AN ANALYSIS OF EFL TEACHER QUESTIONING STRATEGIES IN A READING CLASS: A CASE STUDY IN ONE OF THE JUNIOR HIGH SCHOOL IN CILACAP

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Abstract: This study deals with the analysis of EFL teachers' questioning strategy in a reading class. It was aimed at finding out the dominant of types of questioning strategy used in reading class and also to figure out the students' responses toward the application of questioning strategy in a reading class. Furthermore, in conducting this study the writer used qualitative research in which case study was employed to collect the data from participants in this research. Based on the research findings, the writer concluded that the teacher used probing questioning strategy which was dominantly used in reading class. They also perceived agree with the method of the learning reading comprehension. The students feel enjoy and happy and make the students improved their reading comprehension. For suggestion, the writer recommends that further researchers investigate the use of technology in teaching English vocabulary that reference to the context of junior high school students. It is suggested for the students, based on result of this study, the writer suggest the students to be more active in joining teaching learning process. Therefore, they could get the way to make the students more comfortable in joining the class. For further researchers, actually, this study still have some weaknesses that need to be repaired and make it better.

Keywords: EFL teacher; questioning strategy; reading class

Introduction

Reading is the act of interpreting printed or written words and requires understanding or comprehension of the meaning of the reading text. Through reading we can get the messages that the writer has expressed. Reading; one of the language skills that should be mastered in improving language proficiency is highly encouraged by the Indonesian government nowadays.

Meanwhile, Horowitz (2014) reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. So, they do not only read the text but also they can get the meaning and able to construct the sentences. It means, reading is important to learn because it can be beneficial for their future to get career and study purpose. Students in the future should be able to read the English text carefully in order to make good comprehension. This means reading is not just about read the symbols/letters, but also read for its meaning to reach a certain level of understanding or reading skill. Readers will be able to comprehend the text if they can "talk" to the text as a text is a means of conveying the author's message and intention towards the readers.

In fact, the students are still feeling confused in understanding the teacher's explanation in English. Consequently, the students do not keep attention to the

lesson because they feel English is difficult to be understood. Thus, the teachers have to improve teaching strategy to help the students to understand the materials easily and attract students to pay attention for teachers' explanation.

Based on the condition above, the researcher wants to increase students' reading skill by using Question Strategy. According to Tankersley (2003, p. 93), "questioning while reading is a key to developing good comprehension. Proficient readers question the content, the author, the events presented, the arguments, and the issues and ideas in the text. Students need to be taught how to ask questions during reading to monitor comprehension as well as to process the information that they are receiving".

In the learning process, the questioning activity shows a dynamic interaction between the teacher and students and between students and the other students. The questioning activity will be more effective if it can be understood by the student, easy to discuss or relevant to the topic being discussed. Therefore, teachers tend to give some questions as one of the ways that can be used for assessing students' understanding. Furthermore, questioning is one of the most common techniques used by teachers in the classroom. According to Gary (2016), questions are the most common form of interaction between students and teachers, yet research suggests that the majority are lower-order questions that do not require students to actively process information. It is only inactive processing that the students achieve deep level learning. To raise students' levels of achievement, students need regular practice in higher-order thinking - analyzing, synthesizing and evaluating. The researcher attempted to observe one of the English teachers at one of the Junior High Schools in the regency of Cilacap with this analysis. The researcher chose this position in order to analyzed of EFL teacher' questioning strategies in a reading class, with the expectation that the researcher could be useful and effective as a thought contribution for English teachers. The investigation of this topic is represented in a research the researcher wants to conduct which is entitled "An Analysis of EFL Teacher's Questioning Strategies in a Reading Class".

The problem of this research is formulated into the two following research questions: (1) What is questioning strategies used by the teachers to engage reading skill in English class? (2) What are the students' responses toward questioning strategies used by the teachers to the teacher to engage reading skill in English class?

Reading

Reading is regarded as an important part of students' learning process (Mohammadi & Davarbina, 2015). What is more, there is an agreement that reading is the most important skill for students (Carrell, 1989). Many EFL learners, however, lack acceptable reading skill (Ahmadi & Pourhoseiin Gilakjani, 2012; Mohammadi & Davarbina, 2015). Reading is considered as one of the most challenging language skills for students, since it requires them "to visually perceive words, process their

phonological codes and understand the semantic meaning of a word itself as well as its meaning within the sentence" (Qutob, 2020, p. 432).

Questioning strategy

Teaching is the way to convey information about a topic that would be learned by students. According to Ashton, (2018) Teaching is a complex yet interesting profession; it requires not only teachers' knowledge of content but also teachers' pedagogical knowledge. The purpose of the teaching-learning process is to make students get knowledge and ability to understand the knowledge. To achieve the purpose of teaching, teacher is a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge (Iksan & Dirham, 2018).

