

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of findings and discussion of research .The finding is the information found from the field ,while the discussion is the process of making a decision or a conclusion.

A. Findings

1. The Teacher's Questioning Strategies in English Language Classroom

After the research had been finished ,the researcher would classify the type of questioning strategies is used by teacher's in English classroom learning activity appropriate with P.E Blosser (2005). Four suggestion, are probing question (prompting and redirecting) ,factual question, divergent question and higher order question .

a. Observation

The observation to find the teacher's questioning strategies in English language classroom learning activity and the aplication of the questioning strategies of learning activity during the observation which were done by eight meetings. They were held in class VIII A and VIII B.

For the detail of the observation about the teacher's questioning strategies in language English classroom learning activity will be discussed on the following paragraph.

a) Observation 1

Monday, September 10th was the first observation the researcher took the research observation which was held in VIII B that the class began at 08.25 a.m - 09.45 a.m. The total students of this class were 21 students .In this meeting before teacher came , the students were busy talking on their own with their freinds here and there,but after the teacher and the researcher came , the class was in control during the teaching and learning activity. The material they discussed that day was about '*Express Preferences*. For the detail of the observation about using teacher's questioning strategies in class VIII B, can be seen from inspection of the table 4.1. Below are questioning strategy,teacher's question, and the function or explanation and the function or explanation questioning strategy during classroom observation

Table 4.1 Observation 1 in class VIII B

<i>Questioning Strategy</i>	<i>Teacher's Questions</i>	<i>The Function /Explanation</i>
Probing	T :Who still remember last week lesson? S : <i>About expressing preferences page 18,part 2.</i> T : Ok, to chacked your understand about material, who can answer this questions? E : <i>I am ,Ma'am.</i> T : Please front of the class to answer.	This strategy called probing because make students more active give the answer and supplay much information about previous study.
	T : Do you agree with Erwin answer?	This strategy callled redirecting because this

Redirecting	<p><i>S : No.</i></p> <p>T : Who can give the correct answer?</p> <p><i>G: I am ,Ma'am.</i></p> <p>T : Ok, please.</p>	strategy be used to allow a student to correct another student's incorrect answer.
Prompting	<p>T : Do you understand about this ?</p> <p><i>S : Don't understand, try to explain again, Ma'am!</i></p> <p>T : In the sentence, "she" as ?</p> <p><i>S : Subject.</i></p> <p>T : And then, "swimming" and "running" in the sentences as ?</p> <p><i>S : verb</i></p>	This strategy called prompting because the teacher give a clue to make students understand about material .
Factual	<p>T : For example, in the sentences using subject "Rani" (name), what is used in the sentence? Likes or like ?</p> <p><i>S : Likes.</i></p> <p><i>S : Like.</i></p> <p>T : Can you give me reason, why we used that in this sentence?</p> <p><i>S : I don't know.</i></p>	This strategy called factual because to recall specific information .
Factual	<p>T : What the meaning of the sentence in Indonesia?</p> <p><i>S : "Dia lebih memilih pergi ke bioskop daripada belajar di rumah ."</i></p>	This strategy called factual because to recall specific information .
Factual	<p>T : What differences between using " like" and "would rather" in the sentence?</p> <p><i>S : (silent / tidak ada yang menjawab)</i></p>	This strategy called factual because to recall specific information .

Based on the table 4.1, the researcher found the types of teacher's questioning strategies is used by teacher in English language classroom learning activity.

The result of classroom observation described the use of teacher's questioning strategies in English classroom learning activity through applied several questioning strategy and using them in mostly session in the teaching process. The research finding showed that during teaching and learning process Mrs. Normasari used several questioning strategies, *Probing question*: prompting and redirecting. But sometimes she also used *factual question*.

In the pre-activities, the teacher opened the class by greeted the students in form of *salam* which was spelled *Assalamu'alaikum* and followed by a 'good morning, how are you today?' which was responded by few students in the class due to did not hear or did not understand what the 'good morning, how are you today?'. For that reason the teacher started a warming up by telling what 'good morning' and other greeting like 'good afternoon' and 'good night' were, with the meaning and the time when to use the good morning, good afternoon and good night. After that, she checked students attendance in the class.

When teacher wanted to review the lesson that they have learnt before, the teacher used strategy *probing question*, she asked 'who still remember last week lesson?' (*siapa yang masih ingat pelajaran minggu lalu?*). The question used to remind them what they had gotten from previous lesson. Then there is one student who answered "*kemarin belajar tentang preferences on page 18 part pattern 2 : like + v-ing/ noun + better than + v-ing/ noun*". To check students understanding about previous material the teacher wrote an example sentence (*She. swimming run*) on the board, then the teacher continued asking "who can answer this question?" (*siapa yang bisa menjawab pertanyaan*

ini ?). Then the student named Edwin came to the front of the class to answer the question, and he wrote the answer '*she like swimming better than running*' and the answer was wrong, because he used *like* after subject *she*.

The teacher by using strategy probing type redirecting asked again “ Do you agree with Edwin answer ? Then, some students answer "no". The teacher ask students to find the location of the error in the answer, and ask students to correct the wrong answer, then one of the students named Gilang corrects the answer and the answer is correct.

The teacher explained again about the question , because there were some students who did not understand the topic that had been learned. Students are asked to pay attention to the teacher's explanation, by using *strategy probing type prompting*, the teacher asked to students “In the sentence ‘ she ‘as?’” (*Di dalam kalimat ini ‘she’ sebagai ?*) and the students answer “ *sebagai subject, bu*”. Then she continued to ask the question related to the sentence ‘And then," swimming "and" running "in the sentence as? (*dan kata ‘swimming’ dan ‘running’ di dalam kalimat sebagai ?*) and the students answered *as verb*. Students began to understand what the teacher explained, and could distinguish between subject and verb and the use of preferences in sentences. Next, the teacher gave another question in the sentences using subject (name)" Rani ", what is used in the sentence? Likes or like? (*misalnya,dalam kalimat menggunakan subjek nama orang (Rani) , apa yang kita gunakan di dalam kalimat? Like atau likes?*) ,students seem confused, some of them answer using the word 'like' and some students answer using the word ‘likes’.

