

**TEACHER'S QUESTIONING STRATEGIES IN EFL CLASSROOM:  
A CASE STUDY AT SMP NEGERI 2 GATAK**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree  
of Department of English Education School Teacher Training and Education**

**by:**

**AFIFAH NURUL CAHYANI**

**A320170130**

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

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**APPROVAL**

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by:

**AFIFAH NURUL CAHYANI**

**A320170130**

Approved to be examined by Consultant  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta

**Consultant,**



**Drs. Djoko Srijono, M.Hum.**  
**NIP. 19590601 198503 1003**

## ACCEPTANCE

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by:

**AFIFAH NURUL CAHYANI**

**A320170130**

Accepted by Board Examiner of English Education  
School of Teacher and Training Education  
Muhammadiyah University of Surakarta  
On , 12 Juli 2021

### The board Examiers:

**1. Drs. Djoko Srijono, M. Hum**  
(Head of Exaimer)

(  )

**2. Mauly Halwat Himat, Ph. D**  
(Member I of Examiner)


(  )

**3. Aryati Prasetyarini, M. Pd**  
(Member II of Examiner)

(  )



Dekan

  
**Dr. Sutama, M.Pd.**  
NIK/NIDN. 0007016002

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Surakarta, 12 Juli 2021

The Researcher



**AFIFAH NURUL CAHYANI**

**A320170130**

# **TEACHER'S QUESTIONING STRATEGIES IN EFL CLASSROOM: A CASE STUDY AT SMP NEGERI 2 GATAK**

## **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan (a) jenis strategi menanya yang digunakan guru di kelas EFL di SMP Negeri 2 Gatak, (b) fungsi strategi menanya guru di kelas EFL di SMP Negeri 2 Gatak, dan (c) proses pembelajaran guru. strategi menanya di kelas EFL di SMP Negeri 2 Gatak. Penulis menggunakan penelitian deskriptif. Data yang digunakan adalah analisis deskriptif kualitatif. Sumber data penelitian ini adalah interaksi antara guru bahasa Inggris dengan siswa kelas VII SMP N 2 Gatak. Peneliti menggunakan observasi dan wawancara untuk mengumpulkan data dalam penelitian ini. Temuan pertama penelitian ini ada 41 pertanyaan dalam satu pertemuan di tiga kelas, ada 15 pertanyaan prosedural, 12 pertanyaan konvergen, dan 14 pertanyaan divergen. Hal ini menunjukkan bahwa yang paling sering digunakan di ketiga kelas oleh guru bahasa Inggris adalah pertanyaan tipe prosedural. Temuan kedua menunjukkan 5 fungsi strategi bertanya guru di kelas EFL. Ada yang memeriksa pemahaman individu, mendorong perhatian dan rasa ingin tahu pada subjek, penekanan pada masalah atau prinsip tertentu, mengendalikan kelas, dan menduplikasi detail peran lainnya. Temuan ketiga menunjukkan ada 3 proses strategi bertanya guru di kelas EFL. Yakni bertanya di awal kelas, di tengah kelas, dan di akhir kelas.

**Kata kunci:** Strategi Bertanya, Pengajaran, Kelas EFL

## **Abstract**

This research aims at describing (a) types of questioning strategies that teacher's used in EFL classroom at SMP Negeri 2 Gatak, (b) the functions of teacher's questioning strategies in EFL classroom at SMP Negeri 2 Gatak, and (c) the process of teacher's questioning strategies in EFL classroom at SMP Negeri 2 Gatak. The writer applies descriptive research. The data are used descriptive qualitative analysis. The data source of this research was the interaction between English teachers and students of seventh grade at SMP N 2 Gatak. The researcher used observation and interview for collecting the data in this research. The first findings of this research there were 41 questions in one meeting in three classes, there were 15 procedural questions, 12 convergent questions, and 14 divergent questions. It showed that the most frequently used in the three classes by English teachers are procedural type questions. The second findings showed 5 functions of teacher's questioning strategies in EFL classroom. There were examining the understanding of the individual, encouraging concern and curiosity on the subject, emphasis on particular problems or principles, controlling the classroom, and duplicate other role details. The third findings showed there were 3 process of teacher's questioning strategies in EFL classroom. There were questioning at the beginning of the class, at the middle of the class, and at the end of the class.

