and higher questions is more effective than the exclusive use of one or the other. Increasing the use of higher cognitive questions can produce superior learning gains for older students, particularly those in secondary school, and does not reduce student performance on lower cognitive questions.

It is important to note, though, that simply asking these kinds of questions does not guarantee higher responses or greater learning gains. Students need explicit instruction in answering these types of questions, including making inferences. This instruction, in conjunction with the use of higher cognitive questions, can positively impact student achievement. The use of a high frequency (50 percent or more) of higher cognitive questions with older students is positively related to increases in on-task behavior, length of student responses, the number of relevant contributions, the number of student-to-student interactions, student use of complete sentences, speculative thinking, and relevant questions posed by students. All educators, no matter what level, need to be able to craft and create at least 5 basic types of questions.

The art of asking questions is an ancient part of good teaching and one of the rudimentary skills all teachers should be able to master. Socrates believed that

knowledge and awareness were an intrinsic part of each learner. Thus, in exercising the craft of good pedagogy a skilled educator must reach into learners' hidden levels of knowing and awareness in order to help them reach new levels of thinking through thoughtfully developed questions.

a. Factual is soliciting reasonably simple, straight forward answers based on obvious facts or awareness. These are usually at the lowest level of cognitive (thinking) or affective (feeling) processes and answers are frequently either right or wrong. Example name the Shakespeare play about the Prince of Denmark?

b. Convergent answers to these types of questions are usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition — comprehension, application, analysis, or ones where the answerer makes inferences or conjectures based on personal awareness, or on material read, presented or known. While these types of questions are valuable in exercising mid-level cognitive thinking skills, it is quite easy to expand students' cognitive processes even higher by adding another layer to these questions whereby teachers ask students to justify their answers in light of the evidence offered or the inferences made. Example on reflecting over the entirety of the play Hamlet, what were the main reasons why Ophelia went mad? (This is not specifically stated in one direct statement in the text of Hamlet. Here the reader must make simple inferences as to why she committed suicide.)

c. Divergent is these questions allow students to explore different avenues and create many different variations and alternative answers or scenarios. Correctness may be based on logical projections, may be contextual, or arrived at through basic knowledge, conjecture, inference, projection, creation, intuition, or imagination. These types of questions often require students to analyze, evaluate, or synthesize a knowledge base and then project or predict different outcomes. Answering these types of questions may be aided by higher levels of affective thinking as well — such as valuing, organization, or characterization. Responses to these types of questions generally fall into a wide array of acceptability. Often correctness is determined subjectively based on the possibility or probability of the proposed answer. The intent of these types of questions is to stimulate imaginative, creative, or inventive thought, or investigate "cause and effect" relationships. Example in the love relationship of Hamlet and Ophelia, what might have happened to their relationship and their lives if Hamlet had not been so obsessed with the revenge of his father's death?

d. Evaluative these types of questions usually require sophisticated levels of cognitive and/or emotional (affective) judgment. In attempting to answer these types of questions, students may be combining multiple cognitive and/or affective processes or levels, frequently in comparative frameworks. Often an answer is analyzed at multiple

levels and from different perspectives before the answerer arrives at newly synthesized information or conclusions.

Examples **:**

a. How are the deaths of Ophelia and Juliet the same and yet different? (Compare and contrast.)

b. What are the similarities and differences between Roman gladiatorial games and modern football?

c. Why and how might the concept of Piagetian schema be related to the concepts presented in Jungian personality theory, and why might this be important to consider in teaching and learning?

d. Combinations is these are questions that blend any combination of the above.

There are several types of questions teachers can use to stimulate creative, critical, and higher level thinking. The most commonly recommended is the divergent thinking question that probes beyond the convergent, one-correct-answer question, thus allowing students to delve more deeply into an idea. These questions generally follow the open-ended format that allows for purposeful, student-centered discussion (Grambo, 1997; Letzter, 1982; Pollack, 1988). Letzter felt that "teacher questions should be broad or open so that students will be free to respond with their own thoughts and if this line of questioning is handled well, the

students move forward in their own analysis of problems and topics". Although the use of "open-ended questions may be somewhat threatening to the teacher because of the lack of guidelines in evaluating children's responses," teachers should still strive to find meaningful and purposeful opportunities regularly for this line of inquiry.

