TEACHER'S QUESTIONING STRATEGIES
IN TEACHING ENGLISH
AT GRADE XI SMAN 1 PANYABUNGAN UTARA

Thesis

Submitted to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in Teaching

Written By:

AMARDI HALOMOAN LUBIS
Reg. No. 18 203 00041

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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2024

LETTER AGREEMENT

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Item   : 7 (seven) exemplars

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To Dean:

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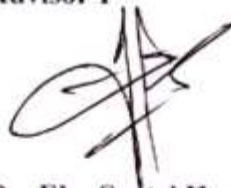
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Assalamu'alaikum warohmatullahwabarakatuh

    After reading, studying and giving advice for necessary revision on the thesis belongs to **Amardi Halomoan Lubis**, entitled **"Teacher's Questioning Strategies in Teaching English at grade XI SMAN 1 Panyabungan Utara"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty inState Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan.

    Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty inState Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan. Thank you.

Wassalamu'alaikum warohmatullahwabarakatuh

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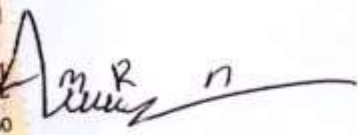
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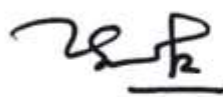Fitri Rayani Siregar, M. Hum.   Sri Rahmadani Siregar, M.Pd.
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ABSTRACT

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Fakulty	: Tarbiyah dan Ilmu Keguruan
Department	: Tadris Bahasa Inggris
The Title of the Thesis	: Teacher Questio ning Strategy in Teaching English at grade XI SMAN 1 Panyabungan Utara

This study aims to determine the question and answer strategy used by teachers in teaching English in grade XI SMAN 1 Panyabungan Utara. This researcher has a problem formulation, namely wanting to know what strategies are most often used by teachers in teaching English in grade XI SMAN 1 North Panyabungan, and how teachers use that strategy in teaching English in grade XI SMAN 1 Panyabungan Utara. And the purpose of this study is to find out the questioning strategies that are often used by teachers and how to use these strategies. This study used descriptive qualitative method. Data collection techniques use observation and interviews as research instruments. The research informant in this study was an English teacher for grade XI students of SMAN 1 Panyabungan Utara. And this data was analyzed using Sugiyono's theory of reduction, display and conclusion. Based on the results of the study, there are various questioning strategies used by teachers in asking questions in English lessons such as prompting, probing, repeating, directing. The way the teacher uses the strategy of asking questions in teaching is first by giving the title of the material and explaining it, then probing is used by the teacher when he has finished explaining the topic by making sure students have understood, then repetition occurs when the teacher asks students to answer questions that the teacher repeatedly asks them. Multiple student briefing occurs when the teacher ensures that all students understand the way students answer the teacher's questions together.

Keywords: Questioning strategy, English.

ABSTRAK

Name	: Amardi Halomoan Lubis
NIM	: 18 203 00041
Fakulty	: Tarbiyah dan Ilmu Keguruan
Department	: Tadris Bahasa Inggris
The Title of the Thesis	: Teacher Questioning Strategy in Teaching English at grade XI SMAN 1 Panyabungan Utara

Penelitian ini bertujuan untuk mengetahui strategi tanya jawab yang digunakan guru dalam mengajar bahasa Inggris di kelas XI SMAN 1 Panyabungan Utara. Peneliti ini memiliki rumusan masalah yaitu ingin mengetahui strategi bertanya apa yang paling sering digunakan guru dalam mengajar bahasa Inggris di kelas XI SMAN 1 Panyabungan Utara,dan bagaimana guru menggunakan strategi itu dalam mengajar bahasa inggris di kelas XI SMAN 1 Panyabungan Utara. Dan tujuan penelitian ini adalah untuk mengetahui strategi bertanya yang sering di gunakan guru dan bagaimana cara menggunakan strategi tersebut. Penelitian ini menggunakan metode kualitatif deskriptif. Teknik pengumpulan data menggunakan observasi dan wawancara sebagai instrumen penelitian. Informan penelitian dalam penelitian ini adalah guru bahasa Inggris untuk siswa kelas XI SMAN 1 Panyabungan Utara.dan data ini di analisis menggunakan teori dari sugiyono yaitu reduction, display and conclusion. Berdasarkan hasil penelitian, ada berbagai strategi bertanya yang digunakan guru dalam mengajukan pertanyaan dalam pelajaran bahasa Inggris seperti prompting, probing, repeating, directing. Cara guru menggunakan strategi bertanya dalam mengajar adalah pertama dengan memberikan judul materi dan menjelaskannya, kemudian probing digunakan oleh guru ketika ia telah selesai menjelaskan topik dengan memastikan siswa telah memahami, kemudian pengulangan terjadi ketika guru meminta siswa untuk menjawab pertanyaan yang berulang kali ditanyakan guru kepada mereka. Beberapa siswa mengenai materi pelajaran dan pengarahan terjadi ketika guru memastikan bahwa semua siswa memahami dengan cara siswa menjawab pertanyaan guru secara bersama-sama

Keywords: Questioning strategy, English

خلاصة

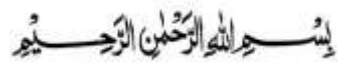الاسم : أماردي هالوموان لوبيس

الرقم : ١٨٢٠٣٠٠٠٤١

عنوان الرسالة : إستراتيجية طرح الأسئلة للمعلم في تدريس اللغة الإنجليزية للصف الحادي عشر بمدرسة شمال بانيابونجان ١ الحكومية الثانوية

    تهدف هذه الدراسة إلى تحديد استراتيجية السؤال والجواب التي يستخدمها المعلمون في تدريس اللغة الإنجليزية في الصف الحادي عشر بمدرسة شمال بانيابونجان ١ الحكومية الثانوية. لدى هذا الباحث صياغة مشكلة، وهي الرغبة في معرفة الاستراتيجيات التي يستخدمها المعلمون في أغلب الأحيان في تدريس اللغة الإنجليزية في الصف شمال بانيابونغان. والغرض من هذه الدراسة هو معرفة استراتيجيات طرح الأسئلة التي يستخدمها المعلمون غالباً وكيفية استخدام هذه الاستراتيجيات. استخدمت هذه الدراسة المنهج النوعي الوصفي. تستخدم تقنيات جمع البيانات الملاحظة والمقابلات كأدوات بحث. كان مُخبر البحث في هذه الدراسة هو مدرس اللغة الإنجليزية لطلاب الصف الحادي عشر في مدرسة شمال بانيابونجان ١ الحكومية الثانوية. وتم تحليل هذه البيانات باستخدام نظرية سوجيونو في الاختزال والعرض والاستنتاج. وبناء على نتائج الدراسة، هناك استراتيجيات طرح مختلفة يستخدمها المعلمون في طرح الأسئلة في دروس اللغة الإنجليزية مثل الحث، والتدقيق، والتكرار، والتوجيه. إن طريقة استخدام المعلم لاستراتيجية طرح الأسئلة في التدريس هي أولا عن طريق إعطاء عنوان المادة وشرحها، ثم يستخدم المعلم الاستقصاء عندما ينتهي من شرح الموضوع من خلال التأكد من فهم الطلاب، ثم يحدث التكرار عندما يطلب المعلم من الطلاب الإجابة على الأسئلة التي يطرحها عليهم المعلم بشكل متكرر. تحدث الإحاطات المتعددة للطلاب عندما يتأكد المعلم من أن جميع الطلاب يفهمون الطريقة التي يجيب بها الطلاب على أسئلة المعلم معًا.

الكلمات المفتاحية: استراتيجية التساؤل، اللغة الإنجليزية.

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9. To myself, the strong and the weakness me, the person who always want to face all challenges in this life. Thank you becoming this amazing version until I can finish this thesis.

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This thesis can't be considered perfect without critics and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this better.

Padangsidimpuan, Oktober 2023
Researcher

Amardi Halomoan Lubis
Reg. No. 1820300041

TABLE OF CONTENTS

Page

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. Background of the Problem

English has been acknowledge by most countries in the world as an international language. Consequently, English has to be used in international communication both orally and in written communication, for general as well as specific needs. Therefore, people in countries where English is used as a second or foreign language have to learn it, if they want to be able to communicate internationally. Indonesia, where English is a foreign language, also has to teach the citizens especially the young generation to learn English.

