

An Analysis Of Teacher Questioning Strategies In Elt (English Language Teaching) At Seventh Grade Of Smp In Nita Sub District

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Abstract. *An Analysis of Teacher Questioning Strategy in ELT (English Language Teaching) at Seventh Grade of SMPs in Nita Sub District. Maumere : Faculty of Social Sciences Education and Humanities, IKIP Muhammadiyah Maumere, 2023.*

The purpose of this research is to find out the types of questions used by English teachers during teaching and learning process. This is a qualitative descriptive research carried out at seventh grade in SMPs in Nita Sub District. Data were collected through class observation and interviews with teachers. The data is analyzed based on Miles and Huberman which consists of 3 techniques in analyzing data namely data reduction, data display, conclusion drawing and verification. The results showed that English teachers at seventh grade of SMPs in Nita sub district used six types of questions namely; remembering question, understanding question, applying question, analysis question, evaluating question, creating question. The impact of applying various questioning strategy during learning process are students become more enthusiastic about the learning in which they actively ask the teacher back if the material they cannot fully understand.

Keywords: : *Teacher Questioning Strategy, Impact to Student*

Abstrak. Analisis Strategi Bertanya Guru dalam ELT (Pengajaran Bahasa Inggris) di Kelas Tujuh SMP di Kecamatan Nita. Maumere : Fakultas Pendidikan Ilmu Pengetahuan Sosial dan Humaniora, IKIP Muhammadiyah Maumere, 2023.

Tujuan dari penelitian ini adalah untuk mengetahui jenis pertanyaan yang digunakan oleh guru bahasa Inggris selama proses belajar mengajar. Penelitian ini merupakan penelitian deskriptif kualitatif yang dilakukan pada siswa kelas VII SMP di Kecamatan Nita. Data dikumpulkan melalui observasi kelas dan wawancara dengan guru. Analisis data berdasarkan Miles dan Huberman yang terdiri dari 3 teknik dalam menganalisis data yaitu reduksi data, penyajian data, penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa guru bahasa Inggris kelas tujuh SMP di Kecamatan Nita menggunakan enam jenis pertanyaan yaitu; mengingat pertanyaan, memahami pertanyaan, menerapkan pertanyaan, menganalisis pertanyaan, mengevaluasi pertanyaan, membuat pertanyaan. Dampak dari penerapan berbagai strategi bertanya pada saat pembelajaran adalah siswa menjadi lebih antusias dalam pembelajaran dimana mereka aktif bertanya kembali kepada guru jika materi belum sepenuhnya mereka pahami

Kata kunci: Strategi Bertanya Guru, Dampaknya Terhadap Siswa

LATAR BELAKANG

Background of Research

Teaching and learning is an activity carried out by individuals who experience changes in knowledge through experience and practice. According to Rusman (2011) teaching and learning activities are learning activities that used all individual potential so as to encourage changes in certain behaviors. A good teaching and learning process does not only place one part as the main resource but must involve other parties in this case when the teaching and learning process takes place not only the teacher as the main source but involves students in it. Student involvement in teaching and learning process is marked by enthusiasm and a deep curiosity. Student involvement in learning is a positive emotions shown by enthusiastic, optimistic, concentrated and curious behavior (Connell, 2004). In the teaching and learning process it is also necessary to have an understanding regarding the information and messages conveyed, a teacher must use good and correct language so that student can easily understand, so that the interaction between the teacher and students is high. The information conveyed must also be explained in full so that the meaning is easily understood by the recipient because difficulties in understanding information and messages can lead to different interpretation and understandings, especially in learning English.

Learning English is something that is almost an obligation because as an international language, English has a role in everyday life, both in education and work. O'brien (2006) said that more people learning English today in the history of the world because English as important role for human's life to communication. English is not only needed by students but also needed by all people who work as tour guide who work in offices, hospitals etc. In some schools English is a compulsory subject, but sometimes some students don't like it because these subjects are all difficult. English is a foreign language in Indonesian country. That is a common problem in dealing with passive classes, because when the teacher gives an explanation sometimes the students are not responsive or avoid the teacher's direction. Strategies in learning are needed so that students are able to pay attention and there is an attraction to learning, especially learning English. One of the strategies needed is a teacher questioning strategy.

