

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, the researcher presents and analyzes the results and discussions of the research that has been carried out. This study has two questions that must be answered and explained by the researcher from the results of the study. This chapter shows the questioning levels that teachers use when teaching English at the Language Development Unit, Antasari State Islamic University Banjarmasin. In addition, the results of this study were obtained from observations, interviews, and documentation.

#### **A. Findings**

This research was conducted at the local English 51, 91, and 98 Language Development Unit at Antasari State Islamic University Banjarmasin. Local 51 is taught by Ms. T. N. who is a lecturer at Antasari State Islamic University Banjarmasin and has 19 students in her class. Local 91 is taught by Ms. S. who is a graduate of Antasari State Islamic University Banjarmasin and has 18 students in her class. Local 98 is taught by Ms. I. H. F. who also graduated from Antasari State Islamic University Banjarmasin and has 20 students in her class. All classes at the Language Development Unit have students from various majors selected through the English Placement Test. In this study, the researcher explains how the level of questioning is used in English classes according to the grade level. From this question, the researcher describes through observation and also interviews that

have been conducted with lectures. In addition, researcher used documentation in the form of photographs of lessons, field notes, textbooks, and audio lessons. The data found in the field are as follows.

### **1. The Types of Questioning Levels Apply by The English Teachers in Language Development Unit**

The results of the observations that had been carried out describe the types of question levels used by English teachers of the Language Development Unit of Antasari Islamic State University Banjarmasin. Based on the observation, the researcher found that all teachers used various types of question strategies and question levels.

#### **a. Teacher 1**

The first teacher is Ms. T. N., she teaches at the pre-intermediate level in local 51. The observation was conducted on February 27, March 6, and March 13 2023 in the PSB building, FTK room 2.30. Based on the observation results, the level of questions that are mostly used in the class are low-level questions, but the number of high-level questions used in this class is the most compared to the other two classes. From the results of observations made by researcher during 3 meetings, Teacher 1 used more low-level questions during the learning process in class.

The material presented by teacher 1 at the meeting on February 27, 2023 was about Cooking or Recipes. At the meeting, the students were asked to mention or explain what dishes they like to cook in their daily lives. The students were also asked for their opinions on how to

cook well. The following is a table of observation results during learning activities.

Table 4.1 The Teachers' Questioning Levels by Teacher 1

Teachers' Questions	Types of Questioning Techniques	The Questioning Levels	The Activities		
			Pre	While	Post
1. Please make a sentence about things that you would buy with letters a-z	1. Creating / synthesis	1. HOTS		✓	
2. "Yesterday....?" The sentence is used what tense?	2. Understanding	2. LOTS		✓	
3. Do you like cooking?	3. Knowledge & application	3. LOTS		✓	
4. How to cook fried rice?	4. Application	4. LOTS		✓	
5. Apa itu "choap"?	5. Knowledge	5. LOTS		✓	
6. Apa itu "steering"?	6. Knowledge	6. LOTS		✓	
7. Write some recipes!	7. Synthesis	7. HOTS		✓	
8. What is the cooking method based on the text above?	8. Analysis	8. HOTS		✓	
9. Apa itu "bake" dalam Bahasa Indonesia?	9. Knowledge	9. LOTS		✓	
10. How about "frying"?	10. Knowledge	10. LOTS		✓	
11. What is the technique based on the text above?	11. Analysis	11. HOTS		✓	
12. What is "toast" in Indonesian?	12. Knowledge	12. LOTS		✓	
13. Apa bedanya boil dengan simmer?	13. Analysis	13. HOTS		✓	
14. What's the difference between boiling and simmering?	14. Analysis	14. HOTS		✓	
15. What is "steam"?	15. Knowledge	15. LOTS		✓	
16. Which method is appropriate based on the text above?	16. Analysis	16. HOTS		✓	
17. Do you like to grill your food? why?	17. Application	17. LOTS		✓	

Teachers' Questions	Types of Questioning Techniques	The Questioning Levels	The Activities		
			Pre	While	Post
18. Which method do you usually use when cooking? why?	18. Application	18. LOTS		✓	
19. What food do you usually boil?	19. Application	19. LOTS		✓	
20. Which cooking method is the simplest in your opinion? why?	20. Evaluation	20. HOTS		✓	
21. Which cooking method is the healthiest in your opinion?	21. Evaluation	21. HOTS		✓	
22. Why boiling is the healthiest one?	22. Evaluation	22. HOTS		✓	
23. Apa itu "peel" dan "slice" in Indonesian?	23. Knowledge	23. LOTS		✓	
24. Apa itu "pinch"?	24. Knowledge	24. LOTS		✓	
25. Apa perbedaan resep dokter dengan resep masakan dalam Bahasa Inggris?	25. Analysis	25. HOTS		✓	
26. What do we need to make an omelette?	26. Knowledge	26. LOTS		✓	
27. What does your mother need to make fried rice?	27. Knowledge	27. LOTS		✓	
28. What should we do first to make fried rice?	28. Application	28. LOTS		✓	
29. What is the text talking about?	29. Analysis	29. HOTS		✓	
30. What is "burping"?	30. Knowledge	30. LOTS		✓	
31. Ada yang tau another unique eating habits?	31. Knowledge	31. LOTS		✓	

