

**QUESTIONING STRATEGIES IMPLEMENTED BY READING
LECTURERS AT IAIN PALANGKA RAYA**

THESIS



**BY
HENI OKTAVIANI**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION**

1441 H/2020 M

**QUESTIONING STRATEGIES IMPLEMENTED BY READING
LECTURERS AT IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic institute Of Palangka raya
In partial fulfillment of the requirements
For the degree of Sarjana in English Language Education



BY

HENI OKTAVIANI

1401120945

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
1441 H/2020 M**

ADVISOR APPROVAL

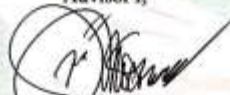
ADVISOR APPROVAL

Thesis Title : QUESTIONING STRETEGIES IMPELEMENTED BY
READING LECTURES AT IAIN PALANGKA RAYA
Name : Heni Oktaviani
SRN : 1401120945
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, May 12th 2020

Advisor I,



Dr. Imam Qolyubi, S.S.M, Hum
NIP.197204042000031005

Advisor II,



Hj. Apni Ranti, M. Hum
NIP. 19810118200812013

Acknowledged by:

Vice Dean in Academic Affairs,



Dr. Nurul Wahdah, M. Pd
ORN. 19800307 200604 2 004

Secretary
Departement of Language Education



Akhmad Ali Mirza, M. Pd
ORN. 198406 201503 1 003

PERSETUJUAN SKRIPSI

PERSETUJUAN SKRIPSI

Judul Skripsi : QUESTIONING STRETEGIES IMPELEMENTED
BY READING LECTURES AT IAIN PALANGKA
RAYA
Nama : Heni Oktaviani
NIM : 1401120945
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi ini telah di setuju oleh pebimbing skripsi untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 12 mei 2020

Pembimbing I



Dr. Imam Oolyubi, S.S.M, Hum
NIP. 197204042000031005

Pembimbing II



Hj. Apni Ranti, M. Hum
NIP. 19810118200812013

Mengetahui,

Wakil Dekan Bidang Akademik



Dr. Nurul Wahdah, M. Pd.
NIP. 19800307 200604 2 004

Sekretaris,
Jurusan Pendidikan Bahasa



Akhmad Ali Mirza, M. Pd.
NIP. 19840622 201503 1 003

THESIS APPROVAL

THESIS APPROVAL

Thesis Title : Questioning Strategies Impelemented by Reading Lectures at IAIN Palangka Raya
Name : Heni Oktaviani
NIM : 140120945
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

Day :
Date :

BOARD OF EXAMINERS

Zaitun Qamariah, M.Pd
(Chair / Examiner)

Sabarun, M.Pd
(Main Examiner)

Dr. Imam Qalyubi, S.S., M.Hum
(Examiner)

Apri Ranti, M.Hum
(Secretary / Examiner)

Approved by:
Dean, Faculty of Teacher Training and Education



OFFICIAL NOTE

OFFICIAL NOTE

Palangka Raya, May 12th 2020

Case : **Examination of
Heni Oktaviani Thesis**

To The Dean of Faculty of Education and
Teacher Training of State Islamic Institute
of Palangka Raya

In

Palangka Raya

Assalammu'alaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : HENI OKTAVIANI
SRN : 1401120945
Thesis Title : QUESTIONING STRETEGIES IMPELEMENTED
BY READING LECTURES AT IAIN PALANGKA
RAYA

Can be examined in partial fulfillment of the requirements of the Degree of
Sarjana Pendidikan in the Study Program of English Education of the Language
Education of the Faculty of Education and Teacher Training of the State Islamic
Institute of Palangka Raya.

Thank you for the attention.

Wassalammu'alaikum Wr. Wb

Advisor I



Dr. Imam Ohyubi, S.S.M, Hum
QRN.197204042000031005

Advisor II



Hi. Apni Ranti, M. Hum
ORN. 19810118200812013

NOTA DINAS

NOTA DINAS

Palangka Raya, 12 Mei 2020

Perihal : **Mohon Diuji Skripsi
Saudari Heni Oktaviani**

Kepada
Yth. Ketua Panitia Ujian Skripsi
FTIK IAIN Palangka Raya
Di-
Palangka Raya

Assalammu'alaikum Wr. Wb


Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya,
Maka kami berpendapat bahwa Skripsi saudara :

Name : HENI OKTAVIANI
Nim : 1401120945
Judul : QUESTIONING STRETEGIES IMPELEMENTED
BY READING LECTURES AT IAIN PALANGKA
RAYA

Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan
Demikian atas perhatiannya di ucapkan terima kasih.

Wassalammu'alaikum Wr. Wb

Pembimbing I



Dr. Imam Qolubli, S.S.M.Hum
NIP.197204042000031005

Pembimbing II

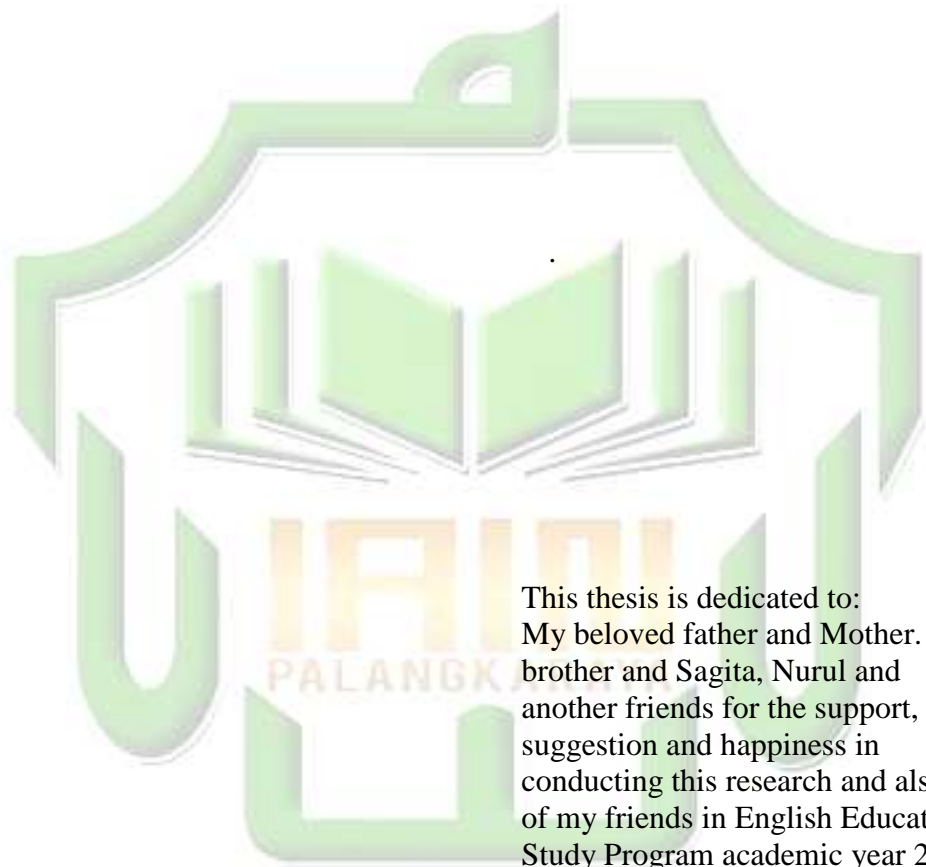


Hj. Apni Ranti, M. Hum
NIP. 19810118200812013

MOTTO AND DEDICATION

“Fighting has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not”

(Q.S. Al-Baqarah [2]: 216)



This thesis is dedicated to:
My beloved father and Mother. My
brother and Sagita, Nurul and
another friends for the support,
suggestion and happiness in
conducting this research and also all
of my friends in English Education
Study Program academic year 2014
with their support and help. Thank a
million!

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Heni Oktaviani
NIM : 1401120945
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Declare that:

- a. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
- b. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
- c. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 12 Mei 2020

Yours Faithfully

A 1000 Rupiah Indonesian postage stamp is shown with a handwritten signature in black ink over it. The stamp features the Garuda Pancasila emblem and the text 'TERAI RIPEL', 'BFSAHF391190520', and '1000 RUPIAH'.

Heni Oktaviani
NIM 1401120945

ABSTRACT

Oktaviani Heni. 2020. *Questioning Strategies Impelemented by Reading Lectures at IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qolyubi, S.S.M, Hum , (II) Hj. Apni Ranti, M. Hum

Keywords: question, strategy, questioning strategies, Reading Lecturers.

This study was aimed at describing: (1) the questioning strategies implemeneted by Reading lectures, and (2) the lectures' preferences to use questioning strategies.

The study was descriptive study with qualitative approach. For the data collection, it was used the instruments such as observation equipped with observation checklist, and interview equipped with interview guideline. The subjects of study were the Reading lectures of IAIN Palangka Raya. It was taken using purposive sampling technique. To analyze the data, it was through the techniques: categorical aggregation, direct interpretation, patterns, and naturalistic generalization. For the data endorsement, it was used triangulation and member- checking technique.

The result showed that: (1) the lectures used probing questioning strategy, factual questioning strategy and divergent questioning strategy, and (2) the Lecturer used probing questioning strategy to go beyond the first response, used factual questioning strategy to require the students to recall specific information students have learned, and used divergent questioning strategy to require both concrete and abstract thinking to arrive and appropriate response.

ABSTRAK

Oktaviani Heni. 2020. *Questioning Strategies Impelemented by Reading Lectures at IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: : (I) Dr. Imam Qolyubi, S.S.M, Hum , (II) Hj. Apni Ranti, M. Hum

Kata kunci: pertanyaan, strategi, strategi bertanya, Dosen reading.

Penelitian ini bertujuan untuk mendeskripsikan: (1) strategi bertanya yang diterapkan oleh dosen reading, dan (2) alasan dosen dalam menggunakan strategi bertanya,

Penelitian ini adalah penelitian yang bersifat deskriptif dengan pendekatan kualitatif. Untuk pengumpulan data dalam penelitian ini digunakan instrumen antara lain observasi dengan menggunakan lembar observasi atau ceklis, dan wawancara dengan menggunakan pedoman wawancara. Subjek penelitian ini adalah dosen bahasa Inggris di IAIN Palangka Raya. Subjek penelitian tersebut ditentukan dengan menggunakan teknik pengambilan sample *purposive sampling*. Untuk menganalisis data, digunakan teknik antara lain: agregasi kategori, interpretasi langsung, pola, dan generalisasi naturalistik. Untuk pengabsahan data, digunakan teknik triangulasi dan pengecekan anggota.

Hasil penelitian ini menunjukkan bahwa: (1) dosen menggunakan strategi bertanya tanya jawab, strategi bertanya faktual, dan strategi bertanya yang berbeda, dan (2) dosen menggunakan tipe pertanyaan jenis tanya jawab untuk mengetahui respons siswa, menggunakan strategi pertanyaan faktual untuk meminta siswa mengingat informasi spesifik yang telah dipelajari siswa, dan menggunakan strategi pertanyaan yang berbeda untuk menuntut pemikiran yang konkrit dan abstrak untuk tiba dan respons yang tepat.

ACKNOWLEDGEMENTS

Alhamdulillah, the writer like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Education and Teacher Training, Dr. Hj. Rodhatul Jennah, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Secretary of Department of Language Education, Akhmad Ali Mirza, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of English Study Program, Zaitun Qamariah, M.Pd. invaluable assistance both in academic and administrative matters.
5. Her academic lecturer and first advisor Dr. Imam Qalyubi, S.S., M.Hum and her second advisor Hj. Apni Ranti, M. Hum for their generous advice, valuable guidance, and elaborated correction during their busy time to complete her thesis.
6. Both the members of the board examiners, for their corrections, comments, and suggestions which are profitable to accomplis of this thesis.

