

**AN ANALYSIS OF TEACHERS' QUESTIONING SKILLS IN ENGLISH  
CLASSES OF SMPN 2 KURIPAN IN ACADEMIC YEAR 2017-2018**



**A JOURNAL**

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**RATIFICATION**

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**” AN ANALYSIS OF TEACHERS’ QUESTIONING SKILLS IN ENGLISH  
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**Abstract**

This study was aimed to analyze teachers’ questioning skills. This study was conducted in English classes of SMPN 2 Kuripan. There were 144 English students in the first grade divided into six classes and three English teachers as population. From the population of this study, it was taken two classes (class VII B and VII C) with 48 students as the sample by applying purposive sampling with a qualitative descriptive method and one English teacher. In collecting the data, three kinds of instruments were used, those are observation checklist, questions list, and questionnaire. The finding showed that there are two types of questioning skills related to cognitive level according to Cotton (2009) used by teacher in teaching and learning process in English classes of SMPN 2 Kuripan, those are; Lower Cognitive Questions with total percentage 86% and Higher Cognitive Questions with total percentage 14%. Lower Cognitive question is the most frequently used in English classes of SMPN 2 Kuripan. It is also found that most students agreed that questioning strategies used by the teacher in English classes could help in understanding the material.

Kata kunci: Types of questioning skills, Questioning skills most requently used, Students’ opinion

**ANALISIS TERHADAP KETRAMPILAN GURU DALAM BERTANYA DI  
KELAS BAHASA INGGRIS DI SMPN 2 KURIPAN TAHUN AJARAN  
2017-2018**

**Oleh:**

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**Abstrak**

Tujuan dari penelitian ini adalah untuk menganalisa ketrampilan bertanya guru. Penelitian ini dilakukan pada kelas bahasa Inggris di SMPN 2 Kuripan. Ada 144 siswa pada tingkat pertama yang dibagi menjadi enam kelas dan ada 3 guru bahasa Inggris sebagai populasinya. Dari populasi tersebut, dua kelas (kelas VII B dan VII C) dengan jumlah murid 48 dan satu orang guru sebagai sampel dipilih dengan menerapkan purposive sampel. Dalam mengumpulkan data, tiga macam instrumen yang di gunakan adalah daftar observasi, daftar pertanyaan, dan kuesioner. Hasil menemukan bahwa ada dua jenis pertanyaan yang berkaitan dengan tingkat kognitive siswa menurut Cotton (2009) yang digunakan oleh guru pada kegiatan belajar-mengajar di kelas bahasa Inggris, yang adalah: pertanyaan Lower Cognitive dengan total persentase 86% dan pertanyaan Higher Cognitive dengan total persentase 14%. Lower cognitive adalah jenis pertanyaan yang paling sering digunakan pada kelas bahasa Inggris di SMPN 2 Kuripan. Ditemukan juga bahwa sebagian besar siswa setuju jika strategi bertanya yang diterapkan guru dalam kelas Bahasa Inggris dapat membantu dalam memahami pelajaran.

Kata kunci: Tipe-tipe dari ketrampilan dalam bertanya, ketrampilan bertanya yang paling sering digunakan, pendapat siswa

## **I. INTRODUCTION**

### **1.1 Background of Study**

Interaction becomes an important part, which can help the teachers to encourage students' participation in learning English. The interaction that expected to happen in the English classes is an active interaction between teacher and students. In reality, the expected active interaction desired rarely occurs during teaching and learning process. It caused by lack of students' motivation to participate in classroom interaction, especially in Indonesia, where English as a foreign language that is rarely used in daily conversation.

Teacher has many ways to activate and initiate the interaction in English classes. The most common way to initiate the interaction in the classroom is by asking questions to the students. It supported by Smith and Higgins (2006) who stated that Questioning is one of the most common techniques used by teachers and served as the principal way in which teachers control the classroom interaction. It can be said that questioning is a key tool in classroom management that the teacher can involve the students in teaching and learning process.

Questioning skills in the teaching and learning in English classes are important. By giving questions, the teacher can measure the students' knowledge, asses their understanding from their answers. From their answers, also the teacher can enhance the students' ability by motivating them. It is usual to assess the students' comprehension by giving them questions.

Moreover, the more communicative interaction will occur between the teacher and the students during teaching and learning process through questioning.

