

**AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES IN
ENGLISH CLASSROOM AT SMP N 17 KOTA JAMBI**

THESIS

**Submitted as partial fulfillment of requirement to
Obtain an undergraduate (S1) degree in English Education**



LISA KHOIRIYAH

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FACULTY OF TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY SULTHAN THAHA
SAIFUDDIN JAMBI**

2022

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Jambi, Juni 2022
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THESIS APPROVAL/FINAL TASK

The Thesis entitle "An Analysis of Teachers' Questioning Strategies in English Classroom at SMPN 17 Kota Jambi" has been thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on:

Day : Thursday
Date : June, 16th 2022
Time : 09:30 – 11:00
Name : Lisa Khoiriyah
Place : Ruang FTK
Students' Number : 205172818
Title : " An Analysis of Teachers' Questioning Strategies in English Classroom at SMPN 17 Kota Jambi".

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement

No	Name	Signature	Date
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I who signed bellow stated that the thesis which is entitle "An Analysis of Teachers' Questioning Strategies in English Classroom at SMPN 17 Kota Jambi" is originally and truly my own work as the requirements to obtain the undergraduate Degree (S1) in English Education Program of Faculty of Education and Teacher Training of State Islamic University Sultan Thaha Saifuddin Jambi.

Any parts of writing of which I quoted from the work of other people have been completed with the source in clearly in accordance with the norms, rules, and ethics of academic writing.

If the letter found that some parts of the thesis are not my own work or identified any element of plagiarism, I am willing to accept the consequence in accordance with rules and regulation prevail. Therefore, in writing this statement, I am going in good health and mind.

Jambi, 10 Agustus 2022

Researcher,



Lisa Khoiriyah
205172818

DEDICATION

In the name of Allah SWT, with the grace of Allah Swt I express my graduate and Sholawat greeted the Prophet Muhammad Shalallahuaalihi Wasallam. Propet Muhammad Shalalluaalihi Wasallam comes completely change the world.

This thesis is dedicated to :

My lovely parent, my beloved father (Kudori) and my beloved mother (Mardiyah) thank you for always gives me true love, affection, motivation, and everything for my life. Thank you for always giving support, motivation, and prayers in success my study.

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May Allah SWT bless us.

Aamiin.

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ

“Allah will not give a trial beyond the ability of his servant”.

(*Al Baqoroh:286*)

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”

(Al Baqoroh : 286)



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By saying *alhamdulillahirobbilalamin* I thank God almighty who has bestowed grace and guidance on me so that I can complete my thesis with the title “ An Analysis Teachers` Questioning Strategies in English Classroom at SMPN 17 Kota Jambi “. I say greetings to the prophet Muhammad SAW who has become role model to be better.

In the process of completing this thesis task, researcher received many advice and assistance from researcher`s thesis advisor. The first guide who helped in completing the thesis of the researcher is Dr.H. Dewi Hasanah,M.Ag, then from the second advisor who helped complete the thesis researchers namely Juliana Mesalina,M.Pd. Both researcers` advisor become a person who was very meritorious in the success of researcher to complete this thesis.

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5. Edi Rozal, M.Pd as the secretary of English Education Department.
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Finally, researchers hope that this thesis helps provides information for others, especially the scope of education.

Jambi, 24 Agustus 2022

Researcher

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ABSTRACT

Name : Lisa Khoiriyah

Department : English Education Program

Title : An Analysis of Teachers` Questioning Strategies in English Classroom at SMPN 17 Kota Jambi.

This study aims to analyze the types of questioning strategies used by English teachers` at SMPN 17 Kota Jambi. The research method used is qualitative research. The data collection techniques used in this research were observation and interview. The researcher used Richard and Lockhart theory. The subject of this study was two English teachers` who teach the eighth grade. The findings of this study showed that the English teachers` have their own strategies in teaching process. There are three types of teachers` questioning strategies used by teachers` in teaching include procedural, convergent and divergent question. Afterward, the students more preferred convergent question than divergent question that convergent question are easy to answer but they were insufficient for increasing they critical thinking. The teachers` used a questioning strategies to make student active in the classroom and can build interaction between teacher and students.

Keywords : Types of Question, Questioning Strategies

Nama : Lisa Khoiriyah

Jurusan : Tadris Bahasa Inggris

Judul : An Analysis Teachers` Questioning Strategies in English

Classroom at SMPN 17 Kota Jambi

Penelitian ini bertujuan untuk menganalisis jenis strategi pertanyaan yang digunakan oleh guru bahasa inggris di SMPN 17 Kota Jambi. Metode penelitian menggunakan penelitian qualitative. Tehnik pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan wawancara. Peneliti menggunakan teori Richard dan lockhart. Subject penelitian ini adalah dua guru bahasa inggris yang mengajar di kelas delapan. Temuan penelitian ini menunjukkan bahwa guru bahasa inggris memiliki strategi sendiri dalam proses pengajaran. Terdapat tiga tipe pertanyaan yang digunakan guru dalam mengajar meliputi pertanyaan procedural, convergent dan divergent. Setelah itu, siswa lebih menyukai pertanyaan convergent daripada pertanyaan konvergent mudah dijawab tetapi tidak cukup untuk meningkatkan berfikir kritis. Guru menggunakan strategi bertanya untuk membuat siswa aktif didalam kelas dan dapat membangun interaksi antara guru dan siswa.

Kata kunci : Tipe pertanyaan, Strategi bertanya

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CHAPTER I INTRODUCTION

A. Background of the study

One of the most important activities in the classroom during the learning process is interaction between teacher and students. As we know, the teacher is the center of the student success and makes students active in the classroom. It`s mean the teacher does not have to be the more dominant side. The teacher must be able to generate the courage of students either to issue ideas or just to ask question.

Teachers play vital roles in the lives of the students in their classroom. Mayberry and Hartle (2003) showing an effective class teacher is prepare and organize the class by applying the curriculum. It means before asking question the teacher must plan a strategy, it means the teacher decide everything they need to teach, such as what to teach, what are the model and present the new material and who chooses the supporting materials how to improve the environment class and also how to pose questions in the right opportunity. The examples to get students active during the learning process are play game, music or other media to engage students and reduce annoyance in the class.

There is procedure known as asking or answering a question. It can be from teacher to students or students to teacher. According to Gattis (2002:41 as noted by Sujariati, Rahman and Mahmud,2016), one of the most important tools in guiding and expanding study. Whether helping learners to acquire basic skill or a better understanding to solve problem, or to engage in high order thinking such as evaluation, question are crucial. It can help the teacher develop their own strategies for improvement work and think. Teacher often use question to stimulate recall of previous ones knowledge and to build critical thinking skill during a teaching learning process. That is why questioning is a such a popular method of teaching and learning.

