TEACHERS' QUESTION TYPES AND QUESTIONING STRATEGIES TO ENCOURAGE STUDENTS' PARTICIPATION IN LEARNING ENGLISH AT SMP N 1 JAMBI

Fadlaini

Teacher Training and Education Faculty, Jambi University

April, 2018

fadlaini12@gmail.com

Abstract

This study aims to investigate the types of questions used by teachers in English classroom and to describe how teachers express the questions to encourage students' participation in learning English. This research was carried out by observing, recording the video, and interviewing the seventh and eighth grade English teachers at SMP N 1 Jambi. The result shows that there are eight prominent strategies appeared related the teachers' questioning to encourage students' participation in learning English, as follow: 1) Testing students with remembering questions; 2) Comprehending material through understanding questions; 3) Giving wait time; 4) Handling students' answers; 5) Rewarding students with reinforcement; 6) Probing for chorus responses; 7) Increasing students participation through redirecting; and 8) Rephrasing. This research could be helpful for both teachers and students in English language classroom. Teachers could improve their questioning skills, prepare effective and good questions in order to get students' participation and attention. These questioning strategies are also beneficial for students to engage them to speak English.

I. Introduction

Background of the Study

Teaching and learning English as a foreign language in a classroom is a complex and complicated process. English teachers have to know the ideal process for teaching certain competencies or skills. Without knowing the ideal process of teaching or learning any competencies, teacher will never be able to improve their performance. The knowledge of an ideal process of teaching and learning will control and inform teachers to think and improve their performance every day. Thus, English teachers have to prepare a communicative teaching and learning in the classroom. Providing communication competence in English classroom is required, as communicative learning will be created from an interactive teaching and learning.

In classroom activity, students are expected to be involved and participate in English subject. However, it is not an easy thing to do. When students have lack of motivation, it is hard to keep them learning English. This is a common problem that English teachers are facing deal with a passive class, where students are unresponsive and avoid interaction with the teacher. Although they understand the question and know the answer, the students don't respond and don't participate in the class discussion. Possibly some of them bored since the teachers' techniques or strategies are monotone during the class. It is caused by teachers who may lack the proper questioning strategies to keep students engaged and active in classroom. Teacher just masters the material without instigating the questions to the students.

It is necessary for teachers to understand how the flow of classroom communication impact students' perceptions and interest in classroom activities, and it may empower them to monitor in order to create an environment that is conducive to classroom learning. One of the

keys in dialect teaching techniques is to utilize questioning as a learning instrument to advance classroom collaboration (Xiaoyan, 2008). Then, in order to have a good interaction in classroom, the teachers should pose questions, which play a main role in the type of learning in English classroom activity.

Based on researcher's observation in the task of Classroom Action Research (CAR), sometimes the questions that teacher asked resulted in no responses from the students. Besides that, when the researcher have been teaching practice at SMP N 1 Kota Jambi, the researcher observed that most of the students were passive, silent, and shy in the English classroom activity. Those cases may cause by the students which do not know the answer, fear to answer the wrong thing, or they do not pay attention to the teacher. But, every student can be motivated through interactions between the teachers and the students. Interaction will help students to attain better learning and get knowledge easily.

For starting interaction in the classroom, teacher employs questioning behavior which is manifested in types of questions and strategies of questioning. Moreover, teacher's questions can give more space of learning (Tsui et al., 2004) in regard that it will challenge the students to be more critical in their responses. Furthermore, the real part of any successful teaching and learning process in the English classroom activity is the interaction amongst teachers and students. Supporting this view, Azerefegn (2008) stated that improvement of language proficiency of the students depend on language teachers who realize of questioning skills that can motivate their students to ask questions and have good interaction between the teachers and students. Therefore, teachers should be realizing of asking questions for students to consider the question types well. That is why questioning strategies should be used in a way in which they can create an effective and powerful learning environment.

Taking this into account, the researcher is interested in conducting a study at SMPN 1 Jambi. In this case, the researcher attempt to investigate about the types of teachers questioning and describe how they pose questions to encourage students' participation in learning English.

Limitation of the Research

This research has some limitations. The research focuses on English teachers' type of questions and how they handle the questions. This conducted at SMPN 1 Jambi in the academic year of 2017/2018, even semester. The seventh and eighth graders are chosen to be the subject of this research. The researcher considers the ninth graders do not have effective time in teaching and learning process because they will have national examination.

Research Questions

There are two research questions in this study like in the following questions:
1. What types of questions do the teachers use to encourage students' participation in learning English?
2. How do the teachers pose the questions to encourage students' participation in learning English?

Objective of the Study

The objectives of this research were to investigate the types of questions used by teachers in English classroom. Then, this research was to describe how teachers pose the questions to encourage students' participation in learning English.