At VII B and VII C classes in SMPN 2 Kuripan, the questioning skills used by teacher are in Bahasa and English. The teacher asks bilingually to ease the students to understand the question and to encourage them to give an answer correctly, either in Bahasa and English. Thus, the class will be more communicative and more interactive. The aim of using the questioning skills by the teacher is obviously to help the students enhancing their ability in English.

From the description above, it is appealing to find out more about kinds of questions that can improve the students' willing to participate in classroom. The descriptive analysis method with the approach of qualitative is suitable for this research, because it can describe and explain the relationship between teacher and students in the form of interaction in English classes. This research is conducted through observation at first grade students especially at VII B and VII C classes in SMPN 2 Kuripan. This research focused on the analysis of the interaction between teacher and students related to the use of questioning skills in teaching-learning activity. Therefore, the research which entitled "An Analysis of Teachers' Questioning Skills in English Classes of SMPN 2 Kuripan in Academic Year 2017-2018 is conducted".

## **1.2 Research Questions**

In order to know the description information and solution related to teachers' questioning skills in English classes of SMPN 2 Kuripan in academic year 2017-2018, there are three research questions:

1. What types of questioning skills are used by the teacher in English classes of SMPN 2 Kuripan in academic year 2017-2018?
2. Which questioning skill is the most frequently used by the teacher in English classes of SMPN 2 Kuripan in academic year 2017-2018?
3. What are students' opinions of questioning strategies used in teaching-learning process in English classes of SMPN 2 Kuripan in academic year 2017-2018

## **1.3 Research Objectives**

The objectives of this research are:

1. To find out the types of questioning skills that usually used by the teacher in English classes of SMPN 2 Kuripan in academic year 2017-2018.
2. To find out which questioning skill most frequently used in English classes of SMPN 2 Kuripan in academic year 2017-2018.
3. To find out the students' opinion of questioning strategies used in teaching-learning process in English classes of SMPN 2 Kuripan in academic year 2017-2018.

## **II. LITERATURE REVIEW**

### **A. The Importance of Questioning Skills in Learning**

Teachers should be able to control the classroom properly by engaging students' participation in learning, and building an effective interaction that help the students to be more active in learning process by asking questions. It is supported by Smith and Higgins (2006) who stated that, "questioning is one of the most common techniques used by teachers and serves as the principal way in which teachers control the classroom interaction." It showed that questioning has an important rule in the classroom. By asking questions, it will help teacher to check students' comprehension, and enhance students' involvement and promote students' creative thinking in classroom interaction.

### **B. The Purpose of Teachers' Questioning**

The teacher who used questioning as a strategy in teaching-learning process must consider the reason and the purpose. There are various purposes of the teachers' questioning in classroom activities Cotton (2003). By asking questions, teachers are able to develop students' interest, motivate the students to become actively in learning process, evaluate and check students' preparation before the learning process begin, to assess how far the students are able to review and summarize their previous lesson or material that have been taught, and help the students to develop their critical thinking.



### C. Type of Questions

There are many types of questions used for questioning. Teachers need to master and has insight related to all the different types of questions, when to use, which type of questions to be used, and how to combine the different techniques to achieve the best decision or result. Questions can come either before or after the information for which they are relevant. It is supported by (Thalheimer, 2003) stated that,

“When we delivered questions together before learning we can call them pre-questions. When we delivered them after learning, we can call them post-questions (or quizzes, tests, and exams). When questions are used during learning events, we can call them inserted pre-questions or inserted post-questions.”

There are two types of question related to cognitive level according to Cotton (2009), described as follows:

1. Lower cognitive questions; the questions that asked by the teacher to the students in order to get students' answer related to the previous material that they have read or taught. This type of questions not only require 'yes' or 'no' answer, but also some short answer which demand students to recall some memories of their knowledge. Lower cognitive questions also called as fact, close, direct, and knowledge questions. The teacher can use *do, did, can, is, are, have, will, and would* to ask lower cognitive questions (McComas, 2005). For example: *What color is the lion in that diorama?* In this case, by using that kind of question, the students' competence in recognizing color is tested (William and Linda, 2005).

2. Higher cognitive questions: it defined as those that ask the students to mentally manipulate bits of information previously learned to create an answer or to support an answer with logically reasoned evidence (Cotton: 2009).

Higher cognitive questions also called open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions, which support students to deliver wider responses. The use of *how*, *why*, *what*, *when*, *describe*, and *explain* in questions is one of the characteristics of this questioning technique. It will make the students realize the relationship between some points in the context given, in other words, to ensure that the students comprehend the material, in particular reading texts.

