

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher presents finding and discussion. The finding describe about the result of the data collected from observation and interview. While, discussion explains and interprets the finding which is intended to answer the problem of the study. This chapter is divided three subheadings: finding, discussion, and research limitations.

#### A. Finding

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 Garak. 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 4.1 The total number of types of questions

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

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.

The result of the data can be seen below:

Teacher: Good Morning. How are you today? Students: Good Morning mam. I'm fine
Teacher: Before starting today's lesson, have you done the assignment I gave you last week? Students: Done mam.
Teacher: Does anyone still remember last week's material? Students: Descriptive text mam.

Teacher: Can anyone conclude today's lesson?
Students: Tell about Lee Min Ho
Teacher: 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: Happy mam.

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.

The data can be seen below:

<p>Teacher: Pay attention to this one of my friend image. Have you seen him? What is his name?</p> <p>Students: No</p>
<p>Teacher: Anyone knows?</p> <p>Students: Identification paragraph 1, description paragraph 2,3,4</p>
<p>Teacher: This is identification or description?</p> <p>Students: Identification paragraph 1, description paragraph 3,5</p>
<p>Teacher: Other paragraphs?</p> <p>Students: Identification in paragraph 1 and 2, description in paragraph 3,4 and 5</p>
<p>Teacher: Whose characteristics?</p> <p>Students: Describe the characteristic of Lee Min Ho</p>
<p>Teacher: Good. But, did we talk about Lee Min Ho's life earlier??</p> <p>Students: Tell about Lee Min Ho</p>

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 of recall previous information.

The data can be seen below:

1. Can you describe him? 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.
2. Any other opinion? Handsome, white and tall
3. Please study the text and mention what identification and description are in the paragraphs? Anyone knows? He has straight hair, skin is bright, height is about 187, hobby playing football.
4. Next, do you know the purpose of the text? To tell identification and description Lee Min Ho.
5. It's good but not quite right. Any other opinions? To know identification and description Lee Min Ho.

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 Garak

##### 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 and wrote down the results of the interview in the following table as a finding of the research.

Table 4.2 Interview Result

No.	Questions	Answer
1.	<i>Apakah ibu memberikan pertanyaan ketika kegiatan pembelajaran berlangsung?</i>	<i>Ya kalau kita kan susah juga ya menerapkan 5m dalam pembelajaran. Tapi saya masih berusaha karena kan misalnya saya pakai 2 media pembelajaran satu pakai wa satunya</i>

		<p><i>pakai google meet dan google classroom untuk tugas. Memilih google meet dan wa arena menyeimbangkan. Google meet menyita kuota yg sangat banyak, kasihan orang tua dan anak-anak. Tapi saya tetap berusaha walaupun keterbatasan itu saya berusaha yg pertama memberikan pertanyaan pancingan dulu ya, mengamati terus biasanya saya beri video dulu, terus saya tanya di dalam video ada apa, terus mereka kan mencari di prior knowledge mereka kan itu tentang apa. Ada yang menjawab ada yang enggak, ada yang aktif atau enggak. Pertanyaan awal pasti itu. Lalu setelah prior knowledge, tentang pancingan2 baru tentang materi. Terus saya tanya kesimpulan2. Biasanya seperti itu mbak.</i></p>
2.	<p><i>Biasanya ibu memberikan pertanyaan di awal, ditengah atau di akhir pembelajaran bu?</i></p>	<p><i>Semuanya, kalau di awal kan memancing pengetahuan awal mereka tentang materi tersebut. Misalnya kan kalau di kelas 7 kan descriptive text ini kita masuk di semester 2 tentang orang ya misalnya. Nah, misalnya orangnya siapa kalau di kelas 7 itukan orang yg terdekat biasanya keluarga. Nah terus saya tanya2, saya tanya prior knowledge mereka tentang orang tersebut. Terus ditengah nanti saya akan tanya lagi tentang isinya. Isi teks tersebut tentang apa. Nah diakhir nanti saya akan tanya tentang kesimpulan. Kesimpulan dari teks tersebut apa nanti</i></p>