Teachers questioning strategy is a good way that students can pay attention to teachers when teaching, and students are also able to think logically with their critical thinking so that they can find answers when teachers ask. Rahim (2008) says that the use of the request strategy in the learning activity could help teachers improve the quality and quantity of students' responses in the classroom. Based on the experince the research during the internship in the

class sometimes students do not pay attention to the teachers and always do not participate in the class, most students avoid interactions from teachers and often do not stare straight to the teacher, some students sit straight to the class using a facial expression or body movement that shows the unresponsive attitude of the body. So the feedback received by the teacher is very few, the teacher wants the interactions between students and teachers and students are more active and open. A question strategy in class is one way to make interactive classes. According to Inan & Fildan in Prasetyawati (2015) asking students question is an important part of the teaching and learning process because it can stimulate student critical thinking.

Based on the explanation above, the researcher decides to conduct the research entitled An Analysis of Teacher Questioning Strategies in ELT (English Language Teaching) at Seventh Grade of SMP in Nita Sub District.

KAJIAN TEORITIS

2.1 English Language Teaching

A good teacher must also be a good learner, therefore in the context of learning English a teacher must be a good learner so that he can teach well too, because the key to teaching is learning. Teacher progress in the subjects they teach is contextually associated with better learning outcomes (Schleicher, 2016). Three aspects of teaching English which play a role in achieving teaching and learning outcomes include the concept of ELT, methodology in ELT, and assessment in ELT and basically these three aspects are a form of implementing the ELT curriculum applied to learning institutions. As it is suggested by Hall (2017) that teachers (and students) are generally rarely 'free agents' the daily decisions that practitioners make inside the classroom, and the nuances of classroom atmosphere, are affected by broader societal and institutional factors.

Globally English has become a widespread need and teaching English in language education has become a significant concern. Lin (2010) said that teaching English can be described as TESOL (teaching English as another language), TEFL (teaching English as a foreign language), and TESL (teaching English as a second language). TESOL is a devised institution for training teachers and programs that provide education or instruction to English teachers, or certain communities that learn language for learners of widening networks. Meanwhile, TEFL is primarily focused on the use of English by learners and teachers whose mother tongue is not English. The emphasis of TEFL is that learners and

teachers position English as a communication instrument in the context of diverse nations, instead of making use of it as an official language (Lin, 2010).

Hall (2017) says that in the implementation of ELT, at least there are four central areas to be concerned, namely management and interaction of classrooms, methodology-method-post method, learners and the frameworks of social and institutional context of ELT. Related to this idea from time to time the teaching applied by English teachers and the way students learn have progressed. Teaching and learning English is currently strongly supported by technological changes. Students can learn English through reading, listening, speaking and writing, anytime and anywhere.

2.2 Questioning Strategy

The strategy of asking is one way that can help teachers to develop their strategies during the learning process so that students can participate and are able to learn well. The questioning strategy is an important tool for expanding student learning which can help teachers develop their own strategies to improve student work and thinking (Sujariati 2016). The questioning strategy is intended as a way for the teacher to create situations that allow him to carry out the teaching process. Teachers are required to have the ability to regularly manage learning components in such a way that will be used when the learning process takes place and can lead to learning objectives to be achieved.

Harvey (2000) said that the questioning strategy is most effective when it allows students to be fully involved in the learning process. He stated that when learning is being planned it is very important for the teacher to think about the types of questions to ask students. Therefore the questioning strategy can make it easier for the teacher in preparing question and answer sessions to students in accordance with student understanding effectively so that students are enthusiastic and involved during the teaching and learning process.

The teacher's question is one of the ways the teacher uses to get class to control class and attract the attention of students. Asking is one strategy to attract the attention of his listeners, particularly concerns important things that demand attention and need to be questioned (Majid, 2013). The teacher can collect lots of information by asking questions. Asking questions is part in the teaching and learning process. The teacher's question is one of the most important ways during the learning process, one way to examine whether students already understand the lessons that have been taught and can increase students' involvement in interacting with teachers during the teaching and learning process in the classroom.

