

**JURNAL**

**TEACHER'S QUESTIONING STRATEGIES IN TEACHING READING  
COMPREHENSION IN JUNIOR HIGH SCHOOL 3 KEDIRI**



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**2017**



## SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

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 Fakultas – Program Studi : FKIP – Bahasa Inggris  
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## TEACHER'S QUESTIONING STRATEGIES IN TEACHING READING COMPREHENSION IN JUNIOR HIGH SCHOOL 3 KEDIRI

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### ABSTRACT

Reading comprehension in the first language is the easiest yet more challenging in foreign language. Based on that, teacher as a facilitator should guide students to catch up the understanding of the material by asking questions using questioning strategies. Questioning strategies is one teaching behavior way through teachers and students' interaction, checking learning, promoting thought, consolidating knowledge, using knowledge, achieving teaching goals. The aim of this research are to identify the types of teacher's questions that involve in reading comprehension class and to identify the strategies that teacher used in asking questions during teaching reading comprehension class. This research approach was qualitative research and the research method was case study design. The subject of the research was an English teacher in Junior High School 3 Kediri. The result of the research showed that teacher used two strategies in asking questions in reading comprehension class which were mix and peaks strategy. Also in asking questions there were two types of questions involved, they were questions on knowledge and comprehension level. From the finding above, the writer concluded that in teaching reading comprehension for the seventh grade students, questions that posed by teacher still less measured students' comprehension towards the material. Then the writer suggests that teacher should use and apply more the questions on comprehension level.

**KEYWORDS** : Questioning strategies, reading comprehension.

### I. INTRODUCTION

Students' success of learning and teachers' success of teaching could be affected by some factors. One of them is teacher strategy in asking question or commonly called as 'questioning strategies'. Asking questions and leading classroom discussions can have a positive impact on student learning. But it should be aware that not all the question is compatible with the lesson and also the learners.

Shaunessy (2005: 5) defines that questioning strategies are essential to the growth of critical thinking skills, creative thinking skills, and higher level thinking skills and can positively affect achievement. Most classrooms are devoid of these types of questions as a regular part of learning. Questioning is one kind of teaching active procedure. It is one teaching behavior way through teachers and students' interaction, checking learning, promoting thought, consolidating

knowledge, using knowledge, achieving teaching goals. There are several types of questions teachers can use to stimulate creative, critical, and higher level thinking. Bloom (1956: 18) categorized the level thinking based on the cognitive domain through his Taxonomy which is well known as Bloom's Taxonomy which consists knowledge is the lowest level, followed of comprehension, application, analysis, synthesis, with evaluation at the highest level.

As teachers, they should be aware that the questions made are not always comprehensive to cover all aspects. In this research, writer wants to know the questioning strategy which the teacher used in its application of teaching reading comprehension in Junior High School 3 Kediri. As stated by Moreillon (2007: 62) "Questioning must also be practiced with texts in content areas for which students are often asked to answer literal, inferential, and evaluative questions." It could be inferred that questioning should be practiced with a passage that given which much of information has in it. It is included in reading comprehension. However, reading in a foreign language like English is even more challenging as the community does not speak English, lacks English exposure.

As a challenge, students are expected to have a creative and critical think to

solve this problem. In order to measure their comprehension towards the passage, teacher can ask for several questions which have relation with their knowledge. The question could be implied or detail information from the passage given. Shaunessy (2005: 14) stated that the most commonly recommended or ideal question is the divergent thinking question that probes beyond the convergent, one-correct-answer question, thus allowing students to delve more deeply into an idea. These questions generally follow the open-ended format that allows for purposeful, student-centered discussion.

However, based on the previous study which was conducted by Sunggingwati and Nguyen (2013), teacher still mainly asked about typical questions which found in the textbook rather than asking open-ended questions which lead the students to thinking creatively and critically. Another study by Parker and Hurry (2007) revealed that teachers also asked more closed questions in reading comprehension, leading to the fact that students generated a limited number of questions.

And based on the previous study which have stated, this research has similarities and differences with those above. The similarity is this research also seeks for the types of teacher's question that mentioned in the classroom which will be categorized based on the cognitive level. The

difference is this research only focus on the types of questions which teacher use and conducted to seek the strategy of question the teacher used in delivering their question which is still not done in previous research.