English teachers usually teach their students by using available text books. However,such learning materials which are really suitable with the needs of the students are not always available. This condition should not discourage the teachers as far as they have the objective of the teaching or are familiar with the need of the students. By having the objectives of the teaching/learning or being familiar witht he needs of the learners, the teachers can develop their own materials for the learners to achieve the objectives or to ful fill the needs of the learners.

Teaching is giving instruction, guiding in the study of something, proving by knowledge, causing to understand. The definition of teaching cannot be parted from the definition of learning[1]. The understanding towards the concepts

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[1] Harsono, 'Developing Learning Materials for Specific Purposes', *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 18.6 (2015), 169–79 (p. 169) <https://doi.org/10.15639/>.

of teaching and learning may underline the success of language teaching and learning process

Based on the interviews with English teacher, the researcher tries to investigate teacher's questioning strategy in students at grade XI and analyzed teacher's questioning strategy that affected the student's responses. Researcher's preliminary study shows that most teacher's strategies was bored and make the students less comfortable in the classroom so there was not interactive interaction. the researcher is interested in study is about Teacher Questioning Strategies. In order to give benefit for the teachers in delivering question for interactive learning. Moreover, the teachers also could apply various questioning strategies that can help them to elicit the student's responses at grade XI students SMAN 1 Panyabungan Utara.[2]

Teachers must be aware of their student's ability and capability in relation to the materials being taught in the classroom during the teaching learning process. Teachers must also be aware of their student's output before and after learning because the interaction between teachers and learners is one of the most important activity in the classroom. Besides, there is a process in teaching English called asking or giving questions. It can be from the teacher to the students or from the students to the teacher. Questioning strategies must include questioning students.

Questioning strategies are methods for asking students questions in order to gain a purpose in teaching. Teachers must be aware of their student's

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[2]Ida Royani, English Teacher in SMAN 1 Panyabungan Utara, Privat Interview,on March 07 th 2021, at 10.00 a.m.

abilities and the extent to which they understand the material that has been taught during the teaching learning process. Furthermore, teachers must know the output of their students before or after teaching by asking questions. As a result, there must be interaction between the teacher and the students, followed by feedback from the students.

Based on the explanation above, to find out some steps that used by the teacher to teach. Therefore researchers wants to know the the strategies and the reason by the teachers using questioning strategy at grade XI SMAN 1 Panyabungan Utara. The researcher wants to conduct a research entitled Teacher's Questioning Strategies in Teaching English at grade XI SMAN 1 Panyabungan Utara.

B. Focus of the Problem

This research focused on identifying the most questioning strategies used by the teacher in teaching english and how does the teacher used questioning strategies in teaching.

C. Formulation of the Problem

Based on the previous background, the research formulates the research questions as follows :

1. What are questioning strategies mostly used by the teacher in teaching English at grade XI SMAN 1 Panyabungan Utara?

2. How did the teacher use the questions strategies in teaching english at grade XI SMAN 1 Panyabungan Utara??

D. Objective of the Research

According to the questions mentioned above, the objectives of this study are as follows:

1. To desceribe questioning strategies that commonly used by the teacher in teaching English at grade XI SMAN 1 Panyabungan Utara?

2. To desceribe how the teacher used the questioning strategies in teaching English at grade XI SMAN 1 Panyabungan Utara?

E. Significance of the study

This study will be advantageous for the teachers and further researcher:

1. For the teachers

   a. To give information for the teacher that questioning has various function and it can help students to create their level of thinking

   b. To give deeper information that the teacher need to prepare a lesson well, and also materials and the questions related with the objectives of the lesson because it can engage the students in teaching english

2. For the researcher

   Hopefully this research can be a reference to other researchers who wants to analyze about teachers' questioning strategies.

F. Definition of Key Terms

1. Questioning Strategy

   Questioning strategy is a learning strategy carried out by a teacher in delivering learning material by giving questions to students or vice versa

which is expected by students to easily receive and understand learning material so that the ultimate goal of learning can be achieved .

2. Teaching English

Teaching is a practice implemented by a teacher that aims to transmit skills (knowledge, knowledge, and interpersonal skills) to learners, students, or other audiences in the context of an educational institution. Learning English is a process of understanding a language just like teaching a baby's mother tongue. practice and theory of learning and teaching English for the benefit of people whose first language is not English.

So, teachers questioning strategies in teaching English at Grade XI SMAN 1 Panyabungan Utara means the technique or the ways that the teacher used in giving question to the student that learning English as a foreign language.

G. Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consisted of some sub chapters with detail as follow :

Chapter one discusses of introduction: consist of background of the problem, focus of the problem, definition of terminologies, formulation of the problem, objectives of the research, and significances of study. Chapter two consists about theoretical description: This chapter contains the theories that the research uses to construct the understanding about the topic discussed in this study. This chapter also contains the review of related findings from other studies.

Chapter three consists methodology of the research that consist of place and time of the research, method of research, source of data, the instruments of collecting data, technique of collecting data, the technique of analysis data, and technique of checking trustworthiness.

Chapter four is the result of the research talking about the analysis of the data.

Chapter five is about conclusion about the result of the research and suggestion which is given to students and the teacher by researcher.

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Description

    4.   Questioning Strategies

        a.   Definition of Question

Question is a sentence, phrase, or gesture that seeks information through a reply. It means that question is when the teachers say something like words, phrase or sentences which are needed to replay by the interlocutor or listener. Some definition of vocabulary is proposed by some experts. According to Lynch states that question is a command or interrogative expressions used to elicit information or a response or to test knowledge.[3] In other words, when the people produce sentences to other people when it involves command and interrogative expression to get any information or responses means a question.

Long & Sato states that question is a linguistic expression used to make a request for information, or the request made using such an expression. So, the information requested may be provided in the form of an answer.[4] Cotton, K. defines question as any sentence

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[3] T Lynch, (2020). Questioning Roles in the Classroom. ELT Journal 45 (3): 201 -210.

[4] M. H. Long, & C.J Sato, (2017). Classroom foreigner talk discourse: Forms and functions of teachers' questions. In H.W. Seliger and M.H. Long (Eds.). Classroom-oriented research in second language acquisition. Rowley, Mass.: Newbury House.

which has an interrogative form or function.[5] In classroom settings, teacher's questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are going to do and how they are going to do it. It focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation.

b. Definition Questioning Strategies

The term of questioning strategy comes from two words, question and strategy. Question means asking for something to get information. Moreover, Cotton defined question as any sentences which has interrogative form or function[6]. In the other definition Linch defined that question is a command or interrogative expression used to elicit information or a response or to test knowledge. The term of questioning strategies has been long to be known in teaching and learning process. The Result is there are several definitions about questioning strategy.[7] So, the term of questioning strategy comes from two words, question and strategy.

Questioning strategies are ways which as used to ask something to the students in acquiring of the purpose in teaching and learning

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[5] Katheleen Cotton.(2017).Classroom questioning.School Improvement Research Series. Northwest Regional Educational Laboratory. Retrieved on 9 thNovember2014,from:(http://www.nwrel.org/scpd/sirs/3/cu5.html)

[6] Katheleen Cotton, *Monitoring Students Learning in the Classroom* (Portland: Northwest Regional Educational Laboratory,2017), p. 33 <https://eric.ed.gov/>.

[7] T Linch, 'Questioning Rules in the Classroom', *English Language Teaching Journal*, 45.3 (2019), 201–2010 (p. 205) <https://eric.ed.gov/>.

process. Questioning strategy is one of the important tools to convey students' learning which can help teachers develop their own strategies to enchance the students work and thinking. Chind stated that questioning strategy is characterized by flexibility as the teacher adjust questioning based on students respond in order to engage student in higher order thinking[8]. So, Chind stated that questioning strategy is characterized by flexibility as the teacher adjust questioning based on students respond in order to engage student in higher order thinking.

Sujariati[9] explained that questioning strategy is most effective when it allow students to become fully involved in learning process. It means teacher should think hoe to create the strategic questioning in their lesson plan before teaching and learning process.

From the explanation above, the researcher concludes that the questioning strategy is a learning strategy carried out by a teacher in delivering learning material by asking questions to students or vice versa so that it is hoped that students can easily accept and understand the learning material.

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[8] Chind, 'Teacher Questioning in Science Classrom', *Journal of Research in Science Teaching*, 44.2 (207AD), 201–2010 (p. 205) <https://onlinelibrary.wiley.com/>.