Other types of questions also described as follows:

1. Probing Questions

Newman (in Sahin, 2007) stated that the role and importance of probing questions has long been known by educators, but the use of probing questions is not applied frequently by many teachers. Probing questions is a type of open-ended or higher order questions that not only extend the students' knowledge beyond factual recall and repeating learned skills, but also force the students to use their previous knowledge to explore and develop new concepts and procedures.

2. Guiding Questions

Few studies appear to focus particularly on guiding questions. Kawanaka and Stigler (in Sahin, 2007) discussed guiding questions, characterizing them

as those that guide students to discuss problems and derive mathematical concepts and procedures, thereby functioning to direct students to use mathematical concepts and procedures to solve problems. In addition, Orenzi in Sahin (2007) mentions *leading* or *helping* questions, which could be classified as guiding.

### 3. Hypothetical Questions

Questions set up a possible situation and ask the interviewee for a possible course of action. Example: “suppose we went ahead with this plan of action and it failed. How would you handle the situation?”

### 4. Multiple Questions

These questions have two or more distinct parts, each requiring an answer. Example: “what do you think of this issue? Do you agree with it, and if not, why, and what other issues would you see as being relevant to this specific case?”

### 5. Heavily Prefaced Questions

This type of questions gives so much background and scene setting that it is hard for the candidate to work out what the question is.

## **D. Classroom Questioning Techniques**

Based on the foregoing findings from the research on classroom questioning, the following recommendations about questioning techniques, offered by Cotton (2003) as follows:

1. Incorporate questioning into classroom teaching/learning practices

2. Ask questions which focus on the salient elements in the lesson; avoid questioning students about extraneous matters.
3. When teacher teach students the factual material, keep up brisk instructional pace, frequently posing lower cognitive questions.
4. With older and higher ability students, ask questions before (as well as after) material read and studied.
5. Question younger and lower ability students only after material has read and studied.

#### **E. The Effects of Questioning**

Questioning has many effects to help teacher improve students' English skills. All the following examples and many others as the researcher define above are useful and necessary within different classroom situations. It help teacher to improve the student with low responses in English classes to be enthusiasm in English classes.

### **III. RESEARCH METHOD**

#### **3.1 Research Design**

In analyzing teachers' questioning skills, descriptive-qualitative is used as the design of this research. By using descriptive qualitative, the social process of questioning skills that focus on describing the types of teachers' questioning skills used, which questioning skill most frequently used, and what students' opinion of questioning strategies used in teaching-learning

process in first and third grade of SMPN 2 Kuripan in academic year 2017-2018 are identified.

### **3.2 Population and Sample**

In this research, the populations are all of first grade classes at SMPN 2 Kuripan that consists of six classes and three English teachers who teach English. The six classes are VII A to VII F, which consists of 23-25 students and the total are about 144 students.

Sample in this research are VII B and VII C classes, which consists of 23 and 25 students in each class. One English teacher is automatically the sample. Therefore, the total of the sample respondent of this research are about 49 respondents including the teacher. In this research, the purposive sampling is used.

### **3.3 Data Collection Method and Instruments**

Observation and interview used as the data collection method in this research. Moreover, observation checklist, question list, and questionnaire used as the instrument to collect the data needed.

### **3.4 Data Analysis**

The data of observation and interview processed through the following steps as follows:

1. Identifying

The data identified through observation, interview process, and the questionnaire. The purpose of this stage is identified the data about the types of questioning skills used by the teacher related to cognitive level according to Cotton (2009), which questioning skill most frequently used in English classes, and what students' opinion of questioning strategies used in teaching-learning process.

## 2. Classification

Data from observation, interview, and questionnaire are classified into three domains based on the purpose of the research: the types of questioning skills used by the teacher related to cognitive level according to Cotton (2009), questioning skill most frequently used in English classes, and students' opinion of questioning strategies used in teaching-learning process are also classified.

## 3. Description

The types of questioning skills used by the teacher related to cognitive level according to Cotton (2009), questioning skill most frequently used in English classes, and what students' opinion of questioning strategies used in teaching-learning process are described descriptively based on the purpose of this research.

## 4. Explanation

After describing all data needed, the results of the research are stated. The researcher explain the types of questioning skills used by the teacher, which questioning skill most frequently used in English classes, and students'

opinion of questioning strategies used by the teachers in teaching learning process are showed. The result of this research compared with the theory types of questioning skills related to cognitive level according to Cotton (2009).