To sum up, there are several aspects which are underlining the researcher to conduct this research. First, high school teacher especially on junior grade is still using the same type of questions among the types of questions that exist. So, the researcher should identify and categorized the types of questions. Second, high school teachers especially on junior grade still lack of strategy on how delivering the questions that can stimulate students' creativeness and comprehension towards the passage on reading comprehension. As a result, the teachers' questioning is only a superficial form of classroom activity, lacking in the practical value. It can't really stimulate students' initiatives, nor can it develop their interactive competence.

Here the writer conducts a research on Junior High School 3 Kediri. It focuses on the questioning strategy that used by English teacher in Junior High School 3 Kediri. This school is chosen based on its rank as a favorite school which also has good teacher. Also the school is categorized as National Standard School (SSN) and this school also has achievement from various championship

grades. Questioning can be used by both teachers and students in the classroom. The writer will only focus on the questions which are delivered by the teacher in the classroom. It is including the oral questions that used by the teacher. The subject of material is teaching reading comprehension on descriptive text at the seventh grade students of Junior High School 3 Kediri.

This research was conducted to identify the types of teacher's questions that involved in Reading Comprehension class and the strategies that teacher used in asking questions during teaching reading comprehension class.

## II. RESEARCH METHOD

This research uses qualitative approach. Then for the design the researcher uses case study. It is because the researcher wants to identify the types of questions and the strategy of questioning that teacher used which are only could be presented through description.

In this research, the researcher became a key in collecting the data. Based on Ary (2010: 424) "in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data." It means that the researcher acts as a human instrument and data collector at once. Beside that, the researcher also

designs the instrument or tool for the research.

For collecting the data, the researcher used observation and interview. Then on the observation, the researcher also made a field note as supporting data to make it detail. From the observation and interview, she made transcriptions to look for the main data based on the purpose of this research.

After the data had been collected, then the researcher analyzed it through three stages. They were: (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

In order to check the validity of the data, the researcher used triangulation based on the types of data which consisted of observational, field notes, and interview.

This research was taken place in Junior High School 3 Kediri on the even semester with the subject was an English teacher on the seventh grade. The reason why the researcher interested with this teacher was because this teacher in her teaching used questioning strategies. Thus, she had taught over 10 years and had a lot of achievement such as designing book, and writing in educational journal.

### III. FINDING AND DISCUSSION

Based on the research questions, the finding were finding out about the types of questions that teacher used and also the

teacher strategies in asking questions in reading comprehension class.

The researcher did the observation on the first day when the teacher taught about descriptive text in reading comprehension class. It was done to observe and find out types of questions that used by the teacher. Then for the second day, the researcher did the interview with the teacher to ask about the strategies of questioning she used. It was also done to support the research data that taken from the observation.

First finding was for identifying the types of teacher's questions that involved in reading comprehension class. It shown that in delivering the questions in reading comprehension on the seventh grade of Junior High School 3 Kediri, the level of questions only reach on the comprehension level which the most frequent questions that asked was on knowledge level.

The teacher came to the class and greeted them at 08.30 AM. She asked the students how they feel today. The teacher began the lesson by giving them worksheet of the material that would be taught. The material was about reading comprehension in Descriptive text. Then she asked the students to observe the picture which had been printed on the worksheet. She said, "Observe the picture!" With that instruction the students started to look at their worksheet and observed the picture.

Then the teacher started to pose some questions.

During the observation, it found that there were 41 questions in total of questions that posed by the teacher orally. Firstly, she instructed them to observe the picture by saying "Observe the picture!". She gave students several seconds to observe then asked them to describe about the picture orally. But before that she asked the students "Do you know orally?" to check their understanding. Then she opened the activity with an opening question "What do you think about the picture?"

First type of questions and the frequent questions that teacher asked was questions on knowledge level. Questions on knowledge level deals with the specific facts, ways and means of dealing with specific, the structure and setting, and also the methods and processes. After the opening question, she went on the first task. She asked the next questions which referred to a specific information and finding for the definition. The teacher asked, "What is good looking?" to the students, it was purposely to dig up the students' knowledge about the meaning or definition from the words "good looking." And then when the teacher asked "What is the hair like?" it referred to the specific information about the appearance or look of the hair, the answer was "Long."