The results of the observation explained that the teacher mostly used low-level questions. These questions are mostly asked in the while activities. However, during the while activities there were also

some high-level questions asked such as Evaluation questions which are the highest level in Bloom's taxonomy. Then, the questions that were mostly asked at the meeting were Knowledge questions.

Then, the material presented by teacher 1 at the meeting on March 6, 2023 was about Planning. At the meeting, the students were asked to explain what their goals were and what they planned to do in the future. The students were also asked to answer some questions about the plan in the handbook used. The following is a table of observation results during learning activities.

Table 4.2 The Teachers' Questioning Levels by Teacher 1

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
1. Have you found what your dream is?	1. Application	1. LOTS	✓		
2. What are you going to do after you graduate?	2. Application	2. LOTS	✓		
3. What are you going to do next year?	3. Application	3. LOTS	✓		
4. "Umrah" is a verb?	4. Knowledge	4. LOTS			
5. Kalau noun, di depan katanya perlu apa?	5. Understanding	5. LOTS			
6. Kata "High" pakai akhiran more atau -er?	6. Understanding	6. LOTS		✓	
7. Bahasa Arab itu "Arabic" atau "Arabian"?	7. Knowledge	7. LOTS		✓	
8. Exercise 1, kira-kira apa jawabannya?	8. Understanding	8. LOTS		✓	
9. "Surfboard" itu apa?	9. Knowledge	9. LOTS		✓	
10. No. 1, kira-kira pakai will atau going to?	10. Understanding	10. LOTS		✓	

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
11. Apa jawaban no. 2?	11. Understanding	11. LOTS		✓	
12. Next no. 3, I will or going to?	12. Understanding	12. LOTS		✓	
13. No. 4, apa jawabannya?	13. Analysis	13. HOTS		✓	
14. What are you going to do with your money?	14. Application	14. LOTS		✓	
15. No. 5, itu direncanakan atau tidak? And then the answer is?	15. Analysis	15. HOTS		✓	
16. No. 6, menggunakan apa? Going to or will?	16. Understanding	16. LOTS		✓	
17. What are you going to do tonight? (make a sentence)	17. Application	17. LOTS		✓	
18. Listening (exercise)	18. Analysis	18. HOTS			✓
19. What is the woman's interest?	19. Analysis	19. HOTS			✓
20. What is she planning to do?	20. Analysis	20. HOTS			✓
21. What is she backing up plan?	21. Analysis	21. HOTS			✓

The results of the observation explained that in this meeting the teacher used more low-level questions. These questions are mostly asked in while activities and the questions that are mostly asked are Understanding questions. However, Teacher 1 also asked some high-level questions which were Analysis questions

Then, the material presented by teacher 1 at the meeting on March 13, 2023 was about Verbs. During the meeting, the students were asked to find some verbs that could be changed into the person

who did the verb. The students were also asked to make a definition then the other students guessed the definition made by their friends.

The following table shows the observation results during the learning activities.

Table 4.3 The Teachers' Questioning Levels by Teacher 1

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
1. "Orang yang menulis" disebut apa?	1. Knowledge	1. LOTS	✓		
2. "Orang yang berbicara" Bahasa Inggrisnya apa?	2. Knowledge	2. LOTS	✓		
3. Bisakah kalian menemukan 10 kata kerja kemudian ubah kata kerja tersebut menjadi pekerjaan/orang yang mengerjakan!	3. Synthesis	3. HOTS		✓	
4. "Famous" itu kata kerja atau kata sifat?	4. Knowledge	4. LOTS		✓	
5. Bagaimana tulisan "consider" yang tepat, Zainur?	5. Analysis	5. HOTS		✓	
6. "Drummer" itu "m" nya satu atau dua?	6. Analysis	6. HOTS		✓	
7. Kata ganti apa yang sesuai untuk soal no. 9, Putri?	7. Analysis	7. HOTS		✓	
8. Bisakah kalian membuat definisi, kemudian temannya yang lain menjawab definisi apa itu?	8. Analysis & synthesis	8. HOTS			✓
9. Zahra, kira-kira definisi apa yang dibuat oleh Maulani?	9. Analysis	9. HOTS			✓
10. Putri, kira-kira apa	10. Analysis	10. HOTS			✓

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
jawaban dari definisi Fatimah?					