Teachers can use a variety of strategies to increase students motivation to learn english. The questioning strategies are one of the strategies. By applying the

questioning strategies, the teacher knows what going to ask to their students in classroom learning activities. Furthermore , the question strategy applied by the teacher that is an interest questions so that students respond and make them motivated in English. To ensure that the question will attract student attention, question should be open-ended, with more than one viable answer. A question like this will spark thought and spark to discussion or debate, which in turn will guide students to learn information. According to Harvey (2002), the most effective questioning strategies is one of that allow a students to become fully involved in teaching learning process. It mean that the teacher must consider how to create questioning strategy questions in their lesson plan before beginning the process of learning.

The questioning strategy aims to give students more opportunities to think and understand what the teacher is asking and also to ask question give them time to answer question. From some of the definition above , it can be conclude that questioning strategies is not the only way to control or manage class, but also more to be the best way of interaction between students and the teacher itself. It is a specific way to find out about how many the students understanding of the material given.

Richard and Lockhart have categorized the question on the three form depending on the position of teachers problem in the classroom, how it can be to involve students on the topic or only to establish contact as opposed to the subject. They are procedural, convergent, and divergent. As compared to the substance of learning, the procedural question relates to classroom procedures and routines and to the management of the classroom. Convergent is an answer often given by “yes/no” or even short answer. It focuses on the recovery of the previous knowledge. The last problem is the topic of divergence. Student ought to be interested in higher- level thought, as opposed to convergent, divergent questions. Therefore, it deserve a longer answer than the converging question. Variety of engagement in the classroom, which is not limited to questioning and sharing

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content. This is explanation why Richard theory is used in this analysis to answer the teachers questions.

In English classroom, a common problem is teachers face a some passive class, where students are unresponsive and avoid interaction from teacher. This is especially when a teachers seeks interaction in a teacher class dialog , such as asking questions to the class a whole, expecting at least one student to respond. Obviously, there will be time when no student can answer a teachers question, know the answers and are able to produce the answer. So, students are rather reluctant to give feedback. The student as a whole do not respond voluntarily to the instructor`s question and do not participate in class discussions. It might be caused by many factors, including students have not got adequate exposure in English, they are shy to speak or teachers lack providing them a chance to speak English.

The researcher select SMP N 17 Jambi as the setting of the research because, this school is one of the favorite school in Jambi and used the 2013 curriculum. The English teachers` at SMP N 17 Jambi have a good knowledge and good ability in teaching English. And used questioning strategies when learning process. SMPN 17 Kota Jambi has A accreditation. This school always participate in competitions in English such as; speech, storytelling, make narrative texts with their own words. Also, have a national level achievement in a poetry competition in 2020. It is important for the teacher especially for the researcher to improve teachers` questioning strategies. So they can produce qualified students with good English ability. Based on the explanation above, the researcher interested in conducting research entitled **“An analysis of Teachers` Questioning Strategies in English Classroom at SMP N 17 KOTA JAMBI “**

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B. Focus of the Study

In this research, the researcher focus on the teachers` questioning strategies in English classroom at SMPN 17 Kota Jambi. The subject of this study is the English teacher who taught eighth grade.

C. Problem of the Study

Based on the background of the study, the researcher question will be : what are types of questioning strategies that the teachers` used in English classroom ?

D. Objective of the Study

Based on the problem the researcher want to know what the types of questioning strategies that the teachers` used in English classroom at SMPN 17 Kota Jambi.

E. Significance Of the Study

Significance of the research is :

1. The teacher

The result of this research can provide information of resources about the types of questioning strategies in teaching process and can improve the quality of learning.

2. The student

The researcher hope that this research can help to encourage student to become more engaged and enthusiastic in learning English.

3. The researcher

The researcher hope the research useful and source of information especially to used types of questioning strategies in English classroom and as a reference for next research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

a. Definition of Question

Question generally refers to a sentence , a phrase , or word that asks for information or is used to test someone`s knowledge. It means that question is not only word but also gesture which is phrased to search information. A question is a statement which is used to stimulate students though for producing any word as a reply. In classroom activities, teacher questions are defined as instructional cues or stimulate that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. According to Gattis (2002:41) a question is one of the most tool of questions important in guiding and expanding students learning. It can help the teacher to develop their own strategies. Hence , it will be effective when allowing students to be involved in the learning process.

According to Wragg and Brown (2001) questions are key elements in the design of instruction and facilitation of learning. It can be to bridge the route of unknown knowledge to known knowledge. Therefore asking in the learning activities in the class is an important think to do. Asking during the learning of teaching is a popular method used by teachers. Harlen and Qualter (2004) claim that a teachers question play a role in every phrase of students scientific inquiry. The teacher uses the question to known students understanding and knowledge in learning, to know students difficulties and to direct the student attention to their teachers.

A question has a important role in the classroom. By the questioning the teacher can get students attention in the process in teaching and learning process. Arifin (2012, cited in Zohrabi et al, 2014) states questioning has an important role in language classroom are to facilitate the understanding of students input, stimulate student to produce language production (output) and also to create interaction in the classroom.

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From the definition above, it can be concluded that a question is a statement that is used to obtain information and to know the student knowledge to produce any word as an answer.

b. Types of Question

The types of questioning are varied. Based on Richard and Lockhart in their book (2007) there are three types of question as follow :

1. Procedural Question

Procedural Question is questions related to routines in the classroom and class management. Procedural question not focus on material. Procedural question are used by the teacher to check student assignments that has been completed, check student understanding and students are ready for a new task. For example :

- a. Did you everyone bring dictionary?
- b. Are you understand student ?
- c. Did everyone bring homework?

2. Convergent Question

Convergent question are types of question that usually encourage students to answer question that focus on the main topic. Usually based on the material that has been presented. Responses to these question are often short such as “yes” or “no” question or short statement. Convergent question do not involve students to thinking at a higher level, but to involve students to stay focused on the material that has been conveyed by the teacher. For example :

- a. Who is the main character of this story?
- b. How many adverb in these sentence?
- c. What is the main character`s Cinderella?

3. Divergent Question

Divergent question are questions that encourage students to think at higher level based on the knowledge, experience and information rather

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than based on the material that has been taught. It's mean that students can answer with longer and more complex answer. Student can share their ideas. Different question often require students to analyze based on knowledge or information with different result. For example:

- a. Do you think smartphone have negative effect for student?
- b. What your opinion about covid19?
- c. What strategies can we used to solve the problem

c. Definition of Questioning Strategies

The questioning strategies consist of two word, question and strategies. Question used for get information or test knowledge. Questioning strategies are the ways for asking students questions in order to achieve a goal in teaching. Teachers must be aware of their student abilities and the extent to which they comprehend the material that has been taught during the teaching and learning process. By the question, teacher can stimulate students to be more active and brave to share their knowledge or idea and make learning English more interesting.