The teacher asked again by using the factual question strategy to get a different responses “ Can you give me a reason, why we used that in this sentence?”(*dapatkah kamu memberikan alasan kenapa menggunakan kata itu (like,likes) dalam kalimat ?*) students saw confused and couldn't answer the question.

Then the teacher continue the new discussion, in the last part of the express preferences, namely *pattern 3: would rather + VI + than + VI*. The teachers asked students to use factual question strategy “Lets see example on your textbook! 'What the meaning of the sentence in Indonesia? (*lihatlah, contoh di buku mu, apa arti dari kalimat tersebut dalam bahasa Indonesia ?*)' ".And then the teacher asked students to translite the sentences. and students try to find meaning from the sentence and some time later students answer orally along with the meaning of the sentence.

Then, the teacher asked the students to use a factual question strategy to determine if they used like and would rather difference. What is the question between using "like" and "would rather" in the sentence? (*Apa perbedaan antara penggunaan like dan would rather di dalam kalimat ?*) 'No one of the students who responded to the question seemed confused, and the teacher also explained the difference between the two, because no one could answer correctly. And finally the lesson is closed because the time is up.

b) .Observation 2

The second observation of this research was on Wednesday, Sept.12th 2018. The researcher observed class VIII A which was held at 10.00 a.m-11.20 a.m. The total students of this class were 22 students. The material discussed that day was about 'Express Preferences. For the detail of the observation about using teacher's questioning strategies in class VIII A, can be seen from inspection of the table 4.2. Below are questioning strategy, teacher's question and the function or explanation questioning strategy during classroom observation.

Table 4.2 Observation 2 in class VIII A

<i>Questioning Strategy</i>	<i>Teacher's Questioning</i>	<i>The Function / Explanation</i>
Probing	T : Who still remember last week lesson? A : <i>About preferences page 18 part 1, Ma'am.</i> T : What is the pattern of sentences used "prefer", Fajri ? F : <i>Prefer + V-ing /Noun+ to + V-ing /Noun</i>	This strategy called probing because make students more active give the answer and supply much information about previous study.
Redirecting	T : Can you give me an example sentences using "prefer" ,Santi? S : <i>They prefer tea to coffee.</i> T : Who wants to give an example? W : <i>She prefers cakes to biscuits.</i>	This strategy called redirecting because the teacher redirect the same question to other students to get various answers.
Probing	T :Do you understand	This strategy to checked students

	<p>about using prefer to express preferences ?</p> <p>S : <i>Understand.</i></p> <p>T : Any questions about this ?</p> <p>S: <i>No</i></p>	<p>understanding before continue to next material .</p>
Prompting	<p>T : This is example sentence using “like” .Where the subject and verb in this sentence ?</p> <p>S : <i>“she” as subject and swim and run as verb .</i></p> <p>T : Ok. What the meaning of swimming and running in Indonesia?</p> <p>S : <i>Berenang dan berlari</i></p> <p>T :Do you understand about this ?.</p> <p>S :<i>Yes</i></p>	<p>This strategy called prompting because the teacher give a clue to make students understand about material</p>
Factual	<p>T : What differences of using like and likes in the sentence ?</p> <p>M : <i>If subject I,you,we, they used like, if subject he,she, it used likes.</i></p>	<p>This strategy to require students to determine if using like and likes differance.</p>

Based on the table 4.2, the researcher found the types of teacher’s questioning strategies used by teacher to improve students’ motivation in English classroom learning activity. The result of classroom observation described the use of teacher’s questioning strategies in English language classroom through applied several questioning strategy and using them in mostly season in the teaching process. Same with observation in the class VIII B ,the research finding showed that during teaching and learning process Mrs. Normasari used several questioning strategeis , *Probing question* : prompting and redirecting.

In the pre-activities, the teacher opened the class by greeted the students in form of *salam* which was spelled *Assalamu'alaikum* and followed by a 'good morning,how are you today?' Students were eager to respond to greetings from the teacher and said that 'I am fine.

After greeted the students, the teacher checked students attendance and did brainstorming which was asking some questions related the material last week lesson. The teacher used strategy *probing question*, she asking 'who still remember last week lesson?' (*siapa yang masih ingat pelajaran minggu lalu?*). The question used to remind them what they had gotten from previous lesson . Then there is one student who answers "*tentang preferences on page 18 part pattern 1 (prefer+ V-ing/Noun+ to+ V- Ing / Noun) ,Bu*". To checked students understanding about previous lesson, the teacher asked question 'What is the pattern for sentences used "prefer" ,Fajri ?' (*Apa rumus untuk kalimat yang menggunakan 'prefer',Fajri?*). Then the student mentioned the answer correctly.

Moreover, the teacher asked again by using the strategy of *probing question type redirecting* to get the students to talk to the question is 'Can you give me example sentences using "prefer, Santi ?' (*dapatkah kamu memberikan contoh kalimat menggunakan "prefer",Santi ?*) And she give an example sentence and the answer is correct. The teacher told other students to gave examples of sentences, a student named Widia raised her hands and gave examples of sentences.Then, to check students understanding before continue to the next material, the teacher asking again by using *probing strategy* 'Do you understand

about using prefer to express preferences ? And any questions about this ? and there are no questions from students about the material.