The next aspect in questions of knowledge level is dealing with recalling the methods or processes. Process in this manner refers to the previous knowledge. It deals with the previous material or lesson that has been taught. Teacher posed a question "Do you still remember about description?" to the students. She also added "There are things I know about description, description about?" after the first question. It was done to lead students to their memory about description text. Thus she also asked "Do you still remember about my red bags?" which implied about the previous material or activity that students had done. The question referred to specific information that had been done in the past.

The next aspect in the question on knowledge level is about recalling the pattern or structure. On the observation day, teacher taught about descriptive text. As well as the other genres of text, descriptive also has its own structure or it is often called as generic structure. After the first activity had been done, for the second activity the teacher asked students to study about description text. After that she began to explain about the definition of description text and what things were dealing with that. She continued with explained about the generic structure of the text. Then after she delivered the explanation, she read aloud the first text

about “My mother.” The teacher asked “which one is identification?” it shown that the question were posed in order to find one of the part in descriptive generic structure. To make sure the observation, the writer also did the interview to the teacher.

The second type of questions that teacher asked was on level of comprehension. As the name “comprehension”, students need to understand the communication and be able to respond it. From the observation in 7-I class, the writer found that not all the aspects were used in the questions that posed by teacher. From the three aspects which were translation, interpretation, and extrapolation, only interpretation was used.

In the beginning of first activity, teacher asked, “What do you think about the picture?” as the opening question. “what do you think” referred to asking someone’s opinion. Moreover on the next activity students are asked to be able answer the true-false question. So here she asked them about their thinking or opinion about the picture. When the students answered “true” the teacher asked to the class again “Is it true?” then they answered “false”. She posed a question to the whole class, “How do you count it?” then the students answered the same answer as the student B. Those questions that asked were purposely to check their comprehension

towards the question and the information on the text.

Then the second finding was to identify in asking questions which teacher used during reading comprehension class. There are three strategies that can used by the teacher, they are mix strategy, peaks strategy, and plateau strategy. In here, the writer found that the teacher did not use one current strategy in her teaching. She applied two strategies and mixed it. The two strategies were mix and peaks strategy.

For mix strategy teacher used yes/no questions and construction question. The yes/no questions were several times asked in the class like “Is she good looking?” and “Is she very smart girl?” Beside that, she also used construction question like “what do you think about the picture?” It was asked to lead students to give their opinion about the picture.

Next, in using peaks strategy the teacher asked the different students orderly. During the observation and guided interview, the writer found that she did not only ask to the same students but asked the students randomly and orderly. In the observation day, the writer noted in her filed note that students were habitually prepared to answer the questions by order. It was shown that she would not ask to the same student with the same question. Then the questions that asked were related with other questions. For example when she

asked about the appearance of woman in the picture she asked, "Is she good looking?" to the students then she continued asked, "Do you know good looking?"

The last aspect on comprehension level was asking from the simple question then to the complex one. In her class about descriptive text the teacher sometimes used certain way to asking the questions. Appropriate with the level of the students in seventh grade she usually started a lesson with the simple questions first then went on to the more complex one.

Then based on the data which had gotten, the result on first research question was in teaching reading comprehension to the seventh grade students, they were only two types of questions involved. They were questions in knowledge level and comprehension level. This finding was in line with the previous study finding that conducted by Sunggingwati and Nguyen (2013) about teacher's questioning in reading lessons, a case study in secondary level students in Indonesia.

The result on second research question was that teacher didn't use all the strategies which mentioned by Hyman in Shaunessy (2005: 12). She only used two strategies and left one strategies, which was plateau strategy. It occurred because she didn't like to ask the same questions to the students if the answer had already corrected.

Moreover, the finding of this study had differences with the previous study on the strategies which were used. The previous study that conducted by Sari (2014) used some strategies according to Chin (2004) while in this study the strategies were according to Hyman in Shaunessy (2005: 12).

It can be concluded that in teaching reading comprehension for the seventh grade students, questions that posed by teacher still less measured students' comprehension towards the material because teacher only posed frequent questions on knowledge level. Teacher still less asked questions on comprehension level. Also, the researcher concludes that teacher applied strategies in questioning in teaching reading comprehension. Because the teacher used two strategies in questioning, which were mix and peaks strategies.

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