**Keywords:** Questioning Strategies, Teaching, EFL Classroom

## **1. INTRODUCTION**

English is a language that is often used by various people around the world. Therefore, English is used as the language for communication when we do not understand someone's mother tongue. With the English we learn, we can understand the meaning and what other people are talking about. English is often utilized as a communication tool and is needed in the world of work and education. That is why English is very important to learn and explore. In education there are even separate subjects for students to study. For Indonesians, English is the foreign language which is not the everyday language of the Indonesian people.

During class interactions, teachers and students require a language to communicate. Without language, a teaching and learning process will be disrupted. English is a subject that exists in all schools in Indonesia. Many students like English lessons, but many don't like this lesson. This is because some people think that English is difficult to learn, that English is not their native language. In English Foreign Language classroom interactions, the teacher delivers the material in English. Interaction is a social activity carried out in a place where the creation of a communication between one individual and another. In an interaction there is usually a reciprocal relationship between one individual and another, both of them are involved in an event and in a place. An interaction can occur anywhere, including in the classroom environment. Learning class can be said to running well if there is interaction between teachers and students. If there is no interaction, the teaching and learning activities are not going well.

The effectiveness of teaching and learning activities in the classroom, especially in the EFL class, can occur when students ask questions that are answered by the teacher, and vice versa. Teaching and learning activities are said to be ineffective if there is a lack of interaction between teachers and students. Sometimes there are students who already understand the lesson so that they don't want to ask because they feel they already understand, and students who are silent are usually caused by students' lack of understanding about the subject matter which makes it difficult to ask questions and difficult to express the right words to ask. According to Mukminan (2013: 209) there are ten fundamental teaching skills that English teachers need to learn. Of all skills, questioning is around thirty-five to fifty percent of the teacher's learning time, the most frequent practice among teachers (Cotton, 1988). The teachers ask questions before, during and after lesson, Janssem (2008) states that teacher questions occur in three phases: teaching before, during, and after the lessons. Nur hidayati (2006) said that, one of the keys of interaction that opens opportunities for students to use

foreign languages is through questions. The question itself is the most optimal strategy to use in the learning process. In learning English, there are several strategies that teachers use in teaching and learning activities, one of which is by using a questioning strategy. With the questioning strategy students can have the desire to learn English and can increase student motivation to learn English.

There have been several previous studies about teacher's questioning strategies. Kholifatur Rosyidah (2018) entitled "An Analysis of Teacher's Questions Used in Classroom Interaction at 11th Grade of SMK Ma'arif NU Prambon-Sidoarjo". This study aimed at investigating the teacher's questions types, without analyzing the students' responses or critical thinking, which mostly used during teaching learning process. It also identified the questioning techniques used by the teacher in giving questions on the students at SMK Ma'arif NU Prambon. The second research was conducted by Nur Aisyah Saroni (2019) entitled "Teacher Questioning Strategies Used by the English Teacher Reflect on Higher Order Thinking Skill in the Classroom Interaction at the Seventh Grade Students of SMP Al-Azhar Syifa Budi Solo". The objective of this research was to describe the types of questions used by the English teacher, to describe the classroom interaction when the English teacher uses questioning strategies and to know which questions supports higher order thinking skill used by the English teacher. The third research was conducted by Yusriati, Devi Rasita Tarigan (2019) entitled "An Analysis of Teacher's Questioning Strategies in English Classroom: A Case Study at SMK Negeri 4 Medan". The aims of the research were to describe the types of questions commonly used by the teacher and to analyze the function of using the questions.