The results of the observation explained that in this meeting the teacher used more high-level questions. The questions were mostly asked in the while activities and the questions asked were Analysis and Synthesis questions. However, Teacher 1 also asked some low-level questions which were Knowledge and Understanding questions.

#### **b. Teacher 2**

The second teacher is Ms. S., she teaches at the elementary level in local 91. The observation was conducted on February 28, March 7, and March 14 2023 in building K, FTK room 2.25. From the results of observations made by researchers during 3 meetings, Teacher 2 used more high-level questions during the learning process in class.

The material presented by Teacher 2 at the meeting on March 28, 2023 was about Expression of Asking Hobby. In the meeting, the students were asked to explain about their hobbies and what activities they like to do in their daily lives. Then the teacher also asked some vocabulary and asked the students to translate it into Indonesian and the students were also asked to answer some questions in the handbook



used. The following is a table of observation results during learning activities.

Table 4.4 The Teachers' Questioning Levels by Teacher 2

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
1. Brainstorming (playing games with card)			✓		
2. Bagaimana cara membaca "genre"	1. Knowledge	1. LOTS	✓		
3. What is "chore" in Indonesia?	2. Knowledge	2. LOTS		✓	
4. Bisakah kalian mencari tahu tentang hobi teman sekelas kalian satu-persatu?	3. Analysis	3. HOTS		✓	
5. Bisakah kalian membuat pertanyaan tentang hobi?	4. Synthesis	4. HOTS		✓	
6. Bisakah kalian menyusun kalimat acak yang ada di papan tulis?	5. Understanding	5. LOTS		✓	
7. Dimana biasanya kalian menonton cooking shows?	6. Application	6. LOTS		✓	
8. No. 3 apa jawabannya?	7. Understanding	7. LOTS			✓
9. How about no 4?	8. Understanding	8. LOTS			✓
10. No 8 is "hang out" benar atau salah?	9. Understanding	9. LOTS			✓
11. No 9, kira-kira apa jawabannya?	10. Understanding	10. LOTS			✓

The results of the observation explained that in this meeting the teacher used more low-level questions. The questions were mostly asked in the while activities and the questions that were mostly asked

were Understanding questions. However, Teacher 2 also asked some higher-order questions such as Analysis and Synthesis questions.

Then, the material presented by Teacher 2 at the meeting on March 7, 2023 was about "So, Too, Neither, and Either". In the meeting, the students were asked to make some sentences according to the learning materials. Then the teacher also asked about the differences in sentences that use "So, Too, Neither, and Either" and the students were also asked to answer some questions in the handbook used. At the end of the lesson, the students were divided into groups and then they were asked to change the sentences presented by Teacher 2 into correct sentences according to the learning materials. The following is a table of observation results during learning activities.

Table 4.5 The Teacher 2 Questioning levels by Teacher 2

Teacher' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
1. Brainstorming (whispering game)			✓		
2. Bisakah kalian mengubah kalimat "Helen loves cooking" menjadi kalimat negative?	1. Synthesis	1. HOTS	✓		
3. Apakah kalian pernah mendengar kata "so" dan "too" sebelumnya??	2. Knowledge	2. LOTS		✓	
4. Apakah ada persamaan atau perbedaan antara Umam dengan saudara Umam?	3. Knowledge	3. LOTS		✓	

Teacher' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
5. "Loves" itu kata kerja atau to be?	4. Knowledge	4. LOTS		✓	
6. Ada yang tau "aux" itu apa?	5. Knowledge	5. LOTS		✓	
7. Apabila subjeknya diganti jadi "I", kira-kira kalimatnya jadi seperti apa?	6. Synthesis	6. HOTS		✓	
8. "Melani..." apa aux nya	7. Analysis	7. HOTS		✓	
9. Kalau "they" aux nya apa?	8. Analysis	8. HOTS		✓	
10. Bisakah kalian mengubah kalimat yang Miss sajikan menjadi kalimat yang baik dan benar?	9. Synthesis	9. HOTS			✓
11. I don't like cats, Melly too (Group 1)	10. Synthesis	10. HOTS			✓
12. I am hungry, Amat too (Group 2)	11. Synthesis	11. HOTS			✓
13. They love studying English, me too (Group 3)	12. Synthesis	12. HOTS			✓
14. My parents enjoy traveling, me and my sister too (Group 1)	13. Synthesis	13. HOTS			✓
15. Nick is a good singer and Sinta too (Group 2)	14. Synthesis	14. HOTS			✓
16. I'm tired and Irfandi too (Group 3)	15. Synthesis	15. HOTS			✓
17. You are single, me too (Group 1)	16. Synthesis	16. HOTS			✓
18. I have coffee in the morning and you too (Group 2)	17. Synthesis	17. HOTS			✓
19. I enjoy watching movies, and he too	18. Synthesis	18. HOTS			✓

