

**AN ANALYSIS ON STUDENTS' RESPONSES TOWARDS  
TEACHERS' QUESTIONING STRATEGIES IN READING  
COMPREHENSION DURING CLASSROOM INTERACTION  
ACTIVITIES AT THE TENTH GRADE  
OF SMK N 1 SRAGEN**



**Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

**By :  
PUTRI KENSARI  
A320150048**

**DEPARTMENT OF ENGLISH EDUCATION  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
2019**

**APPROVAL**

**AN ANALYSIS ON STUDENTS' RESPONSES TOWARDS TEACHERS'  
QUESTIONING STRATEGIES IN READING COMPREHENSION  
DURING CLASSROOM INTERACTION ACTIVITIES AT THE  
TENTH GRADE OF SMK N 1 SRAGEN**

PUBLICATION ARTICLE

Written by

PUTRI KENSARI

A320150048

Publication article was approved to be accepted by Consultant,  
Department of English Education  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta.

Surakarta, August 06, 2019

Consultant



Drs. Djoko Srijono, M.Hum

NIP. 19590601 198503 1 003

ACCEPTANCE

AN ANALYSIS ON STUDENTS' RESPONSES TOWARDS TEACHERS'  
QUESTIONING STRATEGIES IN READING COMPREHENSION  
DURING CLASSROOM INTERACTION ACTIVITIES AT THE  
TENTH GRADE OF SMK N 1 SRAGEN

PUTRI KENSARI

A320150048

Accepted and Approved by Board of Examiners

School of Teacher Training and Education

Universitas Muhammadiyah Surakarta

on August, 2019

Team of Examiners:

1. Drs. Djoko Srijono, M.Hum (.....)  
(Head of Examiner)
2. Mauliy Halwat Hikmat, Ph. D. (.....)  
(Member 1 of Examiner)
3. Dr. Dwi Haryanti, M.Hum (.....)  
(Member 2 of Examiner)

Dean,



Prof. Dr. Haruh Joko Pravitno, M.Hum  
NIP. 19650428 199303 1 001

## TESTIMONY

Here, writer testifies that there is no such plagiarism in this publication article. There are no works of other people or the previous literary works that has been used to get Bachelor degrees of univervity. In this publication articles there are no masterpiece or opinion that have been published by others, except which written in the manuscript and also mentioned in the bibliography.

Later if find any lagiarism in this study, the writer is ready to accept any academic punishment and fully responsible for it.

Surakarta, August 03, 2019

The Researcher



Putri Kensari

A320150048

# **AN ANALYSIS ON STUDENTS' RESPONSES TOWARDS TEACHERS' QUESTIONING STRATEGIES IN READING COMPREHENSION DURING CLASSROOM INTERACTION ACTIVITIES AT THE TENTH GRADE OF SMK N 1 SRAGEN**

## **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui respon siswa terhadap strategi pertanyaan guru dalam pemahaman membaca selama kegiatan interaksi kelas sepuluh di SMK N 1 Sragen. Subjek dalam penelitian ini adalah siswa kelas sepuluh dan guru bahasa Inggris. Penelitian ini adalah deskriptif kualitatif. Metode pengumpulan data yang digunakan observasi, videotaping dan wawancara. Data dalam penelitian ini direkam dan ditranskripkan. Terdapat beberapa langkah yang digunakan untuk menganalisis data, yaitu membaca data secara menyeluruh, pengkodean data, dan melaporkan temuan. Hasil dari penelitian ini menunjukkan bahwa: 1. Strategi pertanyaan guru dalam pemahaman membaca selama kegiatan interaksi kelas di kelas sepuluh SMK N 1 Sragen menurut Taxonomi Bloom adalah pertanyaan pengetahuan, pertanyaan pemahaman, pertanyaan aplikasi dan pertanyaan analisis. 2. Respon siswa terhadap strategi bertanya guru dalam pemahaman membaca adalah respon yang benar dan respon yang salah. 3. Kendala yang ditemukan yaitu siswa tidak memiliki terlalu banyak kosa kata dalam bahasa Inggris dan berkomunikasi menggunakan bahasa Inggris dengan baik.

**Kata Kunci:** respon siswa, tipe pertanyaan guru, pemahaman membaca

## **Abstract**

This research aims at describing students' responses towards teachers' questioning strategies in reading comprehension during classroom interaction activities at the tenth grade of SMK N 1 Sragen. The subjects of this research are tenth grade students and English teacher. The type of this study is descriptive qualitative research. The technique for collecting data of this research is observation, videotaping and interview. The data of this research is recorded and transcript form. There are several steps for analyzing data, namely reading thoroughly the data, coding the data, and reporting the findings. The result of this research shows that: 1. The teachers' questioning strategies in reading comprehension during classroom interaction activities at the tenth grade of SMK N 1 Sragen according to Bloom's Taxonomy are knowledge questions, comprehension questions, application questions and analysis questions. 2. The students' responses towards the teacher's questioning strategies in reading comprehension are correct responses and incorrect responses. 3. The obstacles are the students do not have too much vocabulary in English and communicate using English well.