According to Fries Gather.j.(2008), one of the most important aspects of teaching and learning is questioning strategies. It allows tutors to learn about what students know and understand, and it allow students to seek clarification and assistance. It means that the teacher can learn what the student know and what they unknown. Harvey (2000) explained questioning strategies is most effective when it allow students to become fully involved in learning process. It means that the teacher must consider how to develop questioning strategies to beginning the teaching and learning process.

The question strategies are critical for learning. People usually ask each other question to learn more about an unknown thing. They instrument to test idea, facts, information, new knowledge and experience. According to Brown and Wragg (2000), we usually asked question when we really want to know something and if we already know the answer. The question in the language

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class allows the teacher to evaluate the students and motivate them to pay attention to the lesson.

d. The Application of Questioning Strategy

1) Questioning at the beginning of the class

Addressing questions before teaching and learning material is effective for students who have or high ability and known to be interested in subject matter. At the beginning of class, giving question as opening question in a conversation can make easier to students to answer. In this session, the question help the students learn a new material. It can be motivational for encouraging students motivation to learn more and increase students curiosity with the lesson.

2) Questioning at the middle of the class

Questioning in the middle of the class is very effective in producing achievement, it gains more than instruction carried out without questioning students. Based on the function, the question in this session can be as confirmation check. It can be motivational for students increasing their power to mastering all the material. Teacher can use yes/no question or display question or other type question and the teacher want to know ensure their self that the students have understood before move to other topic.

3) Questioning at the end of the class

Questioning students at the end of class teaching is mostly used by teacher because it is important to know students understanding, to assess students learning, examine the students input and evaluate both the teacher teaching quality and the teaching learning process whether it is going well or not . It is important for teacher to apply recall question, a referential

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question to check students understanding, open/close question or other type of question can also be used by teacher in completing the learning target.

e. The reason of Using Questioning Strategy

Teachers have many reason why it is important for teachers to question their students. Teachers used various questions as their strategies not just for interactions in the class. But to encourage students to apply in daily life, to build closer to the students. Teachers must help students when they are having difficulty expressing themselves because of their vocabulary limitations. Questions often arise at the beginning of the learning, middle or end of the learning process. Elis (1992) proposed two reason why teachers asked question in their class. First, question require a response. When student answer the question, teacher can give some feedback that can be used to adapt content and expression in the teacher next talk. Second, question serve as tools that control the progress of the interaction by which a lesson is carried out.

According to Richard and Smith (2000) teachers asked question to their student are to access information, analyze information and to draw some conclusion. Another factor why teacher should use questioning strategy in teaching learning process because question are not just a tool for getting an answer. But the purpose of question are also to motivate, examine, assess, revise, explore, explain, encourage, to control and to students understanding in learning process. The purpose of asking question is to involve students into the discussion and make the class more active.

When teachers ask a question to the student, teachers should ask to every student, get the right answer and then evaluate it. Each round of interaction involves one student at a time, with the teacher asking, evaluating and the moving on to other student. Cadzen (2001) explained that this model teachers typically talk about two-third of the time,

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spending an estimate 35-50 percent of their instructional time questioning students and asking one two three question per minutes.

A number of recent studies have begun to investigate the possibility of making classroom interaction more dialogic. Learning is likely to more effective when students are active involved in a dialogue in which they are co-structor of meaning.

In other word question teachers used question to stimulate thinking about a concept and challenge students to attend to higher level of thinking appropriate to the content and learning outcomes. Dillon (2000) argued that teachers used question to develop critical thinking skills and nurture insight by exposing new or related relationship. In conclusion, the purpose of teachers questioning in teaching and learning process are to engage students into discussion and to create an active class to make and effective teaching and learning process.

B. Previous Study

Before doing this study, the author have explored several result research in the form of a thesis that has a relationship with this research, but they focus in investigating types of question frequently used by teacher in classroom.

The first study is Sandriyani (2020) conducted the study the title is “An Analysis of Teachers Questioning Strategies on Classroom Interaction in Teaching Reading to the 8th Grade Student” from UIN Raden Fatah Palembang. The subject of the research were four students and an English teacher at Islamic Junior High School Patra Mandiri Palembang. The purposes of her research is to know the types of questioning strategies used by teacher on classroom interaction in teaching reading and to know the students perception toward the teachers question. Her research was used qualitative research and instrument used observation and interview. Her result showed that three types of teachers question strategies used by teacher including procedural question, convergent question and divergent question and the students more preferred convergent question that divergent question. The

similarities between previous study with this research are used a descriptive qualitative and used observation and interview as a instrument of collect the data. And the difference with this research is setting research. Sandriyani research in eight grade Islamic Junior high school Patra Mandiri Palembang and this research in eighth grade at SMPN 17 Kota Jambi.

The second research was conducted by Afifah Nurul Cahyani (2021). Her research entitled “ Teacher`s Questioning Stategies in EFL Classroom at SMP Negeri 2 Gatak”. This research was used qualitative research. The data obtained from observation and interview. Data source of this research was the interaction between english teachers and students of seventh grade at SMP Negeri 2 Gatak. The result of this research showed that there were 41 questions in one meeting in three classes, there were 15 procedural question, 12 convergent questions, and 14 divergent question. It showed that the most frequently used in the three classes by english teacher are procedural question. The similarities between previous study and this research is used Richard and Lockhart theory. The method used qualitative research and used observation and interview for collecting the data. and difference with this research is setting of research. Her research at SMP Negeri 2 Gatak while this research at SMPN 17 Kota Jambi.

The third study is Andi Khaerun Niza (2017) from The State University Makassar. Him research entitled “ An Analysis on Teachers Questioning Strategies in Classroom Interaction”. The research is descriptive qualitative. The subject of the research were two English teachers of SMP N 40 Makassar. Data are taken through audio recording, observation and interview. The result this research showed that the teacher used Questioning Planning Strategy, Closed Question, Follow up Question, Yes/No Question, Display Question and Controlling Strategy (repeat the question). The similarities between previous study and this research is used a descriptive qualitative and used two English teacher as a subject. And the difference is setting research and instrument. Him research at SMPN 40 Makassar and used recording,

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observation and interview as a collect the data. While this research at SMPN 17 Kota Jambi and the instrument used observation and interview.

From some relevant research, the researcher concludes that the difference of this research with previous research is research setting this research focused in SMPN 17 KOTA JAMBI and the researcher want to know about teachers` questioning strategies in English classroom. That why this current research is different with the previous studies.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used qualitative research. According to Moleong (2017) Qualitative research is research that intends to understand the phenomenon of what the research subject experienced for example behavior, perception, motivation, action and others. Sutopo and Arif (2010) write that qualitative is a study aimed at doing a description an analysis of a phenomenon and problem in the observation process. The purpose of this research is to describe what teachers` questioning strategies used by the teacher in teaching English at SMPN 17 Kota Jambi.