The goal is to foster a learning environment that values the process of learning to arrive at answers, rather than just the answers themselves. Opening questions are broad and should be the initial questions posed to students. The purpose of the opening question is to allow students to connect to the questions from a multitude of places within the reading that provide evidence for a response. These questions may elicit a variety of responses from students and may sustain discussion from 15 to 45 minutes of class, depending upon the sophistication of the students or the length and complexity of the reading. Teachers should avoid developing opening questions that may result in "yes" or "no" responses; rather, they should focus on crafting questions that are engaging, insightful, and compelling, thus sending readers back to the text for support for their responses. Teachers should also avoid judgment statements in these opening questions that might indicate his or her values or position.

Ball and Brewer underscored the importance of the teacher as a neutral participant in the construction and delivery of the question, which includes both verbal and nonverbal gestures in communicating the questions in order to foster an open, inviting. Core questions are more focused than opening questions and should thus encompass less discussion time. Ball and Brewer (2000) suggested including three to eight core questions during discussion, depending

upon the complexity and length of the reading. Specific quotes or lines from the selection may be targeted for discussion/analysis/interpretation. The question may begin with "What does the speaker, character, author mean by insert quote here?". Teachers should provide the location in the text to assist students in comprehending the question and providing visual support for students who are not as skilled in listening. Other core questions may begin with "how" or "why."

The teacher must listen carefully to students' responses and shape follow-up questions based upon the ideas presented. If a student only partially responds to a question, discussion. Furthermore, teachers should consider the language used in communicating ideas. This type of refocusing or reframing of questions allows students to continue to think about their ideas. By focusing on a student idea in moving the discussion forward, the teacher adds to the sense of student control and empowerment that are hallmarks of Socratic seminars.

6. Wait-Time

Wait-time is another crucial factor in questioning techniques. Wait-time can be defined as the amount of time a teacher allows to elapse after he or she has posed a question. A less frequently used and researched definition is the amount of time that a teacher allows to elapse before responding after a student stops speaking. While traditional wisdom advocates a brisk pace of instruction to maintain interest and cover more material, research shows that slowing slightly to include more wait-time promotes achievement. In the classrooms studied, the average wait-time after a question was posed was one second or less. Students perceived as slow or poor learners were afforded less wait-time than students

viewed as more capable. This amount of wait-time is not sufficient for students, particularly for those that experience difficulty. Studies show that for lower cognitive questions, a wait-time of three seconds is most effective in terms of achievement.

Shorter or longer times were less positively correlated with student success. For higher cognitive questions, no wait-time threshold was observed. Researchers noted that students seemed to become more engaged and successful the longer the teacher waited (within reason, of course). Increased wait-time is related to a number of student outcomes, including improved achievement and retention, greater numbers of higher cognitive responses, longer responses, decreases in interruptions, and increased student-student interactions. These outcomes are quite similar to those observed with an increased frequency of higher cognitive questions. In fact, researchers believe that a causal relationship may exist between the two: higher cognitive questions require more wait-time, and more wait-time allows for the implementation of higher cognitive discussions.

Wait time and think time are essential in helping students develop the thinking patterns and habits that will get them to be college and career ready. Wait time and think time are valuable and effective because they provide opportunities for students to consider their responses to different prompts. Since the value and effectiveness of wait time/think time is well established, as teachers we should refi ne and expand our use of this technique so that our students are provided the opportunities to think deeply about topics and concepts. As with any strategy,

there are challenges with wait time/think time. Below are some commonly-asked questions and situations that teachers face with wait time/think time.

B. Relevance Studies

Previous research related to teachers' questioning had been conducted by Lesly Narwasti Ndun (2015). In this study the researcher used qualitative method in analyzing this topic. The aims of the study to find out what types of teachers' questions and the function of each type of question as well as the responses that students give during the questioning session. The researcher explained about some theory from several experts. The researcher used videotaping and questionnaries as the data collection and she used some steps to analyze the data.

The second previous research related to teachers' questioning had been conducted by Shirley Permata Sari (2014). The participants of her research were two English teacher who taught the 1st and 2nd grade students in SMP Pangudi Luhur Salatiga. She used a recorder as an instrument to record the conversation during the time of teaching and learning process, that was used to collect the data. For the data collection, she recorded the teacher☐s talk with a recording tool and took notes for anything important related to the classroom conditions and teacher's talk and used descriptive qualitative basen on Chin☐s questioning strategies (2004)

C. Conceptual Framework

Questioning has been utilized as a critical assessment tool for centuries. It has been thought that there is a relationship between asking good questions and effective teaching. In fact, asking question is one of the most important aspects of

teaching and can be highly effective when used appropriately. The analysis of teachers' questioning strategies is considered important because itis believed to reveal much information about asking questions. In this research, the researcher will analyze teachers' questioning strategies in English classroom.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employed descriptive qualitative method research. The main data was gathered from the videotaping of one teacher. After that the researcher was taken video the teacher and the students. The data was the document of the teachers' talk during the lesson. The purpose of this study was to study a teachers' questions in English classroom and classroom process research aims at documenting the events that take place in English classroom. Therefore, the researcher was used qualitative method research as the method of inquiry to investigate this research.