The results of the observation explained that in this meeting the teacher used more high-level questions. The questions were mostly asked in the while activities and the questions that were mostly asked were Synthesis questions. However, Teacher 2 also asked some low-level questions such as Knowledge questions.

Then, the material presented by Teacher 2 at the meeting on March 14, 2023 was about Shopping. In the meeting, the students were asked to categorize various expressions from the customer and seller. Then the students were also divided into several groups to practice selling and buying activities that they usually do in daily life. In the practice, each group was asked to choose one representative who served as a buyer and then the other members would serve as traders. One of the group representatives had to buy the other group's merchandise, then each group was asked to explain what they had bought and how much they earned. At the end of the lesson, the students were asked to make a table and then they had to come up with expressions that are commonly used by sellers and costumers in groups. The following is a table of observation results during learning activities.

Table 4.6 The Teachers' Questioning Levels by Teacher 2

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
1. Brainstorming (shopping practice)			✓		

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
2. "What's the price?" kira-kira ungkapan itu dari costumer atau seller?	1. Analysis	1. HOTS	✓		
3. Now explain how much you spend your money? What things did you buy and how much did you pay?	2. Evaluation	2. HOTS	✓		
4. Diantara semua expression, ungkapan mana yang sering kalian gunakan untuk membeli dan menjual barang?	3. Application	3. LOTS		✓	
5. "Good morning..." apa yang tepat untuk mengisi titik-titiknya?	4. Analysis	4. HOTS		✓	
6. ".... Laptop" kira-kira expression apa yang digunakan untuk melengkapi titik-titik/	5. Analysis	5. HOTS		✓	
7. Apa expression yang sesuai untuk diucapkan costumer?	6. Application	6. LOTS		✓	
8. "It's a little expensive", kira-kira respon yang sesuai seperti apa?	7. Analysis	7. HOTS		✓	
9. Apa kira-kira jawaban shop assistant nya?	8. Application	8. LOTS		✓	
10. "How would you like to pay?" respon yang tepat seperti apa?	9. Application	9. LOTS		✓	
11. Bisakah kalian membuat table	10. Synthesis	10. HOTS			✓

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
seperti di papan tulis secara berkelompok?					

The results of the observation explained that in this meeting the teacher used more high-level questions. The questions were mostly asked in the while activities and the questions that were mostly asked were Analysis questions. However, Teacher 2 also asked some low-level questions such as Application questions.

### c. Teacher 3

The third teacher is Ms. I. H. F., she teaches at the beginner level in local 98. The observation was conducted on March 1, March 8, and March 15 2023 in the FEBI building, room 2.10. From the results of observations made by researchers during 3 meetings, Teacher 3 used more low-level questions during the learning process in class.

The materials presented by Teacher 3 at the meeting on March 1, 2023 were "Numbers, Yes No Questions, and 5W 1H Questions". At the beginning of the lesson, the teacher gave brainstormed in the form of listening, then the students were asked questions related to the audio. Then the students were also asked to answer some questions in the handbook and the students were also asked to make some questions using Yes No questions and 5W 1H questions. The following is a table of observation results during learning activities.

Table 4.7 The Teachers' Questioning Levels by Teacher 3

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
1. Brainstorming (listening)			✓		
2. Ada yang tau apa perbedaan dalam penyebutan angka belasan dengan angka puluhan dalam Bahasa Inggris?	1. Analysis	1. HOTS	✓		
3. Bisakah kalian lingkari angka yang sesuai dengan yang ada di audio! (listening)	2. Analysis	2. HOTS		✓	
4. Yang bagian A apa jawabannya?	3. Analysis	3. HOTS		✓	
5. To be ada apa saja?	4. Knowledge	4. LOTS		✓	
6. Apa contoh noun?	5. Knowledge	5. LOTS		✓	
7. Kalau adjective apa contohnya?	6. Knowledge	6. LOTS		✓	
8. How about adverb, apa saja contohnya?	7. Knowledge	7. LOTS		✓	
9. "Indonesian" apakah termasuk adjective?	8. Analysis	8. HOTS		✓	
10. "I", to be nya apa?	9. Knowledge	9. LOTS		✓	
11. "You, we, they", to be nya apa?	10. Knowledge	10. LOTS		✓	
12. "He, she, it", to be nya apa?	11. Knowledge	11. LOTS		✓	
13. Apakah "make" termasuk kata kerja?	12. Understanding	12. LOTS		✓	
14. Pola kalimat pertanyaan seperti apa?	13. Understanding	13. LOTS		✓	
15. Kalau jawabannya "yes", kalimat nya seperti apa?	14. Understanding	14. LOTS		✓	
16. Bisakah kalian membuat 5 pertanyaan	15. Synthesis	15. HOTS		✓	

