

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

4.1 Findings

There were some findings presented in this chapter. The research finding was related to the type of questioning strategies used by the teacher in the classroom interaction in teaching reading at Islamic Junior High Patra Mandiri Palembang to the 8th grade students. The data obtained from the interview and analyzed by using a thematic analysis were described as follows.

4.1.1 The type of questioning strategies used by the teacher in the classroom interaction in teaching reading

After collecting the data in order to find the type of questioning strategies used by the teacher in the classroom interaction in teaching reading I found that there were three of question. The themes and the codes gained from thematic analysis were listed in the table 4.1.1

Table 4.1.1 Themes and codes for the teacher's questioning strategies

Themes	Codes
1. Procedural question	<p>A. Teacher asked questions that related to students' classroom routines in the beginning of reading class and during explaining the material.</p> <p>B. Teacher encouraged students to answer question related to the lesson.</p>
2. Convergent question	A. Teacher asked the question in the form of Yes/No answer in the beginning of teaching

	reading and after presenting the material.
	B. Teacher asked the question in the form of short answer in the beginning of teaching reading and after explaining the material
3. Divergent question	A. Teacher invited students to share their idea through thinking about critical discussion.
	B. Teacher preferred using Wh-Question (open question) to enrich students thinking skill after reading text.
	C. Teacher asked students to read by themselves to explore the unknown words that need to be comprehended.

The themes and codes formulated from the qualitative data as listed in the table 4.1.1 were described in order to know the type of questioning strategies used by the teacher in the classroom interaction in teaching reading. It can be seen that there were three types of questions given by the teachers in teaching reading activities. It is in line with the types of questions proposed by Richard and Lockarts (1994): procedural, convergent, and divergent question.

4.1.1.1 Procedural Question

Based on data obtained from interview, I found that the procedural questions given by the teacher to their students were in the form of students' classroom routines. Most of students gave their responses when the teachers asked those questions during learning activities.

Subsequently, the data gotten from the interviews revealed that the questions of procedural questions, they are controlling classroom management,

checking assignment, checking whether the task is clear, and checking students' readiness. The teacher is trying to keep the instruction clear and trying to control students to keep focus on the teaching-learning process. This finding was expressed by teacher during the ongoing interviews. The teacher initially R, *"I always check students preparation because to give respond to their answer and make the students motivate to improve their knowledge"*, and *"Ooooo I always explain about the some reading material before I teach to them for example I give some word that so difficult by them"*(Personal communication, November 4, 2020). It indicated that teacher asked questions that related to students' classroom routines.

4.1.1.2 Convergent question

The data obtained from the interview showed that the teacher used question to ask the students about the content of the lesson, which needs short answer and non-higher level thinking. For instance, An interviewed teacher initially R said that *"I give some question to my students for example what is the title of the reading text, I ask the sinonim, antonim"*(Personal communication, November 4, 2020). Another question was also asked to recall the previous information, such as *"Usually I always tell students to translate so that if they know the meaning they can know the content of the story/reading text"*, and *"For the yes / no questions, I usually ask students "have u get it" or I ask where this dialogue is taking place"*(Personal communication, November 4, 2020). Teacher used those questions for engaging students to focus on the recall of information that has been presented previously.

4.1.1.3 Divergent question

Based on the data obtained from the interviews, I gained the information that the divergent questions given by the teacher to their students was in the form of open answer. The used of divergent question was for encouraging students to provide their own information. An interviewed teacher initially R said that *“I usually ask the student questions use WH question to get an answer that is best eeeee in this I usually ask for example what is the steps, what is the recept”, and “I usually.....but if the situation requires an explanation for example “what do you think about the man?”, I think students will need that answer more complex”*(Personal communication, November 4, 2020). It was occurred when the student had different answer than the other. Therefore, divergent question was given to measure the students understanding by giving a question that may provide their own opinion.

4.1.2 Students’ perception toward teachers’ questioning strategies in the classroom interaction in teaching reading

After analyzing the data gained from the interview, I discovered the Students’ perception toward teachers’ questioning strategies in the classroom interaction in teaching reading. I found that there some students’ peception of every types question posed by teacher. The themes and codes obtained from the analysis of qualitative data were students listed in table 4.1.2

Table 4.1.2 Themes and codes for students' perception toward teachers' questioning strategies in the classroom interaction in teaching reading

Themes	Codes
1. Procedural question	<p>A. Students responded to teacher's explanation after getting the material.</p> <p>B. Students were asked to review the lesson by explaining the previous lesson.</p>
2. Convergent question	<p>A. Students were requested answer Yes/No question to enhance their comprehension in reading.</p> <p>B. Students perceived that Yes/No and short question was uncomplicated to answer by them.</p>
3. Divergent question	<p>A. Students lacked in responding when teacher posed open questions.</p> <p>B. Students feel confused when the teacher prefer divergent question (Open question).</p>

The themes and codes formulated from the qualitative data as listed in table. 4.1.2 were described in order to gain students' perception toward teachers' questioning strategies in the classroom interaction in teaching reading. It would be described in the following description below.

4.1.2.1 Procedural Question

Based on data obtained from interview, I got the information that procedural questions given by the teacher to the students were in the beginning of reading class and during explaining the material or students' classroom routines.

Most of students gave their responses when the teachers asked those questions during learning activities.