7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.
8. Her beloved parents for their moral support and endless prayer so that she is able to finish this study. May Allah always bless all of them. *Aamin*.
9. Her beloved friends who always support her and help her finish this study and all her friends and classmates of Study Program of English Education that always supported her, especially for 2013 period, thank you for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.
10. The students of English Department who participated as respondents in this research.

Finally, the writer realized that this thesis could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating thesis in order to be better. The writer hopes this thesis will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, May 12th 2020
The Writer

Heni Oktaviani
SRN 1401120945

Table of Content

	Page
COVER	i
COVER (Second Page)	ii
ADVISOR APPROVAL.....	ii
PERSETUJUAN SKRIPSI	iv
OFFICIAL NOTE	v
NOTA DINAS	vi
THESIS APPROVAL	vii
MOTTO AND DEDICATION	viii
DECLARATION OF AUTHORSHIP.....	x
ABSTRACT.....	ix
ABSTRAK	xi
ACKNOWLEDGEMENTS	xii
LIST OF TABLE	xvi
LIST OF CHART.....	xvi
LIST OF APPENDICES	xviii
CHAPTER I INTRODUCTION	
A. Background of study	1
B. Research Problem	9
C. Objective of the Study	9
D. Scope and Limitation.....	10
E. Significance of the Study	10
F. Definition of Key Terms.....	11
CHAPTER II LITERATURE REVIEW	
A. Related Studies	13
B. Questioning Strategies	17
1. Definition of Questioning Strategies	17
2. Types of Questioning Strategies.....	20
3. The Implementation of Questioning Strategies.....	30
4. Problems in Questioning Strategies.....	43
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	47
B. Subject of the Study.....	48
C. Source of Data.....	49

1. Primary Data Source.....	49
2. Secondary Data Source.....	49
D. Research Instrument	50
1. Interview.....	50
2. Observation.....	51
E. Data Collection Procedure	52
1. Observation	52
2. Interview	53
F. Data Analysis Procedure.....	54
G. Data Endorsement.....	55
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Data Presentation	59
1. Interview.....	59
2. Observation	68
B. Research Findings.....	70
C. Discussion.....	76
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	79
B. Suggestion.....	79
REFERENCES	
APPENDICES	

LIST OF TABLE

Table	Page
Table 2.1 The relate of study.....	13



LIST OF CHART

Chart	Page
Chart 2.1 Steps in the Questioning Cycle by Esther Fusco”	36
Chart 2.2 Steps in Planing Questioning for a lesson.....	38



LIST OF APPENDICES

- Appendix 1 The Research Schedules
- Appendix 2 Lecturer Interview Guideline
- Appendix 3 Observations Guidelines
- Appendix 4 Result of Questioner
- Appendix 5 Surat Keterangan Izin Penelitian
- Appendix 6 Surat Keterangan Selesai Izin Penelitian
- Appendix 7 Surat Keterangan Seminar
- Appendix 8 Berita Acara
- Appendix 9 Curirullum Vitae



CHAPTER I

INTRODUCTION

In this chapter the researcher describes background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of study

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative as stated by Laddo (2007). Reading can easily be defend as the process in which a person receives and interprets a message from printed materials. Reading is the process of how information is processed from the text into meanings, starting with the information from the text, and ending with what the reader gains. Reading forces the reader's brain cells to work on a regular basis, so the reader become sharper and smarter. Even though some information can be obtained without reading, for example by listening to teacher, seminar, radio, television.

By reading someone may get wider information than listening. For example, someone who reads a newspaper will get more information than someone who only watches news on television. Reader can read the text again when he/she forgets or tries to get detail information, while listener cannot. This is

supported by Willis (2008) who states that by reading, someone can find the information he/she needs with specific information.

Reading as one of the four language skills take much portion of time in teaching and learning process in the class. In improving reading skills, the students have to realize that the aim of reading the text is to comprehend reading test and to get information. Reading as an important role in language learning and it would be better that is teaching wisely done. Grabe and Stoller state that reading is an ability to draw meaning from the printed page and interpreted the information appropriately.¹ From the quotation above, reading means that to find out the messenger or information that the writer put into the text as efficient as possible.

Reading is an essential skill for English as second/foreign language (ESL/EFL) learners; and for many, reading is the most important skill to master (Anderson, 1999). Anderson also states that with good reading skills, ESL/EFL readers will make great progress and attain great development in all academic areas (1999 : 21).

In a junior high school in Indonesia, reading skill is a first priority. The goal of reading in Indonesia English curriculum is to make the students comprehend what they read, and enhance students' oral and written communication ability (SMP-SBI curriculum 2007 the third grade of a junior high school). Further, SMP-SBI curriculum 2007 the third grade of a junior high school clarifies that the communication in this case is the ability to understand and to express the feeling, thought and information, to develop science, culture and

technology (Depdiknas, 2007). It is also stated that standard competence of reading is to understand a meaning of procedural, report, explanatory written text or short essay, narrative, and news items, in order that students are able to communicate in daily and academic context.

In the last decade, many reading experts have investigated English reading strategies in order to solve the reading problems. Reading strategies are considered one of the fundamental factors that promote students' comprehension improvement in reading. Furthermore, reading strategy "is the foundation of students' self-regulated reading" (Syafrizal, 2000 : 4). A motivated and self-regulated reader will encourage himself to set his own planning in determining his reading strategies which contribute a great deal of success to his reading comprehension (Wenden, 1987 : 11).

Based on the description above, it can be said that reading strategies play an important role in reading English texts, especially in a junior high school. In line with this, the present study focuses on the investigation of students' reading strategies and their reading comprehension, a case study at a junior high school.

Teaching strategies is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (strasser, 1964). Teacher strategies often expect students to develop their reading skill by osmosis (absorption) and without help. In the osmosis approach, it is believed that if a teacher teaching reading comprehension to the target language all day, they will

improve their reading comprehension. However, this research is proven to be ineffective since the student also find difficulties reading comprehension.

According to Richards (2002: 201), reading is studied almost in all of the class activities, and most of the scientific books are written in English. Without reading, students can hardly get new knowledge for themselves. In many second or foreign language teaching situations, reading receives a special focus. Lindsay (2006: 70) also explained that there are several reasons for reading. Most students consider that reading is important. They want to read both for information and for pleasure, for their career, and for study 4 purposes. In fact, Richard (2002: 274) says in most English First Language (EFL) situations, the ability to read in foreign language is all that students ever want to acquire.

Adam states (2009: 7), "Reading is a very important subject and it has continued through all the years of national growth". It means that reading is the major emphasis of English teaching and learning. According to Anderson, Reading is very complex process: it requires a high level of muscular coordination, sustained effort and concentration. Reading is more than just visual task. Not only must the readers use and identify the symbols in front of her but also he must interpret what he reads in the light of her background knowledge, associate it with experience and project beyond there in term of ideas, judgment, application and conclusion.

Teaching reading in a foreign language is a hard working. The teacher main task to help the student increase adequate linguistic background based on their needs, interest and levels of understanding before they attempt any reading

activities. The student should know the language well enough to read efficiently. Gebhard (1999: 187) states that student needs chances to build bottom up processing abilities in a language.

Realizing the fact, Haris (2009: 4) believes that reading has a very complex process and important subject to teach for the learners. This gives teacher very important role to facilitate English reading lesson. They should be able to design the less.

on to make students more interested and enthusiastic in reading activities. In this case, the teaching reading technique of reading skill is necessary for the English teachers. They should have the appropriate techniques to teach English especially teaching reading more effective because it is the factors whether the teaching will be successful or not.

Having appropriate teaching techniques will provide a chance for the teacher to explore her capability in applying a variety of instructional practices. Callahan states that basic techniques is giving the learners information and then insure remembering. In the implementation of reading, many techniques can be applied. William Grabe (2007) states that the main component abilities of higher order comprehension processing include: a text model of reader comprehension, a situation model of reader interpretation and a set of reading skills and resources under the command of the executive control mechanism in working memory (strategies, goals, inferences, background knowledge, comprehension monitoring).

In those all cases, the teacher has big responsibility to increase the student's reading skill and find out the solutions to read efficiently for them. The teachers must have creativities how to improve their students reading skill.

In teaching reading, there are many methods to improve the student's reading skill like Previewing, Predicting, Guessing from context, Paraphrasing, etc. Haris (2000: 15) also says that Student should therefore be trained to be flexible in reading by using different kinds of exercises, i.e. to obtain specific information (Scanning), to obtain the general idea (Skimming), to obtain comprehensive understanding of reading (Through Comprehension) or to evaluate information (Critical Reading).

The all researches above are done in other country. But in this research, the writer try to conduct a research about how the teacher improves his student's reading skill in Indonesia, especially at IAIN PALANGKA RAYA. There are some strategies that can be applied by the teachers in improving students' understanding about the material which has been taught. One of the strategies is a questioning strategy. Questioning strategy is the question that is asked by the teachers to motivate the students in a learning activity. Using questions to teach is one of effective strategies that have been applied for countries. Walsh (2011) and Xuerong (2012:1-7) states that questioning is very important in the language classroom as it is the tool to interactive learning. The posting of questions during a lesson can also define interpersonal relations between a teacher and the students and indicate the desire to share discourse. By using questions, a teacher can identify what knowledge the students already possess and their understanding of

specific issues. 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 develop their own strategies to improve the students' work and thinking. Teachers often use questions to stimulate the recall of prior knowledge to promote comprehension, and to build critical thinking skills during a teaching and learning process.

According to Esther (2012:1), teacher's questioning and language interactions they produce build students' thinking by encouraging students to reflect on their ideas and to compare their perceptions with those of others. Effective questioning can be an effective tool if it can encourages students' discovery of new interests and increases their awareness of the potential of ideas and concepts, promotes deeper thinking about ideas, concepts, and beliefs, and creates a safe climate for diverse perspectives in classroom discussions.

Ellis (as noted by Sujariati, Rahman, and Mahmud, 2016:110) proposes two reasons why teachers ask questions in their classrooms. First, question requires 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.

Recent research by Chaudron (as cited in Sujariati, Rahman, and Mahmud, 2016) states that the tendency for teachers to ask many questions has been observed in many investigation. It is presumed that the students likely

show high interest and attention towards the teaching activity because it can stimulate students to be much involved in language learning process. That is why in achieving the goal of teaching, teacher's questioning strategies in interaction is one of the factors that should be considered by the teachers to make an effective process teaching and learning.

In many contexts, questions as an instrument use only when a specific answer is sight. The teachers ask questions only when they already know the precise answers. This type of questioning discourages the act of discovery that good questioning seeks to promote. Many teachers pass over a student who has answered "incorrectly" or even finish the students' response, not allowing the student to elaborate. In such cases, the teacher has missed the point of effective questioning. The opportunity for a thoughtful discussion has been lost. Consider what may happen if, instead of overlooking a student with the incorrect answer the teacher ask why he or she thinks that and their reason. Quite possibly the student's follow up response will open up a totally different and important aspect of the topic that the teacher had not considered.

Based on pre-observation and pre-interview with the Reading Lecturers of IAIN Palangka Raya, they also use questioning strategy when teaching Reading in their classroom to help them know what students have understand about the material, and make students pay attention to the lesson. Questioning is a tool to interactive learning. By using questions, a teacher can identify what knowledge the students already possess and their understanding of specific issues.

Lecturers have a strategic and important position in learning, because the teachers plan, manage, and assess the entire learning process, understand the needs of their students, and know what strategies are appropriate to the material being taught. Therefore, a strategy that is appropriate to the learning that is capable of supporting the achievement of the learning objectives is desired. One of the effective strategies that can be used is using questioning strategy.

Guest (cited in Sujariati, 2016:109) defines questioning strategy is one of the important tools to extending students learning which can help teachers develop their own strategies to enhance the students work and thinking.

This is appropriate with some previous studies that questioning strategies can give positive effects from the use of questioning strategy, make a good interaction between the lecturers and the students, make the lecturers control the lesson, guide the students toward particular response, and promote interactions.