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
menggunakan "yes no" questions dan 3 pertanyaan menggunakan "5W + 1H" questions?					
17. "How old are you?" digunakan untuk menanyakan apa?	16. Understanding	16. LOTS		✓	
18. "What page are we on?" menanyakan tentang apa?	17. Understanding	17. LOTS		✓	
19. Bisakah kalian membuat pertanyaan untuk teman disamping kalian?	18. Synthesis	18. HOTS		✓	

The results of the observation explained that in this meeting the teacher used more low-level questions. The questions were mostly asked in the while activities and the questions that were mostly asked were Understanding questions. However, Teacher 3 also asked some higher-order questions such as Analysis and Synthesis questions.

The material presented by Teacher 3 at the meeting on March 8, 2023 was about Like and Dislike. At the meeting, the students were asked to classify things into several themes. Then the students were also asked to make sentences about things they liked and did not like and also made a conversation about like and dislike according to the explanation that had been conveyed by the teacher. At the end of the lesson, students were asked to make tables and then interview their classmates about their likes and dislikes according to the tables they



made. The following is a table of observations during learning activities.

Table 4.8 The Teachers' Questioning Levels by Teacher 3

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
1. Do you like ice cream guys?	1. Knowledge	1. LOTS	✓		
2. Bisakah kalian menyusun huruf yang acak tersebut menjadi kata yang benar? (p. 30)	2. Analysis	2. HOTS	✓		
3. Apa arti "carrot"?	3. Knowledge	3. LOTS	✓		
4. "Noddle", apa artinya?	4. Knowledge	4. LOTS	✓		
5. Apa bedanya bread dengan cake?	5. Knowledge	5. LOTS	✓		
6. Action termasuk kategori apa? (food, music, movies, pets)	6. Analysis	6. HOTS		✓	
7. How about rabbit?	7. Analysis	7. HOTS		✓	
8. Horror masuk kategori apa?	8. Analysis	8. HOTS		✓	
9. How about metal?	9. Analysis	9. HOTS		✓	
10. Ice cream termasuk apa?	10. Analysis	10. HOTS		✓	
11. Flamenco itu termasuk music ya?	11. Knowledge	11. LOTS		✓	
12. Kalau dalam sebuah kalimat ada kata kerja, maka akhirnya ditambah apa?	12. Analysis	12. HOTS		✓	
13. Miss akan tanya kalian satu persatu, kemudian kalian jawab sesuai dengan pola kalimat yang sudah kita pelajari hari ini!	13. Understanding	13. LOTS		✓	
14. Azrina, what movie	14. Understanding	14. LOTS		✓	

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
do you like?					
15. Gebby, what movie do you like? What is the title?	15. Understanding	15. LOTS		✓	
16. Kadir, do you like sports?	16. Understanding	16. LOTS		✓	
17. Akbar, do you like sports? If so, what sport do you like to play?	17. Understanding	17. LOTS		✓	
18. "Hungry" bagaimana cara membacanya?	18. Application	18. LOTS		✓	
19. Bisakah kalian membuat percakapan tentang "Like and Dislike" secara berkelompok?	19. Synthesis	19. HOTS		✓	
20. Siapa yang mau maju ke depan untuk membacakan percakapan yang sudah kalian buat?	20. Application	20. LOTS		✓	
21. Bisakah kalian buat table (seperti di papan tulis), kemudian tanya teman kalian satu persatu?	21. Application	21. LOTS			✓

The results of the observations explained that at this meeting the teacher used more low-level questions. Most of these questions were asked in while activities and the most frequently asked questions were Knowledge and Understanding questions. However, at the meeting Teacher 3 also asked several high-level questions such as Analysis and Synthesis questions.

The material presented by Teacher 3 at the meeting on March 15, 2023 was about Subject Pronouns. At the meeting, the students were asked to complete the sentences that the teacher wrote on the blackboard. Then the students were also asked to make a table like the one in the handbook and then the students were asked to interview their friends. In addition, the students were also asked to answer several questions in the handbook used. The following is a table of observations during learning activities.