The teacher continued to the next material about the express preferences *pattern 2: like + V-Ing / noun + better than + V-ing / Noun* is the same as in class VIII B before. To be engaged students into discussion, while giving examples of sentences using the words 'like' the teacher asked by using strategy of probing question type prompting , the question is "Where does the subject and verb in this sentence (*she likes swimming better than running*)?" (*mana yang termasuk subjek dan kata kerja dalam kalimat ini?*). Then students answer " 'she' sebagai subject dan swim dan run sebagai kata kerja" .

Then she continued to ask the question and asked students to translite the sentences. The question is 'What is the meaning of" swimming "and" running " In Indonesia ? (Apa arti kata dari "swimming" dan "running" dalam bahasa Indonesia ?) Students compactly answer that swimming means *berenang* and running means *berlari*. Then, to check students understanding before continuing the next material, 'Do you understand about this? And students answer yes and no one ask about the material.

Before the lessons were closed, the teacher asked again by using strategy factual question to require students to determine if they differed like and like, and one of the students named Murni raised her hand to answer, and the answer was correct, so the teacher gave her a reward. Before learning ends the teacher provides homework to students.

c) Observation 3

On Monday, Sept.17th 2018 was the third observation of the reseracher observed at MTs Nurul Falah Juai, because the teacher arrived late the teaching and learning English was begun at 09.00 a.m until 09.45 a.m that the class was held in VIII B again. That day, the topic on that meeting was "Descriptive Text". For the detail of the observation about using teacher's questioning strategy in class VIII B,which can be seen from inspection of the table 4.3. Below are questioning strategies, teacher's question and the function or explanation questioning strategy during classroom observation.

Table 4.3 Observation 3 in class VIII B

<i>Questioning Strategy</i>	<i>Teacher's Questions</i>	<i>The Function /Explanation</i>
Prompting	T :What is descriptive text? S : <i>I don't know.</i> T : Well. Try checking in your dictionary, what the meaning of "describe" in Indonesia ? F : <i>Menggambarkan , Ma'am.</i>	This strategy called prompting because the teacher give a clue to make students can answer question.
Factual	T :What is generic of descriptive text? S : <i>Identification and description.</i> T :Can you identified the generic structure of the text ?	This strategy called factual because to recall specific information.

	<i>S : Identification in paragraph 1 and and description in paragraph 2.</i>	
Probing	<p>T : Do you understand about descriptive text?</p> <p>S : <i>Yes, Ma'am.</i></p> <p>T: So, what is the descriptive teks ?</p> <p>E: <i>text that describes something.</i></p>	To checked students understanding about material that has been studied.

Based on the table 4.3, the researcher found the types of teacher's questioning strategies is used by teacher to improve students' motivation in English classroom learning activity. The result of classroom observation described the use of teacher's questioning strategies in English classroom learning activity through applied several questioning strategy and using them in mostly season in the teaching process. The research finding showed that during teaching and learning process Mrs. Normasari used several questioning strategies , *Probing question* :type prompting and *factual question* were applied frequently in all season of teaching.

As usual, every time in the class the teacher greeted and checked students condition such as 'Asslamua'alaikum How are you today?' And students also eagerly answer greetings and say that their condition is fine. Before the teacher starts the lesson, the teacher first checked the students attendance.

When the lesson starts, the teacher asked students by using strategy probing type prompting to check students' knowledge about material, the question is 'What is descriptive text? (*Apa itu descriptive teks?*)', No one can answer because they say that they have never learned about descriptive before. Then the teacher asked students to open their dictionary to find the meaning of the word "describe" in Indonesian. Then students named Lutfia mention the meaning of the word in Indonesian. And then the teacher explained about descriptive text, and told students to open their textbook on page 20 about descriptive text. And then, after the teacher explained the descriptive text, the teacher asked the students to use the factual question again, the question is "What is generic structure of descriptive text?" (*apa generik struktur dari descriptive teks?*) 'And students also answer' identification and description.

To checked students understanding about material, the teacher asked students by using strategy factual question, the question is "can you identify generic structure of the text?" (*Dapatkan kamu mengidentifikasi generik struktur dari teks tersebut?*). And then one of the students raised his hand and immediately answered the question from the teacher correctly.

Before closing the lesson, the teacher asked students about today's subject matter. To be checked, students are asked to use the probing question before the lesson, the teacher is asking question "Do you understand? lalu siswa menjawab "yes, Ma'am. And the teacher asked to students "so, what is the descriptive text?", then a student named Edwin answer the question and the answer is right. And finally the lesson is closed because the time is up.

d) Observation 4

The observation of research was Wednesday, Sept.19th 2018 in class VIII A. That day, the topic on the meeting was "Express Preferences" continuing the material at the previous meeting. For the detail of the observation about using teacher 's questioning strategy in class VIII A, can be seen from inspection of the table 4.4. Below are questioning strategies, teacher's question and the function or explanation questioning strategy during classroom observation.

Table 4.4 observation 4 in class VIII A

<i>Questioning Strategy</i>	<i>Teacher's Questions</i>	<i>The Function/ Explanation</i>
Probing	T :Have you finished your homework? S : <i>Yes</i> . T : Who can correct the answer on the whiteboard? S : <i>I am ,Ma'am</i> . (1-5 students answer the question in front of the class).	This strategy called probing because make students more active give the answer and supplay much information about previous study.
Redirecting	T: Does your friend's answer on the board all correct? M: <i>Wrong in number 3, Ma'am</i> T: Please correct answer number 3. M: <i>Yes</i>	This strategy called redirecting because this strategy be used to allow a student to correct another student's incorrect answer
Factual	T :What is the meaning of the	This strategy called factual

	<p>sentence in Indonesia?</p> <p><i>S: dia lebih memilih pergi ke bioskop daripada belajar di rumah.</i></p>	<p>because to recall specific information student have learned.</p>
Factual	<p>T : What is differences between using “ like” and “would rather” in the sentence?</p> <p><i>A: If “ like ” used V-ing, while “would rather” used VI.</i></p>	<p>To require students to determine if using like and would rather difference.</p>
Probing	<p>T : Do you understand?</p> <p><i>S: Understand.</i></p> <p>T: Any question about this material.</p> <p><i>S: No.</i></p>	<p>To checked students understanding about material that has been studied.</p>

Based on the table 4.4, the researcher found the types of teacher’s questioning strategeis is used by teacher to improve students’ motivation in English classroom learning activity. The result of classroom observation described the use of teacher’s questioning strategies in English classroom learning activity through applied several questioning strategy and using them in mostly season in the teaching process. The research finding showed that during teaching and learning process Mrs. Normasari used several questioning strategeis , *Probing question : redirecting*, and *factual question*.