B. Research Problem

Based on the background of the study above, the problems of the study are:

1. What are the questioning strategies implemented by Reading Lecturers at IAIN Palangka Raya?
2. Why do the Lecturers prefer to use questioning strategies?

C. Objective of the Study

Based on the problems of the study above, the objectives of the study are:

1. To describe the questioning strategies which implemented by Reading Lecturers at IAIN Palangka Raya.
2. To describe the lecturers preference to use questioning strategies.

D. Scope and Limitation

To avoid the observation becomes wider, the researcher tries to limit the problem of the study and focus on:

1. The questioning strategies which implemented in teaching Reading in the classroom.
2. The reason Lecturers prefer to use the strategies
3. The steps to implement the strategies.
4. Only focus on Reading lecturers who teach at third semester st TBI study program.

E. Significance of the Study

Theoretically the result of this study is expected to give contribution in Reading teaching and learning, and inform the lecturers about one of strategies to teach Reading in the classroom.

Practically, the result of this study can be useful:

1. For the students, the result of the study can help students to focus in the learning process, help the students to achieve the learning goals, and motivate students to express their opinions.
2. For the lecturers, the result of the study can help lecturers to find out students' learning difficulties, evaluate teaching materials

that can be understood by the students, and find out how far the lesson can be understood by the students.

3. For the department, the results of the study give references in improving the quality of education and the teaching and learning process carried out by Lecturers. Also support the lecturers to use the questioning strategy as one of strategies can be used in classroom.
4. For the researcher, researchers are able to apply strategies that are appropriate in learning Reading, as well as having the knowledge and insight about the material and learning media that are appropriate.

F. Definition of Key Terms

1. Question

A question is any sentence which by word order use of interrogative words or intonation, request information and answer. In the classroom, a question is one of the most important tools in guiding and extending students learning.

2. Strategy

Strategy is a plan of action designed to achieve a long-term or overall aim. In the classroom, strategy is a way to make the question to be effective in teaching and learning process.

3. Questioning Strategy

Questioning strategies is a strategy in teaching and learning process to find out what students know and understand about the material and involve students to be active in learning process by using a question one of teaching tool.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes the related literature includes related studies, definition of questioning strategies, types of questioning strategies, the implementation of questioning strategies, and problems in questioning strategies.

A. Related Studies

Related studies in a research can be used as a reference for the researcher to do the research, so the researcher is able to enrich the theory use in the research. These are some journals that related to the research as follows:

Table 2.1 Journals Related to the Research

NO	Researcher	Title	Method	Analysis
1.	Sujariati, Qashas Rahman, and Murni Mahmud, 2016.	English Teacher's Questioning Strategies in EFL Classroom at SMAN-1 Bontomarannu. <i>ELT Worldwide Vol. 3 No. 1</i>	Qualitative method using conversation analysis	This research conducted to find out teacher's questioning strategies, the reasons of using the questioning strategies, and the effects of the questioning strategies on student's learning activities.

				<p>The findings of this research showed that the positive effects from the use of questioning strategies and made a good interaction between the teachers and the students.</p>
2.	Akhyar Rido, 2017	<p><i>What do you see here from this picture?</i> : Questioning Strategies of Master Teachers in Indonesian Vocational English Classrooms. <i>TEFLIN Journal, Volume 28, Number 2</i></p>	Qualitative Approach	<p>This research conducted to give understanding of the teaching practice of Indonesian vocational English master teachers in using questioning strategies. The findings showed that questioning strategies make the teachers control the lesson, guide the students toward particular response, and promote interactions.</p>
3.	Hao Yang,	A Research on	Analysis	This

	2017.	the Effective Questioning Strategie in Class. <i>Science Journal of Education. Vol.5, No. 4.</i>		research conducted began from a case that many students difficult to use English well whereas it is important to make a good understanding in teaching English in a classroom. The researcher studied and analyzed the related theories of Constructivism and Krashen's Input Hypothesis. In the last of this study, the researcher gave four suggestions for English teachers for the effective classroom questioning.
4.	Mona Yousef and Abdullah Al- Bargi, 2017.	The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis. <i>English Language</i>	Discourse Analysis	This study conducted to examine the effect of questions on fostering interaction in EFL classrooms. The result showed that

		<i>Teaching, Vol. 10, No. 6.</i>		some types significantly improved classroom interaction while others failed to do so.
5.	Junyi Meng, Tao Zhao, and Athithouthay C, 2012.	Teacher Questions in a Content-based Classroom for EFL Young Learners. <i>Theory and Practice in Language Studies, Vol. 2, No. 12.</i>	Qualitative Method	This study conducted to explore types and functions of questions that teachers use in Content-Based Instruction (CBI), and how teachers deal with the non-responded questions. The results showed that only display questions were used when dealing with teaching and learning, and it has six question modification strategies were employed when dealing with non-responded questions.

The similarity between this research and the previous research is all of the research generally discuss about the using of questioning strategies in teaching and learning. Meanwhile, the difference between this research and the previous research is the researcher will classify and describe questioning strategies which implemented by Reading Lecturers, also describe the reason why lecturers prefer to use questioning strategies in teaching Reading in their classroom.

B. Questioning Strategies

1. Definition of Questioning Strategies

The term of questioning strategy consist of two words, question and strategy. The Hornby dictionary defined a question as a sentence which by word orders use of interrogative words or intonation, request information, and answer, etc. postman (cited in Guihun, 2006:100) said that “all our knowledge results from question. According to Gattis (2002:41), a question is one of the most important tools in guiding and extending students’ learning. Linch (as cited in Sujariati, Rahman and Mahmud, 2016:109) states that question is a command or interrogative expressions used to elicit information or a response or to test knowledge. Long & Sato (as cited in Sujariati, Rahman and Mahmud, 2016:109) states that question is a linguistic expression used to make a request for information, or the request made using such an expression. So, the information requested may be provided in the form of an answer.

Cotton, K. (as cited in Sujariati, Rahman and Mahmud, 2016:109) also defines question as any sentence which has an interrogative form or function.

These definitions show that questions have very principal roles. Questions can be used to “stimulate thinking, assess student progress, check on teacher clarity, motivate students, maintain classroom control, provide repetition, emphasize key points, extend thinking skills, gain feedback on teaching/learning, provide revision strategies, create links between ideas, enhance curiosity, provide challenges, and so on” (Callahan and Meng et al. (2012:2608) stated that lecturers and learners “could benefit from lecturers questions because the act of asking questions helped lecturers keep students actively involved in lessons and stimulate them to keep thinking”.

Questioning is the basis of the teaching activities that can “encourage recalling, deepen the learning process and comprehension, promote the imagination and problem-solving, satisfy the sense of curiosity and increase the creativity” (Zolfaghari et al., 2011, p. 2079).

According to William Wilen (as cited in Esther (2012:14), the purposes for asking questions might be to stimulate student participation, to initiate discussion of a topic, issue, or problem

based on previous learning, and to evaluate students' preparation for a later learning task.

Oxford dictionary defined strategy is a plan of action designed to achieve a long-term or overall aim. Strategy is all about gaining or at least attempting to gain, a position of advantage over adversaries or competitors (as cited in Sujariati, Rahman, and Mahmud, 2016:109) states that questioning strategy is one of the important tools to extending students learning which can help lecturers develop their own strategies to enhance the students work and thinking. Harvey (2000:8) also states that questioning strategy is most effective when it allows pupils to become fully involved in the learning process. According to Fries Gather J (2008:4), questioning strategy is one of the most important dimensions of teaching and learning.

Sujariati, Rahman and Mahmud (2016:107) define questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. The lecturers need to know the ability of the students and how far the students understand the material. lecturers also have to know the output of the students before or after teaching by giving questions.

From those definitions above, we can conclude that questioning strategy is a strategy in teaching and learning process to find out what students know and understand about the material,

achieve the lesson of the goals, and involve students to be active in learning process.

Considering that questioning strategies plays a key role in teaching process, many experts emphasize why questioning strategies important to apply in the classroom. Questioning strategies are very important in order to affect the students' learning process in studying Reading which is still quite unfamiliar with them. Addler (as noted in Sujariati, Rahman, and mahmud, 2016:110) states that lecturers pose questions to students in order to engage them and elicit deeper-thinking about the subject under discussion to the art of asking questions is one of the basic skills of good teaching.

In addition, lecturers use questions to stimulate thinking about a concept and challenge students to attend to higher levels of thinking appropriate to the content and learning outcomes. Questions serve to develop students' interest in a topic and to motivate students to become involved in lessons supporting their construction of meaning. Questions are used to review and summarize previous lessons and assess achievement of instructional goals or objective.

2. Types of Questioning Strategies

The fundamental important of questioning strategy during class process is to make it easier to implement a variety teaching

method and technique. There are varieties of questioning strategies to help students take more responsibility for their own learning and engage the teaching and learning process. The key of lecturers questioning strategy is to create learning environment that are more interactive, active and collaborative. Lecturers also used lecturers questioning strategy as a part of the assessment of learning in order to determine how the best structure, organize and prevent new learning. However, research has found that many teachers wait for 0.9 seconds before seeking the answer. Developing questioning strategy require much greater emphasis on the time provided for students to think individually, collaboratively and deeply to enable them to develop answer and to share better answer. This will improve their skill and engagement. According to P.E Blosser (cited in Syarifah:2017) the major type of questions fall into categories, they are:

- a. Managerial, question which keep the classroom operating moving.
- b. Rhetorical, questions used to emphasize a point or to reinforce an idea or statement.
- c. Closed, questions used to check retention or to focus thinking on a particular point.
- d. Open, question used to promote discussion or student interaction.

There are many difference kind of question and that each is important. All of kind questions must balance to create an effective questioning process in classroom learning activity. Johns (2007) stated that teachers who are good questionnaire could motivate their students, stimulate high level thinking, encourage creativity and enhance self- concept in their students themselves. According to P.E Blosser (cited in Syarifah:2017) there are several questioning strategy that can be applied by the teacher during the class such as probing question, factual question, divergent question, and higher order question. This following list is the list of questions type that lecturers can use to analyze their questioning strategies and develop a variety of question to think.

a. Probing question

Probing question is a series of question which require students to go beyond the first response. Subsequent lecturers' questions are formed on the basic of the students' respond as stated by P.E Blosser. In such a case Jacobsen and Dulany (cited in Syarifah: 2017) define that probing is a question technique where students more active give the answer and supply much information to get more inclusive answer. In applying this strategy, lecturers have identified the redirection and the prompting technique. The former involves increase number of students and the latter deals with incorrect response. An

additional situation arises when the students' reply is correct but insufficient because it lacks depth. Let's take a close look at this strategy in action.

The lecturers begin, "do you think trees are important to the land"

(pause) "Amelia?" "Yes."

"Why, Amelia?"

"Because they help hold things together."

The aim of this strategy is to get the students to justify or further explain their response thereby increasing the depth of the discussion. It also helps to move students away from surface responses. All too often, lecturers do not take their students beyond the simple yes or no correct answer response. Lecturers need to provide their students with increased opportunities to process information, to deal with the why, the how, and the best upon what. In other words, the students not only gain experience in dealing with higher level tasks, but also experience a greater feeling of success.

In this strategy, probing questions are divided into two techniques, they are redirecting and prompting. According to Jacobsen and Dulaney (cited in Syarifah: 2017) redirection is a method which reduces teacher talk and seeks to eliminate individual domination of class discussion. In other words, this

technique allows for maximum students verbal interaction. In addition, it can be used to call non-volunteer, hence distributing the discussion even further. Let's take a close look at this technique in an action.

Lecturers : “What are them of Hemingway old man and the sea?”

Samuel : “Its abound old man's courage in catching a fish.”

Lecturers : “Ahmad do you agree?” or “Ahmad can you elaborate Samuel's answer?”