Besides that, the role of the teacher is also very important to make the learning process run well. One of the most important skills that teachers should have in teaching and learning process is the ability to use various teaching strategies. Teachers should be able to use some kinds of teaching strategies that enable students to learn in order to obtain the expected results. If teachers cannot use a proper teaching strategy, teaching and learning process would not run effectively.

The types of questioning strategy

In relation to questioning strategies, Wangru (2016) categorized questioning strategies applied by teachers in the classroom into four:

a. Prompting. Prompting is a questioning strategy applied by teachers when students fail to give correct responses. This can happen when the questions are too difficult for students to understand. Prompting in the strategy where teachers give clues for students so that they can answer better.

b. Probing. Probing is a questioning strategy applied by teachers in form of follow-up questions to one student shall his/her previous answer still needs improvement. Teachers apply probing strategy when they want their students to think deeper and higher. Probing is usually done by asking „why?" to the selected student.

c. Repeating. Repeating is a questioning strategy applied by teachers to meet several purposes namely 1) ensuring students listen to the question, 2) checking students" understanding on the question, 3) encouraging students to deliver their thought, 4) breaking the passiveness of students, and 5) giving more thinking time for students. Repeating strategy is employed by asking the same question when none of the students answers.

d. Redirecting. Redirecting is a questioning strategy applied by teachers by asking a similar question to different students so that the students can clarify or give more critical answers that complete their fellows" previous answers.

Research Design

In this study, the researcher applied qualitative research. According to Creswell (2014), qualitative research can use for community life, history, behavior, organizational, functionalization, social activities, and etc. The purpose of this research is to know the types of question are used by the teachers to engage

learners and the function of each question posed in the learning process. This research used both observation and interview to find the data.

This research belonged to a case study. Case study method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships.

Research participant

According to Burns (2000, P. 83) "population is an entire group of people or object or events which all have at least one characteristic in common and must be defined specifically and unambiguously". To determine the sample, the writer applied purposive sampling technique because the writer need not to choose the sample randomly he only focus on the subject that joining vocabulary's classroom. Cresswell (2006, p. 214) states that "the research term used for qualitative sampling is purposive sampling. In purposive sampling researchers intentionally select individuals and sites to learn or understand the central phenomenon". The sample of this research was an English teacher of junio high school and the students at the grade 8.

Findings and discussions

The first point to be discussed was the results of this study. The results of this study showed that the teacher in the teaching learning process of reading skill including pre-reading, while reading, and post reading stage, the writer concluding that the teacher used Probing as the questioning strategy. It was in line with the theory from Wangru (2016, p. 38) about kinds of the questioning strategy that could be used by the teacher in reading class.

To support the discussion, the teacher's answer in interview concerning kinds of questioning strategy used by the teacher was relevant with the theory which is stated that Questioning was a pivotal aspect in promoting students' learning and long-term reading motivation (Macalister, 2019, as cited in Sunggingwati and Nguyen, 2013, p. 89). Moreover, Fiftinova (2018, 15) said that teacher's question provides students some chance to show their reading comprehension through speaking and listening to the teacher. Therefore, English teachers should ask questions to students in teaching reading for supporting students' reading skill development

The data also showed that the students were engage emotionally and cognitively in the teaching learning process. The students felt interest, enjoy and helpful in teaching learning process. The result also showed that teacher's ways was able to decrease students' difficulties in learning reading comprehension.

The results of this study were similar with the study conducted The first previous study of this research is the thesis conduct by Yamazaki (2015),

entitled "An Interaction Analysis: A Teacher's Questions Feedback and Students Production Through Classroom Observational from University of Birmingham." The purpose of this study was to conduct an interaction which looking at the teacher question, feedback, and students production.

Conclusions and suggestions

Moreover, the writer drew the conclusions based on the research finding and relevant with the research questions. Firstly, based on the first research question, the writer concluded that the dominant strategy used by the teacher in using questioning strategy was prompting strategy. In addition, ther interaction occured between teacher and the students and students to the other students.

Furthermore, in responding the second research question, the writer concluded that the students agree with the method of the learning reading comprehension. The students feel enjoy and happy and make the students improved their reading comprehension.

Suggestions

Based on the research finding and the scope of this study, the writer presents some suggestions addressed to the other researcher who are interested to this topic. For the students, based on result of this study, the writer suggest the students to be more active in joining teaching learning process. Therefore, they could get the way to make the students more comfortable in joining the class.

For further researchers, actually, this study still have some weaknesses that need to be repaired and make it better. Thus, it gives a broad opportunities for the other researchers in making this study more perfect in the same field with the different interest.

This chapter has discussed the conclusion of the study and also the suggestion for further studies which present the recommendations of relevant research.

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