[9] Sujariati, Qashas Rahman, and Murni Mahmud, 'English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu', *ELT Worldwide: Journal of English Language Teaching*, 3.1 (2016), 108–21 (p. 3) <https://doi.org/10.26858/eltww.v3i1.1884>.

c. Functions of Teacher Questioning Strategies

Shomoossi said in Nasir[10]. That Teacher's questions may serve different functions, the function can be focusing attention, exercising disciplinary control in the course or an instruction, encouraging students' participation and moving the lesson forward among others.

Wati said the first function is question as a diagnostic tool. Classroom questions allow the students to find out not only what they know or don't know but also how they think about a topic. The second function is instructional. It focuses on the role that questions play in helping students learn new material and integrate it with the old one. Questions provide the practice and feedback essential for the development. The last function is motivational. Through questions teachers can engage students actively in the lesson at hand, challenging their thinking and posing problems for them to consider. In the beginning of the lesson, question can be used to capture students' attention and provide a focus for the lesson. In addition, frequent and periodic questions can encourage active participation and provide opportunities in the lesson for continued student involvement.[11]

It can now be concluded that the function of questioning strategies can actively engage students in the lesson at hand,

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[10] Amira Fakhira M Nasir, 'An Analysis of Teacher Questioning Strategies and Students Responses in EFL Classroom' (Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020), pp. 7–8 <https://repository.ar-raniry.ac.id/>.

[11] Devi Liviana Wati, 'Teacher Questioning Strategies to Create Classroom Interaction in Efl Classes' (State University of Semarang, 2019), p. 27 <https://lib.unnes.ac.id/>.

challenging their thinking and posing problems for them to consider. At the beginning of learning, questions can be used to attract students' attention and provide focus on learning. In addition, frequent and regular questions can encourage active participation and provide opportunities in learning to continue to engage students.

The specific functions of the teacher questions can be grouped into three broad areas: diagnostic, instructional, and motivational.[12] As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to find out not only what they know or don't know but also how they think about a topic. A second important function that questions perform is instructional. The instructional function focuses on the role that questions play in helping students learn new material and integrate it with the old one. A third function that classroom questions perform is motivational. Through questions teachers can engage students actively in the lesson at hand, challenging their thinking and posing problems for them to consider.

Questions also serve an important instructional function. The instructional function focuses on the role that questions play in assisting students in learning new material and integrating it with previously learned material. Questions provide valuable practice and feedback for development. Questions draw student's attention to the

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[12] Rita Erlinda and Sari Rahma Dewi, 'Teacher Questions in EFL Classrooms', 17.2 (2014), 177–88 (p. 181) <https://scholar.google.co.id/>.

information in a lesson. Questions are also useful in the acquisition of integrated bodies of knowledge. Questions can be used to review previously learned material in order to build a knowledge base for the new material to be learned. Furthermore, questions can be used to clarify relationships within the content being discussed as the new material is developed.

Motivation is a third function that classroom questions serve. Teachers can actively engage students in the lesson by asking questions, challenging their thinking, and posing problems for them to consider. A question at the beginning of the lesson can be used to capture student's attention and provide a focus for the lesson. Furthermore, frequent and periodic questions can encourage active participation and provide opportunities for continued student involvement throughout the lesson. According to research in this area, teacher-led questioning sessions result in the highest levels of student on-task behavior. Finally, questions can be used at the individual level to draw wandering students back into the lesson or to provide an opportunity for one student to be confident.

However, as cited by Brown in Christenbury & Kelly[13], the functions of questioning in an interactive classroom as follows:

1. Teacher's question give students the impetus and opportunity to produce language in a relaxed setting

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[13] Christenbury and Kelly. Questioning a Part to Critical Thinking (online serial), (40). Accessed on Februay 27, 2023.

without putting themselves at risk of initiating language. It can be terrifying for students to have to initiate conversation or topics for discussion. Appropriately phrased questions can give more reserved students a positive "green light" and a structured opportunity to communicate in their second or foreign language.[14]

2. Teacher's question can set off a chain reaction of student interaction. A single question may be all that is required to start a discussion; however, without the initial question, students may be hesitant to begin the process.

3. Teacher's question provide the instructor with immediate feedback on the student's understanding. A teacher can use the student response to diagnose linguistic or content difficulties after posing a question. Grammatical or phonological issues, for example, may be revealed by the student's response, providing the teacher with specific information about what to treat.

4. Teacher's question allow students to discover what they think by hearing what they say. They can discover their own opinions and reactions as they respond to questions about, say, a reading or a film. This self-discovery can be especially beneficial for a prewriting activity.

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[14] Brown, H. Douglas. Teaching by Principle an Interactive Approach to Language Pedagogy. (San Francisco: Longman. 2021).

from the explanation it can be know that the question from the teachers can encourage children to think about solving a problem and to awake old or new understandings, investigating and assessing students' mastery of the subject matter, used to often be patterned memory questions, preferably also mind questions.

d. The Reason Why Teachers Ask Questioning

Based on Richard and Lockhart as cited by Erianti[15], there are several reasons why questions are so commonly used in teaching:

1. They stimulate and maintain students' interest

2. They encourage students to think and focus on the content of the lesson

3. They enable teachers to clarify what students have said

4. They enable teachers to elicit particular structures or vocabulary items

5. They enable teachers to check students' understanding

6. They encourage students' participation in a lesson

Beside its various functions, questions can also contribute a lot to the classroom interaction structure. As a two-way interaction, questioning has its potential to stimulate students' interaction, thinking and learning.[16] The use of questions can thus change the way of teacher monologue and involve students in the active

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[15] A. Erianti, 'An Analysis of Teachers' Questioning Strategies in ELT (English Language Teaching): The Classroom Interaction at Eleventh Grade SMA Muhammadiyah 1' (Makassar Muhammadiyah University, 2018), p. 32 <https://digilibadmin.unismuh.ac.id/>.

[16] Erlinda and Dewi, p. 181.

classroom interaction, which helpful to the development of their language competence.

The teachers used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited vocabulary. The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process.[17]

e. How to apply of Questioning Strategies

Furthermore, the questions are applied in each section based on the functions.

1.) Questioning at the beginning of the class

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

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[17] Sujariati, Rahman, and Mahmud, p. 110.

2.) Questioning at the middle of the class

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

3.) Questioning at the end of the class

Questioning students at the end of class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Open/closed questions, or other type question can also be used by teachers in completing the target learning. Teachers can use both oral questions and written test. [18]

Based on the functions, the teacher gives questions in this session as a diagnostic tool or comprehension check when teacher needs to check students understanding and the quality of learning.

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[18] Sujariati, Rahman, and Mahmud, pp. 5–7.

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

So, questioning students at the end of class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not. Open/closed questions, or other type question can also be used by teachers in completing the target learning. Based on the functions, the teacher gives questions in this session as a diagnostic tool or comprehension check when teacher needs to check students understanding and the quality of learning. Furthermore, questioning students at the end of teaching can help students synthesize the information and draw conclusions.

f. Types Questioning Strategy

Jayanti and Rahmawati[19] said there are several types of questioning

strategies, namely:

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[19] Jayanti and Rahmawati, 'Pembelajaran Menggunakan Teknik Probing Prompting Berbantuan Edmod Blended Learning Pada Materi Persamaan Diferensial Matematis Mahasiswa Di Universitas Pgri Palembang', *Journal of Chemical Information and Modeling*, 53.9 (2010), 458–65 (p. 460) <https://doi.org/10.1088/1751-8113/44/8/085201>.

1) Prompting

Prompting implies that a pupil cannot give a correct response-the question is beyond him. The teachers have to prompt or help him by going back two or three steps, and by making his/her prompting questions simpler. Prompting means "directing, demanding". While according to the term are questions asked to give direction to students in the process of thinking.

2) Probing

Involves a series of questions or comments usually addressed to one student that is designed to elicit a more complete or more adequate answer.[20] Linguistically the word "probing" means digging or tracking, while according to the term probing means trying to obtain clearer or more in-depth information. The notion of probing in classroom learning is defined As a technique of guiding students to use existing knowledge to understand the symptoms or conditions that are being observed so that new knowledge is formed.[21]

3) Repeating

Repeating strategy means repeating the question after posing one question and before anyone responds to it or when

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[20] Cao Wangru, 'The Research on Strategies of College English Teachers Classroom Questioning', 9.8 (2016), 1–15 (p. 3) <https://doi.org/10.5539/ies.v9n8p144>.
[21] Jayanti and Rahmawati, p. 461.

no volunteers or no one is nominated to answer a proposed question.