In this case, the Lecturers will redirect the same question to other students to get various answers. This strategy can create an active classroom learning activity; also it can motivate students to show their confidence and ability. Difference with redirection, prompting is given a clue by the lecturers to complete students answer. According to word reference.com (2006) prompting is providing hints or clues to elicit response. In classroom learning activity, not all of students will give a correct answer when lecturers asked a question. Usually the student who was unable to respond often become confused and physiologically removes from the discussion. That is why lecturers have stressed desirability of total involvement, but how can lecturers deals with students who cannot answer the question

or whose response are wrong? The following sequence between a lecturer and one student deal with this problem.

Lecturers: "Sella, what is the square root of 94?" Sella: "I don't know".

Lecturers: "well, what is the square root of 100?" Sella: "Ten"

Lecturers: "then, what do we know about the square root of 94?"

Sella: "it's between nine or ten."

The above demonstrate the technique refer to as prompting and involves the use of hint or clues which are used to aid the students in responding successfully. This method can also be employed when a response is incorrect.

b. Factual question.

Factual question is question which requires the students to recall specific information students have learned. This strategy is modeling simple exploratory question to gather information. In this type of questioning strategy lecturers will use several type of question, such as what, who, where, when and why to set out simple information gathering response base on the information provided.

The advantage of this questioning strategy is to encourage students to rehearse enquiry and comprehension, can extend into reasoning and hypothesis. And also it will create an inquisitive disposition and thinking or self-reflective approach to

learning. In factual question there are two type of factual question they are simple bits of information and fact organize into logical order (sequence of event). According to Jessica (2008) the function of factual question are to delivery simple bit information, and to answer fact organize into logical order. Here is the example.

Simple bit of information

Lecturers: "Who was the leader of the Free French forces during W.W.II?"

"Who is the main character in Margaret Mitchell's novel, Gone with the Wind?"

"During which century did Shakespeare live?" "What is the Spanish verb meaning to run?"

Fact organizes into logical order.

"What are the steps a bill goes through before it becomes a law?"

"How were the American and French forces able to bottle up Cornwall and the British at Yorktown?"

"How did Robinson Crusoe react when he discovered footprints in the sand?"

"What is the commercial method for producing hydrochloric acid?"

Those example are taken from the book of Lecturers' questioning strategy by Blosser (1980).

c. Divergent Question

According to Jacobsen and Dulaney (cited in Syarifah) divergent question is questions that allow students to arrive at a variety of unique response not completely determine by known and remember information. P.E Blosser also defined that divergent question as question with no right or wrong answer, but which encourage exploration of possibilities. Require both concrete and abstract thinking to arrive and appropriate response.

Example:

"What might happen if Congress passes a law preventing the manufacture and sale of cigarettes in the United States?"

"How would the story have been different if John had been a tall, strong boy instead of disabled?"

"If you were stuck on a desert island and the only tool you had was a screwdriver, what use might you make of it?"

"In what ways would history have been changed had the Spanish

Armada defeated the English in 1588?"

In this strategy, lecturers will notice that a number of students have responded in various ways to the questions posed by the instructor. The questions were such that it was

impossible for the students to supply a single, correct response. None of the response were the exactly correct, yet none could be called incorrect. To sum up, divergent question allow for a variety of acceptable and appropriate response. In addition, they generally require a higher level of response.

d. Higher Order Question

According to P.E Blosser (cited in Syarifah: 2017) higher order question is questions which require students to figure out answers rather than remember them. Requires generalizations related to facts in meaningful patterns. The aim of using this strategy was pointed out in a study by Hunkin (cited in Syarifah: 2017) in which the use of these questions resulted in an increase in higher levels of achievement with no decrease in the lower levels. Let's take a look at scenario and see how a lecturers frames higher level of questions.

Higher order question requires students to think at deeper level and to elaborate on their oral response to literature as stated by Peterson and Taylor (2012). When lecturers asked higher order question they may find that the question are difficult for students to answer or that students only give simple or two word answers. The lecturers could then respond by modeling how to give a higher order response.

1) Evaluation

Requires judgment, value or choice based upon comparing of ideas or objects to established standards.

Example:

"Which of the two books do you believe contributed most to an understanding of the Victorian era? Why?"

"Assuming equal resources, who would you, rate as the most skillful general, Robert E. Lee or Ulysses S. Grant? Why?"

2) Inference

Requires inductive or deductive reasoning.

Inductive Discovery of a general principle from a collection of specific facts. Deductive Logical operation in which the worth of a generalization is tested with specific issues.

Example:

"We have examined the qualities these world leaders have in common. What might we conclude, in general, about qualities necessary for leadership? Why?" (Inductive)

"If the temperature of the gas remains the same, but gas is taken to an altitude of 4000 feet higher, what happens to the pressure of the gas? Why?" (Deductive).

As stated by Glosser in his book teachers' questioning strategy.

3) Comparison

Requires student to determine if ideas/objects are similar, dissimilar, unrelated, or contradictory.

Example:

"Is a mussel the same thing as a clam?"

"What similarities and differences exist between Lincoln's Gettysburg Address and Pericles' Funeral Oration?"

"What is the connection between Social Darwinism and the Supreme Court actions of the late nineteenth century?"

3. The Implementation of Questioning Strategies

Asking students a question before beginning the class can encourage students to tap their existing mental models and build upon the previous knowledge. Prabowo (2013:44) had argued that lecturers use questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourage students to predict the content of the text, and gives them an interesting and motivating purposes in the classroom.

Therefore, by encouraging students to ask questions, lecturers provide opportunities for students to become actively

engage in the learning process while also developing valuable Metacognitive skills that will benefit students the rest of their lives.

According to Hao Yang (2017:158) strategies of classroom questioning can be separated into the following three aspects, there are:

a. Preparing question before questioning

Effective classroom questioning requires lecturers to prepare in advance. Although some lecturers can ask questions extemporaneously, they still have some problems in linguistic organization, the degree of difficulty and the logic of language; therefore, lecturers should prepare questions before questioning.

1. Deciding goals

The goal of asking questions should correspond to different classes within different teaching objectives. Lecturers in preparing lessons should decide the purposes which required in classroom questioning.

2. Selecting questions

Students' learning is based on the emphasis of lecturers' questioning in classroom teaching. As we know, a lesson has 45 minutes generally, to fully accomplish the teaching objectives during the limited time, lecturers should focus on asking important questions rather than

choose to ask the questions which students can answer easily. The unimportant details which lecturers asked will mislead students in Reading learning. So lecturers had better to select content for questions before classes.

3. Phrasing questions

Lecturers should take multiple answers into consideration when they are phrasing the questions before class and they ought to avoid asking “yes/no” questions. Questions would better to be specific which motivate students’ deep thinking even heated discussions.

4. Timing questions

Lecturers should set aside enough time according to the degree of difficulty of the questions not only for students’ discussion and answering but also for students’ adequate thinking.

b. **Controlling while questioning**

Controlling while questioning means lecturers should adjust the ways of asking consciously during the process of questioning.

1) Sequencing questions

Lecturers’ questions are supposed to be stratified, which should be arranged from easy ones to difficult ones,

from closed questions to open questions; from lower-level ones to higher-level ones.

2) Nominating after questions

Some lecturers are used to nominate students before questioning, which can help them save time in class so that they can ask more related questions.

3) Nominating non-volunteers

Some students in class are shy to answer any questions, some are absent-minded easily. Teachers should pay attention to these students and nominate these non-volunteers positively in class to promote these students to participate in classroom learning.

4) Giving chances to all students

Lecturers should fully develop each students' motivation especially the non-volunteers instead of always nominating those active or top students. Lecturers should give chances to all students to build up their interests in learning Reading.

5) Probing and redirecting

Probing may help students build up their confidence and redirecting can help students release the embarrassment when they cannot answer the questions.

Lecturers who use probing and redirecting in class will help them create a harmonious learning atmosphere.

6) Asking follow-up and challenging questions

Follow-up and challenging questions are beneficial to develop students' thinking ability and language levels, which will increase students' confidence in Reading learning.

c. Giving feedbacks after questioning

1. Praising.

Praising means acknowledgment. Students need lecturers' praise, especially the backward students. Students with different ages, however, have different demands for praising. Praising will increase students' confidence in Reading learning.

2. Encouraging

When students' answers are not quite right or they cannot give answers, lecturers should encourage them rather than ignore the problem or criticize the students. Lecturers might give students some suggestions to help them analyze the questions so that they can give their own answers through lecturers help.

3. Quoting

Quoting is an indirect praising. When a lecturers quotes students' answers at the end of the class,

students will feel a sense of success and recognition, which arouse students' confidence to attain higher learning goals.

According to Fuscho (2012:11) the steps in implementing the effective questioning strategy is using Questioning Cycle. The Questioning Cycle is a systematic method for using questions to collect information about students' knowledge, encourage students to consider diverse ideas, and build a community of thinkers. Esther also define Questioning Cycle as strategy that breaks the rigid, traditional pattern of recitation and memorization. Instead, it provides an organizational framework that enables lecturers to plan purposeful questions that get at the heart of a lesson, that encourage a diversity of ideas, and that build an interactive classroom culture that support creative and critical thinking.

The basic steps in the Questioning Cycle are:

- a. Establishing lesson goals and guiding questions.
- b. Planning the question.
- c. Asking the question.
- d. Allowing wait time.
- e. Listening to the student's response.
- f. Assessing the student's response.
- g. Following up the student's response with another questions.
- h. Re-planning based on students' responses.

During the Questioning Cycle, the lecturer uses his or her planned questions to stimulate the conversation about the information being taught, and the discussion allows students to reveal their real understanding of the concepts being explored. When lecturers begin to consistently ask challenging questions to students, there is a change in students' understanding of the concepts (Fusco, 1983). Students begin to search inwardly for more information, piggyback on the ideas of their classmates' responses, and establish more of a community atmosphere.