The teacher opened the class by greeting or saying ‘*assalamu’alaikum*’ followed by ‘good morning, how are you today?’ . After greeting the teacher asked question to students by used strategy probing question, the question is

‘Have you finished your homework?’ (*Apa kalian sudah menyelesaikan PR?*), the students answer “yes.”

Then they collect their homework to the teacher's desk for correction. While the teacher corrects their homework, the teacher then instructs them to answer the homework question on the whiteboard, with a strategy probing the teacher question asking the students ‘Who can correct the answer on the whiteboard? (*Siapakah yang bisa membetulkan jawabannya di papan tulis ?*). Then some students raise their hands to scramble to answer the questions on the board, then the teacher chooses as many as 5 students to answer questions.

After that, to checked students understand before continuing next material, the teacher again asks students by using a strategy probing type redirecting , the questions is “Does your friend's answer on the board all correct? “ (*Apakah jawaban temanmu di papan tulis benar semua ?*) then a students named Murni answer “ ada yang salah di soal nomor 3,Bu . And then the teacher asked her to correct answer number 3 in front of the class.

Then the teacher continued to the new discussion, still discussing express preferences, but discusses the part of *pattern 3: would rather + VI + than + VI*. The teacher explained the material in detail in front of the class. The teacher wrote examples of sentences on the board, and asks students by using the factual question strategy, the question is "What is the meaning of the sentence (*he would rather go to a movie than study at home*) ?” (*Apa arti dari kalimat tersebut ?*).

And students also try to find meaning from the sentence and some time later students answer orally the meaning of the sentence.

Then, the teacher asked the students to use factual question strategy to determine if they used like and would rather difference. What is the question between using "like" and "would rather" in the sentence? (*Apa perbedaan antara penggunaan like dan would rather di dalam kalimat ?*) 'Initially, no one of students responds to questions from the teacher, then the teacher repeats the same question twice, one of the students namely Abdan finally gives the correct answer, then the teacher gives reward the student for his courage to answer the question.

To check students understanding about material, the teacher asking question using probing question 'Do you understand? (*Apakah kamu mengerti?*) And no more students asked so the lesson ended.

e) **Observation 5**

Monday, Sept. 24th 2018 was fifth observation which was held in class VIII B at 08.25 a.m. -09.45 a.m. The material that was about about descriptive text continued the material at the previous meeting.

For the detail of the observation about using teacher's questioning strategy in class VIII B, can be seen from inspection of the table 4.5. Below are questioning strategies, teacher's question and the function or explanation questioning strategy during classroom observation

Table 4.5 observation 5 in class VIII B

<i>Questioning Strategy</i>	<i>Teacher's Questions</i>	<i>The Function/ Explanation</i>
Probing	<p>T: Who still remember last week lesson? <i>S : About descriptive text ,Ma'am</i></p> <p>T : What is descriptive text ? <i>S : Text that functions to describe people or thing.</i></p> <p>T : And then what is generic structure of descriptive text? <i>S :Identification and description.</i></p>	This strategy called probing because make students more active give the answer and supply much information about previous study.
Factual	<p>T: What is the meaning of the words in Indonesian : <i>cat ,uncle ,month ago, gift ,funny,hair,washed clean,piece of fish,meat and mouse, waited ?</i> <i>S: (menjawab bersama-sama)</i></p>	This strategy called factual because to recall specific information and to checked students ability of vocabulary
Redirecting	<p>T : What is the meaning of paragraph 1 and 2 in the text, Alya? <i>A: I don't know, Ma'am..</i></p> <p>T :Ok, Who can translate paragraphs 1 and 2 in Indonesian? <i>R : I am ,Ma'am.</i></p> <p>T : Yes,please .</p>	This strategy called redirecting because the teacher redirect the same question to other students to get various answers
Probing	<p>T : Could you identified generic structure of the text ,Lutfia? <i>L : Yes , identification in paragraph 1,and then description in paragraph 2.</i></p> <p>T : Do you understand ? <i>S : Understand,Ma'am</i></p>	This strategy to checked students understanding about material.

Based on the table 4.5 , the researcher found the types of teacher's questioning strategies is used by teacher to improve students' motivation in English classroom learning activity. The result of classroom observation described the use of teacher's questioning strategies in English classroom learning activity through applied several questioning strategy and using them in mostly season in the teaching process. The research finding showed that during teaching and learning process Mrs. Normasari used several questioning strategies , *Probing question : redirecting, factual question* were applied frequently in all season of teaching.