Encoding information derived from short-term memory stored in long-term memory is the most critical part of learning. Teachers can try to help students recall or recall knowledge stored in long-term memory. This way of helping can be done by asking students questions.[22]

4) Redirecting

Redirecting means to direct the same question to several students It is also named as shifting interaction. If a student's response is incomplete or incorrect, the teacher should try to prompt that student first. If the prompting is not productive, the same question should be redirected to a second or even a third student.[23]

Directing attention serves to make students or learners ready to receive stimuli or learning stimuli. In teaching, sudden changes in stimuli can be used to achieve this goal. In science lessons, when the teacher conducts a demonstration about the properties of water, the teacher does so, saying: "Pay attention to the flow of water."[24]

So the conclusion is that there are several types of questioning strategies that teachers use in learning, especially learning English.

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[22] Muhammad Rifan Nasution, Delvia Sahri, and Kesmila Devi, 'Teori Belajar Dalam Pembelajaran Tematik', 3.1 (2019), 1–69 (p. 46).

[23] Wangru, pp. 2–3.

[24] Nasution, Sahri, and Devi, p. 45.

Some of the strategies used are prompting as encouragement, probing as an explanation for answers that feel unclear, repeating is repeating questions, redirecting is making sure all students understand. by asking the same questions to different students

5. Teaching English

   a. Definition Teaching

   Teach the English language, not about language, that language learning is an activity to foster students' use of language as a communication tool as speakers of the language. That is, students are trained in language skills are only mastered through practice speaking. Thus language learning is an activity to use language as a communication tool that must be done through the practice of using language. Not vice versa, language learning is the activity of studying the theory or knowledge of the language.

   According to River as cited in Fidiasari[25] , teaching English should be based on four points. Those are:

   a. The material should be appropriate with the students' interest and ability.

   b. Provision should be made in time table for instruction at frequent interval.

   c. The English language lesson must not be a special feature on one or twice a week.

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[25] Irtifa Fidiasari, 'The Effectiveness of Brainstorming Technique for Teaching Writing Recount Text' (Semarang State University, 2016), p. 16 <http://lib.unnes.ac.id/>.

d. The students should have the opportunity to exercise their growing skill every day

One of the important aspect in teaching that the teacher must consider is the way they give questions to students. Questioning is the key means by which teachers find out what students already know, identify gaps in knowledge and understanding and scaffold the of their understanding to enable them to close the gap between what they currently know and the learning goals. To know the student comprehension in reading, questioning is the most frequently used techniques.

Guest in Sujariati stated that questioning strategy is one of the important tools to extending students learning which can help teacher develop their own strategies to enhance the students work and thinking[26]. In the others hand, questioning is very important for teacherand students because teacher questioning is the part of learning process.

Brown says strategy is a certain method of solving a problem or task, a mode of operation to achieve a specific goal, and a plan is designed to control and manipulate a specific information[27].Strategy is a mechanism that is used by the teachers to cope with anyobstacles during the learning process in order to facilitate learning outcomes. It

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[26] Sujariati, Qashas Rahman, and Murni Mahmud, 'English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu', *ELT Worldwide: Journal of English Language Teaching*, 3.1 (2016), 5–7 (p. 3) <https://doi.org/10.26858/eltww.v3i1.1884>.

[27] Douglas H Brown, *Principle of Language Learning and Teaching* (USA: Longman, 2000), p. 56.

is designed for the basis of the teaching and learning process related to the students and learning environment. Hence, strategy is a solution created by the teacher to assist student in understanding the lesson, and making the classroom situation more effective.

According to Brown Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the leaners to learn, and sets the condition for learning.[28] Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as task. By giving the tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or strategies that is used as this can influence the way she/he manages the class.

Adimah[29] stated that teaching is a process to give lesson to students, as well as learning, teaching is a process that is a process to arrange, organize the milieu of the students so that it can to motivate students to learn. In other words, teaching is giving helping process to students in learning process.

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[28]H. Douglas Brown, *Principles of Language Learning and Teaching*, Fifth Edit (USA: Longman, 2007), p.7

[29] Nur Adimah, 'Teachers' Strategies in Teaching English at MTs YPKS Padangsidimpuan' (State Institute for Islamic Studies Padangdisimpuan, 2015), p. 34 <https://etd.uinsyahada.ac.id/>.

In Teaching process, there are a number of question that must be considered by teacher before start the lesson. They are:

1) Who exactly are the students for this activity?

   Their age, levels, cultural background and individual characteristic have to be taken into account when deciding to use an activity. Teachers often have a section called description of the class in their plans to remind themselves and or an observer what they know about their students.

2) Why do you want to do it?

   There has to be a good reason for taking an activity into a classroom apart from the fact that the teacher happens to like it or because it looks interesting.

3) What will it achieve?

   It is vitally important to have thought about what an activity will achieve. It might give students a greater understanding of an area of vocabulary. It might give them fluency in one particular topic area or it might have the effect of providing students with better strategies for coping with long and difficult stories told orally.

4) How long will it take?

   Others demand setting up time, discussion time, students planning time, etc. One of the things that undermine the student's confidence in the teacher is if they

never finish what they set out to do. One of the things that irritate those most is when teacher is run after the bell has gone because they have to finish an activity. Thinking about how long an activity will take is a vital part of planning.

5) What might go wrong?

If teacher try and identify problems that might arise in the lesson, they are in much better position to deal with them if when they occur. The attempt to identify the problems will also give the teacher insight into the language or the activity which is to be used. Teachers often call this anticipated problem in their plan.

6) What will be needed?

Teachers have to decide whether they are going to use the board or the tape recorder, an overhead projector or some role cards. It is also important to consider the limitations of the classroom and the experiment. In their plans, teachers usually indicate the teaching aids they are going to attach copies of print material the student are going to work with.

7) How does it work?

Experienced teachers may have procedures firmly fixed in their minds but even they, when they try something new, need to think carefully about the mechanics of the activity.

Teachers often call this procedure in their plans and indicate what kind of activity it is, sometimes in note form.

8) How will it fit in with what comes before and after it?

An activity on its own may be useful, engaging and full of good language. But what connection if any does it have to the activities which come before and after it? Perhaps two or three activities are linked by topic, one leading into the other. Perhaps an activity has no connection with the one before it; it is there to break up monotony in a lesson or to act as a 'gear change'. The point of answering this question for ourselves is to ensure that we have some reasonable vision of the overall shape for our lesson and that it is not composed unrelated scraps.

Based on the above explanations, the researchers came to the following conclusions teaching is about helping students in their learning process. Several aspects should be considered in the educational process teacher. It's about the students' background and why learning, learning goals, time, internal problems learning Process, Materials, Past Links activity and after.

b. Teaching English

English teaching is an attractive international career, one that, although imperfect, offers interesting professional and personal growth opportunities. Teaching English in a foreign country has its

own rewards: viewing your native language from another perspective, living and working in a foreign country, experiencing inter cultural communication on a daily basis, and learning about the learners' culture at close range.[30] English teaching can incorporate the comparison of cultures, both in terms of culturally based learning styles and strategies and in terms of ideas or behaviors. This component might be called cross cultural studies.

English teaching is an attractive international career with professional and personal growth opportunities. It offers exposure to a foreign language, daily communication, and learning about learners' cultures. Cross-cultural studies involve comparing learning styles, strategies, and ideas.

6. Strategies in Teaching English

English teaching strategies as actions taken by the teacher to teach. Thus, a learning strategy is selfinitiated by the learner whereas a teaching strategy is teacher-initiated. one must distinguish such terms as strategy, megastrategy, tactic, technique, principle, and method. The term strategy denotes both general appropriaches and specific actions taken to learn a second language. Sterm used both strategy and technique, and seliger used the term tactic.[31]

Learning strategies are the thoughts and actions that individuals use to accomplish a learning goal. Extensive research has identified the

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[30] Lynne T and Diaz Rico, *Strategies for Teaching English Learners* (San Bernardino: Pearson, 2012), p. 47 <https://libgen.is/>.
[31] Adimah, p. 39.

learning strategies used by students of a variety of second and foreign languages and a somewhat smaller body of research has documented the effectiveness of helping less successful language students improve their performance through learning strategy instruction.