**Keywords:** students' responses, types of teachers' questioning, reading comprehension.

## **1. INTRODUCTION**

The process of interaction between teacher and student is one of the important activities in the classroom. The process of interaction activities can help students to acquire basic skills or higher understanding in order to solve problems or to engage in high-level thinking such as evaluation. So students will enjoy if there are several interactions in the learning process between the teacher and students in the class. For teachers, interaction activities, the questions posed by the teacher are very influential on how the interaction takes place. Asking is one of the main skills that anyone can learn. Asking is a way that can help teachers develop their abilities in conveying and formulating information. So that in the teaching and learning process in the classroom in asking questions and knowing the right questions to ask are very important teaching skills that need to be taught by teachers to students.

Waston (1913: 158) stated that an objective reaction from a person to a situation is used as a stimulus that manifests as diverse as reflex patella, hitting balls, taking food, closing doors, and so on. Therefore, in the process of interaction activities in the classroom to get good and appropriate student responses, the teachers must be able to ask and know the right questions to be asked to students so that they can provide appropriate and more active responses. In terms of teacher questions, Shen and Yodkhumlue (2011: 44) stated that during the teaching and learning process, teacher questions play an important role. In addition, Meng, et al. (2012: 1) stated that question and answer activities are seen as the most common form of communication between students and teachers in the classroom. The sequence of questions and answers is not only about transmitting facts or managing classes but rather is the interaction between teacher and students in the class where the teacher works together to learn from students and builds what students already know. Quoted by the taxonomies of Bloom's types of questions are: closed, open, display, referential, procedural, convergent, divergent, rhetoric, interaction, instructional and conversation. The taxonomy will guide the researcher to find the type of questions the teacher uses. Action activities can help

students to acquire basic skills or higher understanding in order to solve problems or to engage in high-level thinking such as evaluation.

Based on the statement, it can be concluded that the purpose of this study was to determine students' responses to the teacher's strategy in teaching reading comprehension. The teacher must know and understand that the questions given in class to students must go well. Therefore, a very important strategy used by teachers for students must be done correctly. The process of interaction in the classroom can work well if the teacher chooses the right questions. So it will make successful in learning. This is what is needed to achieve goal, a bigger and better teacher strategy will make students want to learn. The process of interaction carried out by teachers and students will make the teaching and learning process effective and the process of giving questions from the teacher and responses by students can be done correctly. The background is the basics that can be incorporated into the teacher's strategy elements in the interaction process and also information related to how students respond to each question given by the teacher. From the explanation above, the researcher was interested in formulating the research with the title "An Analysis on Student Responses to the Teacher's Question Strategies in Reading Comprehension during Classroom Interaction Activities in Tenth Grade at SMK N 1 Sragen".

## **2. METHOD**

This research is descriptive qualitative research. in this research the theoretical foundation is used as a guide so that the focus is on researcher to fit the facts in the field. This research based on the phenomena, reality, or experience techniques for analyzing data.

The object of this researcher is the students' responses towards teachers' questioning strategies in reading comprehension during classroom interaction activities at the tenth grade of SMK N 1 Sragen. The method of collecting data this research are observation, videotaping, and interview. From the research got the data by recording during learning process in the classroom. Then, to getting the next data by conducting interview are 10 students and 1 English teacher. The

data is analyzed using descriptive qualitative techniques by reading thoroughly the data (transcription of videotaping), coding (transcription list of questions and analysis reactions students), and reporting the findings (drawing conclusion all data), and make conclusion.

### **3. FINDING AND DISCUSSION**

#### **3.1 Finding**

##### 3.1.1 Types of teachers' questioning strategies

Teacher's types of questions are classified into six parts, which are knowledge, comprehension, application, analysis, synthesis and evaluation. Based on the classification, the researcher found out which types of teachers' questioning used the most.

##### a. Knowledge Question

The result from the observation and the transcription of videotaping show that knowledge questions asked in class by the teacher in reading comprehension during classroom interaction activities and this type of questions is the lowest level than the other types. The functions of questions are remembering information, recognizing ideas, material or phenomena. There are examples of knowledge questions from the research namely:

##### **Section 1:**

The researcher found the types of question from before the teacher focused on the descriptive text in reading comprehension, namely:

What is the descriptive text?

Have ever gone picnic?

Where is it?

What is the famous tourism spot in Indonesia?