The teacher opened the class by '*salam*' or *Assalamu'alaikum* to indicate the class was begun. After that she greeted students by English greeting or by saying 'Good Morning, How are you today?' ,the teacher used strategy *probing question.*, the question is 'Who still remember last week lesson? (*siapakah yang masih ingat pelajaran minggu lalu?*). and students answered "*about descriptive text, Miss .*" Before starting the lesson, the teacher asks the students again to checked students' knowledge about previous material, the question is 'What is descriptive text? (*Apa yang dimaksud descriptive teks?*). After that, the teacher continues the question "And then what is generic structure of descriptive text ? " (*apa generik struktur dari descriptive teks?*) 'And students also answer '*Identification and description.* '

Then the teacher gave an example of a descriptive text entitled "My Cat" and the students were told to translate the words spoken by the teacher into Indonesian. The teacher asked to the students the word by word in the text to

checked students ability of vocabulary. The questions is “What is the meaning of the words in Indonesian: paint, uncle, month ago, gift, funny, hair, clean, piece of fish, meat and mouse, waited?” (*Apa arti kata-kata berikut dalam bahasa indonesia: cat ,uncle ,month ago,gift ,funny,hair,washed clean,piece of fish,meat and mouse, waited ?*) .The teacher asks orally, and each students is busy looking for meanings from words they do not know in the dictionary. When the teacher mentions these words one by one, the students orally together state the meaning of the word the teacher mentions. For example the teacher mentions the word "cat", students mention the meaning in Indonesian, namely "*kucing*" and so on.

Having interpreted several words in the text, the teacher then instructed students to translate the text as a whole into Indonesian. The teacher gives 10 minutes to complete the task. To be checked for students' ability to translate a text into Indonesia, the teacher then asks one of the students to interpret the text verbally. By using strategy probing type *redirecting* technique , the teacher asks ‘What is the meaning of paragraph 1 and 2 in the text, Alya ? (*Apa arti dari paragraf 1 dan 2,Alya ?*). Then ,Alya can't answer the question , then Rifki raises his hand and tries to answer the question from the teacher.

To checked students understanding about material, the teacher asked students using probing question strategy, the question is "Could you identify generic structure of text, Lutfia?" (*Dapatkan kamu mengidentifikasi generik struktur dari teks tersebut, Lutfia ?*). And then Lutfia immediately answered the questions from her teacher correctly. Before closing the lesson, the teacher asked students about today's subject matter. To be checked, students are asked to use the

probing question before the lesson, ‘Do you understand? (*Apakah kamu mengerti?*) And no more students asked so the lesson ended.

c) Observation 6

The sixth observation the researcher took the research was on Wednesday, Sept.26th2018 at VIII A . The class began at 10.00 a.m-11.20 a.m. the material was about “ descriptive text” .

For the detail of the observation about using teacher’s questioning strategies in class VIII A, can be seen from inspection of the table 4.6. Below are questioning strategy,teacher’s question and the function or explanation questioning strategy during classroom observation

Table 4.7 observation 6 in VIII A

<i>Questioning Strategy</i>	<i>Teacher’s Questions</i>	<i>The Function/Explanation</i>
Prompting	<p>T : Do you know what is the descriptive text ?</p> <p>S : <i>I don’t know ,Ma’am</i></p> <p>T : Please,checked in your dictionary the meaning of “describe “!</p> <p>S : <i>Menggambarkan</i></p> <p>T : And then, what is the descriptive text?</p> <p>S: <i>Text that describes</i></p>	<p>This strategy called prompting because the teacher give a clue to make students can answer question.</p>

	<i>something or person, Ma'am.</i>	
Probing	T : Have you ever been to a city park ? S : <i>ever</i> T : Whatever you see in the city park?	This strategy called probing because make students more active give the answer and supply much information .
Factual	T :What is the meaning in Indonesia of words : <i>midle,</i> <i>government,</i> <i>gressy areas,</i> <i>flower garden,</i> <i>statues, wooded areas ,</i> <i>environmental,</i> <i>city's lungs,</i> <i>prevent floods,</i> <i>city dwellers,</i> <i>natural scenary?</i> S : (<i>menjawab bersma-sama</i>)	This strategy to checked students ability of vocabulary
Factual	T : What is a city park, Abdan? A: <i>City park is a park that is located in the middle of the city.</i>	To get specific information, and make students talk.
Probing	T : Do you think city park important,Hani ?	This strategy called probing because make students more

	<p>Why?</p> <p>H : <i>Yes,.Because a park hold rain and prevent floods.</i></p>	<p>active give the answer and supplay much information</p>
Factual	<p>T: Who enjoy the city park?</p> <p>S: <i>people who live in the city.</i></p>	<p>This strategy called factual because to recall specific information and to make students talk and active in the class,.</p>
Probing	<p>T : Any questions about this material ?</p> <p>S : <i>No.</i></p> <p>T : Do you understand about descriptive text?</p> <p>S : <i>Yes.</i></p> <p>T : Aziz, what the descriptive text ?</p> <p>A : <i>Text that describes something, people or animals,</i></p>	<p>To checked students understanding about material.</p>

Based on the table 4.6, the researcher found the types of teacher's questioning strategies used by teacher to improve students' motivation in English classroom learning activity. The result of classroom observation described the use of teacher's questioning strategies in English classroom learning activity through applied several questioning strategy and using them in mostly season in the teaching process. The research finding showed that during teaching and learning

process Mrs. Normasari used several questioning strategies, *Probing question* : *prompting*, *factual question*, were applied frequently in all seasons of teaching.

As usual, the teacher opened the class by Salam 'or Assalamu'alaikum to indicate the class was begun. After that she greeted students by English greeting or by saying 'Good Morning, How are you today? .

Then the teacher starts the lesson, she asked the students by using strategy probing question type *prompting technique*. The question is "Do you know what is the descriptive text?" (*apakah kalian tahu, Apa itu descriptive teks?*), and average students did not know about descriptive text because they had never studied before. Then the teacher told them to open the dictionary and look for the meaning of the word "describe" in Indonesian. Then the students answer "*menggambarkan, bu*". And then, what is descriptive text? the teacher asked again. Then the student answers, the text that functions serve to describe something, Mom. Then the teacher asks students to open their textbook on page 22, where there is a descriptive text example titled "City Park". The teacher asked students by using strategy probing question, the question is "Have you ever been to a city park?" (*Pernahkah kalian ke taman kota?*). And on average students answer, *pernah, bu*. And then the teacher asks again "whatever you see in the city park?" (*apa saja yang kalian lihat di taman kota?*). Each student answers according to the experience they have had when visiting a city park.