2.3 Types of Question

To classify the kind of questions used during the teaching and learning process in classes have many ways. According to Anderson (2001) as follows:

a) Remembering question

At this level students will be given a question about the lessons they have learned to know students already understand material well and at this level it requires students' memory to recall the lesson and being able to repeat information and give the right answer to the material that is in advance. Common question words states definition, imitating words, stating arrangements, say, repeating it.

For example:

Teacher: *When is Indonesian Independence Day celebrated?*

Students: *17 August*

b) Understanding Question

The question that asks students to provide an explanation using their own words. At this level students answer questions to measure their understanding of matter, meaning and idea by using their own words. Students can explain, define, concluding by word themselves. Common question word of grouping, describing, explaining, put the identification, reporting, clarifying.

For example

Teacher: *what is the formula of a simple present tense?*

Students: *subject + verb I + object*

c) Applying Question

The question which students should apply information to be heard or read in a new situation. At this level students use the knowledge and information that they have learned to be able to answer questions and solve problems. Common question word picks, demonstrating, playing, using, illustrates, interpret, compose a schedule, sketch, and solve the problem.

For example

Teacher: *make a sentence based on a simple present tense formula.*

d) Analysis Question:

Analysis questions thrown in teachers to ask students to find answers in the way: Identifying the motifs of the problems displayed. Look for evidence or events that support a conclusion. At this level students are expected to explain and make conclusions and have to think critically so they are able to analyze a

problem that is obtained. Students sort through part parts based on their similarities and differences. Common question word examine, compare, separating, testing.

For example:

Teacher: *Does a motorcycle and car have a difference?*

Student: *Yes mom difference.*

Teacher: *what is the difference between motorcycle and cars?*

Student: *Motorcycle has 2 tires while car has 4 tires.*

e) Evaluating Question:

The question that leads to making judgments like right or wrong and bad. At this level students must make an assessment of the new opinion. At this level students can judge the opinions of other friends decide the right and wrong and choose which one is good. Students state whether it's good or bad for a particular phenomenon or object. Common question word argument, maintain, state, choose, provides support, give judgment, conduct evaluation.

For example:

Teacher: *what do you think about smoking?*

Student: *I think smoking is not good because it can be damage the heart.*

f) Creating Questions:

This question was asked by teachers if asking students to be able to give answers and develop the potential for students to be creative. At this level students must make predictions to solve the problem according to the facts of the facts given to make new theories before it comes to a conclusion, Students create an object or view. Common question word changing, building, creates designing, establishing, formulating, and writing.

For example:

Teacher: *okay, we've learned about the recount text, now make a essay of recount text based on what we've learned.*

2.4 Previous of Research

First previous study is a thesis written by Mentari (2018) entitle "An Analysis of Teachers Question Strategy During Interaction in Rooms at SMK Muhammadiyah 3 Makassar", the purpose of this research is to analyze teacher questions used during learning, this research uses a qualitative description method, uses qualitative descriptive data, and collects data in research this is through several

procedures such as the researcher meets the English teacher to find out the schedule, prepares a checklist containing indicators of the strategy of asking the teacher before making observations, the researcher observes the activities of the teacher based on the indicators of the strategy of asking the teacher then the researcher concludes the research based on the data and data analysis techniques used, namely after making classroom observations the researcher analyzed the data by calculating the percentage of the teacher's asking strategy with the formula according to (Sudijono, 2000; 40).

The results of previous researchers, namely: first, the teacher used a number of questions that were asked to students who were appointed 7 (28%). secondly, the questions asked by the teacher in all teaching sessions were raised by 6 (24%). third, the teacher uses waiting time when asking students at 2 (8%). fourth, the teacher repeated the questions asked to students 2 (8%). fifth, the teacher translated the questions into Indonesian and emphasized the questions when students looked confused, raised 4 (16%). sixth, the teacher approaches students themselves when the questions asked cannot be answered up to three times by asking 1 (4%). finally, the teacher gave a reward to students who answered correctly 3 (12%).