##### b. Comprehension questions

This research also shows comprehension questions asked by teacher in reading comprehension during classroom interaction activities. This type of questions is also commonly used by teachers. The questions have function of comprehension questions, the types of questions used to know how the



students to interpret what information are contained in charts, tables, graphs, and cartoons. There are several examples of comprehension questions, namely:

**Section 1:**

The researcher found the types of question from before the teacher focused in reading comprehension as follows:

Do you know? What is the famous tourism spot in Indonesia?

Can you describe Bali Island?

Do you know how to describe?

**Section 2:**

The researcher found the types of question from when the teacher focused in reading comprehension as follows:

What is the title of this text?

What is the special of Bekantan?

As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?

c. Application Question

The researcher found application question types from this research. This is the level of third question used by teacher. This types of question used to inform previously learned to solve problem in new cases. The researcher found several application questions, namely:

**Section 2:**

The researcher found out the types of question from when the teacher focused in reading comprehension as follows:

Give some examples of other ecotourism destinations.

d. Analysis Question

**Section 1:**

The researcher found the types of question from before the teacher focused in reading comprehension, namely:

Based on the first types, researcher found analysis questions to identify the motives, reasons, and or causes for a specific occurrence, namely:

What did you see in Bali Island?

## **Section 2:**

The researcher found the types of question from when the teacher focused in reading comprehension, namely:

- 1) The types of teachers' question from the first types of analysis question used to identify the motives, reasons, and or causes for a specific occurrence, namely:

How is the park different from the parks in the cities?

- 2) The types of question in second types of analysis question used to consider and analyze available information to reach a conclusion, inference, or generalization based on this question as follows:

What do you think about the place describe below?

What do you think is the most interesting scene in Tanjung Puting National Park?

- 3) Based on the types of teachers' question, researcher found third types of analysis question to consider and analyze available information to reach a conclusion, inference, or generalization based on this question, namely:

How is each paragraph related to each other?

Based on the result of this research, the teacher said that she often used types of teachers' questioning strategies such as knowledge, comprehension, applications and analysis questions to check students' responses in reading comprehension during classroom interaction activities and to check students' attentions how deep they understand the material.

### **3.1.2 Students' Responses towards teachers' questioning in reading comprehension**

The researcher found this analysis that is based on the videotaping and interview given to the teacher and students. According to the interview and videotaping result, the teacher stated that during the question and answer session, students often make mistakes and sillies. It can happen because students don't understand questions, lack of vocabulary and unrecognized pronunciation. Based on the videotaping, students give responses to teachers' question using words, phrases

and simple sentences. Most responses are given correctly, but there are still given incorrectly. This analysis about students' responses towards teachers' questioning strategies in reading comprehension is explained below:

### 3.1.2.1 Students' Correct Responses

Based on this videotaping, the researcher found question and answer between teacher and students as follows:

#### **Dialogue 1:**

Teacher : What is about descriptive text?

Students : *Descriptive itu mendeskripsikan sesuatu, menjelaskan, menggambarkan sesuatu miss seperti gambar, pemandangan, lokasi gitu miss.*

(Descriptive is describe something like pictures, scenery, location miss)

Teacher : *Ya benar tetapi kurang lengkap penjelasannya. Jadi, deskriptif itu describe about objects, places, person, event or thing.*

(Yes, True but the explanation is not complete. So, descriptive is describes about objects, places, person, event or thing).

Teacher : Have you ever gone picnic?

Students : Yeah...

Teacher : Are you sure?

Student : Yeah, sure

Teacher : Where is it?

Student : GO TO JOGJAKARTA

Teacher : What did you see?

Student : BEACH, BOROBUDUR TEMPLE, MALIOBORO.

(July 29, 2019)

Based on the dialogue between teacher and student, the researcher students' responses when the teacher gave question about descriptive text. The teacher said that "what is about descriptive text?" and then the students gave answers to the questions the teacher gives.

### 3.1.3 Students Incorrect Responses

The researcher found one of type student incorrect answer, namely:

#### a. Incorrect answer at the wrong times

The answer is wrong but applying the right principles that needed correction. This can come from a misunderstanding about context or content of awareness by students to disguise the lack of understanding in front of class as follows:

Teacher : Can you describe Bali Island, Nikmal? Is it your favorite places? You go there twice.

Student : BALI IN CENTRAL JAVA

Teacher : What? Bali in Central Java, Do you know how to describe? *Kalau kamu menjabarkan saya? Itu deskripsinya bagaimana?*

(If you describe about me? How to describe?)

Student : *Memel, lucu, cantik, manis, humoris.* (cute, beautiful, sweet, humoris).

Teacher : To describe about me is *memel, lucu, manis, cantik, humoris.* (to describe about me is cute, sweet, beautiful, humoris). I ask you how to describe about Bali, Nikmal?

Student : *Kota yang indah, orangnya ramah, banyak tempat wisatanya.*

Teacher : So, Bali according by Nikmal such as beautiful, kind person, many tourism objects (Sanur beach, Pandawa beach), then many tourist domestic.