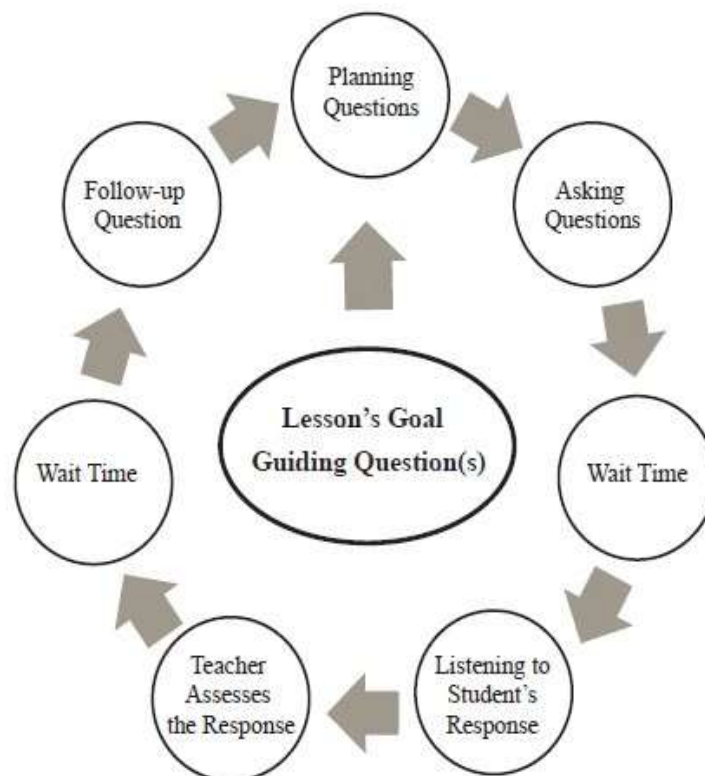
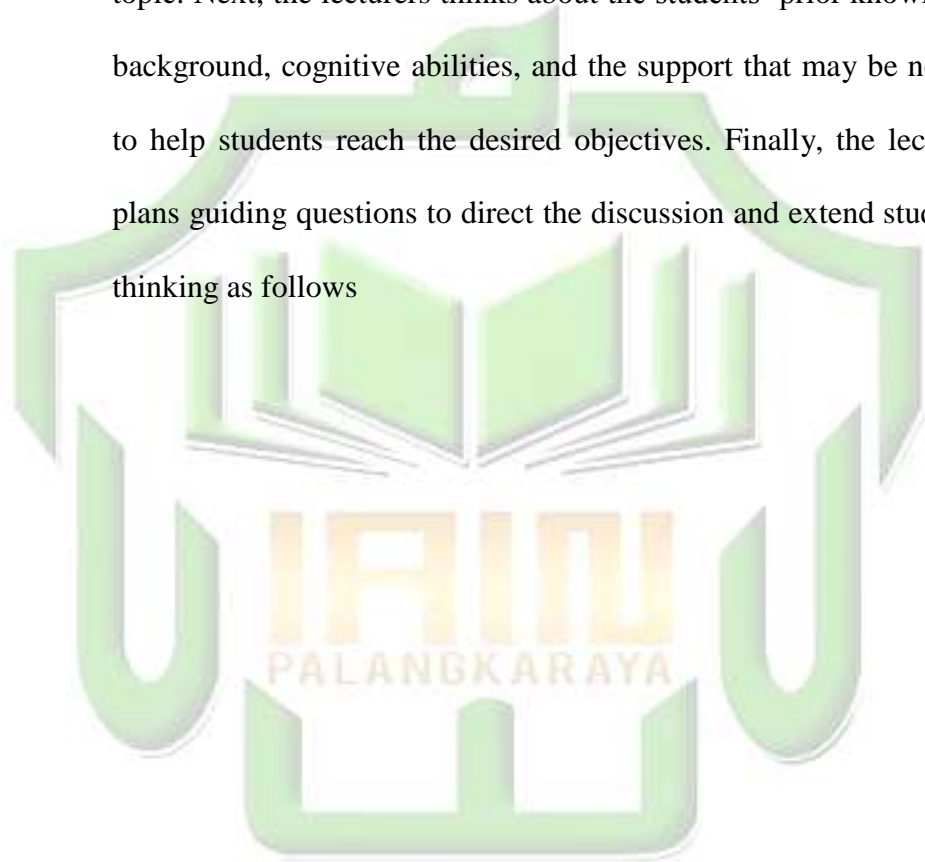


Figure 2.1 Steps in the Questioning Cycle by Esther Fusco

According to Fuscho (2012:39), good lesson planning is the key to good questions and instructional practice. The lecturers builds the lesson starting with an awareness of how the lesson fits into the overall unit. From the goals and objectives, the lecturers frames the essential questions that structure the class' exploration of the topic. Next, the lecturers thinks about the students' prior knowledge, background, cognitive abilities, and the support that may be needed to help students reach the desired objectives. Finally, the lecturers plans guiding questions to direct the discussion and extend students' thinking as follows



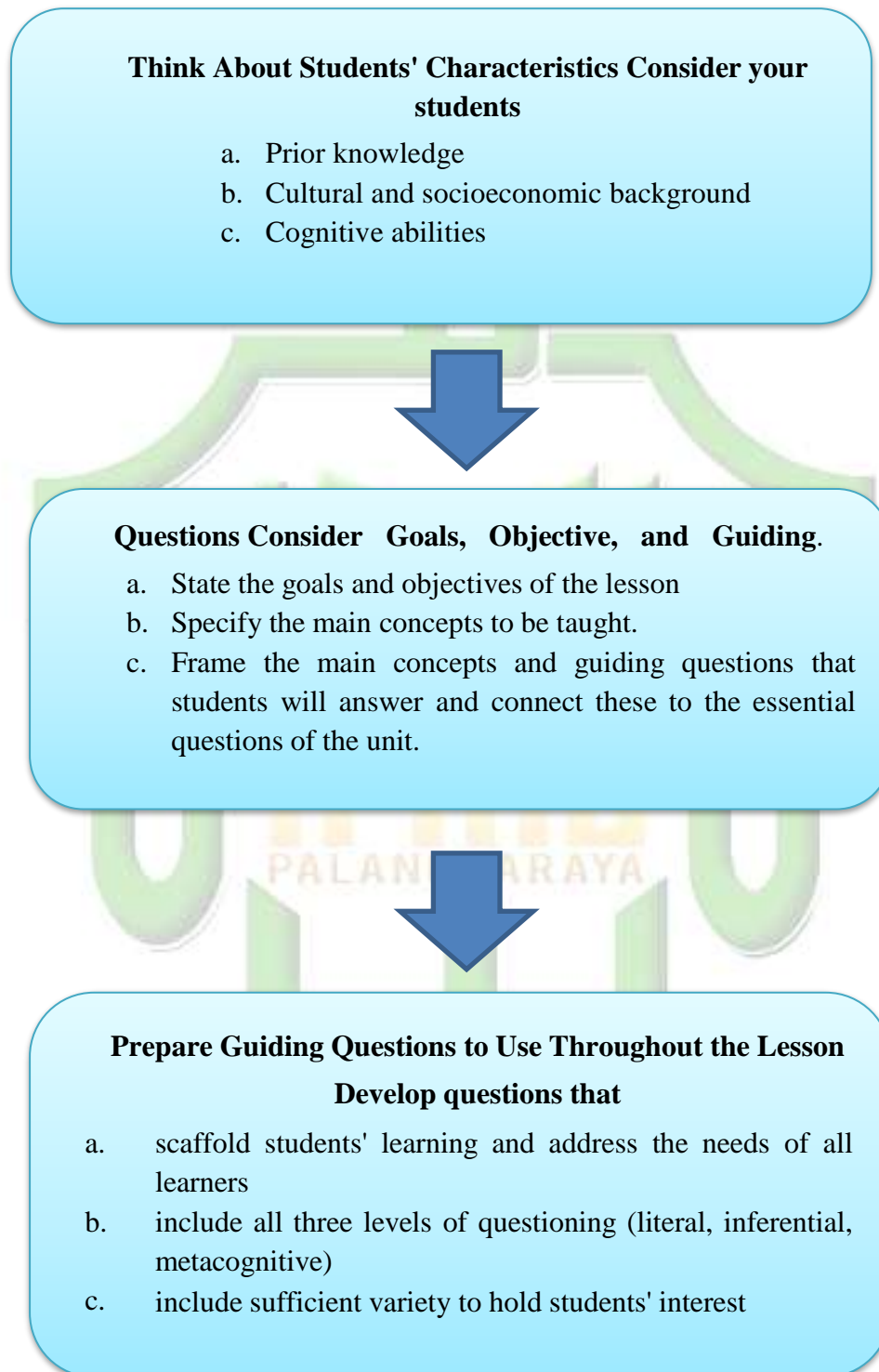


Figure 2.2 Steps in Planning Questions for a Lesson

The first step in planning question is to decide the goals and objectives of the lesson and the reason for asking the questions.

A question can be perfect in design and still not be appropriate. First, the question must have a clear content focus. The lecturer needs to identify the key concepts and pinpoint what students need to understand about them. Secondly, the students must have experiences with and knowledge about the concepts embedded in the questions that the lecturers ask. It means that the lecturer understands what the question is asking the students to do cognitively, and what students' level of development is in relationship to the contextual level of the question. Thirdly, the specific questions that the lecturer asks during the lesson are often called guiding questions, because they guide the students' explorations. The guiding questions stem from the topic's essential questions, and their purpose is to form the structure that allows students to eventually answer the essential questions.

Eble (cited in Sujariati, Rahman, and Mahmud, 2016:111), in additions, argues that lecturers' questions can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom. The questions are used frequently at the

end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used. Furthermore, the questions are applied in each section based on the functions.

a. Questioning at the beginning

Addressing questions before teaching and studying material is effective for students who are low/ high ability, and/or known to be interested in the subject matter. Some lecturers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparation.

In the beginning of a class, giving questions as opening questions in a conversation can makes easy for the students to answer, and does not force them to reveal too much about themselves. The questions before teaching can be in written as a quiz or oral questions.

In this session, questions play as instructional which is the question focuses on the role that questions plays in helping students learn new material and integrating it with the old one. This questions' session can also be motivational for encouraging students' motivation to learn more and increase students' curiosity with the lesson is going.

Furthermore, this session is essential to remind the previous lesson before entering to the new material so it

will be easier for students in learning and getting the purpose of the course. The question in this session can provide some sample questions to help students write meaningful questions. These questions can then be submitted (a good way to take attendance) and randomly addressed at the beginning of the class period or used to develop exam questions. In this session, the lecturer can use recall question to recall or remain anything has done. In other words, the questions used to keep students mind in remembering the lesson which has been taught. Furthermore, the questions are very useful to stimulate students before getting a new material; all at once it used to measure the input in mind.

b. Questioning at the middle of the class

Questioning at the middle is very effective in producing achievement, it gains more than instruction carried out without questioning students. Students perform better on lesson item previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitable used for during class teaching and on learning process because it is more effective in fostering learning than are written questions.

Questions which are focused student attention on salient elements in the lesson result in better comprehension than no questions. Asking questions on during class teaching

learning process is positively related to learning facts. Based on the functions, the questions in this session can be as confirmation check and clarification request. It also can be motivational for students in increasing their power to mastering all the material. Furthermore, increasing the frequency of classroom questions during the class does not enhance the learning of more complex material. Students and readers or listener tend to focus only on material that will help them to answer the questions if these are posed before the lesson is end.

In this session, lecturers can use yes/no question or display question, or other type question which is needed by lecturers. For instance, teachers want to ensure their self that the students have understood before move to other explanation or other sub topic. It also gives students chance to make clarification with an ambiguous meaning of the learning process. Questioning students during the class can motivate students to learn more.

c. Questioning at the end of the class

Questioning students at the end of class teaching is mostly used by lecturers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both lecturers' teaching quality and the teaching learning process whether have been running well or not. In this

section, it is essential for lecturers to apply recall question, a referential question to check students' understanding.

Open/closed questions, or other type question can also be used by lecturers in completing the target learning. Lecturer can use both oral questions and written test. Based on the functions, the lecturer gives questions in this session as a diagnostic tool or comprehension check when teacher needs to check students understanding and the quality of learning.

Furthermore, questioning students at the end of teaching can help students synthesize the information and draw conclusions. Their responses to one last question and the muddiest point can be submitted for lecturers review to address student issues at the beginning of the next class period or review to clarify content.

4. Problems in Questioning Strategies

According to Hao Yang (2017:159) there are some problems in questioning in the classroom:

a. Distribution of Questions

Distribution of questions is considered as one of the most important questioning strategies, which means that lecturers should offer equal chance of thinking and answering questions to each student. Lecturers' distribution of questions affects students' learning interests and learning participation. From the

author's observations, many lecturers have the same higher stress with students so they are reluctant to spend time in questioning in a 45-minute class, they just ask few top or active students to answer questions rather than give equal chances to every student. Some lecturers would like to choose the way of students' collective answering for questioning so that students can keep what they have taught in heart. In fact, this unequal distribution of questions is not only does harm for students to memorize what they have learned, but also let some student lose confidence and interest in Reading learning.

b. Lack of Wait-Time

According to Nunan, it is of great importance for students' learning if lecturer extends waiting time properly. During waiting time, students' not only can comprehend the question, but also organize the target language to answer questions. So we can see, wait-time plays an important role in classroom questioning. In author's observation, some lecturers pay attention to this factor in classroom questioning. However, few lecturers cannot control the time interval among questions. They ask a question, and then pose another without enough time for students' to think about the answers. Some lecturers also do not have enough patience to wait for students' answers after their questioning. Moreover, some lecturers often choose a certain

student to answer before they give the questions so that the student must answer questions without time to think about. This lacking in wait time will put students in a state of high tension. Students cannot think about teachers' questions effectively and give related answers properly, which will make them feel nervous and reduce their learning interests in Reading.

c. Lack of Corresponding Feedbacks

According to Little wood, lecturers' feedback is an important act in Reading teaching because it provides learners with knowledge of how successful their performance has been and has a great influence on students' interests in learning Reading. That is, after students' answering, lecturers should give students corresponding evaluations. Students can be affected by lecturers' different feedbacks; lecturers' positive feedback will increase students' learning interests in Reading while negative feedback will make it inversely. In fact, some lecturers lack of feedback in real classes. The reasons are the following: Firstly, there is no need to give evaluation that the questions which posed easily are answered by students together. Secondly, there are no necessities for lecturers to evaluate some inefficient questions. For example: the lecturers asked the question "Do you know the subject and objective of this sentence?" It's no value to give feedback to this kind

of questioning. Thirdly, lecturers lack of the awareness of evaluation. Although most of lecturers give encouragement and judgment to students' answering, the language, however, are lacking in pertinence. Mostly lecturers always reuse the simple sentences: "Good!" or "Well done!" It's ambiguous and can't increase students' learning motivation and enthusiasm.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes research methodology include research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

Qualitative design uses to collect and analyze the data. The data collected by using observation and interview. According to Creswell (2007:37), Qualitative research begins with assumptions, a worldview, the possible use of a theoretically lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, and a 'complex description and interpretation of the problem, and it extends the literature or signals a call for action.