#### IV. RESULT

##### 4.1.1 Types of Questioning Skills

The teaching-learning process of VII B and VII C of English classes observed. The participants of VII B and VII C classes are consisting of 1 English teacher and 48 students. The observation conducted four times in VII B and VII C classes during teaching-learning process, started from the beginning until the end. In order to get complete information of this research, the finding process recorded by using an audio recorder.

Two types of questioning skills based on cognitive level according to Cotton (2009) used in VII B and VII C classes. There are lower cognitive questions (LC) and higher cognitive questions (HC), which mentioned as follows:

**Table 4.1: Types of Questioning Skills**

Meeting	Types of Questions		Total
	Lower Cognitive	Higher Cognitive	
I	11	1	12
II	12	0	12
III	31	0	31
IV	21	20	41
<b>Total</b>	<b>75</b>	<b>21</b>	<b>96</b>

(Source: see Appendix 1,2,3,4)

The table above showed the frequency of questioning skills used on each meeting. On the first meeting the most used questioning skill is lower cognitive questions (11), followed by higher cognitive (1). On the second meeting, the most used questioning skill is lower cognitive questions (12). On the third meeting, the most used questioning skill is lower cognitive questions (31). Meanwhile on the last meeting, the most used questioning skill is lower cognitive (21), followed by higher cognitive questions (20).

The percentage on each type of questioning skills also counted. The percentages are the result of Lower Cognitive, Higher Cognitive, which divided by the total number on each type. The percentages on each type of questioning skills given in the following table:

**Table 4.2: Percentages Types of Questioning Skills**

Category	Percentage of Questions				Total	
	Meeting I	Meeting II	Meeting III	Meeting IV	Number	Percentage
Lower Cognitive Questions	92%	100%	100%	51%	343	86%
Higher Cognitive Questions	8%	0	0	49%	57	14%
<b>Total of Percentage</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>400</b>	<b>100%</b>

On the first meeting, from the total 100%, Lower Cognitive Questions used of the first meeting (92%), followed by Higher Cognitive Questions (8%). On the second meeting, from total 100%, Lower Cognitive Questions dominated the percentage with (100%) in use. The same with the second, on the third meeting Lower Cognitive Questions is still dominating the percentage with (100%) in use. On the last meeting, Lower Cognitive Questions dominated the percentage with (51%) in use, followed by Higher



Cognitive (49%) from total 100%. Those three types of question described and explained more in discussion part.

#### **4.1.2 Questioning Skill Most Frequently Used**

There are two types of questioning skills found from the observation in VII B and VII C classes during four meetings. As the table 4.2 showed, two types of questioning skills related to cognitive level showed. Based on the table, from all the meetings, it could be proved that the most used questioning skills is Lower Cognitive Questions with total (86%) in use, followed by Higher Cognitive Questions with total (14%) in use.

The table 4.2 (Percentages Types of Questioning Skills) showed that Lower Cognitive is the highest, which has the percentage (86%). This percentage makes Lower Cognitive questions as the type of questioning skills most frequently used in teaching and learning process.

#### **4.1.3 Students' Opinion of Questioning Strategies**

Students' opinions of questioning strategies also identified in this research. It is identified based on the result of questionnaire and interview in VII B and VII C classes. There are 11 statements for the questionnaire and 10 questions for interview. The questionnaire identified by using percentage. Moreover, the data of interview used to support the data of questionnaire.

The participants of VII B and VII C classes are 48 students. However, students who participated for the questionnaire are only 45 students; three

students cannot be participated because of the activity outside the class. In addition, students who were participating for the interview are five students for each class. Therefore, total students who were participating for the interview are 10 students of VII B and VII C classes in English classes of SMPN 2 Kuripan.