B. Setting and Subject Of the Research

1. Setting

The setting of the research at eight grade of SMPN 17 Kota Jambi at Jl. Arif Rahman Hakim No.III, simpang IV Sipin,kec. Telanai Pura, Kota Jambi.

2. Subject

The subject of this research is two English teachers who teach in eight grade at SMPN 17 Kota Jambi in the academic year 2021\2022.

C. Data Source

The source of the data is the subject from which the research data can be obtained. In this research, the data source is taken from result of interview with the teachers` of eight grade SMPN 17 Kota Jambi and also observation.

D. Technique of Data Collection

Data collection techniques are the most strategic step in research, because the main purpose of research is to get data. Without knowing data collection techniques, Research not get data that meets the set standards (Sugiono,2017,p.224).

The data collection techniques in this collection is where the data in this study are taken through the following instrument :

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1) Observation

Observation is a technique or method of collecting data by observing ongoing activities. In this research, researcher conducted non-participant observation. Sugiono (2014) claims that non participant observation is that the researcher only as an observer of the subject to be studied, without being directly involved. The researcher observed the teachers activities in the classroom and saw how the teacher applied the questioning strategies in the learning process.

In this case, the researcher observed how the learning and teaching process at SMPN 17 Kota Jambi. Then the researcher observed how the teachers` apply questioning strategies. For collecting the data the researcher used field note. Observation conducted in the eighth grade of SMPN 17 Kota Jambi which consist of 20 students, the classes was chosen because students were active and excellent in the English from another class, and it make easier for researcher to observe.

2) Interview

According to Esterberg in the book Sugiono(2017,p.231) the interview is a meeting of two people to exchange information and ideas through a question and answer, thus constructively reflecting meaning in a topic. Interview are used as data gathering techniques when researcher want to do a preliminary study to find problems to be examined.

The researcher was conducted interview with the two English teachers that teaching English in grade eight students at SMPN 17 Kota Jambi. The purpose used interview is to find out the reason why the teacher used those types of questioning strategies for her students in the classroom. The researcher used recorder to record all of the conversation during the interview. It helped the researcher to remember the interview. In this interview, the question for the teacher is adopted by Richard and Lockhard (2007).

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E. Technique of Data Analysis

According to Miles and Huberman (2011) there are steps in data analysis. There are data reduction, data display and conclusion. To analyze the data, the writer used qualitative data analysis. Each of the stage as follow:

F. Data reduction

Reduction data is a stage of qualitative data analysis technique. Data reduction is the summarizing, choose the main things, focus on the things that are important, look for themes and pattern and get rid of unnecessary things. Thus the data that has been reduced will provide a clearer picture and make it easier researchers to conduct further data collection.

G. Data display

After the data is reduced, the next step is to display the data. If in qualitative research, the presentation of this data can be done in table form, graphs and so on. Through the presentation of the data, the data organized, arranged in a relationship pattern, so it will be easier to understood. Meanwhile, in qualitative research data presentation can be done in the form of brief descriptions, charts, relationship between categories. By displaying data, it is easier to understand what is happen, planning the next work based on what has been understood.

H. Conclusion Drawing / verivication

The third in qualitative data analysis is drawing conclusions and verivication. The initial conclusions expressed are still provisional and will change if there is no strong evidence to support it the next stage of data collection. But if that conclusion stated at an early stage, supported by valid evidence and consistent when researchers return to the field to collect data, the conclusion put forward are credible conclusions (Sugiono,2014: 99).

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F. Trustworthiness

Triangulation is a technique in qualitative research as a tool that used in the checking of trustworthiness of the data. According to Sugiono (2017:125) states that triangulation is a data collecting technique that combines various technique and existing data sources. So, the purpose of triangulation technique is to increase credibility and validity of research.

There are four types techniques of triangulation. According to Denzin as cited on (Zuze & Weideman, 2013) there are four types techniques of triangulation, those are data triangulation, investigator triangulation, theory triangulation, and method or methodological triangulation. The researcher used a methodological triangulation as a technique to got trustworthiness. The researcher initially make observation the teacher through the teaching and learning process of English by using a questioning strategy. This is to see and collect information about what types of questioning strategies are used by teachers. Then the researcher did interview with teacher to collect the strong data related to classroom observation.

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CHAPTER IV

RESEARCH FINDINGS

A. Research Findings

In this chapter, the researcher presents the result of the research. The researcher explain the result of the research finding about “Teachers` questioning strategies in English classroom at SMPN 17 Kota Jambi”. The researcher obtained the result of the research finding from conducting observation and interview.

a. The result of observation

The observation was conducted in the eighth grade, especially in grades VIII i and VIII a. in the observation, the researcher observed two classes. The first observation was carried out on Thursday 24 February and the second observation was carried out on Thursday 10 March. The researcher observed the activities of the learning process in the classroom. The result of this study are as follow:

The types of questions used by the English teachers` at the eighth grade student of SMPN 17 Kota Jambi.

Table 1.1

The total number of types of questions from teacher A

NO	Types of Question	Frequency
1.	Procedural Question	8 Question
2.	Convergent Question	9 Questions
3.	Divergent Question	2 Questions
Total		19 Question

The material for this meeting is Recount Text. The English teacher says greetings the students and asked about students attendance. After that, the teacher asked about the last material and prepare for the next material.

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In the main activity, after the class conducive the teacher explained the material. The students listen to the teacher carefully. After the English teacher explained, the English teacher asked the students what information was obtained from the material , to check students understanding. If the students do not understanding then the teacher will explain again about material. At the end of the lesson the teachers gives the task, then the students do the task. Sometimes the teacher around the class to check the students work. After completing the task, they submit the assignment to the English teacher. In closing the learning process, the English teacher repeats the material and asks the students whether they understand or not. Then the teacher closed the class by saying hamdalah and salam.

From the observation in this meeting, the researcher gave the table to show the finding of the types of questions used by the teacher A in VIII a. The table can be seen below :

Table 1.2
Data finding of Types of Question
Used by English teacher A

NO	Types of Question	The English teachers questions & the students answer	Frequency
1.	Procedural Question	1) Who`s absent today ? <i>nothing miss.</i> 2) Are you ready ? <i>yes miss</i> 3) Anybody know ? <i>no miss</i> 4) Do you understand ? <i>yes miss</i> 5) Do you remember last week we are study about? <i>Simple past tense miss</i> 6) You have homework right ? <i>yes miss</i>	8 Questions

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		<p>7) Do you have any question ? <i>no miss</i></p> <p>8) Do you bring a dictionary ? <i>yes miss</i></p>	
2.	Convergent Question	<p>1) The video telling about ? <i>last holiday</i></p> <p>2)What kind of this text ? <i>I don't know miss</i></p> <p>3) What is the purpose of recount text ? <i>to inform the experience in the past miss</i></p> <p>4) How many generic structure in this text ? <i>three miss</i></p> <p>5) What is tense usually used to recount text ? <i>past tense miss</i></p> <p>6) Do you get the point ? <i>yes miss</i></p> <p>7) Have you finished your work ? <i>not yet miss</i></p> <p>8) what verb usually used in past tense ? <i>verb two miss</i></p> <p>9) Did you see it ? <i>yes miss</i></p>	9 Questions
3.	Divergent Question	<p>1)What did you go last holiday ?</p> <p>2)What did you do yesterday ?</p>	2 Questions
Total			19 Questions

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Table 1.3

The total number of types of questions from teacher B

NO	Types of Question	Frequency
1.	Procedural Question	7 Questions
2.	Convergent Question	14 Questions
3.	Divergent Question	-
Total		21 Questions

The material for this meeting is degree of comparison. Before the teacher starts the lesson, the teacher gave a greetings such as “ Good afternoon everyone ? How are you today ?” and the teacher check the students attendance. The teacher asks about the last material.