Table 4.9 The Teachers' Questioning Levels by Teacher 3

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
1. Bisakah kalian jawab pertanyaan yang ada di papan tulis?	1. Understanding	1. LOTS	✓		
2. Kira-kira kata ganti apa yang sesuai untuk mengisi titik-titik untuk no. 1?	2. Understanding	2. LOTS	✓		
3. How about no. 2?	3. Understanding	3. LOTS	✓		
4. Bisakah kalian bertanya kepada partner kalian sesuai dengan table? (Practice 2)	4. Application	4. LOTS	✓		
5. Silakan pilih salah satu tema, kemudian bisakah kalian membuat table dari tema tersebut dan tanyakan kepada 5 teman kalian	5. Synthesis	5. HOTS		✓	
6. Text pertama tentang siapa?	6. Analysis	6. HOTS		✓	
7. Apa yang disukai	7. Analysis	7. HOTS		✓	

Teachers' Questions	Types of Questioning Technique	The Questioning Levels	The Activities		
			Pre	While	Post
Isan dan keluarganya?					
8. Text 2 is about who?	8. Analysis	8. HOTS		✓	
9. Apa Bahasa Inggrisnya "orang Banjar"?	9. Knowledge	9. LOTS		✓	
10. What activities does Latif like to do (based on the text)?	10. Analysis	10. HOTS		✓	
11. Text 3, where does Nabila come from?	11. Analysis	11. HOTS		✓	
12. Does Nabila like watching TV? Why?	12. Analysis	12. HOTS		✓	
13. "Soto Banjar, I like... very much" kata ganti yang sesuai untuk melengkapi titik-titik apa?	13. Understanding	13. LOTS			✓
14. "Soto Banjar, I like it very much" It nya kembali kemana?	14. Analysis	14. HOTS			✓
15. "Me and my brother, they love... so much" apa kata ganti yang sesuai? Why?	15. Understanding	15. LOTS			✓

The results of the observations explained that at this meeting the teacher used more high-level questions. Most of these questions are asked in while activities and the most frequently asked questions are Analysis questions. However, at the meeting Teacher 3 also asked several low-level questions such as Knowledge, Understanding, and Application questions.

From the results, the researcher found that all teachers from the Pre-Intermediate, Elementary, and Beginner levels at the Language

Development Unit of Antasari State Islamic University Banjarmasin used more low-level questions than high-level questions during the teaching and learning process. The Pre-Intermediate class uses more low-level questions compared to the Elementary and Beginner classes because it adjusts the level being taught. However, in the meeting before the Middle Test, the researcher found that all teachers used a lot of high-level questions. This is to prepare students for the Middle Test and as a form of enrichment and development of simple questions that have previously been learned.

## **2. How The Teachers Apply and Use The Questioning Levels in The Class**

Teachers can use various types of questions in the English learning process at the Language Development Unit. Meanwhile, researchers also need to know how teachers apply these questions during the learning process. However, to find out how teachers apply questions in class, researchers conducted interviews with the teachers concerned to clarify the information obtained from the observation results.

### **a. Teacher 1**

At the beginning of learning (pre-activities), teacher 1 usually used questions as a warm-up and also to recall students' understanding of previously learned material. The questions asked are still simple, for example the teacher will ask about vocabulary or any questions that are still easy so that students are enthusiastic about participating in the learning process. As teacher 1 stated,

*"Usually at the beginning of the lesson I use these questions to warm up the students. In addition, the questions also aim to recall what they already know, even though the questions asked are very simple, for example about vocabulary, or numbers. At least with those simple questions, the students will be brave enough to speak up which can provoke students to be more active in class."*

Then in the while activities, teacher 1 usually asks questions that aim to provoke students' understanding. Most of the questions asked are low-level questions, but there are also some high-level questions asked at this stage, for example, students are asked to respond to an event or something. The teacher mostly asks low-level questions because she adjusts to the students' understanding and the students could be more active and confident in the learning process. When the students are able to answer the easy questions, Teacher 1 then develops the easy questions into questions that are somewhat difficult or high level. This is in accordance with Teacher 1's statement as follows.

*"One of the reasons why I use more LOTS questions is because it matches the level of the students in my class. And also although most of the questions asked are LOTS questions, the questions can then be developed into HOTS questions. So before I ask a difficult question, I usually give them a question that they might know the answer to first. Sometimes even easy questions, not all students know what the answer is, for example questions about animal names or about number levels, actually it is an easy question but not all students know what English is. So I think it becomes a difficult or high-level question for students."*

At the end of the lesson (post activities), teacher 1 usually only provides enrichment or ensures that students understand the material

they have learned. At this stage, the teacher usually only asks questions such as "has it been understood?" or "is there anything you want to ask?" to conclude the learning activity.