**Table 4.3: Percentage of Questionnaire**

Pernyataan	YA	TIDAK
1. The questions given by the teacher aim to help me in learning English. Pertanyaan yang bapak/ibu guru berikan bertujuan untuk membantu saya dalam belajar bahasa Inggris .	93%	7%
2. The questions given by the teacher help me reciting the previous English material. Pertanyaan yang bapak/ibu guru berikan membantu saya dalam mengingat materi bahasa Inggris yang telah di pelajari pada pertemuan sebelumnya.	96%	4%
3. The questions given by the teacher help me in understanding the material which is being taught. Pertanyaan yang bapak/ibu guru berikan membantu untuk memahami materi bahasa Inggris yang sedang diajarkan.	100%	0
4. The teacher ask me to mention things related to the previous material in English. Bapak/ibu guru meminta saya menyebutkan sesuatu terkait dengan materi yang dipelajari dalam bahasa Inggris.	93%	7%
5. The questions given by the teacher gaining my knowledge in learning English. Pertanyaan yang bapak/ibu guru berikan menambah pengetahuan saya dalam belajar bahasa Inggris.	96%	4%

(Source: see Appendix 5)

The table above, showed the response of the students related to the questioning skills used in teaching and learning process by the teacher. For statement no.1, there is a question about the aim of asking question, “*the questions given by the teacher aim to help me in learning English*”, 93% students choose ‘yes’ and 7% choose ‘no’, meaning that most of them felt the

questions helped them in learning process. For statement no. 2, *"the questions given by the teacher help me reciting the previous English material"*, 96% students choose 'yes' and 4% choose 'no', meaning that most students felt helped in memorizing the material which has been learned in the previous meeting.

For statement no. 3, *"the questions given by the teacher help me in understanding the material which is being taught"*, 100% choose 'yes', meaning that all the students felt helped in understanding the material which they were learned during teaching and learning process. For statement no.4, *"the teacher ask me to mention things related to the previous material in English"*, 93% choose 'yes' and 7% choose 'no', meaning that the teacher frequently asked the students to mention something related to the material which has been learned.

For statement no. 5, *"the questions given by the teacher gaining my knowledge in learning English"*, 96% students choose 'yes' and the rest 4% choose 'no', meaning that teacher in asking questions could help students to improve their knowledge in learning English.

## **Discussion**

The result of this research presented above. The researcher had classified the finding into three parts; questioning types, the most frequently used of questioning skill, and students' perception of questioning strategies used in teaching-learning process.

Based on the finding mentioned, there are two types of questioning skills used by teacher related to cognitive level as cited in Cotton (2009) such as: lower and higher cognitive questions. Questions that given during teaching and learning process at VII B and VII C classes, were not only in English language, but also in Bahasa. It caused of students' lack in understanding English language.

Types of questioning skills described as follows:

1. At the first meeting, the teacher dominantly used Lower Cognitive question in teaching and learning process. It can be seen from table (4.1. Types of Questioning Skills), there were 11 Lower Cognitive questions from total 12 questions used by the teacher in teaching and learning process. The questions that being asked by the teacher to the students related to the material 'The Things in the Classroom'. The teacher used Bahasa in order to ease the students to understand the material or the questions that the teacher gave to them.

For example, (see Appendix 1):

*"Yang apa? The thing in the class?"*

*"Kira-kira dari 2 contoh itu, apa artinya this is dan that is?"* or

*"Apa ini bahasa inggrisnya agil, papan putih apa? White?"*

From those questions, it can be seen that the teacher asked the students the material, which related to the previous material that they have read or been taught, which is about 'The thing in the classroom'. Those questions also help the teacher to recall students' memories and knowledge about the

previous material. According to Cotton (2009), Lower Cognitive questions is kind of question that asked by the teacher in order to get students' answer related to the previous material that they have read or been taught, or some short answers, which demand students to recall their knowledge.

Meanwhile, there was only one question, which indicated as Higher Cognitive questions at the first meeting.

For example:

*"Apa itu the things in the classroom?"*

This question being asked by the teacher to the students in order to get students' critical answer, which is based on their consideration in learning process. It is supported by Cotton (2009) who stated that Higher Cognitive questions is a kind of question that asked to create an answer or to support an answer with logically reasoned evidence.

2. At the second meeting, Lower Cognitive still dominantly used by the teacher in teaching and learning process. It can be seen from table (4.1. Types of Questioning Skills), there were 12 questions indicating to the Lower Cognitive questions used by the teacher in teaching and learning process. The questions that being asked by the teacher to the students at VII B class also related to the material 'The Things in the Classroom', which is used Bahasa.