In the main activity, the teacher open the material using media. The teacher said “ can you see the picture ?” and the teacher explained the material. The teacher ask the students whether they understand or not. After that the teacher instructs the students to make a four group and gave them paper to work on. Sometimes the teacher walks in the classroom to control the students work. About 15 minutes passed, the teacher asked the students “ Have you done ?” and the teacher asks them to collect assignment on the teachers desk. At the end of the lesson the teacher re explained about material and says “Do you understand everyone ?”. After that the teacher closed with greetings and prayer together.

From observation this meeting, the researcher gave the table to show the finding of the types of questions used by the teacher B in VIII i. the table can be seen below :

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Table 1.4
Data finding of types of Question
used by English teacher B

NO	Types of Question	The English teachers questions and students answer	Frequency
1.	Procedural Question	1) who absent today ? <i>nothing mam</i> 2) Are you okay ? <i>okay mam</i> 3) Are you sleepy ? <i>no</i> 4) Are you ready for class today ? <i>ready mam</i> 5)Zuwie,come forward ? <i>yes mam</i> 6) Do you understand everyone ? <i>yes mam</i> 7) is there any homework ? <i>yes mam</i>	7 Questions
2.	Convergent Question	1) What do you know about degree of comparison ? <i>no mam</i> 2) How many types of degree of comparison? <i>three mam</i> 3) Do you get the point? <i>Yes mam</i> 4) what is positive degree ? <i>yang selevel mam</i>	14 Questions

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		<p>5) what is the second type? <i>Comperative degree mam</i></p> <p>6) what is superlative degree ? <i>comparing three or more people or things</i></p> <p>7) What is different positive and comperative degree ?</p> <p>8) Zuwie and Rafie are the same hight ? <i>no mam</i></p> <p>9) He tall ? <i>no mam</i></p> <p>10)Do you remember adverb and adjective ? <i>yes mam</i></p> <p>11) what is it ? <i>kata keterangan dan kata sifat mam</i></p> <p>12) Do you know syllable ? <i>No mam</i></p> <p>13) Can you see this picture ? <i>yes mam</i></p> <p>14) What is it ? <i>ball</i></p>	
3.	Divergent Question	-	-
Total			21 Questions

The result showed that in meetings during the teaching and learning process, the researcher found differences between English teacher A and English teacher B. English teacher A used 3 types of

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question used in class VIII a during the teaching process about recount text are 8 procedural, 9 convergent and 2 divergent questions. While the types of questions used by English teacher B in VIII I during the teaching process about degree of comparison are 7 procedural and 14 convergent questions. The researcher did not find English teacher B using divergent Questions.

An examples of the data can be seen below :

Teacher A : “Who`s absent today ?”

Students : “Nobody miss “

Teacher B : “ Do you understand everyone “?

Students : “ Yes mam “

In convergent, some question are used by English teacher A and B to students to answer questions based on the material, the examples of the data can be seen below :

Teacher A :”Have you Finish your work ?”

Students : “ Not yet miss ”

Teacher B :” How many types of degree of comparison ?”

Students : “ Three mam”

Divergent question, some questions are used by English teacher A to encourage to students to response based on their own knowledge and experience. But in this research the researcher did not find the English teacher B used divergent questions.

Teacher A : “ What did you go last holiday ?”

Some of student : “ I went to the beach in Padang miss “

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b. The result of interview

The interview was conducted with two English teachers who teach in eight grade at SMPN 17 Kota Jambi. The researcher conducted interview with teacher A on Tuesday, March 15 at 10.30-11.30 and teacher B on Thursday, March 17 at 10.00-11.00.

1. Do you often ask question during class ?

TA : Often

TB : Often

2. Can the question be a way to stimulate students ?

TA : yes, because by asking it can create new ideas and by asking it can also encourage students involvement in the learning process.

TB : yes, because it can motivated them and can provoke students to express their ideas.

3. What questions do you usually used in class to stimulate student, what kind of question ?

TA : so for examples, I asked about the previous material “ what the last material ?” so that they remember what they learned yesterday because the previous lesson is usually continuous with the next lesson. So I remind the previous material. Sometime after finish explaining, it’s a question of throwing a toss so who can answer.

TB : Anything. For example, at the beginning of the lesson, maybe we can ask about the last material because it is usually related to

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the material being taught or provide prompting questions to stimulate student curiosity.

4. What do you think about the role of questions in the learning process ?

TA : I think its important, because if we don't give a question, we don't know whether they understand or not. By asking it can increase student participation in learning activities so that the class becomes active.

TB : important, because by asking question can increase student participation in learning activities as that the class becomes active.

5. What is your reaction to students who correctly and incorrectly answer a question ?

TA : it's okay, if their answer is wrong it means they don't understand, I have to explain again.

TB : If I gave them a reward for examples good, excellent, and gave applause. If their answer is wrong they would still be rewarded, if their answer is wrong, they will be given the correct answer so they don't get down.

6. What types of questioning strategies do you often use to interact with students in the class ?

TA : All question (procedural ,convergent and divergent questions).

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TB : All question , procedural, convergent, and divergent question

7. How effective are these strategies used in classroom interaction ?

TA : Apart from procedural and convergent most actually effective divergent question because I sometimes used discovery learning to make them think more critically and make them spirit answer the question.

TB : If how effective it depends on the students. If they can understand it can be effective.

8. Can questioning strategy build interaction with students in the classroom ?

TA : Of course, because if we ask through that strategy, it allows students to interact or communicate as a whole. For examples, let`s just leave it for sure no students want to ask, there is no participation. It`s different if we ask questions, they would definitely answer.

TB : Of course, because by asking can increase students participation in the learning process.

9. If you have some problem, so what the solution ?

TA : Yes, sometimes if I ask question, they don`t understand or I gave instructions they don`t understand. The solution is explained again and to ask question, I used English sometimes Indonesian.