		<p>mereka bisa menyimpulkan apa. Yawalaupun pjj mereka sangat tergantung sama guru tapi ya tetep berusaha supaya mereka aktif.</p>
3	<p>Bagaimana strategi ibu dalam melakukan pembelajaran? Apakah dengan memberikan pertanyaan termasuk strategi yang ibu lakukan?</p>	<p>Iya, memberikan pertanyaan itu memancing siswa untuk lebih aktif, yg gak mau bicara jadi mau bicara. Yang pertama pasti kalau kita memberikan pertanyaan pasti tidak ada yang mau menjawab, tapi kalau di kita kan tau ya di kontak wa kita siapa saja, walaupun belum pernah ketemu anaknya tapikan kita tau dari nilai2nya yg kira2nilainya bagus siapa. Sebut dulu yang paling paling bagus. Kalau saya gitu, jangan yang paling bodoh. Jangan yg paling tidak tau. Karena apa, kalau yg paling tidak tau kita tanya ya nanti tidak tau jawabannya akan down. Tapi kalau yg paling pinter dulu ditanya yg gatau tadi akan tau dari sini. Terus ketika kita tanya lagi dia akan bisa jawab gitu. (Biasanya kayak memacu buat tanya gitu ya bu?) Iya itu saya memacu mereka untuk menjawab, jadi pertanyaan dari saya. Nah kalau memacu mereka untuk bertanya itu biasanya saya dari video atau gambar. Terus mereka ayo kamu bikin pertanyaan. Tanyakan pada saya apa saja tentang gambar atau video itu. Ya jadi pertanyaan bisa dari saya atau dari mereka.</p>

4.	<p><i>Apakah dengan menggunakan strategi pertanyaan itu membuat siswa menjadi semakin giat belajar bu?</i></p>	<p><i>Nah kalau giat belajar, mungkin termotivasi mbak. Pertama kan kalau saya mengajukan pertanyaan terus mereka bisa menjawab. Mereka akan senang kan. Nah dari senang itu mereka akan termotivasi untuk mengerjakan. Oh aku tadi bisa, nah pertanyaan yg saya biasa kan habis pembelajaran terus memberi tugas. Tugas yg saya berikan tidak akan jauh2 dari materi yg diberikan. Misalnya, di kelas 7 saya memberikan teks deskriptif tentang teman nah tugasnya adalah mendeskripsikan teman mereka. Jadi kan masih ada hubungannya nah mereka akan berpikir tadi aku udah bisa, tadi ditanya bisa jawab terus bisa mengerjakan. Aku sekarang pasti bisa untuk belajar. Jadi dari awal bisa memotivasi mereka.</i></p>
5.	<p><i>Tipe pertanyaan apa saja yang ibu berikan kepada siswa? Kan ada procedural, convergent dan divergent. Itu tipenya yang ibu berikan itu seperti apa bu?</i></p>	<p><i>Kalau saya lebih ke procedural. Procedural maksudnya sistematis gitu lho. Jadi tidak yg terus grambyang kemana2 itu tidak. Kita sudah punya materi, guru itu menang apa menang waktu kan. Kita punya waktu semalam untuk menyiapkan materi. Saya menyiapkan materi itu terus juga menyiapkan pertanyaan2. Jadi, jadi guru bukan hanya datang terus mulang sak penake dewe enggak. Kita punya satu sistemlah dikepala kita tentang pertanyaan apa yang akan diajukan, terus</i></p>