This research has almost the same title as the previous research, but in this research it is more specific in English language teaching at seventh grade. The method is qualitative descriptions and uses observation in collecting data, but data collection in this research in addition to observations, researcher use recording. Meanwhile, in the data analysis technique, the researcher analyzed the data according to Miles and Huberman with several steps, namely data reduction, data display and conclusion. The difference between this research and previous research is that the previous research was conducted at SMK Muhammadiyah 3 Makassar, while this research was conducted at SMPs in Nita Sub district and the difference in education level at the SMK level while this study was at the Junior High School level.

Second previous study is a thesis written by Ziarah (2020) entitle “Analysis of The Teacher Questioning Strategy During Class Interaction”. The purpose of this research is to analyze the teacher's questioning strategy during class interaction, this research uses qualitative descriptive, data collection is done by conducting classroom observations and interviews with English teachers. The analytical technique used is according to Miles and Huberman's opinion.

The results showed that based on richard and lockhart theory the types of question used by the English teacher include procedural questions (15 data), and coveregent quesstions (7 data). The teacher was frequently used procedural question in a classroom.but the researcher did not find the teacher use the difergent questions. The similarity of this research and previous research is to use a qualitative descriptive method and data collection is carried out by observation. However, the data collection technique in this research, in addition to observation, researcher use recording of the learning process for analysis and interview.

METODE PENELITIAN

3.1 Place and Time of Research

a) Place

This research was carried out in SMPs in Nita sub district. There are 4 schools namely SMP Negeri 2 Nita, SMP St. Yohanes Tilang, SMP Negeri 1 Nita, SMP Kimang Buleng. The researcher chose this place as the researcher location because the school implemented ELT and there has been no previous research related to the teacher asking strategy at the school. The field research was carried out from February 20, 2023 until March 20, 2023.

b). Time

No	Types of activities	January				February				March				April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Title submission		■																						
2	Proposal writing			■	■	■	■	■																	
3	Proposal seminar								■																
4	Field research									■	■	■	■	■	■										
5	Writing Results of research													■	■	■	■	■							
6	Seminar of research result																		■						
7	Finall writing																				■	■	■	■	■

3.2 Method of Research

This research used the qualitative method, where researchers presented data in the descriptive form. According to Moleong (2017) qualitative research is a research that is intended for understand the phenomen of waht is experienced by reserach subjects such as behavior, perception, motivation, action and others and by menas of descriptions in the form of words and language, in a special natural context by utilizing various methods experince. In this case, research using the qualitative method, researcher was research on the teacher questioning strategy in English language teaching.

3.3 Sources of Data

According to Douglas the data source referred to in research is the subject of which the data can be obtained. Data sources used in this research are:

1) Primary data

Primary data is factual and original. In this research, the researcher took the data from 4 seventh grade English teachers at SMPs in Nita sub district. The researcher found the strategy used by teacher at 4 schools where the teacher taught at SMPs in Nita sub district.

2) Secondary data

The data obtained to support primary data is in the form of source from articles, journals related to the topic of this paper.

3.4 Technique of Data Collection

Techniques of data collection used in this research are observation and interview

1) Observation

Riduwan (2004) says that observation is a data collection technique, in which researchers make direct observations of research objects to take a close look at the activities being carried out. In this research, the researcher observed the teacher's questioning strategy in the teaching process while the learning took place in the classroom, and in this research the researcher used non-participant observation in which the researcher only observed but did not take part and the researcher recorded the activities that took place so that it could be easier to get information. Then the recorder is placed in the classroom when the learning process takes place. This observation is meant to find out types of question used by teacher during learning process.

2) Interview

According to Moleong (2012) interviews are conversations with a specific purpose. The conversation was conducted by two parties, namely the interviewer who asked questions and the interviewee who gave answers to questions. In this research, the researcher interviewed seventh grade teachers at the Nita sub-district junior high school. The researcher interviewed the teacher because the researcher wanted to know more about the questioning strategy used by the teacher during the teaching and learning process.