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TB : Yes, the problem is that sometimes they don't understand what im asking. So I used a low question or an easy question. The solution that I did was to do drilling at the end of the lesson to recall the material that had been taught.

10. Is there any opinion you want to convey on the question strategy in class ?

TA : Teaching in class not only aim to spend material but how interaction between students and teachers also went well. Try to asking a question to students not only ask if you can but ask them to think more critical or solve something. So I more often teach the way using picture they told me to guess the picture.

TB : Yes, if we ask that question we have to adjust the students capacity, we can not apply the question strategy to every students or class because they have different capacities.

This interview shows the result finding of the conversation between the researcher and two English teachers about the teachers` questioning strategies in English classroom.

B. Discussion

In this discussion, the researcher discussed the result of the finding about teachers` questioning strategies in English classroom. The researcher found that two English teachers` who teach class VIII at SMPN N 17 Kota Jambi. The researcher did observation in classroom two meeting at VIII a class on Thursday 24 February 2022 and VIII I class on Thursday 10 March 2022.

In the process of teaching activity the teacher asked the questions included convergent, divergent and procedural question. The teacher prefer in the form of Yes/No and short answer. This finding is the same as the finding from Yona's research. In her research, Sandriyani (2020) said

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that compared to others the most commonly used techniques were somewhat the same with the show query. According to Sandriyani's research, there are 18 (60%) convergent questions asked by the teacher in classroom observation. This type of questions is the commonly used by the teacher. In addition, Blosser (2000) claimed that closed questions not only need to be answered with one or two word responses, but also to ask more questions to explain the understanding of students.

Futhermore, another type of questions used in teaching learning process was divergent question . Based on the data gained from interview, the teacher asked an divergent question to get the best response, but since the students never gave any answers, the teacher felt difficulty asking an open question. The teacher felt that the students were not ready to answer divergent question (open question). This result of study is congruent with the results of other researchers (Sujiarti, Rahman, & Mahmud 2016) indicating that the teachers had trouble asking open questions because the students did not respond to questions from the teachers.

Moreover, students' perception toward teachers' questioning strategies were also found. The first procedural question, students responded to teacher's explainantion after getting the material. students were asked to review the lesson by explaining the previous lesson. The second convergent question, students were requested answer Yes/No question to enhance their comprehension in reading. Students perceived that Yes/No and short question was uncomplicated to answer by them. In this current study, divergent question (open question) is the least used strategies one than Yes/No or short question. It can happen because the students want to answer correctly, that were why students used to answer Yes/No or short questions. Meanwhile, divergent question, students lacked in responding when the teacher posed open question. Students feel confused when the teacher prefer divergent question. Divergent question (open question) do not have an exact answer, which was taked more time to think and discuss. Students maybe lazy to think the complex answer. Yang (2010) supported

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that in general, there was a 37 positive correlation between asking reference and open questions and generating target language for students, but there was a negative correlation between asking closed questions and showing questions and the length of the student's answer.

In conclusion, from the research findings conducted by several researchers and the fact from interview, it can be inferred that the question which require Yes/No and short answer were used at most. However, when the teacher asked Yes/No answer, they did not ask further question to clarify whether the students had understood the material or not. The teacher rarely asked open question to the students because the students could not give any responses to explain the understanding of students.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter explain about conclusions and suggestion based on the research findings and discussion.

A. Conclusion

Based on the findings and discussion in the previous chapter. The researcher concluded about the types of questioning strategies used by two English teachers who teach in VIII at SMPN 17 Kota Jambi. The researcher concludes that there are differences between the two teachers when using the types of questions. The first teachers used 3 types of questioning strategies are procedural question, convergent question, and divergent questions. The researcher found that the total number of types of questions used by English A in one meeting was 19 questions. From 19 questions, there were 8 procedural question, 9 convergent question and 2 divergent question. Meanwhile, the second teachers only used two types of questions are procedural question and convergent questions. The total number of types of questions used by English teacher B in one meeting was 21 questions. From 21 questions, there are 7 procedural question and 14 convergent questions. The researcher did not find teacher B using a divergent question. Every question have a function. Procedural question to check students understanding, routines in classroom and class management. Convergent questions are to encourage students to answer questions that focus on the main topic or material. While divergent question is to encourage students to think at the higher level based on the knowledge or experience.

Besides, this types of questions was also used to check students understanding in the learning process by using a variety of questions. And to show that the used of questioning strategies can help the teacher interact with students so that the classroom becomes active.

B. Suggestion

1. For teacher

The researcher suggestion for English teacher that they should used a questioning strategy more often and learn a wider types of question. Because with a questioning strategies, it can help students to create new ideas and improve their speaking and add a new vocabulary. And the English teacher must know the level of each student so that it can make it easier for the teacher to implement a question strategy. Teachers can give students an opportunity to ask during the learning process, it can build interactions in the classroom so that the class becomes active and interesting.

2. For the next researcher

The result of this study are expected to be used as a source for further research. And the researcher suggest for further researchers to use a questioning strategies because as we know the questioning strategies is one of the learning strategy where students can share their ideas and increase their confidant and their English.

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Appendix 1

List of interview

Question for the teacher :

1. Apakah ibu sering memberikan pertanyaan pada saat mengajar dikelas ?
2. Apakah pertanyaan itu bisa menjadi cara untuk menstimulasi siswa ?
3. Pertanyaan apa saja yang biasanya ibu gunakan didalam kelas untuk menstimulasi siswa, contoh nya pertanyaan seperti apa ?
4. Apakah pendapat ibu tentang peranan pertanyaan pada saat mengajar dikelas ?
5. Apa pendapat ibu terhadap siswa yang benar dan yang salah saat menjawab suatu pertanyaan ?
6. Strategi bertanya seperti apa yang sering ibu gunakan untuk berinteraksi dikelas ?
7. Menurut ibu seberapa efektif strategi tersebut digunakan dalam interaksi didalam kelas ?
8. Apakah dengan strategi bertanya bisa membangun interaksi didalam kelas ?
9. Apakah ibu mengalami kendala tertentu saat bertanya didalam kelas ? jika ada apa solusinya ?
10. Apakah ada pendapat lain yang ibu ingin sampaikan tentang strategi bertanya dikelas ?