In addition, Teacher 1 prefers to ask questions by answering together, pointing to students one by one, and volunteering. According to teacher 1, all three methods are important to apply during the learning process because each has advantages and disadvantages in the learning process. As teacher 1 stated,

*"I like all of them. But if the question is thrown to all the students, the disadvantage is that only a few students can answer the question. But the advantage is that there must be someone who answers the question. If you ask questions one-on-one to students by being appointed, it aims to get the student to speak during the lesson. Because if students want to answer questions, it means they have confidence. If students do not speak during the learning process, I mean to answer questions, it means that the student does not have enthusiasm in the learning process. I think it is very important to build student enthusiasm in the learning process. As for volunteering, I usually do that with the aim that students can get new information from their friends. Usually for questions that are a bit difficult, I will ask them voluntarily, worried that not all students know what the answer to the question is. Because in my opinion, we as a teacher need to make sure whether the student is confident in answering the questions asked. Because if students are not confident in answering the question, they tend to be less eager to follow the learning process in class."*

#### **b. Teacher 2**

In preliminary activities, teacher 2 likes to brainstorm for the students by using various games, which are related to the learning material to be delivered. At this stage, teacher 2 usually asks more low-level questions. However, there are a few times when he asks low-

level questions at the beginning of the lesson. These questions are usually related to the games or learning materials. When opening a new unit, teacher 2 will ask questions that relate to daily life. As teacher 2 stated,

*“When entering a new unit, the brainstorming is usually more about vocabulary first. After that, I usually ask questions that relate to their daily lives. For example: where do you usually go shopping? Where is your favorite place to shop?”*

In the while activities, the questions asked are more varied but tend to be more low-level questions. This aims to match the level of the students and so that students do not only get knowledge for class, but with these questions it is hoped that students can apply it in their daily lives. This is in accordance with teacher 2's statement as follows.

*“I often give low-level questions so that they get used to it and it is easier to apply it to all students in a short time. And considering their English level is still beginner, I often use low-level questions.”*

However, in the meeting leading up to the Middle Test, teacher 2 used more high-level questions than in previous meetings. This was in preparation for the Middle Test as well as to further develop the subject matter they had previously learned. As teacher 2 stated,

*“Usually for mid test preparation too. And the previous meeting has also learned vocab right. There is usually 1 day specifically for speaking practice or role play. Well so in 1 day this must maximally practice all that they have learned before. But this is usually a direct demonstration of speaking or writing.”*

In addition, Teacher 2 tends to prefer asking questions by pointing to students one by one. This is so that all students get to



answer the questions asked by the teacher and so that students can be active during the learning process. This is in accordance with teacher 2's statement as follows.

*“I prefer to ask pointed questions one by one because they pay more attention and feel cared for and also so that they are all active in class activities. Although it is time consuming.”*

**c. Teacher 3**

Teacher 3 tends to follow the handbook as a reference in teaching in class. Similarly, during preliminary activities, teacher 3 usually brainstorms according to the material to be learned or sometimes the questions asked are evaluations of the material that has been learned. As teacher 3 stated,

*“For that I adjust to the handbook used. Because in this class I teach beginner level, and beginner is the lowest level in UPB. So I follow the reference in the handbook for the questions I use when teaching.”*

In while activities, the questions asked also tend to be low-level questions. The purpose of this is to adjust to the level of the students being taught and with low-level questions, the students will more quickly grasp the material learned. On the last day of each week, Teacher 3 tends to ask questions as an enrichment of the material that has been learned the previous 2 days. As teacher 3 stated,

*“Usually on Monday and Tuesday, I will ask all students one by one related to the learning material. So this Wednesday I only enrich students' understanding of the material they have learned on Monday and Tuesday. And usually the class will be more active on that day because I ask one by one, no one is missed. Because the material I teach is also beginner level,*

*they usually catch or understand the material presented more quickly.”*

Just like the other teachers, in the meeting leading up to the Middle Test, teacher 3 also tended to ask more high-level questions compared to the previous meeting. This is certainly in preparation for the students to face the Middle Test. This is evidenced by teacher 3's statement as follows.