3.5 Technique of Data Analysis

According to Miles and Huberman (2011) there are three steps in data analysis, namely:

1. Data reduction

According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and changing data that appears in written field notes or transcriptions. With data reduction, researchers can eliminate unnecessary parts and organize data to get conclusions.

2. Data Display

In qualitative research data presentation can be done in the form of brief descriptions, charts. In this step the researcher organizes and develops information in an organized way to see what is happening so that it is easy to understand in order to make a decision to draw conclusions or proceed to the next step. According to Miles and Huberman, after the data has been reduced, the next step in the analysis is presenting the data. Presentation of data is as a set of structured information that provides the possibility of drawing conclusions and taking action.

3. Conclusion drawing and verification

According to Miles and Huberman final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step the researcher concludes the result of the research based on the research problems and theory that are used.

HASIL DAN PEMBAHASAN

4.1. Description of Research Place

Nita is a sub district in Sikka Regency, East Nusa Tenggara, Indonesia. This sub district is about 12 kilometers from the district capital Sikka to the south. In Nita sub district there are several Junior High Schools where there are 4 schools which are the focus of my research namely : SMP Negeri 1 Nita, is located at Jln. Ledan Puan no.7 Nita, Sikka Regency, East Nusa Tenggara, with post code 86152, SMP Negeri 2 Nita is located at Jln. Bintara Nirangkliung, Sikka Regency, East Nusa Tenggara, SMP Kimang Buleng is located at Nita Sikka Regency, SMP St. Yohanes Tilang is located is Tilang, Nita District, Sikka Regency, East Nusa Tenggara.

4.2. Finding

In this chapter, the researcher describes the results of research that has been conducted to English teacher at SMPs in Nita sub district especially for seventh grade. The results of the research findings are to answer two questions which are the formulation of the problem in this research. The first research question is what types of questions are used by the teacher and the second question is the impact on students in the class. Researcher used two data collection techniques, namely class observation and interviews.

4.2.1 Types of Question Used in ELT by Teacher at Seventh Grade of SMP in Nita Subdistrict

Based on the results of the research conducted by the researcher, it was found that there were 6 types of questions used by junior high school teachers in Nita sub-district in grade 7. The 6 types were remembering question, understanding question, applying question, analysis question, evaluating question, creating question. It can be seen in the following results of interview with an English teacher at SMPs in Nita sub district:

“While I teach the types of questions that I use are I use 6 types of questions namely remembering, understanding, applying, analysis, evaluating, and creating questions in this case I use all questions so that students can understand the material that I teach”

From the teacher's statement, the researcher can conclude that during the teaching and learning process the teacher often asks questions to students where the teacher wants students to be able to recall the lessons they have gone through, be able to explain a topic well, and students can think creatively. The teacher as informants three of them used all types of questions but one of them does not often used all types of questions where the types of questions used are remembering questions, understanding questions, applying questions, analysis questions, evaluating questions, and creating questions.

1. Remembering question

Based on the results of the observations the researcher found that in the teaching and learning process this type of question was used by the teacher to ask when starting the lesson, and so that students recalled about the subjects they had gone through and when the teaching and learning process took place the teacher often asked again the vocabulary that had been memorized by students at the last meeting which of the vocabulary words that had been memorized by the students were related to the material they would learn at the meeting. One example of remembering question is :

Teacher: *What the material our learning before?*

Students: *About greetings mom.*

2. Understanding question

Based on the results of observations, the researcher found that in the teaching and learning process, understanding question were used by the teacher to ask students about the material they were studying.

For the example:

Teacher: *What is the profession of the person in the picture?*

Students: *She is a Reporter.*

3. Applying question

Based on the results of the observations the researcher found that, the teacher used applying types of questions to students when in the teaching and, learning process the teacher asked about a knowledge which was based on what students knew from reading or listening to a topic and students could apply it in new situations. Applying question are used by the teacher in the middle of the lesson or when the teacher is about to finish the lesson and will give them homework and the teacher displays familiar topics or pictures so that students can illustrate these picture or can solve problems on that topic.