B. Source of Data

The data was taken from teacher action in the classroom. There were two classes of the 1st grade. This data was taken by videotaping from the interaction of teacher and students in learning-teaching process. The researcher was taken video them from behind the class and every video got around 45 minutes/hour duration of each class start from the opening the class until the closing. This research was taken around 2 times in a month.

The participant of this study was an English teacher and the students. The reason for choosing these classes because the teacher was available and willing to be her participants.

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C. Technique of Collecting The Data

To achieve the objective of this study, the necessary data was collected. There was a data instrument that has used in this research. It was videotaping. The main instrument was used to verify that the teacher ask questions.

1. Videotaping

Watching a videotape of yourself teaching can be an extremely valuable assessment tool. Videotaping allows view and listen to the class from learner's perspective. By analyzing a videotape of the dynamics in the classroom, it was gain valuable insights into your teaching by identifying techniques that work and those that can be refined.

The videotaping was conducted around 2 times and each times consisted 45 minutes/hour. The researcher was used videotaping as the primary classroom to record the way a teacher asked question in the English classroom.

D. Technique of Analyzing Data

According to Cresswell (2007) the task of analyzing qualitative data was appear overwhelming but becomes manageable when broken down into key stages. There were some stage in analyzing the data, such as :

1. The first stage in analyzing this research involves familiarization and organization so that the data can be easily retrieved. Initially the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audiotapes.

2. Transcriptions made of all data, including tape-recorded interviews, focus groups, video recording, and handwritten field notes.

3. Next process was coding and reducing process. This was the core of qualitative analysis and includes the identification of categories and themes and their refinement.

4. When coding initially was used as many as needed. These was reduced later. Labeling or coding of items were done in order to begin to recognize differences and similarities in the data. The initial coding to the development of tentative categories. These were refined and reconceptualized as the analysis process continues.

5. Next step were themes. Themes was a level of abstraction beyond the categories. This process of coding, categorizing, and developing themes were repeated for each transcript or set of data.

6. Interpreting involves reflecting about the words and acts of the study's participants and abstracting important understanding from them. Representation involves how the data were presented.

7. The last step was reporting the research.

CHAPTER IV
DATA ANALYSIS

A. Description of Data

The data were analyzed from the interaction during teaching learning process by the teacher in English classroom. They were discuss about simple past tense. The teacher explained about simple past tense. The teacher asked the students for several questions about simple past tense and sometimes the teacher asked several questions out of simple past tense.

Classroom observation were conducted in classes 1AV1 and 1AV2. Each class was observe once in a week. Both of the class, the teacher discussed about Simple Past Tense. Therefore one topic was discussed in two classes.

B. Data Analysis

After collecting data, the data were analyzed based on classification, the researcher found types of questions that commonly used by the teacher. Namely display question and referential question. The researcher also found the effects by using questioning strategies in the classroom to the students. Beside that, there were some functions in using questioning strategies by the teacher in the classroom.

1. Display and Referential Questions Used in English Classroom

Display questions refer to ones that the teacher know the answer and which are designed to elicit or display particular structures. In order, referential questions refer to the questions that the teacher do not know the answers to and can provide various kinds of subjective information.

The numbers of questions types were given in table 1 since the first objective of the study was to investigate the frequency of referential and display questions in addition to the second one (the syntactical between them). As seen in the table, the results indicate that the total number of questions asked by the teacher in this is 54.

Table 1 :

The Numbers and Percentages of Question Types (Referential and Display Questions & Syntactical Types)

Syntax of Questions	Referential Questions	Display Questions	Total Number / %
Wh-	5	28	33/61,1%
Yes/No	8	11	19/35,1%
Others	1	1	2/3,7%

Total Number / %	14/26%	40/74%	54/100%

As for referential and display questions, it was quite obvious in the table that display questions outnumbered display one because they consisted of 74 % of total questions while referential questions only account for 26 %. The teacher asked 40 display questions during the lesson and 14 referential questions which means that display questions were almost two times more than referential questions.