*“The purpose of asking a lot of high-level questions is to improve the students' speaking skills. And also such questions are actually a development of the low-level questions in the book. So the questions in the book have already been answered or studied in the previous meeting, now at the end of the week meeting I will usually develop the easy questions to be somewhat more difficult to improve students' understanding and also to practice their speaking so that it is easy later during the oral exam on the Middle Test.”*

In addition, Teacher 3 prefers to ask questions by answering together and pointing to students one by one. Teacher 3 rarely asks questions to be answered voluntarily because it is feared that there was no student want to answer the question. As a precaution, teacher 3 would directly appoint students to answer questions from her. As teacher 3 stated,

*“I prefer to ask all students or point to one by one, because I think that way there will definitely be someone who answers the questions I ask. If I volunteer, I'm afraid no one will answer because maybe they are afraid of being wrong, so I usually just point to who answers. If he or she can't answer, then I throw it back to his or her friend until someone can answer. In addition, if you volunteer, it is feared that only those students will answer. If it is like that, it is rather difficult for us to know whether the student has fully understood the material or not. So so that everyone gets to answer, I will ask all students directly or I just appoint someone to answer.”*

## **B. Discussion**

After the research results are presented through the description above, the researcher analyzes the findings that have been written. The researcher has two research questions in this study: the teachers questioning levels applied in Language Development Unit and the application of questioning strategy. After conducting research and analyzing the data, the researcher wants to connect the findings with existing theories.

### **1. The Types of Questioning Levels Apply by The English Teachers in Language Development Unit**

The first research question asked about what level of questioning used by Language Development Unit teachers during classroom learning. In accordance with the results of the study, the researcher found that there are some differences in the use of questioning levels at the Language Development Unit and the theory of the use of questioning levels in teaching skills. At the Language Development Unit, Most teachers often ask low-level questions although there are some high-level questions asked. Most questions used during learning are knowledge and understanding type questions. Even in pre-intermediate classes, teachers use more low-level questions. Whereas pre-intermediate is the highest level in the Language Development Unit, where high-level questions should be used more in class because students in pre-intermediate classes should be students who have very good skills in English lessons. High-level questions are mostly used during the meeting before the Middle Test, but the questions are not questions that improve students' critical thinking.

The questions that appeared at the meeting before the Middle Test were only aimed at preparing students for the exam, especially the oral exam. According to Shanmugavelu et al. (2020), teachers are highly required to apply appropriate questioning techniques and skills to help stimulate students' higher-level thinking. Teachers need to always be conscious of any changes that exist during the learning process in the classroom, and these changes must be adjusted to the goals to be achieved in the teaching and learning process.

## **2. How The Teachers Apply and Use The Questioning Levels in The Class**

The second research question is how teachers apply these questions in class. The findings show that in preliminary activities, teachers mostly ask low-level questions as brainstorming or warm up to students' understanding. However, in some meetings, some teachers also ask high-level questions at the beginning of learning. According to Sujriati et al. (2016), asking questions at the beginning of a lesson to start a conversation can encourage children to think about solving a problem, the questions serve as an assessment of the student's mastery of the subject matter, in the past often characterized as memory questions, preferably also thought questions that can help students learn old or new material.

In while activities, the questions asked by teachers are mostly still low-level questions that aim to find out students' understanding of the learning material. At this stage, teachers usually ask more knowledge and understanding questions. In addition to building students' understanding of

learning materials, low-level questions are intended to make students more active during classroom learning. Meanwhile, according to Sujriati et al. (2016), students performed better on lesson items that were previously asked as recitation questions than on items they did not know before. Based on its function, questions in this session can be in the form of confirmation checks and requests for clarification.

At the end of the lesson, the teacher rarely asks questions. Usually the teacher only summarizes the learning material or makes sure students understand the material they have learned. However, there are also teachers who use games as an evaluation of students' understanding. This is in accordance with the statement according to Sujriati et al. (2016), questioning at the end of the lesson is widely used by teachers because it is very important to find out student understanding, assess learning, test student contributions and the quality of teacher teaching and evaluate whether learning is going well or not.

In addition, teachers prefer to ask questions by answering together and nominating so that all students are more active during the learning process. Teachers rarely ask questions to be answered voluntarily because it is feared that no student will answer the question or only a few students are active in class. This is in accordance with the statement according to Shanmugavelu et al. (2020), teachers need to ask questions that should be answered by more than one student because the student's answer is correct or insufficient and not only to certain students. In this case, the teacher

needs to distribute the turn to answer the question randomly. All students should try to get an equal turn. Teachers should also avoid asking questions according to the students' seating position in the class. Teachers should pay attention to students not only those sitting at the front, but those at the back also need to be asked questions during the learning process so that there is no gap in the classroom. So, questions need to be asked to all students so that all students can focus and participate.