To be checked for students' vocabulary abilities, the teacher asks the students to translate the words in the descriptive text, then the teacher says these

words and the students are told to translate the words into Indonesian. The teacher asked to the students the word by word in the text to checked students ability of vocabulary. The question is ‘What is the meaning of the words in Indonesian : *midle, government, gressy areas, flower garden, statues, wooded areas ,environmental, city’s lungs, prevent floods, city dwellers, natural scenary?*’(Apa arti kata-kata berikut dalam bahasa indonesia: *midle, government, gressy areas, flower garden, statues, wooded areas ,environmental, city’s lungs, prevent floods, city dwellers, natural scenary?*).

The teacher asked verbally, and each student is busy looking for meanings from words they do not know in the dictionary. When the teacher mentioned these words one by one, the students verbally together state the meaning of the word the teacher mentions. For example the teacher mentioned the word "midle", students mention the meaning in Indonesian, namely "*tengah*" and so on. Students seemed to be enthusiastic about taking lessons

After that the teacher gave several questions to the students regarding the text, so students are active in the class. By using factual strategy ,the teacher asks several questions to the students, What are a city park, Abdan? (*Apa yang dimaksud taman kota, Abdan?*) The teacher immediately told Abdan to answer the question. And verbally Abdan immediately answered the question correctly.

The teacher continued to the next question by using strategy of probing question, the teacher then asked the student named Hani. The question is "In your opinion, do city park important, Hani? Why? (*Menurut pendapat mu, apakah*

taman kota itu penting Hani? Mengapa ?), Hani replied, yes, because a park could hold rain and prevent floods.

To check students understanding about material before closed the lesson ,the teacher asked by using strategy of probing question, the question is ‘Do you understand ?Any questions about descriptive text? . Then the teacher again gives questions to students ,the question is “ Aziz, what is the descriptive text ?” and then and then Aziz immediately answered questions from his teacher. Because the learning time has expired, finally the lesson is closed.

d) Observation 7

The seventh observation the reseacher took the research was on Monday ,Oct. 01st 2018 at VIII B . The class began at 08.45 a.m -09.45 a.m. the material was about “ Announcement” .

For the detail of the observation about using teacher’s questioning strategeis in class VIII B, can be seen from inspection of the table 4.7. Below are questioning strategy,teacher’s question and the function or explanation questioning strategy during classroom observation

Table 4.7 obeservation 7 in VIII B

<i>Questioning Strategy</i>	<i>Teacher’s Que Questions</i>	<i>The Function/Explanation</i>
Probing	T :What is the Announcement ? E: <i>Pengumuman, Ma’am.</i>	This strategy called probing because make students more

	<p>T :Have you ever been seen announcement?</p> <p><i>S : Ever.</i></p> <p>T : Where do you usually see announcements?</p> <p><i>S: On the bulletin board.</i></p>	active give the answer and supplay much information
Prompting	<p>T :What is independence day ?</p> <p><i>S: I don't know ,Ma'am.</i></p> <p>T : Usually celebrated every August.</p> <p><i>S : Hari kemerdekaan ,Ma'am</i></p>	This strategy called prompting because the teacher give a clue to make students can answer the question.
Factual	<p>_What is the announcement about?</p> <p>-What time the event be held?</p> <p>-What should the students bring?</p> <p>-Who signed the announcement?</p>	This strategy called factual because to recall specific information and to make students talk and active in the class,.
Probing	<p>T: Do you understand about material?</p> <p><i>S: yes.</i></p> <p>T : So, what have we learned today.</p> <p><i>S: about announcements and how to make announcements.</i></p>	To checked students understanding material.

Based on the table 4.7, the researcher found the types of teacher's questioning strategies used by teacher to improve students' motivation in English classroom learning activity. The result of classroom observation described the use of teacher's questioning strategies in English classroom learning activity through applied several questioning strategy and using them in mostly season in the teaching process. The research finding showed that during teaching and learning process Mrs. Normasari used several questioning strategeis , *Probing question* : *prompting* and *factual question* were applied frequently in all season of teaching.

As usual, every time in the class the teacher greets and asks the students for news, such as 'Asslamua'alaikum How are you today?' And students also eagerly answer greetings and say that their condition is fine. Before the teacher starts the lesson, the teacher first checks the students attendance .

When the lesson starts, the teacher asks students by using the strategy factual question to checked students' knowledge about material, the question is 'What is the Announcement ?(*Apa yang dimaksud "Announcement"?*) '. Then students answers, an announcement is" *pengumuman* , bu" . 'And then, after the teacher explains about the announcement, the teacher asked the students, the question is " Have you ever been seen announcement? "*(pernahkah kalian melihat pengumuman?)* only some students answered questions from their teacher, they answered "*pernah,bu*" Then the teacher asked again," Where do you usually see announcements?" (*Di mana biasanya kamu melihat pengumuman? di papan pengumuman* answer the students.

Then the teacher ask students to open their textbook on page 21, there are examples of announcements. Then the teacher explains the contents of the announcement, and then the teacher gives some questions to students regarding the contents of the announcement.

By using strategy probing type *prompting* technique, the teacher asked several questions verbally, the questions is “ What is independence day ? Many students don't know the answer. Then the teacher gives a clue to make it easier for students to answer questions. And finally students can answer.