Teaching strategies are collected to fulfill the language learners' desires throughout learning English. There are many teaching strategies, methods, and techniques as follows:

a. Cooperative Learning

Cooperative learning is one of the teaching strategies used by teachers. It aims to arrange classroom activities into academic and social learning experiences that are called educational approaches. It is arrangement students into teams, and have been represented as "structuring positive reciprocity". This learning can even produce reciprocity between students, therefore learning resources for college students don't seem to be simply lecturers and textbooks however additionally fellow students.

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learning resources for college students don't seem to be simply lecturers and textbooks however additionally fellow students.

b. A Modeling Strategy

A modeling strategy is a strategy that demonstrates how the teacher wants their students to learn and to do what teachers' goals. It is learning certain skills or knowledge, there is someone or object that can be imitated. This strategy makes students more active in learning, students become more confident to practice something and have no fear. Students are more active in giving responses, add awareness of responsibility to the task given and students experience firsthand that skill practiced it.

c. Discussion Group

Discussion grub is an activity where students have to discuss with their group and they work together to achieve a common set of goals. Students frequently interact and have regular contact. It is one of the activities in speaking class with a simple form such as a discussion to coach the students to speak English.

d. Practice and Exercise (drilling)

Practice and Exercise (drilling) is a practice that includes examining materials that have been learned. Drilling is a repetition of information on a specific topic until it is completely immersed in the learner's mind expected to help learners

understand the information better. This is useful in developing speed and accuracy in remembering facts, generalizations, and concepts.

e. The question-answer relationship (QAR)

The question-answer relationship (QAR) is a strategy that helps students understand the different types of questions. This activity will be carried out when students have finished reading and will be given a kind of question to test their ability to understand and how students decipher the answer of the kind of question is being asked. Students could develop their thinking when they want to answer the questions. And before answering the questions, they need to consider an answer. Questioning could help learners to explore a deeper level of thinking, knowing, and understanding.[32]

Based on explanation above, the researcher concludes cooperative learning is one of the teaching strategies used by teachers. This aims to organize class activities into academic and social learning experiences which is called an educational approach. This learning can even produce reciprocity between students, therefore learning resources for students are not only lecturers and textbooks but also fellow students. Modeling strategies are strategies that show how teachers want their students to learn and do what the teacher aims for. Group discussion is an activity

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[32] Sapna Mulyanti, Nadrun, and Abd Waris, 'Teachers' Strategies in Teaching English Speaking at High School', 4.2 (2021), 1–64 (pp. 3–4) <https://www.jurnal.unismuhpalu.ac.id/>.

where students have to discuss with their group and they work together to achieve a common goal. Students interact frequently and have regular contact. This is one of the activities in speaking class with a simple form such as discussion to train students to speak English. Question-answer relationships are a strategy that helps students understand different types of questions. This activity will be carried out when students have finished reading and will be asked a kind of question to test their ability to understand and how students explain the answers to the types of questions asked. Students can develop their thinking when they want to answer questions.

B. Related Findings

The first is a thesis from Fikri.[33] Questioning has been known as the useful way tomake an interactive classroom interaction and used to recall the previous material that has been taught, test apprehension, and develop critical thinking during the learning activity in the classroom. And every teacher have their own way to delivered the question that called as teachers' questioning strategies.

The second is a thesis from Harahap.[34] Many students of SMP N 8 Padangsidimpuan get low scores in English especially in class VIII. It come not only from the students but also from the teachers. This research found what strategies are used by teachers especially in teaching writing. This

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[33] Robert Haikal Fikri, 'An Analysis of Teachers' Questioning Strategies During Online Classroom Interaction' (University Semarang, 2021), p. 6 <https://journal.upgris.ac.id/>.
[34] Suhendra Efendi Harahap, 'An Analysis of Teachers'Strategies in Teaching Writing at Grade VIII SMP Negeri 8 Padangsidimpuan' (State Institute For Islamic Studies Padangsidimpuan, 2021), p. 9 <https://etd.uinsyahada.ac.id/>.

research method is qualitative research. The subject of this research are 3 English teachers for class VIII SMP Negeri 8 Padangsidimpuan. The results of the research found that there are different strategies that teachers use in teaching writing in the classroom; there are two strategies that the teacher used free writing and work in group strategy. two of them used free writing and a used work in group.

The third is a thesis from Adimah.[35] This research has taken based on fact has using strategies in teaching English. The researcher identified many strategies, as seen that there are many teachers who did not know how to teach English. The research has conducted by qualitative approach and descriptive method. The sources of the data for this research were English teacher and students. As the instrument for collecting the data the researcher used obsrvation, interview and video recorded. The results of the research found that teachers' problems in teaching English at MTs YPKS Padangsidimpuan were: the students not interested to study English, the students is low spirit in learning, the students mastery of English vocabulary is still poor, the students made a noise in the classroom, there was no teaching media and the low motivation of parents to students. Teachers' strategies tosolve the problems in teaching English at MTs YPKS Padangsidimpuan were: the teachers gave motivation and suggestion to students, especially for English.

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[35] Adimah, p. 9.

The fourth is a thesis from Erianti.[36] The study was aimed to answer find types of questions are used in English language teaching by teacher in eleventh grade, the reasons of teacher in English language teaching in using questions by English teacher at eleventh grade, the effect of questions in English language teaching on the response of the students at eleventh grade. The percentage of students agree with the Q1 is 60% and 40% disagree. For the Q2 100% students agree with the question that researcher ask and also the Q3 100% students agree with the question. While for Q4 60% students agree and 40% of them disagree. The Q5 40% students agree and 60% disagree and last 80% agree and 20% disagree for the Q6.

The fifth is a thesis from Nasir.[37] The purpose of this study is to find out the teachers' questioning strategies in teaching EFL classroom and to know the way students' respond towards teachers' questions. This study applies observation technique where the population is all of the third semester students of English department of UIN Ar-Raniry and the sample are 35 students and 1teacher. The purpose of this study is to find out the teachers' questioning strategies in teaching EFL classroom and to know the way students' respond towards teachers' questions. This study applies observation technique where the population is all of the third semester students of English department of UIN Ar-Raniry and the sample are 35 students and 1 teacher. The result shows that the teacher used four types of questions based on Blosser and Cunningham's model in the teaching learning process. The

[36] Erianti, p. 7.
[37] Nasir, p. 7.

teacher used all of four types of questions (Conceptual questions, Structuring questions, Probing questions and Evaluative questions) in the teaching learning process. Even so, the teacher mostly used structuring question and conceptual question.

The findings reviewed previously have many similarities with this research, where all researchers investigated the strategies used by teachers in teaching English. The researcher plans to show the strategies used by teachers in learning English. This can be used as an evaluation in improving the quality of language teachers to be more efficient in the future.

CHAPTER III

RESEARCH OF METHODOLOGY

A. Place and Time of the Research

This research has been done at SMAN 1 Panyabungan Utara . It is Located at Rumbio, Kec. Panyabungan Utara. This research has been done from August up to December 2023.

B. Research Design

This research is done by using descriptive design. According to Gall and Borg, the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data.[38] So, the researcher used qualitative to descriptive method to describe teacher's questioning strategies in teaching reading at Rumbio, Kec. Panyabungan Utara.

C. Source of Data

Source of data is where the subject who given the data to the researcher. There is a source that needed in this research, it is collected from the English teacher at grade XI at SMAN 1 Panyabungan at Rumbio, Kec. Panyabungan Utara.

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[38] Hossein Nassaji, "Qualitative and Descriptive Research : Data Type versus Data Analysis," *PERMISSIONS.NAV* 19(2) (2015): 129–32, https://doi.org/10.1177/1362168815572747.

D. The Instruments of Collecting Data

The instrument of the research is a tool of facility used by the writer in collecting data. The researcher used two instrument namely observation and interview.

1. Observation

   For collecting the data in this research, the researcher used observation, observation has been done to get the data about the teachers' questioning strategies in teaching English and how does the teacher uses the questioning strategies in teaching English, the researcher did the observation once. This instrument used to observe:

   1.) Process of teaching English in the class.

   2.) Teacher's questioning strategies in teaching English.

Table. III.1: Table of Statement

NO	STATEMENT	YES	NO
1	Teacher used prompting		
2	Teacher used Probing		
3	Teacher used Repeating		
4	Teacher used Redirecting		

2. Interview

   Interview is a conversational activity between the interviewer and the interviewee with the aim of obtaining some information.

   In this study, the researcher used structured interview because the interviewer has prepared the material he wants to ask so that the interview process is easier to do.To avoid losing important information during the

interview, the researcher also provided a recorder to record the answers of the interviewees.