Based on the previous background the researcher wants to conduct a research about teacher's questioning strategies in EFL classroom at SMP Negeri 2 Gatak to answer the following question: What are the types of questioning strategies that teachers used in EFL classroom at SMPN 2 Gatak?, What are the functions of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak?, and How is the process of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak?

## **2. METHOD**

In this study, the researchers used descriptive qualitative research to analyze the data. The researcher takes qualitative method because want to know the information about questioning strategies that describe what the functions of teachers questioning strategies, what types of

questioning strategies and how the process of teachers questioning strategies in EFL classroom at SMP N 2 Gatak.

The researcher used observation, interview, and field notes to collect the data in this research. The researchers used naturalistic observation to observed teaching and learning activity in EFL classroom of seventh grade at SMP N 2 Gatak 2021. The researcher used a semi-structural interview while gathering evidence. The researcher interviewed the English teacher at SMP N 2 Gatak to figure out the causes / explanations for the teacher using the question strategy for learners during teaching and learning activities.

### 3. FINDING AND DISCUSSION

The research finding is the results to answer research questions. The research questions are: what are the functions of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak, what are the types of questioning strategies that teachers used in EFL classroom at SMPN 2 Gatak, and how is the process of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak. The researcher used three techniques of collecting the data, there are observation, interview and field notes.

#### 1. The Results of Observation

The observation was conducted in seventh grade of SMP N 2 Gatak especially class VII A, VII B, VII C of 30 students. The observation was held on Wednesday 28 April 2021. The observation was conducted in one meeting for 80 minutes. The researcher observed EFL classroom activities. The research finding of this research as follows:

- a) Types of questioning strategies that teachers used in EFL classroom at SMPN 2 Gatak. The researcher found out two types from three types of questioning strategies that teacher used in EFL classroom, there are procedural and convergent question. The total number of type of questions used by English teacher in SMP N 2 Gatak during one meeting was 12 questions for class VII A, 14 questions for class VII B, and 15 questions for class VII C, so there are 41 questions.

Table 1. The Total Number of Types of Question

No.	Types of Questions	VII A	VII B	VII C	Total
1.	Procedural Questions	5	5	5	15
2.	Convergent Questions	2	4	6	12
3.	Divergent Questions	5	5	4	14



Total Number	12	14	15	41
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The material of the first meeting is descriptive text. The teacher opened the class and greeted the students also asked about students' condition. Then the teacher checked students' attendance to know who is absent for this meeting. After that, the teacher asked students about the previous material whether they still remembered it. Then the teacher asked students to prepare and see the picture. The teacher provides an explanation of the material studied today and the teacher gives some questions to the students to know how much they understand the materials. There are 3 types of questions that teacher gives to the students:

#### 1. Procedural Question

The researcher found that the total procedural questions in the learning that took place existed 15. Procedural question is a question that leads more to the procedure or learning process than to the subject matter. This questions which has something to do with the classroom routine.

In the class A there were 5 procedural questions found, one of them was given to check the student condition while study in the class. The teacher opened the class and greeted the students by saying Good Morning and asked the student's condition by asking the question "How are you today?" Then the student responded to the teacher's question by said "Good Morning mam, I'm fine".

After asked how the students were doing, the teacher asked the assignment that had been previously given by said "Before starting today's lesson, have you done the assignment I gave you last week?" Then the students answered the questions given by the teacher by said "Done mam". It means the students have completed the work well.

The teacher tried to stimulate the students' memory about the previous material by asking "Does anyone still remember last week's material?" Students answer "Descriptive text mam". It means students still remember the material that the teacher given so that students were able to follow the material that the teacher gives next.

At the end of the meeting, the teacher asked students to conclude the material they have learned by asked "Can anyone conclude today's lesson?" Then the students

answered "Tell about Lee Min Ho". The answer given by the student means that students pay attention to the teacher when teaching so, that they were able to conclude the material.