The method of this research is descriptive analysis which is used to get a systematic, factual, and accurate overview information

about the fact, nature and relationship between the phenomena that are being investigated.

B. Subject of the Study

In this research, the researcher uses purposive sampling. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money”. Black (2010).

The lecturers' criteria needed in this research are:

1. Certified Reading lecturers at IAIN Palangka Raya

Certified Reading lecturers chosen as major criterion because the researcher want to know the strategies used by Reading lecturers in teaching and learning process that already certified.

2. Using questioning strategies

Lecturers use questioning strategy as second criteria because it will help the researcher to get more information about questioning strategy. It can give additional data for the research.

3. and there are two reading lecturers at IAIN Palangka Raya which are used as research subject.

C. Source of Data

The data source in this study related to the type of data collected. Based on that, the sources of data are:

1. Primary Data Source

Data obtained from the data source first through the procedures and techniques of data retrieval in the form of interviews and observation. In qualitative research, the number of data sources or the respondent is not predetermined, because if it has been obtained the maximum information, then the purpose of review has been fulfilled. Therefore, the concept of the sample in qualitative research is related with how to choose respondents and specific social situations can provide steady and reliable information about the focus researchers.

To obtain clear and appropriate data with research problem, the researchers get the primary data based on interview and observations from the subjects of the research or informant, so it can answer the problem and the purpose of the research.

2. Secondary Data Source

Data obtain from indirectly sources, usually in the form of important documentation and archive data.

The secondary data source in this research are the books that relevant to the research title, written documents about IAIN

Palangka Raya that relevant to the focus of the research problem. The data will explore with documentation and techniques literature review consisting of books, scientific magazines, archives and private document. Places and events, where researchers get data among others include decision-making process, lesson plan , learning process and learning evaluation.

D. Research Instrument

Schreiber and Abber-self (2011) have argued that an instrument is anything used to collect data. Instrument of the research is the tool or facility that is used by researcher for collecting data in order to get better result. To get an accurate data, this study uses some instruments; observation, field notes, and interview.

1. Interview

Interviews are particularly useful for getting story behind a participant experience. By using interview method, the researcher can get the deepest information from the participants.

In this research, the researcher will interviews the lecturers who teach in the classroom and there are two lecturers who will be interviewed namely is miss Rabiatul and Mr.Ali Mirza then the researcher gives questions for interviewee related to the research question such as; the types of questioning that the lecturers like to use, the reasons why they use the questions, and other questions that still related to questioning strategies. Most of

the interviews conduct in Bahasa Indonesia because it is better understanding and comfortable giving the responses in their mother tongue. The researcher use unstructured interview because to get in-depth interview.

2. Observation

According to Bailey (cited in Xiaoyan Ma, 2008) classroom observation is the purposeful examination of teaching and learning events through the systematic processes of data collection and analysis. The main purpose of observation is to know how often the lecturer uses questioning strategy and the effect of questioning strategy in classroom learning activity.

In this research, the researcher does observation in the class to collect the data by using video recording and a little note. The researcher observes two lecturers. For doing this activity, the researcher does several steps. Firstly, the researcher sits in the classroom from beginning to the end of each session to record the lecturers' teaching and all activities in the classroom. Secondly, while the researcher records the teaching EFL classroom process, the researcher also takes note anything which related to this research.

Thirdly, the researcher also fills observation checklist which consists of teachers' observation checklist. lecturers' observation checklist takes from the Questioning Cycle by Esther

Fusco (2012). observation checklist use to know lecturers' understanding about questioning strategies and how questioning strategies implemented by the lecturers in the classroom.

After the data collect, the researcher will transcribe the recording and analyzes the data and categorize the lecturers' questioning strategies based on the theories.

E. Data Collection Procedure

In collecting the data, the researcher employs some techniques of data collecting as follow:

1. Observation

Gray (2009) define observation is a type of qualitative research method which not only included participant's observation, but also covered ethnography and research work in the field. In the observational research design, multiple study sites are involved. Observational data can be integrated as auxiliary or confirmatory research.

The researcher does the research by monitoring the process of learning in the classroom as follows:

- a. Select a location and get access permission to the location
- b. Make a preliminary observation to recognize the general atmosphere of a location and make small notes.
- c. At the location, identify who or what to observe, when to observe, and how long the observation takes place.

- d. Position you as an observer (initially).
- e. Conduct multiple observations to understand individuals and locations.
- f. Make a brief note during observation process or make a record of observation process).
- g. Consider what information to record during the observation process.
- h. Make sure you are recognized by the location and / or individual in the location but your presence is "unconscious".
- i. After the observation complete, ask permission to leave and notify that there is still a data analysis will do and a summary of the research results will notify.

2. Interview

In this research, the researcher uses unstructured interview to do that. The researcher take the types of interview because in-depth interview, really getting to the heart of the matter and exploring the phenomenon in its truest form. In-depth interviews as a research technique are valuable because they are flexible, interactive and responsive, allow for probing during the interview, and thus enabling researchers to explore the meanings people attach to their experiences. Legard et al., (2003:41), also mention that researchers should view interviewing as a special type of “partnership” and “conversation with purpose”.

For collecting data, the researcher does the procedure as follows:

- a. The researcher determine to whom the interview will conduct.
- b. Make an outline the topic will discuss.
- c. Determine the type of interview.
- d. Ask the participants for permission.
- e. Begin the flow of interview.
- f. Do the interview.
- g. During the interview, the researcher makes a brief note.
- h. Confirm the result of the interview and end it.
- i. Write down the results of the interview into the transcript of interview.
- j. Identify the follow-up of interview results.

F. Data Analysis Procedure

In this study, the researcher uses grounded theory to analyze the data. This method of qualitative data analysis starts with an analysis of a single case to formulate a theory. Then, additional cases are examined to see if they contribute to the theory.

Stake (as cited in Creswell, 2007:163) advocates four forms of data analysis and interpretation in qualitative research, there are:

1. Categorical Aggregation

The researcher seeks a collection of instances from the data, hoping that issue-relevant meanings will emerge.

2. Direct Interpretation

The researcher looks at a single instance and draws meaning from it without looking for multiple instances. It is a process of pulling the data apart and putting them back together in more meaningful ways.

3. Patterns

The researcher looks for a correspondence between two or more categories.

4. Naturalistic Generalizations

Generalization that people can learn from the case either for themselves or to apply to a population of case.

G. Data Endorsement

The credibility of a qualitative research paradigm depends upon the ability and effort of the researcher. So far, whenever the researcher addressed the concepts of reliability and validity in qualitative research they referred credibility. Therefore, the quality of a research is related to generalizability of the result and thereby to the testing and increasing the trustworthiness of the research. According to Lincoln and Guba (cited in Pandey and Patnaik, 2014:5746) trustworthiness involves establishing credibility, transferability, dependability, and conformability.

1. Credibility (in preference to internal validity)

Credibility refers to the degree to which the research represents the actual meanings of the research participants, or the “truth value”. In this research, credibility means checking out the trustworthiness of the findings data.

Techniques for establishing credibility:

a. Triangulation

Triangulation involves using multiple data sources in an investigation to produce greater understanding (Merriam, 1995). Triangulation rests upon the belief that a single method can never adequately explain a phenomenon. Using multiple methods can help to facilitate a deeper understanding.

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data source of multiple data collection procedures. In this research, the researcher chooses methods triangulation types and uses observation and interview technique to collect the information.

b. Member-checking

Lincoln and Guba (1985) consider member checks as the single most important provision that can be made to strengthen a study's credibility. Participants may also be asked to read any transcripts of dialogues in which they have participated. Here the emphasis should be on whether the informants consider that their words match what they actually intended.

2. Transferability (in preference to external validity/generalizability)

Transferability, a type of external validity, refers to the degree to which the phenomenon or findings described in one study are applicable

or useful to theory, practice, and future research, that is, the transferability of the research findings to other contexts.

Techniques for establishing transferability is Thick Description. Thick description is described by Lincoln and Guba (1985) as a way of achieving a type of external validity. By describing a phenomenon in sufficient detail one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people.

The researcher describes and explains the research in detail, clear, systematic, and credible way, so, another researcher can apply for next research. The readers get good information “what this research is like”, it means the research achieve transferability standard.

3. Dependability (in preference to reliability);

Dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit, and critique the research process (Sandelowski 1986, Polit et al. 2006, Streubert 2007).

Techniques for establishing dependability:

a. Inquiry Audit

Lincoln and Guba emphasize "inquiry audit" as one measure which may enhance the dependability of qualitative research. It involves having a researcher not involved in the

research process to examine both the process and product of the research study (Hoepfl,1997). Merriam (1995) uses the term 'audit trial' as one of the techniques to establish dependability. According to Merriam (1995), in order for an audit to take place, the investigator must describe in detail how data were collected, how categories were derived, and how decisions were made throughout the inquiry. The purpose is to evaluate the accuracy and evaluate whether or not the findings, interpretations and conclusions are supported by the data.

The researcher asks the advisors do the audit about all process of the research activity include; determine the research problem, come to the place, determine data source, do data analysis, do data endorsement, and verification, also checking out the field notes. A research has dependability standard if other researcher can repeat or replicate the research process.

4. Conformability (in preference to objectivity)

To achieve conformability, researchers must demonstrate that the results are clearly linked to the conclusions in a way that can be followed and, as a process, replicated.

The researcher tests the findings of the research related to the research process. A research has conformability standard if the findings of the research “agreed” by lot of people. For establishing conformability, the technique similar with dependability, that is using audit technique.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher describes research findings include data presentation, research findings, and discussion.

A. Data Presentation

1. Interview

In order to answer the research problem, the researcher had divided the interview questions into two topics: questioning strategies implemented by Reading Lecturers at IAIN Palangka Raya and lecturers'

preference to use questioning strategies. The researcher started by each question in a theme will be elaborate to get the clear answer. Two informants participated in this study. They were two Reading Lecturers at IAIN Palangka Raya who teach at Fifth semester.

a. What do you know about the questioning strategy in the teaching and learning process ?

Lecturer 1 said

“menurut saya strategi menanya itu adalah ketika di proses brainstorming atau diskusi ada teks yang akan kita bahas maka ketika ada diskusi atau brainstorming kepada siswa itu kita bertannya misalnya, apakah sudah tau tentang topik yang akan kita bahas hari ini, jadi nanti siswa pun akan menjawab.

Jadi kesimpulannya menurut saya strategi menanya itu adalah untuk mendukung dan mengetahui pemahaman siswa di dalam kelas.

“In my opinion, the questioning strategy is when in the process of brainstorming or discussion there is a text that we will discuss so when there is a discussion or brainstorming to students we ask, for example, do you already know about the topic that we will discuss today, so later students will also answer . So the conclusion, in my opinion, the questioning strategy is to support and know students' understanding in class.