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Interview`s script

Teacher A

NO	QUESTION	ANSWER
1	Do you often ask question during class ?	Often
2	Can the question be a way to stimulate students ?	Yes, because by asking it can create new ideas and by asking it can also encourage students involvement in the learning process .
3	What question do you usually used in class to stimulate students, what kind of question ?	So for example, I asked about previous material “what the last material?” so that they remember what they learned yesterday because the previous lesson is usually continuous with the next lesson. So, I remind the previous material. sometime after finish explaining it is a question of throwing a toss who can answer.
4	What do you think about the role of questions in the learning process ?	I think it`s important, because if we don`t give a question, we don`t know whether they understand or not. By asking it can increase students participant in learning activities so that the class becomes active.
5	What is your reaction to students who correctly and incorrectly answer a question ?	It`s okay, if their answer is wrong it means they don`t understand, I have to explain again.
6	What types of questioning strategies do you often used to interact with students in the class ?	All question (procedural, convergent and divergent)

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	<p>How effective are these strategies used in classroom interaction ?</p>	<p>Apart from procedural and convergent most actually effective divergent question because I sometime used discovery learning to make them think more critically and make them spirit answer the question.</p>
8	<p>Can questioning strategy build interaction with student in the classroom ?</p>	<p>Of course, because if we ask through that strategies, it allows students to interact or communicate as a whole. For examples, let`s just leave it for sure, no students want to ask, there is no participant. It`s different if we ask question, they would definitely answer.</p>
9	<p>If you have some problem, sho what the solution ?</p>	<p>Yes, sometimes if I ask question, they don`t understand or I gave instruction they don`t understand. The solution is explained again and to ask question, I used english sometimes Indonesia.</p>
10	<p>Is there any opinion you want to convoy on the question strategy in class ?</p>	<p>Teacher in class not only aim to spend material but how interaction between students and teacher also went well. Try to asking a question to students not only ask if you can but ask them to think more critical or solve something. So I more often teach the way using picture.</p>

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Teacher B

No	Question	Answer
1	Do you often ask question during class ?	Often
2	Can the question be a way to stimulate students ?	Yes, because it can motivated them and can provoke students to express their ideas.
3	What question do you usually used in class to stimulate students, what kind of question ?	Anything. For example at the beginning of the lesson, maybe we can ask about the last material because it is usually related to the material being taught or provide prompting question to stimulate students.
4	What do you think about the role of question in the learning process ?	Important , because by asking question can increase student participant in learning activities as that the class becomes active.
5	What is your reaction to student who correctly and incorrectly answer a question	If I gave them a reward for examples good, excellent, and give applause. If their answer is wrong, they will be given the correct answer so they don't get down.
6	What types of questioning strategies do you often use to interact with students in the class ?	All question (procedural, convergent and divergent question).
7	How effective are these strategies used in classroom interaction ?	If how effective it depends on the students. If they can understand it can be effective.
8	Can questioning strategy build interaction with students in the classroom ?	Of course, because by asking can increase students

		participation in the learning process.
	If you have some problem, what the solution ?	Yes, the problem is that sometimes they don't understand what im asking. So I used a low question or an easy question. The solution that I did was to do drilling at the end of the lesson to recall the material that had been taught.
10	Is there any opinion you want to convey on the question strategy in class ?	Yes, if we ask that question we have to adjust the students capacity, we can not apply the question strategy to every students or class because they have different capacities.

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List wawancara

Guru A

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NO	Pertanyaan	Jawaban
1.	Apakah ibu sering memberikan pertanyaan pada saat mengengajar dikelas ?	Sering
2.	Apakah pertanyaan itu bisa menjadi cara untuk menstimulasi siswa ?	Iya karena dengan bertanya itu akan menciptakan ide ide baru dan dengan bertanya juga bisa mendorong keterlibatan siswa dalam proses belajar.
3.	Pertanyaan apa saja yang biasanya ibu gunakan didalam kelas untk menstimulasi siswa, contohnya pertanyaan seperti apa ?	Jadi misalnya kaya, saya bertanya tentang materi sebelumnya, supaya mereka ingat gitu yang kemarin belajarnya apa karnakan pelajaran sebelumnya itu biasanya berkesinambungan dengan pelajaran selanjutnya jadi saya ingatkan meteri sebelumnya. Kadang juga sesudah selesai menjelaskan itu pertanyaan lempar lemparan gitu jadi siapa yang bisa jawab. Ya disesuaikan sama keadaan saja.
4.	Apa pendapat ibu tentang peranan pertanyaan pada saat mengajar dikelas ?	Menurut saya penting, karena kalau kita tidak bertanya kita tidak tahu mereka paham atau tidak.

<p>Dengan bertanya juga itu dapat meningkatkan partisipasi siswa dalam kegiatan pembelajaran sehingga kelas itu menjadi aktif.</p>	
<p>5. Apa pendapat ibu terhadap siswa yang benar dan yang salah saat menjawab suatu pertanyaan ?</p>	<p>Saya tidak papa, kalau mereka menjawab salah berarti tanda mereka tidak paham, saya harus menjelaskan ulang.</p>
<p>6. Strategi bertanya seperti apa yang sering ibu gunakan untuk berinteraksi dikelas ?</p>	<p>Semuanya (procedural, convergent and divergent question)</p>
<p>7. Menurut ibu seberapa efektif strategy tersebut digunakan dalam interaksi dikelas ?</p>	<p>Selain procedural dan convergent question yang paling efektif sebetulnya divergent question karena saya terkadang menggunakan discovery learning juga untuk membuat mereka berpikir lebih kritis dan membuat mereka semangat dalam mnjam pertanyaan.</p>
<p>8. Apakah dengan strategy bertanya bisa membangun interaksi didalam kelas ?</p>	<p>Tentu saja, karena kalau kita bertanya melalui strategy itu, itu memungkinkan siswa untuk berinteraksi atau berkomunikasi secara menyeluruh. Misalnya kita biarin aja pasti tidak ada siswa yang mau bertanya,</p>



	gak ada partisipasinya berbeda lagi kalau kita yang bertanya pasti mereka menjawab.
<p>Apakah ibu mengalami kendala tertentu saat bertanya didalam kelas ? jika ada apa solusinya ?</p>	<p>Ada terkadang kalau misalnya bertanya mereka gak paham / saya kasih instruksi mereka kurang ngerti. Solusinya ya dijelaskan berulang ulang. Untuk bertanya sendiri kadang saya memakai bahasa Inggris kadang bahasa Indonesia.</p>
<p>1o. Apakah ada pendapat lain yang ingin ibu sampaikan tentang strategi bertanya dikelas ?</p>	<p>Belajar tidak hanya menghabiskan material namun bagaimana interaksi antar siswa dan guru juga berjalan dengan baik. Coba berikan pertanyaan kepada siswa jangan hanya bertanya apakah kamu bisa tapi ajak mereka untuk berfikir lebih kritis atau memecahkan sesuatu atau apa yang mereka pikirkan. Jadi saya lebih sering mengajar dengan cara menggunakan gambar .</p>