After being asked to conclude, the teacher asked the students about their feelings during the learning activity by asked "How do you feel about today's lesson? Are you happy guys? Do you guys understand the material that I provide? If you have questions, please ask". Students answer by said "Happy mam". The answered means that students were enthusiastic and enjoy the lesson.

The student's response showed that by asked a question in a procedural manner it could attract the attention of the student at the beginning or the end of lesson.

## 2. Convergent Question

The researcher found that the total convergent question was 12. Convergent questions do not require a long answer. So the answered given are usually only yes / no or simple words. This question required students to recall previous information.

In the class C there were 6 convergent questions found, one of them was given to recall the memory of student about previous information. The teacher showed a picture and asked students to pay attention to the picture. The question given by the teacher was "Pay attention to this one of my friend image. Have you seen him? What is his name?" Students responded to teacher questions by saying "No".

After showed the picture and asked who the person in the picture was. The teacher given a descriptive text and students are asked to mention the structure in the text by asked "Anyone knows?" Then the students answered "Identification paragraph 1, description paragraph 2,3,4". The answers given by students mean that students understand the material presented by the teacher, namely the description text.

The teacher tested students' understanding of the material provided by asked "This is identification or description?" Then the students answered "Identification paragraph 1, description paragraph 3.5". It means that students understand the structure of the descriptive text so that they were able to show the parts that are included in the descriptive text.

Related to the subject matter of descriptive text, the teacher asked questions about other paragraphs in the text. "Other paragraphs?" Students answer the question by said "Identification in paragraph 1 and 2, description in paragraph 3,4 and 5". The answered given by students mean that they were able to mention the structure of descriptive texts.

After students answer the questions given by the teacher, for the answered that have been given the teacher asked the students again "Whose characteristics?" Then the students answered by said "Describe the characteristic of Lee Min Ho". That means students pay attention to the teacher's explanation so that they could answer questions briefly.

The teacher tests the students' understanding by asking the question "Good. But, did we talk about Lee Min Ho's life earlier???" Students answer the teacher's question by saying "Tell about Lee Min Ho". That means students understand the content of the descriptive text that tells about Lee Min Ho.

All the answers given, showed that the teacher's question does not require long answers, only simple words that are still related to the material given by the teacher.

### 3. Divergent Question

The researcher found that the total divergent question was 14. Divergent questions are questions that require students to give their opinion about the previous material and ask students to answer questions with long answers in the form of explanations and opinions. This question encouraged students to give their opinion or judgement instead off recall previous information.

In the class B there were 5 divergent questions found, one of them encouraged students to give their opinion or judgement. The teacher showed a picture and asked the student a question by saying "Can you describe him?" then the response given by the students was "Lee Min Ho is a Korean actor and model. He was born in Dongjokgu, South of Korea, 22 June 1987. He is the only son of his parents. He has one older sister. Lee Min Ho's hobby is playing football. His favorite food is beef. And his favorite actor is Leonardo D'caprio. Lee Min Ho has a pet, the name is Choco." The answer given by the student showed that the question given by the

teacher was a divergent question because it required an answer related to the subject matter and requires a long answer. The teacher showed a picture and gives questions to the student by saying "Can you describe him?" then the response given by the students was "Lee min-ho A South Korean actor and singer, he became widely known in Korea as well as in Asia."

After the teacher asked students to describe the picture, the teacher asked students about other opinions that describe the picture. The teacher asked "Any other opinion?" then the students answered "Handsome, white and tall". This means that students pay close attention to the picture so that they were able to describe the characteristics of the picture.

The teacher asked students to study the given text and mentions the structure of the descriptive text by asked "Please study the text and mention what identification and description are in the paragraphs? Anyone knows?". Students answer the teacher's question by said "He has straight hair, skin is bright, height is about 187, hobby playing football.". The answered given by the student means that the student learned the text given by the teacher. Although it did not mention in detail, the students were able to explain the contents of the text.