		<i>jawaban apa yang akan kira2 mereka jawab.</i>
6.	<i>Apa respon yang diberikan siswa ketika ibu memberikan pertanyaan tersebut?</i>	<p><i>Kalau respon yang pertama pasti. Nggak bisa jawab, takut untuk menjawab pasti itu ya. Kalau jenengan juga ngalami ya dulu di sekolah. Di tanya pasti semua akan diam. Takut jawab takut salah itulah. Disitu kita memotivasi, cara memotivasi gimana, mancing sebenarnya itu jawabannya tapi kita omongkan nanti anak ada yang berani gitu terus ini menjawab atau ya itu tadi kita tunjuk satu anak yg kira2 emang bisa jawab. Yang lain akan termotivasi untuk menjawab gitu atau kita pancing dengan dibuka dulu kamusnya dan memancing prior knowledge mereka. Kamu sudah pernah ngalami ini lho seperti itu gitu.</i></p> <p><i>(Terus kalo pertanyaan kayak materi yang kemarin masih inget nggak materinya juga termasuk nggih bu?)</i></p> <p><i>Ya, masih inget nggak materi yang kemarin. Ini materinya kemaren ini lho gitu, atau saya tema kita kemaren ini gitu untuk memotivasi mereka.</i></p>
7.	<i>Sistem pembelajaran saat ini online, bagaimana cara ibu memberikan pertanyaan agar minat siswa untuk belajar itu menjadi tinggi?</i>	<i>Kalau itu disesuaikan dengan kehidupan mereka. Misal di kelas 7 deskriptif teks yg sekarang itukan yg lagi terkenal korea2nan ya kpop itu. Nah saya memberikan teks ya tentang kpop itu misalnya bts atau siapa saya ambil yang</i>

		<p><i>paling terkenal atau kalau drakor ya lee min hoo gitu ya mereka yang kenal itu tentang lee min hoo. Jadi kan mereka seneng dulu. Eh ini tentang yang kusukai nah mereka akan termotivasi. Yang gak suka pun kalau lihat itu gambarnya dulu kan. Anak itu paling suka lihat gmabar dulu jangan teksnya dulu. Kalau teksnya dulu opo iki gitu, kalo orangnya dulu dateng terus kita pancing itu siapa terus kita tanya itu ciri2nya apa padahal itu sudah ke teks lho mbak tapi mereka nggak sadar kalau itu nyebutin ciri2 itu sudah teks deskriptif. Nah baru jreng teksnya, dari situ terus dibikin pertanyaan2 gitu.</i></p>
8.	<p><i>Apa yang membuat ibu memberikan pertanyaan itu kpd siswa? Fungsi atau manfaatnya bagi siswa?</i></p>	<p><i>Fungsi dan manfaatnya bagi siswa satu mengaktifkan siswa biar siswa lebih aktif di dalam kelas. Kedua biar mereka termotivasi untuk belajar biar mereka mampu menjawab sendiri. Kan kalau gurunya terus kalau ilmu itu berasal dari gurunya mereka akan lupa. Lebih sering lupanya. Tapi kalau mereka menjawab sendiri mereka akan ingat banyak ya. Memorinya akan tersimpan. (Terus juga memacu kayak siswa untuk berpikir). Iya juga kita tau siswa ini kritis atau engga, jadi melatih pikiran mereka kan. Dari c1 sampai c6 yang kata kerja operasional</i></p>

		<p><i>kan bisa kita masukkan, Jadi pada akhirnya kan mereka bisa mencipta membuat tadi. Padahal cuman sederhana loh kita tanya2 kita Cuma bertanya eh itu misal teks deskriptif kls 7 itu diawal paragraf itu isinya apa, isinya kan identification. Sebutkan apa dulu yang pertama dari situ. Oh nama, berarti kalau km bikin sebutkan nama dulu gitu mbak.</i></p>
9.	<p><i>Apa kendala yang ibu hadapi dalam penggunaan strategi pertanyaan ketika pembelajaran online seperti sekarang?</i></p>	<p><i>Ya banyak mbak saat bertanya pun kita harus menggunakan kata kerja operasional yang miliknya bloom sheet itu. Kadang anak tidak paham pertanyaannya sesuai kata yg kita pakai. Nah kita harus pakai kata yang biasa digunakan yg mereka lebih paham jadikan kita harus mancing2 biar paham.</i></p>

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.

## **B. Discussion**

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 in chapter 1. 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.