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Guru B

@Hocicipilmiik@UN_Sultha_Jambi

State Islamic University of Sulthan Thaha Saifuddin Jambi

NO	Pertanyaan	Jawaban
1.	Apakah ibu sering memberikan pertanyaan pada saat mengajar dikelas ?	Cukup sering
2.	Apakah pertanyaan itu bisa menjadi cara untuk menstimulasi siswa ?	Iya karna bisa memberikan motivasi kepada mereka dan bisa memancing siswa untuk mengeluarkan ide ide mereka.
3.	Pertanyaan apa saja yang biasanya ibu gunakan didalam kelas untuk menstimulasi siswa , contohnya pertanyaan seperti apa ?	Ya apa saja. Contohnya diawal pembelajaran mungkin kita bisa bertanya tentang materi minggu lalu karena itu biasanya berhubungan dengan materi yang diajarkan atau memberikan pertanyaan pancingan untuk merangsang rasa ingin tahu siswa.
4.	Apa pendapat ibu tentang peranan pertanyaan pada saat mengajar dikelas ?	Penting. Karena dengan bertanya bisa meningkatkan partisipasi siswa dalam kegiatan pembelajaran sehingga kelas menjadi aktif.
5.	Apa pendapat ibu terhadap siswa yang benar dan yang salah saat menjawab suatu pertanyaan ?	Kalau saya, saya kasih reward kepada mereka. Contohnya, good, excellent and applause

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		etc. kalau jawaban mereka salah tetap dikasih reward juga kalau jawaban mereka salah. Dikasih tau jawaban yang benar agar mereka gak down.
6.	Strategi bertanya seperti apa yang sering ibu gunakan untuk berinteraksi didalam kelas ?	Semuanya (procedural, convergent dan divergent questions)
7.	Menurut ibu seberapa efektif strategy tersebut digunakan dalam interaksi didalam kelas ?	kalau seberapa efektif ya tergantung siswanya, kalau mereka bisa memahami itu bisa efektif.
8.	Apakah dengan strategy bertanya bisa membangun interaksi didalam kelas ?	Tentu saja, karena dengan bertanya dapat meningkatkan partisipasi siswa dalam proses pembelajaran.
9.	Apakah ibu mengalami kendala tertentu saat bertanya didalam kelas ?	Ya kendalanya kalau mereka kadang gak paham sama apa yang saya tanyakan. Jadinya saya gunain pertanyaan yg low question atau yang mudah. Solusinya yang saya lakukan adalah melakukan drilling di akhir pembelajaran untuk mengingat kembali materi materi yang sudah diajarkan.

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<p>10. Apakah ada pendapat lain yang ingin ibu sampaikan tentang strategi bertanya dikelas ?</p>	<p>iya kalau memberikan pertanyaan itu kita harus menyesuaikan kapasitas muridnya saja. Kita tidak bisa menerapkan strategi pertanyaan itu disetiap anak/ kelas karena mereka mempunyai kapasitas yang berbeda beda.</p>
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Appendix II

FIELD NOTE OF OBSERVATION

1. First observation

Teacher : Miss Retno Rahayu, S.Pd

Class : VIII a

Day/Date : Thursday, 24 February 2022

a. Opening

The teacher started the teaching and learning process by greetings and checked student attendances. After that, the English teacher asked student to the previous material, for example : what did we learn last week ?

b. Main activity

The English teacher shows some slides in powerpoint to give the material, the material is recount text. The teacher explains the material very clearly and easy to understand. The students are very active. Then the teacher appoint one of the students to read the text and the teacher helps students if students have difficulty pronouncing English words. The teacher asks students to work on the questions in the students worksheets. The teacher walks in the class to check students answers.

c. Closing

Before the teacher closing the material, the teacher ask to students to collect their assignment. Then the teacher make a conclusion about material. the teacher closed by saying hamdalah and salam.

2. Second observation

Teacher : Mrs. Titin Wardani S.Pd

Class : VIII i SMPN 17 Kota Jambi

Day/Date : Thursday, 10 March 2022

a. Opening

Before the teacher starts the lesson, the teacher gave a greeting

“Assalamualaikum wr.wb, Good afternoon everyone ? How are you today ? “ and the teacher checks the attendance of students. The teacher asks about the last material and the teacher says “ is there any homework ?”.

b. Main activity

In this activity, the teacher open the material using media. The material is “ Degree of Comparison”, the teacher said “ can you see the picture ?”. Then the teacher asks the students whether they understand or not. And the teacher instructs the students to make four group. After that, the teacher gave them paper to work on. Sometimes the teacher walks in the classroom to control the students work.

c. Closing

Before the teacher close the material, the teacher re-explain the material and makes sure students understand the material. After that, the teacher gave feedback to the students. Then the teacher closed the class by saying hamdallah together.

Appendix III

DOCUMENTATION

a. Teaching learning process



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b. Interview with teacher





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








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CONSULTATION CARD					
Document code	Form code	Date valid	Revision number	Revision date	Page
In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	

Name : Lisa Khoiriyah
Students ID : 205172818
Advisor II : Juliana Mesalina, M.Pd.
Title of Script : An Analysis Of Teachers' Questioning Strategies In English

Classroom At SMPN 17 Kota Jambi

Major : English Education Program

No	Day/Date	Material Consultation	Signature
1.	Mei 28, 2021	- Fokus research - Latar belakang singkat dan jelas	
2.	June 18, 2021	- Revisi chapter I & II - Ukuran kertas	
3.	July 05, 2021	- Revisi chapter I	
4.	September 03, 2021	- Revisi chapter I & III	
5.	October 08, 2021	- Interview use English - Revisi chapter II	
6.	October 22, 2021	- Ganti teori terbaru	
7.	November 09, 2021	- Spasi dari setiap paragraph - Front ukuran disesuaikan - no. halaman	
8.	November 26, 2021	- Acc for seminar	
9.	February 10, 2022	- Acc for research	

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10.	April 19, 2022	- Abstrak - Chapter IV - Past tense	<i>July</i>
11.	May 23, 2022	- Abstrak - Penulisan nya di periksa lagi - Chapter V	<i>July</i>
12.	May 24, 2022	- Acc Munaqosah	<i>July.</i>

Jambi, Mei 2022

Advisor II



Juliana Mesalina, M.Pd
NIP :197607232007102002

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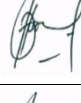

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Name : Lisa Khoiriyah
 Students ID : 205172818
 Advisor I : Dr.Hj. Dewi Hasanah, M.Ag
 Title of Script : An Analysis Of Teachers` Questioning Strategie In
 English Classroom At SMPN 17 Kota Jambi
 Major : English Education Program

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2.	Desember 06, 2021	- Acc for seminar	
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4.	May 28, 2022	- Abstrak - Chapter IV	
5.	June 06, 2022	- Acc munaqosyah	

Jambi agustus2022

The first advisor



Dr.Hj. Dewi Hasanah,M.Ag

NIP.1970071119974032003

CURRICULUM VITAE



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Contact person : 082377788930

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2.	2014	MTS Mamba`ul Hisan	Srigunung
3.	2017	MA Mamba`ul Hisan	Srigunung
4.	2022	UIN Sulthan Thaha Saifuddin Jambi	Kota Jambi

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