Related to the material given, the teacher asked the purpose of the text "Next, do you know the purpose of the text?". Then the students answered the teacher's question by said "To tell identification and description of Lee Min Ho". This means that students understand the material given by the teacher so that students were able to explain the purpose of the descriptive text.

The teacher given questions to the students and the students answered them but the answered are not appropriate, so the teacher asked the other students' opinions, "It's good but not quite right. Any other opinions?". Students answer the questions given by the teacher by said "To know the identification and description of Lee Min Ho." The answer given by the student means that the student pays attention to the teacher's explanation and the answer given by his friend, so that the students could respond to the teacher's questions on the descriptive text's purpose.

All the answers given by the students indicated that the questions given by the teacher were divergent questions because they require an answer related to the subject matter and require a long answer include explanations.

b) The functions of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak

At the time of observation, the researcher found that there were several functions of using the question strategy that the teacher gave students in the EFL classroom. There were 5 functions, namely:

1. Examining the understanding of the individual.

With the use of question strategies, teachers could check students' understanding individually, the extent to which students understand the material provided by the teacher, how deep the students understand so that the teacher could personally assess which students understand and do not understand.

2. Encouraging concern and curiosity on the subject.

The questioning strategy given by the teacher could encourage student attention to the subject matter. For example, when students were asked by the teacher, these students would try to pay attention to the teacher so that students were able to answer questions given by the teacher. In addition, students' curiosity about the subject matter provided by the teacher would also increase. Because the teacher asked questions that make students think and wonder what the teacher explains, a sense of curiosity arises in the material.

3. Emphasis on particular problems or principles.

With the question strategy given, the teacher gave an emphasis on the problems contained in the material being taught. So that students were required to solve a problem by answering the questions given by the teacher. The result was that the problem could be resolved and answered correctly.

4. Controlling the classroom.

Using the question strategy made it easier for the teacher to control the class. Because with the questions given to students, the teacher could find out the development of each student and control what things need to be improved in learning activities. That way teaching and learning activities in the class could run well without obstacles with the help of question strategies in the classroom.

5. Duplicate Other Role Details.

Apart from being a class controller, the use of the question strategy also served to duplicate the details of other roles that cannot be done directly. So that the teacher could find out and duplicate something that is not suitable or incomplete so that it can be completed.

c) The process of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak

1. Questioning at the beginning of the class

The use of strategy questions that are carried out at the beginning or opening of the class aimed to provoke students' initial knowledge of the subject matter. When the teacher teaches material about the descriptive text, the teacher provided pictures and asked their prior knowledge about the person.

2. Questioning at the middle of the class

The question strategy carried out by the teacher in the middle of the class aimed to determine the extent of students' understanding of the material. The teacher asked the contents by filling in the text about what.

3. Questioning the end of the class

The use of the question strategy carried out by the teacher at the end of the class aimed to ask about conclusions. The conclusion from the text was whether they can conclude what they learned. Even though their online learning was very dependent on the teacher, the teacher still tried to make students active.

2. Interview

The interview was conducted with the English teacher of SMP N 2 Gatak. The interview was conducted in one meeting with the duration 15 minutes. The researcher interviewed the English teacher. This interview showed the result finding of the conversation between the researcher and the English Teacher of SMP N 2 Gatak about teacher's questioning strategies in EFL classroom. The researcher asked 9 questions to the interviewees and the answer was clearly explanation. In this interview the data are same as observations made by researchers. The teacher who was interviewed answered that she used procedural questions more than convergent and divergent questions. The reason was that the teacher assessed that the use of procedural questions could motivate students to learn and stimulate students to answer questions given by the teacher, and checked students' attention to learning activities. So that students could be excited and students could show their activeness in the classroom.