Then the teacher using strategy factual to asked a few questions related the topic. The question is “what is announcement about?” (*tentang apa pengumuman tersebut?*). Then students together answer “ *about clean school environment to celebrate Independence day.*” Then the teacher continue on to the second question, the question is ‘What time is the event be held? (*pada jam berapa kegiatan itu dimulai?*), and the student named Yuda answered, “8:00 a.m sampai 10:00 a.m, bu”. Then the teacher continues the third question, ‘What should the students bring? (*Apa yang harus siswa bawa?*). Some students also answer “ *must be brought are tools, such as broom, trowel, hoe, etc.*” and the last question the teacher asked ‘Who signed the announcement? (*siapakah yang menandatangani pengumuman tersebut?*) then the students answers ‘*the principal, bu.*

Then the teacher gives a exercise to students, they are told to make an announcement in their exercise book, the teacher gives 20 minutes to the students to do the task, while working, sometimes students asked to the teacher about their

assignments, some of them also seem confused, but embarrassed to asked. After that the teacher tells students to collect the assignment, because the time is up. After finishing correcting the exercise, the teacher closes the lesson.

After finishing asking about announcements, to checked students understanding about material, the teacher asked again using the probing question strategy, the question is ‘Do you understand about material? , and students answer,” yes.” .“What have we learned today? "(*Apa saja yang telah kita pelajari hari ini?*). Students answered together" about announcements and how to make announcements. Because the learning time is up, the teacher finally closes the lesson.

h) Observation 8

Wednesday, Oct. 03rd 2018 was the last observation the data researcher who was held in class VIII A at 10.00 a.m-11.20 a.m. The material that day was about ‘Announcement‘ was the same as the material in class VIII A in the previous meeting on observation 7, and the activities that the teacher did in class VIII A were almost the same as those in class VIII B.

For the detail of the observation about using teacher 's questioning strategies in class VIII A, can be seen from inspection of the table 4.8. Below are questioning strategies, teacher's question, the function of questioning strategy during classroom observation.

Table 4.8 observation 8 in VIII A

<i>Questioning Strategy</i>	<i>Teacher's Questions</i>	<i>The Function/ Ekplanation</i>
Probing	<p>T : who still remember last week lesson?</p> <p><i>S : About descriptive text .</i></p> <p>T : Do you remember what is descriptive text?</p> <p><i>S: Text that aims to describe, something, person, or animals..</i></p>	<p>This strategy called probing because make students more active give the answer and supplay much information about previous study.</p>
Prompting	<p>T : What is the Announcement ?</p> <p><i>S : I don't know .</i></p> <p>T : Please checked in your dictionary , what the meaning announcement in Indonesia.</p> <p><i>S : pengumuman.</i></p>	<p>This strategy called prompting because the teacher give a clue to make students can answer question.</p>
Factual	<p>-What is the announcement about?</p> <p>-What time the event be held?</p> <p>-What should the students</p>	<p>This strategy called factual because to recall specific information and to make students talk and active in the class,.</p>

	bring? -Who signed the announcement ?	
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Based on the table above, the researcher found the types of teacher's questioning strategies is used by teacher to improve students' motivation in English classroom learning activity. The result of classroom observation described the use of teacher's questioning strategies in English classroom learning activity through applying several questioning strategy and using them in mostly season in the teaching process. The research finding showed that during teaching and learning process Mrs. Normasari used several questioning strategeis , *Probing question : prompting factual question* were applied frequently in all season of teaching.

When she was questioning her students to know the students condition , the teacher opened the class by greeted the students in form of *salam* which was spelled *Assalamu'alaikum* and followed by a 'good morning,how are you today?' Students were eager to respond to greetings from the teacher and said that 'I am fine. After greeeted the students, the teacher checked students attendance .

When the lesson started, the teacher asked students by using the strategy probing question to check students' knowledge about previous lesson, the question is " who still remember last week lesson?" and the students answer " about

descriptive text. The teacher again asked, "Do you remember what is descriptive text? ",

Then the teacher continues learning with new material about Announcement. The teacher asks students by using probing type prompting technique, the question is 'What is the Announcement? (*apa yang dimaksud dengan "announcement?"*) .Many students do not know, then the teacher ask students to search for the meaning of the word in the dictionary, then students can finally answer. Then the teacher ask students to open their textbook on page 21, there are examples of announcements .Then the teacher explains the contents of the announcement, and then the teacher gives some questions to students regarding the contents of the announcement. Then the teacher asks one of the students to read example announcement on front of the class, and one of the students named Alfino raises his hand to read the announcement to the front of the class.

After that, the same as what the teacher did in class VIII B, using strategy factual question, the teacher asked several questions verbally, the questions is' what is announcement about? (*tentang apa pengumuman tersebut?*) .Then students together answer "*about clean school environment to celebrate Independence day.*" Then the teacher continues on to the second question, the question is 'What time is the event be held? (*pada jam berapa kegiatan itu dimulai??*), and the student answered, 08.00 a.m sampai 10.00 a.m,. Then the teacher continues to the third question, 'What should the students bring? (*Apa yang harus siswa bawa?*). Some students also answer "*must be brought are tools,*

such as broom, trowel, hoe, etc.” and the last question the teacher asked ‘Who signed the announcement? (*siapakah yang menandatangani pengumuman tersebut ?*) then the student answers ‘the principal’.

After finished asked about announcements, the teacher gave a exercise to students, they are told to make an announcement in their exercise book, the teacher gives 20 minutes to the students to do the task. During the work, sometimes students asked to the teacher about their assignments, some of them also seem confused. Because the lesson time is up, the students make the assignment homework and must be gathered at the next meeting. After that the teacher closes the lesson.

b. Interview

The following, the researcher will describe those teacher’s questioning strategies used in English language classroom. The researcher conducted the interview was on Wednesday ,October 03rd 2018 with one of English teacher and 20 students at eight graders (VIII A consist of 10 students and VIII B consist of 10 students). There were five questions the researcher asked to the teacher and seven questions to the students which was related to the questioning strategies in English language classroom.