Subsequently, the data gotten from the interviews revealed that the questions of procedural questions, they are controlling classroom management, checking assignment, checking whether the task is clear, and checking students' readiness. This finding was expressed by some students during the on going interviews. The first student initially APT expressed that *"Yes, teachers are usually at school asked to read the material first, then explain it to the teacher at whiteboard"* (Personal communication, November 4, 2020). The second student initially D claimed that *"eeeeeee teachers like to ask questions then tell the page which will be studied"* (Personal communication, November 4, 2020). The next student initially A claimed that *"usually the teacher explains first then we were told to read after that the teacher later gave some questions"* (Personal communication, November 5, 2020). The last student initially TA claimed that *"Like to be asked, for example, the teacher asks if you still remember the previous material, if there are those who don't know or forget the teacher usually explain back briefly. Then continue material that will be studied on that day"* (Personal communication, November 5, 2020).

4.1.2.2 Convergent Question

The data obtained from the interview showed that the teacher used question to ask the students about the content of the lesson, which needs short answer and non-higher level thinking. Students' prefer in the form of Yes/No question pose by teacher. It was because Yes/No and short question

uncomplicated to answer by students. For instance, The first student initially APT said that *“Yes I have, uummm because in reading lessons, for example exercises that ask for answers about who the characters are reading text so the teacher confirms again whether the students know and understand”* (Personal communication, November 4, 2020). The second student initially D claimed that *“eeemmm teachers prefer to ask short questions sometimes also asks complete questions, If I prefer short question because it is usually a question that is need that complete answer for a smart student rank 1 heheheehe, so I prefer yes / no question”* (Personal communication, November 4, 2020). The next student initially A claimed that *“Yes, because the question is simpler to answer”* (Personal communication, November 5, 2020). The last student initially TA claimed that *“eeemmm teachers like to ask short questions sometimes also asks complete questions, If I prefer short questions because it's easier to answer them”* (Personal communication, November 5, 2020).

4.1.2.3 Divergent Question

Based on the data obtained from interview, I found that the teacher was asking open question about the text to activate students' background knowledge, but students lacked in responding to open questions. However, all students feel confused when the teacher prefer divergent question (open question). This was claimed by some students through the interviews. APT mentioned that *“Yes, because if the answer is too long it's also difficult to understand”* (Personal communication, November 4, 2020). Afterwards, D also claimed that *“For the type of WH question, I also like it, but I do more often Yes / No question”*

(Personal communication, November 4, 2020). Then, A expressed that *“I prefer yes / no question, but for WH question I have also answered”* (Personal communication, November 5, 2020). TA also added that *“Yes, the teacher likes WH question, but it is difficult for students to convey in detail”* (Personal communication, November 5, 2020).

4.2 Discussion

After analyzing the data by using a thematic analysis, I found that the English teacher at Islamic Junior High School Patra Mandiri Palembang conducted three types of questioning strategies proposed by Richard and Lockarts (1994). They were (a) procedural question (the question related to the activity), (b) convergent question (Yes/No and short answer), (c) divergent question (open question).

In the process of teaching reading activity the teacher asked the questions included convergent, divergent and procedural question. The teacher prefer in the form of Yes/No and short answer. This finding is the same as the finding from Yona's research. In her research, Yona (2018) said that compared to others the most commonly used techniques were somewhat the same with the show query. According to Yona's research, there are 18 (60%) convergent questions asked by the teacher in classroom in two months observation. This type of questions is the commonly used by the teacher. In addition, Blosser (2000) claimed that closed questions not only need to be answered with one or two word responses, but also to ask more questions to explain the understanding of students.

Futhermore, another type of questions used in teaching learning process was divergent question (open question). Based on the data gained from interview, the teacher asked an open question (divergent question) to get the best response, but since the students never gave any answers, the teacher felt difficulty asking an open question. The teacher felt that the students were not ready to answer divergent question (open question). This result of study is congruent with the results of other researchers (Sujiarti, Rahman, & Mahmud 2016) indicating that the teachers had trouble asking open questions because the students did not respond to questions from the teachers.

Moreover, students' perception toward teachers' questioning strategies were also found. The first procedural question, students responded to teacher's explainantion after getting the material. students were asked to review the lesson by explaining the previous lesson. The second convergent question, students were requested answer Yes/No question to enhance their comprehension in reading. Students perceived that Yes/No and short question was uncomplicated to answer by them. In this current study, divergent question (open question) is the least used strategies one than Yes/No or short question. It can happen because the students want to answer correctly, that were why students used to answer Yes/No or short questions. Meanwhile, divergent question, students lacked in responding when the teacher posed open question. Students feel confused when the teacher prefer divergent question. Divergent question (open question) do not have an exact answer, which was taked more time to think and discuss. Students maybe lazy to think the complex answer. Yang (2010) supported that in general, there was a

positive correlation between asking reference and open questions and generating target language for students, but there was a negative correlation between asking closed questions and showing questions and the length of the student's answer.

In conclusion, from the research findings conducted by several researchers and the fact from interview, it can be inferred that the question which require Yes/No and short answer were used at most. However, when the teacher asked Yes/No answer, they did not ask further question to clarify whether the students had understood the material or not. The teacher rarely asked open question to the students because the students could not give any responses.