For the example:

Teacher: *Please make a table based on the profession of each member of your family!*

Students: *Yes Mrs.*

4. Analysis question

Based on the results of the observations, the researcher found that during the teaching and learning process analysis question, used by the teacher to ask students about differences or comparing things which can trigger students thinking to think more

critically so that they can conclude or be able to answer questions given by the teacher. For the example:

Teacher: *Who am I?*

Students: *Mrs Tati*

Teacher: *Why you call me Mrs, and what the difference between I am and uncle Jhon*

Students: *Because you are a teacher, and the difference between Mrs and uncle Jhon is that Mrs is a teacher while uncle Jhon is a security guard.*

5. Evaluating question

Based on the results of observations, the researcher found that during the teaching and learning process. Evaluating question was used by the teacher to ask students about knowledge and direct students to be able to give students right or wrong, or which one is good or not contradicting an opinion.

For example:

Teacher: *From the table which job is better?*

Students: *Job in table c (job in table c is reporter)*

6. Creating question

Based on the results of observations, the researcher found that the teacher always used this type of question in the middle of the lesson or at the end of the lesson. The teacher uses this type of question so that students can make something new based on the material they have learned.

For the example:

Teacher: *Okay, today we have learned about descriptive text, Can you make a descriptive text? because I want you make a descriptive text. About people, things or animals!*

Student: *Yes, we can, Mrs.*

4.2.2 Impact of the Question Given by Teacher to Student

Based on the results of the observation of the impact that was found by researcher when in the teaching and learning process the teacher used these 6 types of question to students such as:

1. Remembering question

Based on the results of research on the impact on students when the teacher uses this type of question, there are some students who are very enthusiastic in answering the question given by the teacher. The question given can make students able to recall the material they have learned and are able to stimulate students thinking to think critically about the material to be studied.

2. Understanding question

Based on the results of the impact research on the students, namely students are able to explain something using their own words through what they understand about something based on the question given.

3. Applying question

Based on the results of research on the impact on students when the teacher uses this type of question, that is there are those who are able to understand the material being taught by the teacher so that they are able to explain it back to their friends with a new topic based on examples of the material that has been studied.

4. Analysis question

Based on results of the impact research on students on this type of questions, students can think critically and they are able to explain and make conclusion on a problem where they can provide their ideas for analyzing the problem.

5. Evaluating question

Based on the results of the research on the impact on students when the teacher uses this type of question, namely students are able and active in giving assessments of their opinion to one another, whether the answers given are right or wrong, or whether or not their friends opinion are good or not, students also given arguments to each other to be able to defend their own opinion.

6. Creating question

Based on the results of research on the impact on students when the teacher uses this type of question, there are students who are able to write down or explain a problem through critical thinking and based on their ideas.

4.3. Discussion

4.3.1 Types Of Question Teacher Used

Based on the results of observations and interviews, the teacher used 6 types of questions during the teaching and learning process, such as remembering questions,

understanding questions, applying questions, analyzing questions, evaluating questions, creating questions. The teacher uses the type of questions in the class with the aim that students can understand the material being taught. This finding is supported by previous researcher such as Narwasti (2015) state that the following question usually occur in classroom while teacher is checking that assignments had been completed, that instructions for a task, are clear and students are ready for a new task.

In the learning process it is important for a teacher to realize that the topics taught to students can be understood. At this stage the teacher can use recall questions to students with the aim of reminding students about the topics that have been taught. Remembering question contains question that can serve to remind students of material that has been destroyed. This statement was also stated by previous research, namely Erianti (2018) eliciting wasting factual answers, testing recall, and recognition of information, in this level, the students give the correct answer in remembering of previously learned material.

During learning in the class, teacher certainly wants what students like to be understood, therefore understanding question is one type of question that is used by the teacher when the learning process takes place. Students understanding of the material provided is a joy for the teacher where students show their understanding by explaining back the material have been able to use their own words, as said by Usman (2011) understanding question are questions that require an understanding answer in the words themselves.