In this discussion, the researcher presented the results of the research findings and several theories related to teacher's questioning strategies in the EFL classroom to answer the problem formulation. The results of the research questions are mentioned in the research finding and the data discussed are in this discussion. This study describes 3 important problems.

Based on the findings, the teacher applied 3 types of questions according to the types used by researcher in this study. The researcher used the theory of Richard and Lockharts (1996:186), namely there are three types of questions, procedural questions, convergent questions, and divergent questions. These three types of questions are used by English teachers at SMPN 2 Gatak. Supported by the theory of Richard and Lockharts (1996:186) which showed that the most frequently used in the three classes by English teachers are procedural questions. By using procedural questions, the class situation became more alive and active because students could easily answer the questions given by the teacher whose questions were in the form of their situation and the routines in the class. Students can answer questions without thinking hard to answer.

In addition to the types of questions mentioned above, the researcher also found several other findings in this study, namely the function of questioning strategies in EFL Classroom. In accordance with the theory of Brown and Wragg (2001: 7-8), there are 5 questioning strategy functions used by teachers at SMPN 2 Gatak. Examining the understanding of the individual, encouraging concern and curiosity on the subject, emphasis on particular problems or principles, and duplicate other role details.

The last findings is related to the process of teacher's questioning strategies, it is in line with the theory of Eble (1988 cited in Sujariati, 2015:111) the questioning strategy process carried out has 3 sessions: First, the teacher gived questions at the beginning of the class with the aim of encouraging/stimulating students' initial knowledge about the subject matter. Second, the teacher gave questions in the middle of the class aimed at asking students about the existing subject matter, What is the text's content in the materials provided by the teacher. Third, the teacher gave questions at the end of the class with the aim of knowing the extent to which students understand the material that the teacher has provided.

This findings are similiar to the findings from Kholifatur Rosyidah (2018) with the result of her study was teacher of Multimedia-3 at SMK Ma'arif NU Prambon used all the types of questions. Procedural, convergent, and divergent questions are the questions used by the teacher in the classroom interaction. The difference of the finding is the dominant type of question that teacher used was convergent questions.

However, based on the findings of data obtained from observations and interviews, the type of question that is most often used is procedural question. Teachers use procedural questions because they can motivate students to take part in learning and stimulate students to answer questions given by the teacher. Meanwhile, there are types of questions according to Kinsella and Bloom in Brown (2001: 172) that were, knowledge information, comprehension questions, application questions, inference questions, analysis questions, synthesis questions, and evaluation questions. These questions are able to develop student competence because they contain questions that are Higher Order Thinking Skills. So that with the application of these questions students are able to develop their critical thinking. The teacher's questions found by researchers are more about procedural questions, even though according to the theory of Kinsella and Bloom in Brown (2001: 172) a learning activity must be able to develop students' critical thinking.

Therefore, questioning strategies are very important in teaching and learning activities. Because with the question the teacher can find out the extent to which students understand the material that the teacher provides. As well as with questions the teacher can develop effective teaching methods so that students play an active role in learning activities.

#### **4. CLOSING**

Based on the research findings and discussion, the researcher presents conclusion as follows:

- 1). The questioning strategies types that teachers used in EFL classroom at SMPN 2 Gatak were procedural question, convergent question, and divergent question. Procedural question with a total of 15 is the type of question strategy that is most often used by English teachers.
- 2). There are 5 functions of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak, examining the understanding of the individual, encouraging concern and curiosity on the subject, emphasis on particular problems or principles, controlling the classroom, and duplicate other role details.
- 3). The process of teacher's questioning strategies in EFL



classroom at SMPN 2 Gatak. The teacher uses a question strategy at the beginning of the class as a motivator for students to be active, questions in the middle of the class as a strategy to find out which students are paying attention to the teacher when the learning process takes place, and questions at the end of the class as a strategy to find out students who can conclude and understand the material that the teacher provides or not.

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