Based on the answer of lecturer 1 when a lecturer starts learning she will give questions at the beginning of learning or before entering learning so that students look biased to answer and look active when the learning process in class.

In contrast, lecturer 2 said:

“Menurut saya strategi bertanya itu adalah bagaimana dosen memancing ke aktif an siswa untuk terlibat di dalam pembelajaran perkuliahan dengan cara memberikan pertanyaan yang terkait dalam materi yang akan di sampaikan pada pembelajaran tersebut.

"In my opinion, the questioning strategy is how lecturers provoke students to be actively involved in learning lectures by

giving related questions in the material that will be conveyed in the learning.

Based on the answer of lecturer 2, In the process of teaching and learning in the classroom he will always give questions after the material has been conveyed, the point is that the learning process runs actively in the classroom.

b. What do you think about the application of the questioning strategy in the teaching and learning process?

Lecturer 1 said :

“Strategi bertanya itu pasti di gunakan oleh pengajar seperti guru,dosen pasti ada proses saling tanya jawab intinya strategi bertanya itu adalah untuk mendukung dan mengetahui pemahaman siswa.

"The questioning strategy must be used by teachers such as teachers, lecturers there must be a question and answer process. The point is that the questioning strategy is to support and know students' understanding.

Based on the answer of lecturer 1 application of this strategy is very good for seeing or knowing students' understanding in classroom.

In contrast, lecturer 2 said :

“Menurut saya penerapan strategi bertanya dalam proses pengajaran dan pembelajaran itu sangat bagus untuk di

gunakan para dosen, karena dengan kita memberikan pertanyaan kepada siswa mereka akan fokus dengan apa yang kita bahas atau dengan apa yang kita sampaikan di setiap pembelajaran. Jadi strategi ini bisa membuat mereka fokus dalam pembahasan tersebut. Waktu penerapannya bisa dilakukan di awal pembelajaran, di tengah pembelajaran atau di akhir pembelajaran.

"In my opinion the application of the questioning strategy in the teaching and learning process is very good for lecturers to use, because with us giving questions to students they will focus on what we discuss or with what we convey in each lesson. So this strategy can make them focus in the discussion. The implementation time can be done at the beginning of learning, in the middle of learning or at the end of learning.

Based on the answer lecturer 2 according to him the application of this questioning strategy is very good for students because by using this strategy students in the classroom become the focus in the learning process and with the involvement of this strategy will set the focus on students in the classroom.

c. What question do you use in class?

Lecturer 1 said :

"Kalau untuk pertanyaannya itu sesuai topik misalnya seperti apa topik pembahasan kita hari ini? Atau bisa juga saya

menanyakan ke pada siswa bagaimana kesimpulan pembelajaran yang sudah di bahas pada waktu itu.

"If for the question it fits the topic, for example, what is the topic of our discussion today? Or I could also ask students how the learning conclusions that were discussed at that time.

Based on the answer lecturer 1 according to she the question is based on the topic and the steps are from brain storming or discussion and the sample questions are like "what is the idea of the mind? Or ask the student what was discussed at that time.

In contrast, lecturer 2 said :

“untuk pertanyaan nya tergantung materi apa yang akan di sampaikan tiap-tiap pertanyaan nya, jadi tidak ada pertanyaan spesifik untuk pertanyaan untuk dipakai di dalam strategi ini.

"For the question, it depends on what material each of the questions will convey, so there are no specific questions for questions to use in this strategy.

Based on the answer lecturer 2 according to him the type of questions depends on what will be discussed during the learning hours at the time and there are no specific questions for this strategy.

- d. How do you get students involved actively in the learning process when did you use the questioning strategy ?**

Lecturer 1 said :

“ ketika saya Tanya dari awal proses pembelajaran ke pada siswa dan mereka pun akan menjawab dan akan saya panggil sesuai urutan atau sesuai absen, atau bisa juga saya panggil secara acak dan biasanya di akhir pembelajaran biasanya saya akan memberikan kuis rebutan siapa yang akan menjawab maka dia akan mendapatkan nilai tambahan dan mereka akan rebutan untuk menjawab dan disitu saya bisa membuat siswa terlibat aktif selama proses belajar mengajar.

"When I ask from the beginning of the learning process to students and they will answer and I will call in the order or according to the timesheet, or I can also call randomly and usually at the end of the lesson usually I will give a quiz for who will answer then he will get additional value and they will fight for answers and there I can make students actively involved during the learning process.

Based on the answer lecturer 1 according to she so that students are actively involved during the teaching and learning process he will give questions and he will call students in sequence or randomly. And the most effective way for students to be actively involved is when they give quizzes or contention questions with additional value prizes and there students will

compete to answer and make students active in the teaching and learning process.

In contrast, lecturer 2 said :

“Cara agar membuat siswa terlibat aktif adalah dengan cara strategi Tanya jawab ini dan kapan saya menerapkannya tergantung ketika saya perlu dan ketika saya merasa ini harus diberikan kepada mereka maka disitu lah saya akan menanyakan mereka, baik itu di awal pembelajaran, di tengah atau pun di akhir pembelajaran.

"The way to get students actively involved is through this question and answer strategy and when I apply it depends when I need to and when I feel this should be given to them then that's where I will ask them, be it at the beginning of learning, in the middle or even at the end of learning.

Based on the answer lecturer 2 according to him to get students actively involved is to use this question and answer strategy.

e. How do you experience certain obstacles when applying the questioning strategy that you use in front of the class ?

Lecturer 1 said :

“ kalo hambatan strategi bertanya itu tidak ada, ya mungkin tergantung dari mahasiswa nya kadang ada yang main hp, padahal saya bilang main hp itu hanya untuk mencari tugas

atau pemahaman saja. Kalau misalnya mereka menggunakan hp untuk chatting atau hal lain bukan untuk belajar, maka ketika di Tanya mereka akan kebingungan dan akan sulit untuk menjawab.

"If there is no questioning strategy, I might depend on the students, sometimes there are those who play cellphones, even though I say playing cellphones is only to look for assignments or understanding. If for example they use cellphones for chat or other things not for learning, then when asked they will be confused and it will be difficult to answer.

Based on the answer lecturer 1 according to she there are no obstacles when using the question and answer strategy when the teaching and learning process in front of class.

In contrast lecturer 2 said :

“ untuk hambatan saya rasa untuk strategi Tanya jawab ini tidak ada hambatan nya, tapi ketika saya perlu menerapkan strategi tanya jawab ini, saya langsung saja memberikan pertanyaan dan kalau ada yang ingin menjawab saya persilahkan ya mungkin hambatan nya adalah ketika di berikan pertanyaan tidak ada mahasiswa yang merespon.

"For the obstacles I feel for this question and answer strategy there are no obstacles, but when I need to apply this question and answer strategy, I just give a question and if

anyone wants to answer me, let me know maybe the obstacle is when asked questions there are no students who responds.

Based on the lecturer 2 :

the obstacle when in class is when he asks questions but no students respond.

f. What solutions do you often use to solve these problems?

Lecturer 1 said :

“ masalah nya tadi kan tentang memainkan handphone terus tidak fokus dan saya akan peringatkan untuk lain kalinya jangan memainkan handphone agar lebih fokus untuk mengikuti pelajaran dan ketika di Tanya itu mereka bisa menjawab.

"The problem was about playing the cellphone and keep it unfocused and I will warn you next time, don't play the cellphone to focus more on taking lessons and when asked, they can answer.

Based on the lecturer 1:

The way to overcome students' problems is by reprimanding students to focus on learning.

In contrast lecturer 2 said :

“biasanya ketika saya menerapkan strategi ini dan ketika saya bertanya dan kemudian mereka tidak ada yang menjawab maka saya akan panggil mereka untuk menjawab. Dan itulah

solusi yang saya gunakan ketika saya bertanya dan mereka tidak ada yang menjawab.

"Usually my compilation requires this strategy and my compilation asks and then they don't answer, so I'll call them to answer. And answer the solution that I use the compilation I asked for and they have no one to answer.

2. Observation

The result of observation and recording indicate the reading lesson in the class were dominated by question-answer routines.

a. Lecturer 1

The first subject as the first lecturer was Miss R. She was an Reading lecturer who taught at third semester. The observation was held on desember 25th and januari 1th and continued at januari 8th 2020 at IAIN Palangka Raya. Below are questioning strategies, questioning type, teachers' question, the function, and the activities during the classroom observation.

The result of classroom observation described the use of lecturers' questioning strategy in Reading classroom activities through applying several question and using them in mostly season in the teaching and learning process miss R used several questioning strategies, probing (open/closed, prompting, and redirecting) and factual question were applied frequently in all season of teaching.

When she was questioning her students to know the students conditions, she used open/closed question. When the lecturer wanted to review the lesson that they have been learnt before, the lecturer used prompting method, she gave a clue to make students remember what they have been learnt. Then she continued to ask the students by using redirecting strategy to recall specific information and also factual question to get the true answer.

Based on the result of observation, miss R should repeat the questions to clarify the meaning sense of question. To make students respond her question, she also had to mix the question by using Bahasa and English.

b. Lecturer 2

The second subject as the next teacher was Mr. A. He was an Reading Lecturer who taught at class fifth semester. The observation was held on Desember 23th and 27th, and continued on Januari 6th 2020 at IAIN Palangka Raya. Below are questioning strategy, question type, lecturers' question, the function, and the activities during class observation.

The result of classroom observation described the use of Lecturers' questioning in Reading classroom learning activities through applying several questioning strategies and using them in mostly season in teaching process. The finding

showed that during teaching and learning process Mr.A, used questioning strategy to help him. Probing and factual question were applied frequently but she also used divergent question in the end of the class.

Mr.A asked question to the students and the students can answer the question correctly. In other word, Mr.A did not need to explain the question or to mix the question by using Bahasa. All students at class fifth semester are understood what the Lecturer was going to ask. Mr.A also supported his students when they had difficulties and gave opportunities to help another students to answer the question.

To conclude, the questioning strategy that used by Mr.A in Reading classroom learning activities are to create an active class, to engage students into discussion and help him got closer to the students.

B. Research Findings

The researcher did the research and got the complete data from all the research instruments including observation and interview. To gain the objectives of the research, the research had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the study. The researcher described the findings in this chapter into two parts. They would be described as follows:

The first part showed the description of questioning strategies which implemented by Reading Lecturers of IAIN Palangka Raya. It described the strategy used by the teachers during the teaching and learning process in the class.

The second part showed the description of Lecturers' preference to use questioning strategies in the class. This part was aimed to know the Lecturers' reason used questioning strategy during teaching Reading in the class.

1. Questioning strategies which implemented by Reading Lecturer of IAIN Palangka Raya.

Based on the result of observation and interview showed that lecturer 1 used probing and factual questioning strategies. Probing question is a series of question which require students to go beyond the first response. In applying this strategy, Lecturer have identified the redirection and the prompting technique. The former involves increase number of students and the latter deals with incorrect response. An additional situation arises when the students' reply is correct but insufficient because it lacks depth. Factual question is question which requires the students to recall specific information students have learned. This strategy is modeling simple exploratory question to gather information. In this type of questioning strategy teacher will use several type of question, such as what, who, where, when and why to

set out simple information gathering response base on the information provided.

It was proven by the result of observation that lecturer 1 usually asked questions that build students' understanding of a concept that begin with simple question, and moved to higher level, for example by giving questions as follows:

a. We have learned about number in English. Now, have a look at page 38, what picture is that?

b. What is the total number in a time?

c. Khairul, please make line at 07.00 o'clock. So, which one the short hand?