For example, (see Appendix 2):

*"Kalo pertanyaannya apakah ini?"*

*"Made, what is this?"* and

*“Agel, meja bahasa Inggrisnya apa?”*

From those questions, it can be seen that the teacher asked the students the material that related to the previous material that they have read or been taught, which is also about ‘The thing in the classroom’. At the previous meeting, the teacher already explained what the things in the classroom is, what kind of the things in the classroom are, and mentioned it one by one to the students. Therefore, the teacher asked those questions in order to test students’ memories whether still remember the material or not. According to Cotton (2009), Lower Cognitive questions is kind of question that asked by the teacher in order to get students’ answer related to the previous material that they have read or been taught. It is also supported by Cotton (2003) who described there are various purposes of questioning; one of them is to check students’ comprehension based on what material that they could understand.

3. The third meeting is also the same with the second meeting, there were 31 questions indicating to the Lower Cognitive questions. It can be seen from (table 4.1. Types of Questioning Skills). The questions that being asked by the teacher to the students at VII C class related to the material ‘Number’, which is used Bahasa and English.

For example, (see Appendix 3):

*“Kalo untuk belasan kata di belakangnya di tambahkan teen ya?”*

*“Kalo ribuan apa? Thou?”* and

*“Lima kan five, jadi kalo dia lima puluh?”*

From those questions, it can be seen that the teacher asked the students the material that related to the previous material that they have learned, which is about 'Number'. In the beginning, before the learning process started, the teacher explained about what number is, to the students. Therefore, the teacher asked those questions in order to recall students' knowledge related to the material that they have learned. It is supported by Cotton (2009) who stated that Lower Cognitive questions is kind of question that asked by the teacher in order to get students' answer related to the previous material that they have read or been taught.

4. In the fourth meeting, there were 21 questions indicating to the Lower Cognitive questions and 20 questions indicating to the Higher Cognitive questions from total 41 questions. The questions that being asked by the teacher to the students at VII B class related to the material 'Day/Date, which is used Bahasa and English.

For example (see Appendix 4):

*"What day was yesterday, apa yesterday?"*

*"The seventh day, apa artinya?"*

From those questions, it can be seen that the teacher asked the students the material that related to the previous material that they have learned, which is about 'Day/Date'. In the beginning, before the learning process started, the teacher explained about what Day/Date is, to the students. Therefore, the teacher asked those questions in order to recall students' knowledge related to the material that they have learned which is about

Day/Date. It is supported by Cotton (2009) who stated that Lower Cognitive questions is kind of question that asked by the teacher in order to get students' answer related to the previous material that they have read or been taught.

Meanwhile, from total 12 questions, 20 questions indicated as Higher Cognitive questions at the fourth meeting.

For example:

*“Kalo Sunday hari pertama, berarti hari ketujuh hari apa?”*

*“Kan ini hari rabu, tiga hari yang lalu hari?”*

From those questions, it can be seen that the teacher asked the students the material that related to the material that they have learned, which is about 'Day/Date'. Those questions being asked by the teacher to the students in order to get students answer, which support with logically reasoned evidence. It can be said that before answer these questions, the students have to analyze and consider it. According to Cotton (2009) who Higher Cognitive questions is kind of question that asked to create an answer or to support an answer with logically reasoned evidence. It is also demand students' answer that more critical and based on students' ability to consider it.

Based on the result of interview, it is found that Lower Cognitive questions, which being asked by teacher to the students in Bahasa or English are dominantly used in English classes. it is also helped to recall students' memorize of the previous English material, to check students'



comprehension about English material, to motivate students' in learning, to check students' knowledge, to develop students' thinking, and to discover students' interest in learning English.

In addition, based on the result of the questionnaire, it is found that most students agreed by asking questions, the teacher could help them to learn English better. It is also proved by statement no. 3, which stated that by giving questions to the students, it could help them in understanding the material. It is also supported by Cotton (2003) who described, there are various purposes of questioning, such as: developing students' interest and critical thinking, checking students' comprehension, to stimulate students knowledge, etc.

## **V. CONCLUSION**

There are three main research questions to answer in this research. The first research question is about the types of questioning skills are used by the teacher in English classes. The second one is about questioning skill most frequently used by the teacher. The last one is about students' opinions of questioning strategies used in teaching learning process in English classes of SMPN 2 Kuripan. Based on the findings and discussion in the previous chapter the following conclusions are drawn.

There are two types of questioning skills used in teaching and learning English by the teacher, which related to the cognitive level that used Bahasa and English, those are; Lower Cognitive Questions with total percentage 86%

and Higher Cognitive Questions with total percentage 14%. Lower Cognitive question is the most frequently used in English classes of SMPN 2 Kuripan. it is also found that most students agreed that questioning strategies used by the teacher in English classes could help in understanding the material.

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