So it concluded that the interview is aconversation between two or more people and takes place between the informant and the interviewer to give and receive certain information. In this study, the function of the interviewis to check the data and ensure its validity.

Table. III.2: Question of Interview

NO	QUESTION OF INTERVIEW
1	Do teachers use questioning strategies in teaching English?
2	What types of questioning strategies do teachers use in teaching English?
3	Why do teachers use questioning strategies in teaching English?
4	What are the benefits for students in using questioning strategies in learning English?
5	Does using questioning strategies in teaching English make students active and motivated?

E. **Technique of Collecting Data**

1. Observation

   In observation, the researcher observed the teacher, to find out some data related to the research, such as how the teacher asked the students, what type the teacher used in asking questions, and at any time the teacher would ask the students. The researcher also took several notes as evidence and information obtained when carrying out observationsProcess of teaching English in the class.

2. Interview

   Researchers use interviews to collect data. In this study, researchers used structured interviews with English teachers. Interviews

were conducted to obtain accurate responses and information about types of questioning strategies and how teachers apply questioning strategies in classroom interactions. Some of the steps taken in interviews are:

    a. Determine the interview subject.

    b. Study problems related to research

    c. Compile a list of questions to ask the resource person.

    d. Carry out interviews with teachers or resource persons

    e. Create documentation with resource persons.

F. The Technique of Analysis Data

Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Sugiyono[39] said there are three steps to analysis data as follows :

1. Data reduction

The number of data obtained from the field is quite large, for that it needs to be recorded carefully and in detail. As has been stated, the longer the researcher is in the field, the more amount of data complexed and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for

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[39] Ersa N U R Arodjiah, "The Strategies Used by English Teachers in Teaching Speaking (a Descriptive Study At Smp Negeri 23 Surakarta in Academic Year 2020/2021) English Language Education Cultures and Languages Faculty," 2020, 74, http://eprints.iain-surakarta.ac.id/id/eprint/238.

the themes and patterns, and discarding unnecessary ones. Thus the reduce data were provided a clearler description and make it easier to conduct further data collection.

2. Data display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. It helps researcher to understand what is happening, and to do something either analyze further or take action based on that understanding. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories and others. Through the presentation of the data, the data organized, arranged in a relationship pattern, so that easier to understand.

3. Conclusion

The last step in qualitative data analysis is drawing conclusion and verification. From the data collection, the researcher drew conclusion from the data that obtained. So that the data can be used for answering the formulation of the problem above.

After collecting the data, the data were analyzed by the procedure as follow :

1. Reducing data or choosing to focus on simplification of data that has been collected both from interview and observation.

2. Displaying data or determining the type and form of data that has been Reduced.

3. Draw conclusions or take important information in research

G. Technique of Checking Trustworthines

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradict the assumption of qualitative research. There are some techniques to determine the data trustworthiness to reduce the bias of the data, and to improve the validity of the data collected. In this research researcher will use two techniques to check the trustworthiness of the data, they are:

a. The application of observation. Researcher observed the participant until the data become saturated.

b. Triangulation is the best way to eliminate the differences of reality construction in the context of a research when collecting data about the incidence and relation of sharing views.

In the data done by the researcher is by comparing the different data sources they confirm one other. The data observation, interviewing teacher and the theory are compared. After researcher done the trangulation, researcher found the real data that researcher needed.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results after finding the data. overview, findings, and discussion. The data will be presented in this chapter as clearly as possible, including information on SMA Negeri 1 Panyabungan Utara, a description of the research findings followed by the teaching and learning strategies used in teaching English and how teachers use the questioning strategies in teaching English based on observations and interviews.

A. Research Findings

This research was conducted to find out the teacher's questioning strategy in teaching English at grade XI SMA Negeri 1 Panyabungan Utara. The data were obtained by researchers through interviews and observations. In general, the purpose of the findings of this study are to answer the formulation of the problem in the first chapter of this study.

This finding is related to the questioning strategy used by teacher in teaching English at grade XI SMA Negeri 1 Panyabungan Utara and how teachers use questioning strategies in teaching English. There are several questioning strategies used by teachers such as prompting, probing, repeating and redirecting.

1. The questioning strategy used by the teacher in teaching English at grade XI SMA Negeri 1 Panyabungan Utara

In the questioning strategy, the researcher made observations, the researcher obtained data that the teacher used a questioning strategy in

teaching English in class because using a questioning strategy can find out how students understand the material being explained and has benefits and makes students motivated in learning. There are several types of questioning strategies used by the teacher, based on the researcher's observation, the teacher used several types questioning strategy in teaching English in class XI. That teacher observed 3 times. The questioning strategies used by the teacher include prompting, probing, repeating and redirecting.

Apart from data obtained from observations, this research also conducted interviews. The teacher said that she used prompting, probing, repeating and redirecting questioning strategies in teaching English because with this method she could find out how students understood the material respondent were explaining. The learning activities that respondents done is also focused and easy for our students to understand without using prompting, probing, repeating and redirecting questioning strategies. Teachers can have difficulty explaining any lesson, especially in English lessons.

The benefit of students in the strategy of asking questions in learning is that it is useful for increasing students' interest in learning English. A student who is studying, especially in learning English, feels very bored because English is a foreign language so that each student will definitely experience different difficulties in learning English, so it is very necessary for a teacher to use several strategies in English so that

students don't get too bored and difficult to learn. Because using the strategy of asking questions can increase students' interest in learning English and also students can understand easily and easily because by using the strategy students will not easily feel bored and bored in learning English.

Using a questioning strategy can also make students motivated because in teaching English it really makes students active and motivated in English lessons and not necessarily in English lessons, in any lesson it really makes students active and motivated in the asking strategy because respondents can measure how students are able to understand what we teach or what material we explain to students.

2. **How the teacher use the questioning strategies in teaching english at grade XI SMA Negeri 1 Panyabungan Utara from Observation**

Researchers also find ways how teachers use questioning strategies in teaching English. Based on interviews and observations it shows that the teacher used a questioning strategy in teaching English.

This study conducted observations to know how the teacher used those strategy can be seen in the teaching step below:

a. Pre teaching

Based on what the researchers saw, the first activity carried out outside the classroom was open. Before starting the learning process. The teacher enters the class and greets the students, prepares the students to pray before studying. After that, the

teacher checks the student attendance list and prepares it. Then the teacher asks the students about the last material that has been previously studied. And after the teacher asks about the material, the teacher gives other students the opportunity to explain or give opinions to students who don't understand. After students give their opinions, the teacher provides a few conclusions before starting a new lesson.

In this pre-teaching, it can be concluded that the teacher uses a prompting questioning strategy, namely when praying and when the teacher gives students the opportunity to have an opinion. Then the next strategy is Repeating, the repetition strategy is carried out by the teacher when the teacher asks students to remember the lessons they have learned previously.

b.   While teaching

1)   Prompting

When starting the lesson the teacher gives the lesson topic to the students, namely about the Sampuraga story and the teacher tells about the folklore. Before finishing telling it, the teacher asks the students to listen and pay attention to the story told by the teacher.

The teacher ask question with difficult sentences and then replaced with those that are easier to understand because students do not understand. For example, how the

ins and outs of Sampuraga story are changed to how the origin of Sampuragastory.

2) Probing

When starting the lesson the teacher gives the lesson topic to the students, namely about the Sampuraga story and the teacher tells about the folklore. Before finishing telling it, the teacher asks the students to listen and pay attention to the story told by the teacher.

After finishing telling the story, the teacher asks and ensures that the students have understood and listened well to the story that was told. After they understand, the teacher gives them the task of making questions using 5w+1H.

The teachers asks more than one question to one student for example:

Teacher   : Is Sampuraga an ungodly son?

Student   : Yes, mom.

Teacher   : Why?

Student   : Because he disowned his mother and

kicked out his biological mother.

3) Repeating

After the students complete the task given by the teacher, namely making questions using 5W+1H, the teacher randomly asks the students to convey the answers

made by the students and this is done repeatedly to several students.

The teacher asks the same question to several students with the aim of getting another answer or no volunteers to answer the example:

Teacher : Who is the main character of the story?

Student : Mother of Sampuraga, mom!

Teacher : Any other answer?

Student : Sampuraga mom!

4) Redirecting

After several students have given answers to the assignment given by the teacher, then the teacher directs or asks the students about the 5W+1H questions and the students answer them together.