The first question was the researcher asked to the English teacher about the application of questioning strategies in the teaching and learning process. Based on the interview ,the teachers said that the question is very important,

because questions can motivate students in the teaching and learning process. So with the question students will be more focused in learning.

The second question ,the researcher asked about what questioning strategies to support your strategy in asking questions. Based on interview , the teacher answered “the simplest is usually I use questions 5W+1H.”

In the third question,the researcher asked about does the strategy that used make it easier when teaching in class. Based on interview, the teacher answered “yes, of course.”

The fourth question the researcher questioned the teacher was about how include students to be actively involved in the class. As the result of the interview, by giving a few questions to students, by being given several questions either verbally or in writing students will try to find the answer.

In the fifth question , the researcher asked to the teacher about problems when applying questioning strategies in the classroom. Based on interview , one of the problem when the teacher used English language when asking questions, many of the students do not understand the purpose of the question. Maybe their vocabulary skills are still lacking.

The researcher interviews with the students, the first question the researcher asked about “ do you like English lesson.” Based on interview, 14 of 20 students liked English lesson, and 6 students dislike English lesson.

The second question, the researcher asked about why like English lessons and dislike. The students who like English, they think that English lessons are very fun, like the way the teacher teaches and can add knowledge about English. And students who don't like English most of them think that English is very difficult.

In the third question, the researcher asked about do like the style or way teacher teaches English. According interview result, 17 of 20 students like style teacher teaches English and 3 students don't like it.

The fourth question the researcher questioned the students, feel when the teacher suddenly asked about the material . Based on interview almost all students answered that they were nervous when the teacher suddenly gave a questions.

The fifth question, the research asked about what are the students motivated to learn English in the style teacher teaches or when teacher asking. Based on interview result, 13 of 20 students motivated to learn English, and 7 students not motivated.

In the sixth question the researcher asked to students about feel comfortable or depressed when the teacher asking in front of the class , 10 of 20 students answered that they feel comfortable when the teacher asked, and 4 students hey sometimes feel comfortable and sometimes feel depressed when the teacher asked, and 6 students feel depressed.

B. Discussion

In the previous chapter mentioned , there is a question addressed in this thesis, the question is what are the teachers' questioning strategies in English language classroom at eight graders of MTs Nurul Falah Juai.

Based on the data the researcher got from observation and interview, the researcher found that some questioning strategies that using the teacher's in English language classroom. Paragraph below are the answer of the question which were already mentioned in the previous paragraph :

1. Questioning Strategies Used in Teaching English

There are some questioning strategeis that the teacher frequently used in teaching English during the observation the researcher took the data, as follows :

Table 4.9 Questioning Strategeis Used

No.	Questioning Strategy	Frequency	Persentage (%)	Class
1.	Probing Question	14	37%	VIII A .VIII B
	<i>Prompting</i>	7	18%	
	<i>Redirecting</i>	4	10%	
2.	Factual Question	13	35%	VIII A .VIII B

Based on the table 4.9, the finding showed that the teacher's at eight graders of Mts Nurul Falah Juai used strategy in asking question in English classroom learning activity. She used type of questioning strategy during teaching English process namely probing question (prompting ,redirecting technique) and ,factual question.

a. Probing Question

Probing question is a series of question which require students to go beyond the first response. Subsequent teachers' questions are formed on the basic of the students' respond as stated by P.E Blosser (2005). In such a case Jacobsen and Dulany (1999) define that probing is a question technique where students more active give the answer and supply much information to get more inclusive answer.

During observation, the researcher found that this strategy was used most by the teacher when teaching in the classroom. Usually before starting the lesson the teacher did a brainstorm to check students' understanding of the previous study. Using this strategy, the teacher asked several questions about the material that has been studied before and repeated several discussions until finally proceeding to the new material. This strategy is also used to check students' understanding of the material they are learning, so the teacher gave several questions so that students are more active giving the answer and supply much information to get more inclusive. In this strategy, probing question is divided into two technique, they are redirecting and prompting. When students cannot answer questions or are confused, usually the teacher used strategy probing type prompting. According to Hellen (2006) prompting is providing hints or clues to elicit response. In this technique the teacher given a clue to complete students answer. So students are easier to answer questions given by the teacher.

Besides using prompting, the teacher also use strategy probing type *redirecting*. According Jacobsen and Dulaney (1999) redirecting is a method

which reduces teacher talk and seeks to eliminate individual domination of class discussion. In this technique, the teacher will redirect the same question to other students to get various answers. Usually when the teacher asks a student, then the student cannot answer then the teacher again asks the same question to other students. When students' answers are wrong, the teacher usually tells other students to correct the answers and the teacher can also give the same questions to students to answer some students.

a. Factual Question

Factual question is question which requires the students to recall specific information students have learned as stated by P.E Blosser (2005). This strategy is modeling simple exploratory question to gather information. In this type of questioning strategy teacher will use several type of question, such as what, who, where, when and why to set out simple information gathering response base on the information provided.

This strategy is usually used by teachers when asking questions related to the material students have learned. Suppose the teacher gives material about announcement, then the teacher asks a number of questions related to the announcement.

Based on the results of an interview with an English teacher on October 03th 2018, she said that the question was very important because the questions could motivate students in the teaching and learning process, so with questions the students would focus more on learning. As a teacher, she always support her students. When her students answered with the wrong answer, she tried to explain

more than,.When her students answer with the correct answer she sometimes appreciate it by giving a good score or reward to the students.

Based on the results of interviews with some students of class VIII A and VIII B about 20 students, some said that they did not like learning English, because they thought the lessons were difficult to understand. But some others like the lesson because they think English lessons are fun. And when the teacher suddenly asks, they are sometimes confused and just silent if they can't answer the question. They say sometimes when the teacher suddenly asks, sometimes feeling very nervous and afraid of being wrong in answering. So they can only be quiet, without answered the questions.