It was proven by the result of interview conducted with lecturer 1. She stated that:

“Kalau miss yang simple aja ya kalau dari segi bahasanya, kalau teknik bertanya saya biasanya bertanya kepada siswa sesuatu yang tidak terstatement langsung disitu, jadi bisa memancing siswa untuk berpikir lebih lanjut. Misalnya materi tentang jam tadi, kebetulan ada soal yang menunjukkan jam 13.15, sedangkan yang dipelajari tadi hanya yang tepat, dan ada siswa yang bertanya. Jadi saya mengembalikan pertanyaan itu ke siswa yang lain di dalam kelas supaya mereka juga ikut berpikir.”

"If you miss a simple one, in terms of the language, if you ask the technique I usually ask students something that is not directly

arranged there, so it can provoke students to think further. For example the material about the hour, there happened to be an issue that pointed to 13.15, while the one being studied was just the right one, and there were students who asked questions. So I returned the question to the other students in the class so they would also think.

"

In contrast, lecturer 2 used questioning strategies which probing and factual questioning strategy based on the result of observation and interview. Sometimes she also used divergent questioning strategy to get variety and unique response. Probing question is a series of question which require students to go beyond the first response. In applying this strategy, lecturers have identified the redirection and the prompting technique. The former involves increase number of students and the latter deals with incorrect response. An additional situation arises when the students' reply is correct but insufficient because it lacks depth. Factual question is question which requires the students to recall specific information students have learned. This strategy is modeling simple exploratory question to gather information. In this type of questioning strategy lecturers will use several type of question, such as what, who, where, when and why to set out simple information gathering response base on the information provided. Divergent question is questions that allow students to arrive at a variety of unique response not completely

determine by known and remember information. P.E Blosser also defined that divergent question as question with no right or wrong answer, but which encourage exploration of possibilities. Require both concrete and abstract thinking to arrive and appropriate response.

Based on the result of observation, miss R usually used questions ask for specific answer such as:

- a. *Who can introduce the family?*
- b. *How many people in your family Bagus? Who are they?*
- c. *How to reply if people say thank you?*

It was proven by the result of interview conducted with lecturer 2. She stated that

"Pertanyaan-pertanyaan sederhana ya karena semester fifth kan, jadi pertanyaan-pertanyaan yang paling jawabannya satu jawaban pasti. Jadi bukan analisa, cenderung ke arah yang ingatan biasa."

"The questions are simple, because it's the fifth semester, so the questions with the most answers are one definite answer. So it's not analysis, it tends towards the normal memory."

Based on the findings above, it can be concluded that the lecturers used two types of questioning strategies from three types of questioning strategies suggested by Esther Fusco. There are literal question and meta cognitive question.

2. *The lecturers' preference to use questioning strategies*

The result of observation proved that both lecturer 1 and lecturer 2 used questioning strategies in teaching and learning English in the classroom. They always give question in each session to get students' attention and students' understanding about the material that have been taught. This can also be seen from the result of interview, lecturer 1 stated that:

"Jadi bertanya tentang materi yang sudah dijelaskan atau apapun yang berkaitan dengan pembelajaran itu sangat penting untuk mengetahui atau mengukur sampai dimana siswa memahami materi yang sudah dijelaskan oleh dosen sehingga kita bisa menentukan apakah kita harus tetap berada di materi itu hingga siswa mengerti kemudian jika sudah mengerti baru kita bisa menaikkan tingkatan materi tersebut, baik tingkatan pendalamannya atau apa."

"So asking about the material that has been explained or anything related to learning is very important to know or measure the extent to which students understand the material that has been explained by the lecturer so that we can determine whether we should remain in the material until students understand then if they understand then we can raise the level of the material, both the level of deepening or what. "

lecturer 2 also said:

“Penerapan strategi bertanya cukup penting, seperti jawaban sebelumnya tadi, membantu guru dalam memahami tingkat pemahaman siswa sehingga bisa menentukan strategi pembelajaran apa yang akan dipakai oleh dosen pada saat itu, hari itu.”

"The application of the questioning strategy is quite important, like the previous answer, helping teachers understand the level of understanding of students so they can determine what learning strategies will be used by lecturers at that time, that day."

Based on the findings above, lecturer 1 used metacognitive question to stimulate students' thinking and measure what students have understand about the material, and lecturer 2 used literal questions to check the students' comprehension level and help the teacher to determine the next material.

C. Discussion

This research had described two important issues. The first one was about questioning strategies implemented by Reading lecturers of IAIN Palangka Raya. The result revealed that both of lecturers used questioning strategies. They used probing questioning strategy, factual questioning strategy and divergent questioning strategy.

According to P.E Blosser, probing question is a series of question which require students to go beyond the first response. Subsequent lecturers' questions are formed on the basic of the students' respond. Factual question

is question which requires the students to recall specific information students have learned. This strategy is modeling simple exploratory question to gather information. In this type of questioning strategy lecturer will use several type of question, such as what, who, where, when and why to set out simple information gathering response base on the information provided. The advantage of this questioning strategy is to encourage students to rehearse enquiry and comprehension, can extend into reasoning and hypothesis. And also it will create an inquisitive disposition and thinking or self-reflective approach to learning. Divergent question as question with no right or wrong answer, but which encourage exploration of possibilities. Require both concrete and abstract thinking to arrive and appropriate response.

The second issues was about the teachers' preferences to use questioning strategies. Both of lecturers used questioning strategies to involve students in learning process, stimulate students thinking, to know or measure what students have learned about the material that has been taught, understand about the level of understanding, so the teachers can determine the next step in teaching the material. Sujariati, Rahman and Mahmud (2016:107) define questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. The lecturers need to know the ability of the students and how far the

students understand the material. lecturers also have to know the output of the students before or after teaching by giving questions.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher describes about conclusion and suggestion. The researcher concerns several points from findings and discussion about Questioning Strategies Implemented by Reading lecturers of IAIN Palangka Raya can be concluded as follow:

A. Conclusion

Based on the result of the research, the researcher draws the conclusions that have been described as follows:

1. Reading Lecturers both Lecturers of IAIN Palangka Raya questioning strategies. They used probing questioning strategy, factual questioning strategy and divergent questioning strategy.
2. The lecturers used probing questioning strategy to go beyond the first response. Subsequent lecturers' questions are formed on the basic of the students' respond. They used factual questioning strategy to require the students to recall specific information students have learned, and they used divergent questioning strategy to require both concrete and abstract thinking to arrive and appropriate response.

B. Suggestion

Based on the result of the research and conclusion above, the researcher also gives the suggestion that will be useful for all people related to the reading

teaching. The researcher hopes, it can at least become an input in determining the appropriate teaching. The suggestions are as follows:

1. For the lecturer

- a. lecturers recommended using questioning strategies to stimulate students' thinking and know the students' understand level whether using literal, inferential, or metacognitive question.
- b. The lecturers has to be active, creative, helpful, and patient also welcome in the teaching learning process, so that the lecturer can handle the students in the classroom well.

2. For the students

- a. The students should be more active, creative and has high self- confidence in learning Reading.
- b. The students should pay attention to the lesson while the lecturer gives explanation about materials.
- c. The students must try to ask question that they do not understand about the material.

3. For the next researcher

It will be better if the other researchers also investigate the effect of questioning strategies in teaching Reading in the classroom to the students by using the other designs of research.

4. For the reader

The researcher believes that this thesis is far from being perfect, so the researcher will accept good suggestions and constructive criticisms to make this thesis perfect. The researcher also hopes that the thesis will be useful and contribute some valuable thing to the researcher herself and all readers in general.



REFERENCES

- Arslan, M. (2006). The Role of Questioning in the Classroom. *Hasan Ali Yitcel Egitim Fakultesi Dergisi*, 2: 81-103.
- Black, K. (2010) "Business Statistics: Contemporary Decision Making" 6th edition, John Wiley & Sons.
- Chin, C & Osborne, J. (2008). Students' Questions: A Potential Resource for Teaching and Learning Science. *Studies in Science Education*, 44(1): 1-39.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing among five approaches*. (London: Sage Publications).
- Davoudi, M & Sadeghi, N.A. (2015). A Systematic Review of Research on Questioning as a High-level Cognitive Strategy. *English Language Teaching*, 8(10): 76-90.
- Dos, B (2016). An Analysis of Teachers' Questioning Strategies. *Academic Journals*, 11(22): 2065-2078.
- Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford: OUP.
- Farahian, M & Rezaee, M. (2012). A Case Study of An EFL teacher's type of questions: An Investigation into Classroom Interaction. *Social and Behavioral Sciences*, 47: 161-167.
- Fusco, E. (2012). *Effective Questioning Strategies : A Step-by-Step Approach to Engaged Thinking and Learning, K-8*. (New York : Teachers College Press).
- Gattis, K. (2002). *A Look at roductive tutoring techniques user's guide*. 2nd. Ed. Raleigh: North Carolina State University.
- Goodman, L & Bernston, G. (2000). The art of asking question : Using directed inquiry in the classroom. *The American Biology Teacher*, 62 (7):473-475.
- Gray, DE. (2009). *Doing Research in the Real World* (2nd ed Thousand Oaks).California: Sage Publication.
- Guihun, C. (2006). To question or not to question, that is question. *Canadian Social Science*, 2 (3):100-103.

- Harvey, S. (2000) is a literacy consultant and staff developer for the Denver-based Public Education and Business Coalition. She coauthored with Anne Goudvis, *Strategies That Work : Teaching Comprehension to Enhance Understanding* (Stannous, 2000).
- Jessica Fries-Gaither. (2008). *Questioning Techniques: Research-Based Strategies Teachers*. Retrieved on 4 February, 2009. <http://thesecondprinciple.com/teaching-essentials/five-basic-types-questions>.
- Mahmud, M. (2015). Questioning Powers of the Students in the Class. *Journal of Language Teaching and Research*, 6(1): 111-116.
- Meng, J., Zhao, T., & Chattouphonexay, A. (2012). Teacher Questions in a Content-based Classroom for EFL Young Learners. *Theory and Practice in Language Studies*, 2(12): 2603-2610.
- Pandey, S.C & Patnaik, S (2014). Establishing Reliability and Validity in Qualitative Inquiry: *A Critical Examination*. *Jharkhand Journal of Development and Management Studies*. 12(1): 5743-5753.
- Prabowo, A.B & Alfiyanti. (2013). An Analysis Teachers' Questioning Strategies During Interaction in the Classroom: A Case of the Eight Grade SMP PGRI 01 Semarang, 4(1): 40-53.
- Ridho, A. (2017). What do you see here from this picture ?: Questioning Strategies of Master Teachers in Indonesian Vocational English Classrooms. *TEFLIN Journal*. 28(2): 193-211.
- Shomoossi, N. (2004). The Effect of Teachers' Questioning Behavior on EFL Classroom Interaction: A Classroom Research Study. *The Reading Matrix*, 4(2): 96-104.
- Sujariati, Rahman, Q & Mahmud M. (2016). English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu. *ELT Worldwide*. 3(1): 107-121.
- Sunggingwati, D & Nguyen, H.T.M. (2013). Teachers' Questioning in Reading Lessons: A Case Study in Indonesia. *Electronic Journal of Foreign Language Teaching*, 10(1): 80-95.
- Walsh, S. (2011). *Exploring classroom discourse: Language in action*. London: Routledge.

- Xuerong, F. (2012). Excellent English teachers' classroom strategies: A case study of three college English teachers in China. *Higher Education Social Sciences*, 2(1), 1-7
- Yang, H. (2017). A Research on the Effective Questioning Strategies in Class. *Science Journal of Education*. 5(4): 158-163.
- Yuliawati, Mahmud, M, & Muliati, A. (2016). Teacher's Questioning and Students' Critical Thinking in EFL Classroom Interaction. *ELT Worldwide*, 3(2): 231-247.
- Zahrani, M.Y & Bargi, A. (2017). The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis. *English Language Teaching*, 10(6): 135-150.
- Zolghafari, A.R., Fathi, D., & Hashemi, M. (2011). The role of creative questioning in the process of learning and teaching. *Procedia Social and Behavioral Sciences*, 30:2079-2082