The teacher gives the same question to two or more students, for example:

Teacher : Do you understand?

Student : Yes, mom!

Teacher : and you, do you understand?

Students : yes, mom!

c. Post Teaching

After the lesson is finished, the teacher gives the students the task of looking for another story and making questions using

the 5W+1H from the story and before the class is closed, the teacher asks the students if there is still something they don't understand and if there is no more learning in the class it is also closed.

3. Teacher's Questioning Strategy from Interview

Based on the interview results, the teacher said that she used the strategy of asking in teaching English. She used the strategy of asking in teaching English using interactive methods, because it increases understanding in the learning process and increases student understanding, for example, Sampuraga. So I tell Sampuraga to the students how the story originates, where is the location of the story, why did the event happen and what lessons can we take from the Sampuraga story. Then I tell students to use 5w+1h (what, where, when, why, who, how).

Based on the results of an interview with an English teacher, teacher have used strategy to ask questions in English, the first teacher the teacher used the questioning strategy in teaching English using interactive methods, because according to the teacher it can increase understanding in the learning process and increase student understanding, such as the example of the story of Sampuraga. The teacher tells the story of Sampuraga to the students how the story originated, where is the story located?, why did the incident happen and what lessons can we take from

the story of Sampuraga. Then the teacher tells students to make questions using 5w+1h (what, where, when, why, who, how).

a. Prompting

Based on the results of the subsequent interview, the teacher said that the questioning strategy used by Prompting. I used a type of prompting, namely encouragement, encouragement is the same as motivation. motivation for students, so before I start the English lesson, I give support or encouragement to the children first so that the students don't get too bored in understanding English because according to the students learning English is very difficult, so that's my anticipation, I give them encouragement first, that's encouragement. or motivation for students.

Based on the results of interviews with English teachers, the teacher said that he used the strategy of asking prompting questions in English by providing support or encouragement to the children first so that the students would not get too bored in understanding English because according to the students learning English was very difficult, so that's why My anticipation is that I first give enthusiasm, encouragement or motivation to students because it can function as an achievement of good results. A person will carry out an activity because there is motivation within him. Having high motivation in learning will achieve optimal results.

b. Probing

Based on the results of the subsequent interview, the teacher said that the questioning strategy used apart from Prompting was the Probing questioning strategy. I use a probing strategy, here I give students problems on how to solve problems by students so I give them about probing. Because this can increase students' full participation in the learning process, such as improving students' thinking abilities because thinking itself is essentially asking questions, it can arouse students' curiosity and guide students to determine the answer, then it can focus students on the problem being discussed.

Based on the results of interviews with the English teacher, the teacher said that he used the strategy of asking probing in English by giving questions to students and how students solve these problems in such a way as to increase full student participation in the learning process, such as improving students' thinking skills because thinking itself is essentially asking questions, can arouse students' curiosity and guide students to determine the answer, then can focus students on the problem being discussed.

c. Repeating

Then based on the results of subsequent interviews, the teacher said that the questioning strategy used besides prompting

and probing was a repeating questioning strategy. Master said. yes, I use the strategy of asking repeating in teaching English for example when I enter the first class I am absent, prayer continues to enter the lesson. but the lesson is a lesson that I repeat that I used to remind the past lesson that I then linked it to the lesson that I want to teach now that's the way. Because in the learning process, the more often the lesson is repeated, the more it will be remembered and attached to the lesson in a person. Repeating has a big influence on learning, because with repetition "material that is not yet mastered and easily forgotten" will remain embedded in one's brain.

Based on the results of the interview with the English teacher, the teacher said that he used the strategy of asking repeating questions in English by first taking the students' attendance first, praying and entering the lesson. But the lesson is a lesson that has passed and then associated with the lesson that will be taught to students. Because in the learning process, the more often the lesson is repeated, the more it will be remembered and attached to the lesson in a person. Repeating has a big influence on learning, because with repetition "material that is not yet mastered and easily forgotten" will remain embedded in one's brain.

d. Redirecting

Finally, based on the results of the subsequent interview, the teacher said that the questioning strategy used apart from prompting, probing, repeating was a redirecting questioning strategy. Master said. Yes, I use a redirecting questioning strategy in teaching English, so when I have finished teaching or giving material to students I ask students to summarize what they have learned and to ask questions, then I also ask students to give example questions. Because it functions to provide students with an overview of the content of the material presented and helps students to determine their attitude towards the content of the material presented. then it is easier to understand and remember. And also help with practical needs. For example, to get information quickly.

Based on the results of interviews with English teachers, the teacher said that he used a redirecting questioning strategy in teaching English by means of when I had finished teaching or giving material to students, I asked students to summarize what they had learned and to ask questions, then I also asked students to provide an example question. Because it functions to provide students with an overview of the content of the material presented and helps students to determine their attitude towards the content of the material presented. then it is easier to understand and

remember. And also help with practical needs. For example, to get information quickly.

B. Discussion

In this section, the research discusses describing the strategy of asking teachers in teaching English based on observations and interviews. After analyzing the data collection, it was found that the teacher's questioning strategy in teaching English in class XI at SMAN 1 Panyabungan Utara used several questioning strategies in teaching English. The type of questioning strategy used in teaching English at XI SMA Negeri 1 Panyabungan Utara is: prompting probing, repeating, and redirecting.

Based on the results of this study that teachers use the strategy of asking questions in teaching English in the classroom because by using the strategy of asking can find out how students' understanding of the material explained and has benefits and makes students motivated in learning. The benefits obtained by students are to increase student interest in learning English so that students do not feel dislike in learning English and the mobility also in teaching English is true to make students active and motivated in English lessons and not necessarily in English lessons in any lesson it really makes students active and motivated in asking strategies because we can measure how the ability Students in their understanding of what we teach or what material we explain to students, as for the questioning strategy used by the teacher, namely first promting, namely encouragement, encouragement is the same as motivation. motivation for students so before the teacher starts the

English lesson, the teacher gives support or sprit for the children first so that they are not too bored students in understanding English because according to students learning English is very difficult so that's the teacher's anticipation first give enthusiasm or it's encouragement or motivation for students, both probing using probing strategies, Here the teacher gives problems to students in how to solve problems by students once the teacher loves about probing, third repeating teachers use repeating question strategies in teaching English, fourth redirecting teachers use redirecting question strategies in teaching English, so if they have finished teaching or giving material to students the teacher tells students to summarize what was learned and to give questions later Also, the teacher tells the students to give examples of questions.

Based on the results of this study, researchers found similarities with previous research, namely with Harahap[40], in the research conducted by Harahap, it was also found that Harahap also examined English teachers at the school he studied, then the results also had similarities, namely the English teachers both used strategies in teaching English and also the purpose of Harahap's research was to find out the strategies used by teachers in teaching. The next similarity with Harahap, also conducting teacher interviews to find out the reasons for using the strategy.

Researchers also explain that promting or encouragement, encouragement is the same as motivation. Motivation for students, so before the teacher starts the English lesson, the teacher gives support or sprit for

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[40] Suhendra Efendi Harahap, 'An Analysis of Teachers' Strategies in Teaching Writing at Grade VIII SMP Negeri 8 Padangsidimpuan' (State Institute For Islamic Studies Padangsidimpuan, 2021), p. 8 <https://etd.uinsyahada.ac.id/>.

students first so as not to get too bored students in understanding English because according to students learning English is very difficult, so that's the teacher's anticipation, give first enthusiasm or it's encouragement or motivation for students.

Then this research also has similarities with previous research, namely with Adimah[41], in research conducted by Adimah it was also found that Adimah researched English teachers at the school she studied then in the research Adimah also wanted to know about teacher strategies in teaching English as well as data collection instruments, Adimah used observation, interviews and videos. Next is also to provide motivation and advice to students to solve problems in English lessons by providing motivation and advice to students, students can more easily do the questions given by the teacher.

Furthermore, there is also a previous study that has differences with this study, namely Erianti[42], in research conducted by Erianti, it was found that in the results of Erianti's research the tendency for teachers to use more display questions (74%) then procedural (13%) and referential questions (13%). And it was also found that teachers use display questions more than procedural and referential in the classroom because picture questions in the classroom make students more comfortable and conducive to learning English than

[41] Nur Adimah, 'Teachers' Strategies in Teaching English at MTs YPKS Padangsidimpuan' (State Institute for Islamic Studies Padangdisimpuan, 2015), p. 82 <https://etd.uinsyahada.ac.id/>.