2. The Function of The Questioning Strategy Used by Teacher in English Classroom

According to the classification of Brown and Wragg, and Lunan and Lamb, the teacher's questions function as a tool to arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learner's understanding, to elicit information and to control the classroom. Here, the researcher analyze the function of teachers' questions based on the types of questions. There were the function of question in English classroom.

a. Checking Learners' Understanding

Since display questions were ones in which the asked already knows, the first function of a display questions to check learners' understanding. The understanding was related to the subject matter, of what is being learned about a

certain topic. In this research, the students in class A and class B learned about simple past tense and other some questions. This was the table below :

Table 2

Checking Learners' Understanding (Class A & B)

No	Questions	Students' Responses
1	How about using verbal questions ?	S + V2 + Object
2	Is it right ?	Yes, it is
3	Is she a teacher ?	Yes, she is
4	What are you ?	I am student
5	Am i a teacher ?	Yes, you are
6	Do you understand ?	Yes, i do
7	Is it clear for you ?	No, it is not

The lesson learned in both of the class was about simple past tense and present simple. The Teacher asked the questions wanted to know their understanding based on simple questions.

b. Arousing Interest and Curiosity Concerning a Topic

The next function of a display question was to arouse learners' interest and curiosity concerning a topic. It was presented in the table below :

Table 3

Arousing Interest and Curiosity Concerning a Topic (Class A & B)

No	Questions	Students' Responses
1.	Is it positive or negative ?	Positive
2.	Change it into negative form. Can you ?	I was not happy in this cinema
3.	Who is Batakness in here ?	Andreas

Questions as listed in the table above were asked by the teacher when the teacher expalined some examples of simple past tense.

c. Focusing Attention on a Particular Issue or Concept

The function was focusing learners' attention on a particular issue or concept it can be seen in the table below :

Table 4

Focusing Attention on a Particular Issue or Concept (Class A & B)

No	Questions	Students' Responses
1	Is it a board marker ?	Yes

2	Is it wrong ?	Yes
3	Do you think so ?	(Student silent)
4	Change into negative form. Who knows ?	(Student silent)

In asking this question, the teacher wanted to know their attention based on the lesson.

d. Controlling Classroom

The function of controlling was only found in class B it can be seen in the table below :

Table 5

Controlling classroom (Class B)

No	Questions	Students' Respon
1	If you dont understand what i say, what will you say ?	No, we have not.

The question above was posed to control the classroom. At the time, the students were too noisy in the classroom. They were talking with their fellow classmates and gave no attention to what their teacher had said. The teacher asked this question to attract the students' attention back to the lesson even though she just said one student's name.

e. Eliciting Information

Referential questions genuinely information can be seen inthe table below:

Table 6

Eliciting Information

No	Questions	Students' responses
1	What did you do yesterday ?	I ate a plate of rice yesterday

The table shown when posing those referential questions, it was mean to elicit information from the students. It was related to their activities in the past. As stated Ellis (2012:122), referential questions were asked to gain information about situations, events, actions, purposes, relationship, and properties. This type was asked when the teacher does not know the answer. Here the teacher did not know about their activities and his father's condition in the past. Compared to display questions, referential question was posedmainly to elicit information from the students. The other two functions, which were to develop an active approach to lerning and to stimulate students to ask questions of themselves and others were no applied in this questions.

Above all these, checking learners' understanding was the most preferable function in the English classroom. It was to check wheather or not the learners understood the issues or the concepts learned through particular topics in the classroom. However the questions asked by the teachers do not meet the functions

of focusing attention on a particular issue or concept, developing an active approach to learning, and stimulating pupils to ask questions of themselves and others. The only reason for that was that all questions were at a superficial level of thinking and understanding. The teacher even did not ask questions that led students to ask questions by theis own. Students just sat in the classroom and waited for their turn to answer the teachers' questions.

The teacher stated that classroom questioning according to its order of importance was to improve students' communication, attract them to think or to pay attention to the language pints and to lead to the topic. This was to improve students' communications by getting them to answer the questions by using target language. However, from the classroom observations, this function did not really result in getting studnets to communicate in the classroom using English. They only answered the teacher's question in one or two words. They never asked a questions to the teacher. In fact, even though the students gave the correct answer but they did not answer it grammatically correct. They just answered it using one or two words. Then the teacher could not measure wheather or not they grasped the language points because overall the students' responses toward every questions consisted only of one or two words. They did not produce longer answer what was expected because the teacher asked too many display rather than referential questions.

3. Research Finding and Discussion

A. Research Finding

Having analyzed all data, the finding of the research from analysis of teachers' questioning strategies can be presented as follows :

1. The researcher found types of questions that commonly used by the teacher. Namely display question and referential question. Display questions refer to ones that the teacher know the answer and which are designed to elicit or display particular structures. In order, referential questions refer to the questions that the teacher do not know the answers to and can provide various kinds of subjective information. The total of percentage of display and referential question were 61,6% for wh- questions, 35,1% for yes/no questions 3,7% for others.