(July 29, 2019)

Based on the dialogue, the teacher said that can you describe about Bali Island. From the dialogue the teacher wanted know how to the student describe about Bali Island what they know and understand the material or questions.

#### 3.1.4 The obstacles experienced by students when the teacher applied questioning strategies in reading comprehension

The researcher found the obstacles experienced by student when the teachers' applied questioning strategies in reading comprehension based on some interview with 10 students such as:

The statement above as first students stated:

*“Iya saya karena saya kurang tau vocab dari pelajaran yang tadi, kurang memiliki vocab yang banyak jadi kurang paham”*.

“Yes, I don't know the vocabulary from the lesson before, lacking vocabulary that many become less understanding”.

(Radityas/ July 29, 2019)

The statement above as second students stated:

*“Tentu saja ada kendala karena saya belum mampu berkomunikasi menggunakan bahasa inggris dengan baik, sehingga dalam pelafalan yang diucapkan masih sering salah”*.

“Of course there are obstacles because I have not been able to communicate using English well, so the pronunciation that is spoken is still often wrong”.

(Riski/July 29, 2019)

According to the interview with 10 students, they have the same obstacles which are found in vocabulary in English, where they do not have too much vocabulary in English and communicate using English well. So that, when they try to answer every question the teacher gives they can only answer briefly. The obstacles experienced also when they are also unable to recite the English vocabulary correctly and precisely, so that there is still a misunderstanding in the interaction between the teacher trying to explain and ask students and the answers given by the students.

## **3.2 Discussion**

Based on the research finding above, the researcher discussed the students' responses towards teachers' questioning strategies in reading comprehension during classroom interaction activities at the tenth grade of SMK N 1 Sragen.

### **3.2.1 Types of teachers' questioning strategies in reading comprehension**

Based on the finding related types of teachers' questioning strategies in reading comprehension during classroom interaction activities at the tenth grade students of SMK N 1 Sragen. According to Bloom's Taxonomy classification of questions, type of questions consist of six main sections which are knowledge, comprehension, application, analysis, synthesis and evaluation. The teacher's teaching in the reading process in each questions given to students are more dominant in the types of questions of knowledge, comprehension, application and analysis. The teacher can know how students' responses and understanding towards material and questions given during learning process.

### **3.2.2 The students' responses towards teachers' questioning strategies in reading comprehension**

The student's response to the questions the teacher gave was related to reading comprehension material. The students are able to answer questions well and correctly and only make a few mistakes in answering questions. Related to theory Lemov (2010: 49), usually students answer the teacher's questions correctly when the teacher asks questions related to the material. They also said that types from the answer is a short answer question, the answer can be a word or phrase.

### **3.2.3 The obstacles students experienced when the teacher applied questioning strategies in reading comprehension**

The researcher found the same obstacles experienced by students when they followed the process of learning English. Students have difficulty in communicate of English because of the lack of English vocabulary they have. So sometimes there are misunderstandings about material that occur between teachers and students.

#### **4. CONCLUSION**

The teachers' questioning strategies in reading comprehension during classroom interaction activities at the tenth grade of SMK N 1 Sragen are knowledge questions, comprehension questions, application questions and analysis questions. The students' responses towards the teacher's questioning strategies in reading comprehension are correct responses and incorrect responses. The obstacles are the students do not have too much vocabulary in English and communicate using English well.

#### **BIBLIOGRAPHY**

- Benjamin S Bloom., et.al., *Taxonomy of Educational Objective, handbook I: Cognitive Domain*, (London :Longmans, 1956), p.144.
- Benjamin S Bloom., et.al., *Taxonomy of Educational Objective, handbook I: Cognitive Domain*, (London :Longmans, 1956), p.185.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: David McKay.
- Creswell, John W. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition. Boston: Pearson Education, Inc., 2010.
- Rahmah, Syarifah. (2017). *Teacher Questioning Strategies: To Improve Students' Motivation In English Classroom Learning Activity*. Ar-Raniry State Islamic University Darussalam.
- Sari, Evi Ratna. (2017). *The Correlation Study Between Students' motivation and Reading Comprehension of The Fourth Semester Students Of The State Islamic Institute of Surakarta in The Academic Year of 2015/2016*. The State Islamic Institute of Surakarta.
- Sarjan, Nurmadia. (2017). *An Analysis On The English Teachers Strategies In Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of Wonomulyo*. Alauddin State Islamic University of Makassar.
- Suzanne Eggins and Diana Slade, *Analyzing Casual Conversation*, (UK: Equinox Publishing Ltd, 1997), p. 194.
- Tony Lynch, *Questioning Roles in the Classroom*, in *ELT Journal*, (Vol. 45/3, 1991), p. 201.

Tsui, Amy B.M., 1995, P.1., *Introducing Classroom Interaction*,. Penguin books Ltd.