[42] A. Erianti, 'An Analysis of Teachers' Questioning Strategies in ELT (English Language Teaching): The Classroom Interaction at Eleventh Grade SMA Muhammadiyah 1' (Makassar Muhammadiyah University, 2018), p. 7 <https://digilibadmin.unismuh.ac.id/>.

using procedural and refeignant questions. While in this study it was found that teachers use procedural more in teaching English in the classroom because using procedural strategies makes students better understand the material taught by teachers comfortable and conducive to learning English rather than using display questions and referential questions.

In the next previous research, namely research from Fikri[43] had differences, in the results of research conducted by Fikri it was found that the research he did in online classes and did not follow direct learning, this is different from this study which directly met the respondents studied, the research he did also only used one instrument, namely observation while this research used two instruments, namely observation and interview. The third difference between these two studies is that this study was conducted offline and directly face to face with respondents, in contrast to previous studies that were conducted online without meeting directly with respondents

C. Checking Data Trustworthiness

Based on the reliability of the data using triangulation techniques, researchers used triangulation techniques to compare data from interviews and observations. It can be seen that the data from interviews and observations are the same. The data includes the types of questioning strategies used by teachers and how these questioning strategies are used in learning English. So, based on these results, this research data is accurate and credible.

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[43] Robert Haikal Fikri, 'An Analysis of Teachers' Questioning Strategies During Online Classroom Interaction' (University Semarang, 2021), p. 6 <https://journal.upgris.ac.id/>.

D. Threats of the Research

In conducted this research, the researcher realized that there were many threats of this study, it started from the titled until analyzing the data, so the researcher knew that this thesis was so far from excellence thesis.

On doing the interview, there was the threat of time, because the teacher had the activities. So, the time that was given by the teacher not enough. Then, on doing observation there was the threat, because distrupted due to the emergence of unexpected events. For example a teacher suddenly had an urgent job.

The researcher was afraid that this research poses, but the researcher believes with the researcher hard work this research may be entirely resolved. The researcher was aware all the things would want to be searched, but to get the excellent result were difficult because threats of the researcher.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion,the conclusion was formulated from research question and suggestion provided some ideas to English teachers and further researcher related to teacher in learning process.

A. Conclusion

Based on the results of this study that teachers use questioning strategies in teaching English in class because by using questioning strategies can find out how students' understanding of the material is explained and has benefits and makes students motivated in learning.

The strategy most often used by teachers in teaching English in grade XI SMAN 1 Panyabungan Utara is the repeating strategy, namely by giving questions to students repeatedly, because by giving questions repeatedly students will remember more about the material presented. Questioning strategy used by teachers when teaching in class. The teacher used the questioning strategy by giving some question to a students and after students answer, teacher asked student again to get an other answer.

B. Suggestion

Based on the conclusion above, the researcher recommended some suggestion as follows as :

1. For Teachers

Teachers are advised to use various kinds of questioning strategies in learning English because they can help teachers in presenting the material, the use of questioning strategies makes learning more fun and can give more attention in selecting and preparing material that will be explained or given in class, such as choosing Interesting or motivating material aims to ensure that learning activities can be completed well.

2. For further researcher

To the future researcher, Researcher hopes this study can be a reference material for future researchers who want to research on the same case.

C. Implication

Implication is a consequence or direct result of the findings of a scientific study. The results of this study are about the questioning strategies used by teachers in teaching English in grade XI SMAN 1 Panyabungan Utara Based on the results of the study, teachers used various strategies to ask questions in teaching English when learning English in grade XI SMAN 1 panyabungan utara. The result of this research is expected to become a benefit for.

a. SMAN 1 Panyabungan Utara.

This research is expected to provide broader knowledge to SMAN 1 PANYABUNGAN UTARA in improving the quality of English teaching at SMAN 1 PANYABUNGAN UTARA School, especially English subjects. The implication of this study is knowing that

teachers who teach English at SMAN 1 PANYABUNGAN UTARA class XI. However, there are still many things that respondents think need to be improved and developed in order to get maximum results.

b. Reader

This research is very useful because it can be used as material to broaden horizons and knowledge about the theories and concepts obtained during lectures compared to their real application.

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Appendix l

Observation for the teacher instructional implementation teacher's questioning
strategies in teaching English

Teachers's Name   :

Class   : XI

No	Pernyataan	Ya	Tidak	Bagaimana Penerapannya
1.	Guru menggunakan strategi bertanya dalam menyampaikan materi dalam mengajar English			
2.	Guru menggunakan strategi bertanya prompting dalam mengajar English			
3.	Guru menggunakan strategi bertanya probing dalam mengajar English			
4,	Guru menggunakan strategi bertanya repeating dalam mengajar English			
5.	Guru menggunakan strategi bertanya redirecting dalam mengajar English			

Appendix II

Question of Interview

1. Apakah ibu menggunakan strategy bertanya dalam mengajar English ?
2. Apakah jenis-jenis strategy bertanya yang ibu gunakan dalam mengajar English ?
   e. Prompting

      Apakah ibu menggunakan strategi bertanya prompting dalam mengajar English?

   f. Probing

      Apakah ibu menggunakan strategi bertanya probing dalam mengajar English?

   g. Repeating

      Apakah ibu menggunakan strategi bertanya repeating dalam mengajar English?

   h. Redirecting

      Apakah ibu menggunakan strategi bertanya redirecting dalam mengajar English?
3. Mengapa ibu menggunakan strategi bertanya dalam mengajar English
4. Apa manfaat untuk siswa dalam menggunakan strategi bertanya dalam pembelajaran English?
5. Apakah menggunakan strategi bertanya dalam mengajar English membuat siswa aktif dan termotivasi?

DOCUMENTATION OF RESEARCH

A. Documentation of Observation

B, Documentation of Interview

CURRICULUM VITAE

A. Identify

Name	: Amardi Halomoan Lubis
Reg. Number	: 18 203 00041
Place/Birthday	: Gunung Tua Iparbondar, 03th Januari 2000
Sex	: Male
Religion	: Islam
Address	: Gunung Tua Julu, Kec. Panyabungan
	Kab. Mandailing Natal
Phone Number	0812 6252 0226
Email	: amardihalomoanlubis@gmail.com

B. Parents

Father's Name	: Agus Saleh Lubis
Job	: Farmer
Mother's Name	: Siti Anggur Nst
Job	: Farmer

C. Educational Background

Elementary School	: SDS 118 Muhammadiyah Panyabungan	(2012)
Junior High School	: SMP N 2 Panyabungan	(2015)
Senior High School	: SMAN 1 Panyabungan	(2018)
Collage	: UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan	(2023)

Nomor : B2729 /Un.28/E.1/PP.00.9/06/2023   21 Juni 2023
Lamp   : -
Perihal : **Pengesahan Judul dan Penunjukan**
          Pembimbing Skripsi

Yth.
1. **Dr. Eka Sustri Harida, M.Pd.**   (Pembimbing I)
2. **Sokhira Linda Vinde Rambe, M.Pd.**   (Pembimbing II)

Assalamu'alaikum Wr. Wb.
    Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Amardi Halomoan Lubis
NIM	: 18 203 00041
Program Studi	: Tadris Bahasa Inggris
Judul Skrips	: Teacher's Questioning Strategies in Teaching English at Grade XI SMAN 1 Panyabungan Utara

    Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.
    Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

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Ketua Program Studi
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Lampiran   :
Hal   : **Izin Penelitian**
             Penyelesaian Skripsi.

Yth. Kepala SMAN 1 Panyabungan Utara

Dengan hormat, bersama ini kami sampaikan bahwa:

Nama   : Amardi Halomoan

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Fakultas   : Tarbiyah Dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Gunung Tua Julu, Mandailing Natal

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Teacher's Questioning Strategies in Teaching English at Grade XI SMAN 1 Panyabungan Utara"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik

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Kepala Sekolah SMAN 1 Panyabungan Utara dengan ini menerangkan :

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Program Studi	: TADRIS BAHASA INGGRIS
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Adalah benar telah mengadakan Penelitian di SMAN 1 Panyabungan Utara pada bulan Juli 2023 dengan judul: ***TEACHER'S QUESTIONING STRATEGIES IN TEACHING ENGLISH AT GRADE XI SMA NEGERI 1 PANYABUNGAN UTARA.***

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Rumbio, 25 Juli 2023
Kepala SMAN 1 Panyabungan Utara

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