2. The researcher found the function of questioning strategies such as arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learner's understanding, to elicit information and to control the classroom.

B. Discussion

In terms of classroom objectives, most of the studies except the study of Yang (2006) observed classes which usually focused on general language skills despite the fact that they were not mentioned explicitly. However, the result of the present study was similar to the research of Yang (2006) because it was found out

that the total of percentage of display and referential question were 61,6% for wh-questions, 35,1% for yes/no questions 3,7% for others.

The last research question was about the function of questioning strategies such as arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learner's understanding, to elicit information and to control the classroom.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Having collected and analyzed the data, some conclusions were drawn as the following :

1. The questions that used commonly by the teacher were display and referential questions. In which, display questions is a question that the teacher knows the answer and referential questions is the questions that the teacher does not know the answer and can provide various kinds of subjective information. The total of percentage of display and referential questions were 61,6 % for wh-questions, 35,1% for yes/no questions and 3,7 % for others.

2. There were some function of questioning strategies such as checking learners' understanding, arousing interest and curiosity concerning a topic, focusing attention on a particular issue or concept, controlling classroom, eliciting information.

B. Suggestion

In relation to the conclusion above, some suggestions can be staged as in the following :

1. The result of the research was suggested to be use as the references for the researchers especially the students in English Department of UMSU or the other researchers who will conduct the same research

using teachers' questioning strategies theories to enrich the heterogeneties and variances of literary work.

2. For the readers, especially English Department students, the linguistic such questioning strategies term were very applicable to be used in analyzing the more complexity in human daily life.

3. Questioning strategies was one of teaching strategies that was commonly used by teachers.

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Appendix

Questions

Display Questions	Students' Responses
1. When we use simple past ?	(students silent)
2. How to make the sentence in the positive form ?	(students silent)
3. How about using verbal questions ?	S + V2 + Object
4. What kind of sentence is this ?	(students silent)
5. Is it positive, interrogative or negatif ?	positive
6. Can you read the pattern of was/were Louis ?	S + V2 + compliment
7. Change it into negative form. Can you ?	I was not happy in this cinema
8. How to change it ?	(students silent)
9. Is it positive or negative ?	(students silent)
10. Where should we put it ?	(students silent)
11. How to change positive into negative ?	I was happy in this cinema = i was not happy in this cinema
12. Is it right ?	No
13. Do you think so ?	(students silent)
14. How about the others ?	(students silent)
15. Is it wrong ?	Yes
16. How about the other ?	(students silent)
17. What is to be "you" in past form ?	Were
18. What do you think using was/were ?	(students silent)
19. What does it mean ?	(students silent)
20. How to answer it ?	(students silent)
21. If you don't understand what i say. What will you say ?	No. I haven't / no. We haven't
22. Is it a board marker ?	Yes, it is
23. Is she a student ?	Yes, she is
24. Is he a student ?	Yes, he is

25. Are they students ?	Yes, they are
26. Am i a teacher ?	Yes, you are
27. Are you a students ?	Yes, i am
28. What am i ?	Teacher
29. Now, please change into negative. Who knows that ?	(student write the answer on board)
30. How about you ?	(student write the answer on board)
31. How about number 3 ?	(student write the answer on board)
32. How about number 4 ?	(student write the answer on board)
33. What tense is ?	(students silent)
34. Do you know ?	Yes, i do
35. What does mean my question ?	(students silent)
36. Is it right ?	Yes, it is
37. Who can write it into interrogative ?	(student write the answer on board)
38. Is it right ?	(students silent)
39. What is he ?	He is a student
40. What are you doing ?	I am writing
41. Do you know ''me too'' in Batak ?	No

Referential Questions	Students' Responses
1. Who is Batakness in here ?	(someone raise his hand)
2. Now, i ask you to write down by your own sentence. Can you ?	(student write the answer on board)
3. What did you do last night ?	I ate a plate of rice last night
4. Where did you go yesterday ?	Iqbal played football yesterday
5. Where is your note ?	(student silent)
6. Did you eat a plate of rice last night?	Yes, i did

7. Please make one sentence by using was/were by your own sentence. Can you ?	(student write the answer on board)
8. What is your name ?	Andreas
9. Were you happy in this cinema ?	Yes
10. Is it clear for you ?	(student silent)
11. Have you understood ?	Yes i have/ yes, we have
12. Have you understood simple past tense by using was/were ?	Yes i have/ yes, we have
13. Do you understand ?	Yes mam
14. Is it clear ?	Yes.

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