Teacher questions can also stimulate students thinking to be more critical thinking, active in participating in the teaching and learning process. Students can express opinions or ideas and analyze a problem in the ways and knowledge they have through questions given by their teacher, Chin (2006) says that teacher questions stimulate students to “ formulate hypothesis, predict outcomes, brainstorm ideas, generate explanations make inferences and conclusion, as well as to self evaluate and reflect on their own thinking. Teacher questions gets about students creative thinking can also be used as a very important thing to be an effective assessment. Black and Harrison (2001) say that, quality of teachers questions can affect the degree to which the questions do or not extend students thinking and prolong their ideas, both the actual content of questions and the ways.

4.3.2 Impact of the Question Given by Teacher to Students

Based on the results of observations, there are several questions that are applied by teachers in the learning process, including remembering, understanding, applying, analyzing, evaluating, and creating questions. For each question applied by the teacher in the learning process, of course there is an impact on students, whether it's a good or bad impact.

Remembering question Based on the results of research on the impact on students when the teacher uses this type of question, there are some students who are very enthusiastic in answering the question given by the teacher. The question given can make students able to recall the material they have learned and are able to stimulate students thinking to think critically about the material to be studied. According to Bloom's taxonomy (in Hasibuan and Moedjiono: 2009) Knowledge questions or memory questions are questions that require students to recognize or recall the material they have learned. Question words that can be memory questions include: who, what, where, when, and mention.

Understanding question based on the results of research on the impact on students when the teacher uses this type of question, namely students are able to explain something using their own words through what they understand about something based on the question given. According to Bloom's taxonomy (in Hasibuan and Moedjiono: 2009) This question requires students to answer questions by organizing the information they have received in their own words, or interpreting or reading information depicted through graphics by comparison.

Applying question based on the results of research on the impact on students when the teacher uses this type of question, that is there are those who are able to understand the material being taught by the teacher so that they are able to explain it back to their friends with a new topic based on examples of the material that has been studied. According to Bloom's taxonomy (in Hasibuan and Moedjiono: 2009) Questions that require students to give a single answer by applying/applying knowledge, information, rules, criteria, etc. that they have received.

Analysis question based on the results of research on the impact on students when the teacher uses this type of question, students can think critically and they are able to explain and make conclusion on a problem where they can provide their ideas for analyzing the problem. According to Bloom's taxonomy (in Hasibuan and Moedjiono: 2009) Questions that require students to find answers.

Evaluating question based on the results of research on the impact on students when the teacher uses this type of question, namely students are able and active in giving assessments of their opinion to one another, whether the answers given are right or wrong, or whether or not their friends opinion are good or not, students also given arguments to each other to be able to defend their own opinion. According to Bloom's taxonomy (in Hasibuan and Moedjiono: 2009) Students are required to answer by giving an assessment or opinion on good and bad right and wrong based on the knowledge they have.

Creating question based on the results of research on the impact on students when the teacher uses this type of question, there are students who are able to write down or explain a problem through critical thinking and based on their ideas. According to Bloom's taxonomy (in Hasibuan and Moedjiono: 2009) this question is the correct answer is no single, meaning more than one and requires students to think creatively.

KESIMPULAN DAN SARAN

Conclusion

The teacher questioning strategy is one of the methods or strategy use by the teacher to ask students in the teaching process so that delivery of material is more directed and there is mutual interaction between teacher and students. Based on the result of the data analysis in chapter IV, English teachers at seventh grade of SMPs in Nita sub district three of them use six types but one of them does not often used all types of questions , namely; remembering question, understanding question, applying question, analysis question, evaluating question, creating question.

The use of the questioning strategy in their teaching and learning makes students can comprehend the material they have studied, they are able to re-explain the material given in their own words and they can think creatively about resolving the problem to reach a conclusion.

There are some impacts when teacher applying question strategy for students at seventh grade SMPs in Nita sub district. Students are more enthusiastic about the learning in which they actively ask the teacher back if the material they cannot fully understand. Students can also think creatively when teacher used the questioning strategy and they are able to analyze a problem and can apply it during the learning process or in everyday life.

Suggestion

English teachers need to be more creative at strategy in asking to students. English teachers should ask question more often during the teaching and learning process because it can make students able to think about a problem with their critical thinking, they are able to re-explain the topics that have been discussed.

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