Significance of the Study

This study aims at giving theoretical and practical significances. First, this research provides the understanding to the teachers about type of questioning skills in language

teaching. It hopes that the findings of this research could give a possible solution for English teachers or through giving questioning techniques that can be used in teaching English. In addition, this study will benefit teachers in the context of effective teaching and learning by prepare an effective questions. Furthermore, this study will give information for the future researcher or prospective English teachers as one of the model about questioning strategies that they may use to encourage students' participation in learning English.

II. Review of Related Literature

The Concept of Questioning

Any sentence, which has an interrogative frame or function, is a question. Teacher questions in classroom settings are defined as stimuli or instructional prompts that expose students to the substance components to be scholarly (Azerefegen, 2008). It has turned into an essential piece of instruction in that it enables teachers to monitor student competence and understanding as well as increase thought-provoking discussion (Critelli & Tritapoe 2010). This deals with leading students to get certain knowledge. One such strategy regularly utilized by teachers in the classrooms is questioning. Tan (2007) said that questioning has been one of the popular modes of teaching for thousands of years. In a teaching and learning context, question refers to any idea that requires a response from listener. It is used to make a request for information. Furthermore, the request itself is made by such an expression and the information is provided with an answer. The circumstance happens when the teachers need to get students' responses and the first step is to answer questions.

From these definitions, it can be summed up that the word 'question' refers to any thought that requires a response from the students are going to involvement and strategies that call on students' prior knowledge. Some studies indicate that teachers also view questioning as basic way to stimulate students thought and to guide the development of knowledge. However, according to McNamara (1994) questions are also used to encourage students to express themselves orally. As Chin (2006) indicates that the teacher adjusts questioning to accommodate students' contributions and responses to students' thinking in a neutral rather than evaluative manner.

The Importance of Questioning

Questions are dynamic to acquire knowledge. People usually ask questions to another to know something about unknown things. Those are instruments to examine new ideas, facts, information, knowledge and experiences (Azerefegen 2008). On top of that questions play a great part in communication. In English language teaching, questioning is used as a common strategy. It aims to check if the students understand what they have been taught and also to enhance students' involvement. Therefore, questions in the language classroom enable the teacher to evaluate his or her students and motivate them to attend lessons attentively. Questioning is one sort of teaching active procedure. It is one teaching behavior way through teachers and students' interaction, promoting thought, checking learning, consolidating and using knowledge, also achieving teaching goals.

The purpose of Questioning

Brown & Wragg (1993) list several functions of questions, such as to construct interest and curiosity concerning a topic, to develop an active approach to learning, to focus attention on a particular issue or concept, and to stimulate pupils to ask questions of themselves and others. In addition, the teachers ask questions for several reasons. They ask

questions to keep their learners involved during lessons, to express their ideas and thoughts, to enable learners to hear different explanations of the material, and to help teachers evaluate their learners' learning and revise their lessons when necessary.

Anderson & Krathwohl's Taxonomy Questions' types

Studies of questioning have proposed various categories of questions, and it can be classified by the type of response they solicit or the purpose they serve. In the classroom, to make effective teaching and enhance learners proficiency in target language, teachers employ different types of questions. In this case the researcher just focuses on the Anderson & Krathwohl Taxonomy. Anderson & Krathwohl (2001) *Taxonomy of Educational Objectives* provides another useful way to think about when and how to use questions in teaching. Anderson & Krathwohl (2001) identified six types of cognitive processes and ordered these according to the level of complexity involved. It is divided into 'lower order questions' and 'higher order questions. Anderson & Krathwohl describes lower order questions those are remembering, understanding, and applying question. While higher order questions are include analyzing, evaluating, and creating question.

Teachers' Questioning Strategies

Besides knowing the type of what questions to ask, teachers also need to know the strategies employ and how to organize that question. There are many different styles of asking questions. As Doff (1988) said, teachers can ask each student round the class in turn. They can choose a student to answer and also get the class to answer in chorus. These strategies are helpful for English language teachers in encourage students to answer questions whether in group or individually. A teacher employs a variety of strategies in giving answers or reacting to students' responses. Based on Stephanie (1990) there are some questioning strategies of the teachers, as follows:

Wait Time

Wait time is an important dimension of teachers' questioning skill. Give students time to think after teacher poses a question to the group. Which the length of time the teacher waits after asking question before calling on a student to answer it, rephrasing question, directing question to another student, or giving the answer. According to Seime (2002) wait time is the amount of time that the teacher pauses after a question and before chasing the answer with the further questions or nominations of students to answer the questions. Moreover, pausing can serve two functions in English learning process. Firstly, it provides good atmosphere in the class usually. Secondly, the students learn to use the pause to organize a more complete answer. Students at least need three seconds to comprehend question, consider the information, formulate the answer, and begin to respond. Increasing the wait-time after questions can lead to increase length of student responses, a greater question frequency of student a greater degree of student involvement in lessons, and more participation by lower students. Wait time allows the reflective students a chance to respond and well as the impulsive students or one instantly who knew the answer. If no one wants to tackle the question after 15 seconds, leave it unanswered. Tell the student to think about the answer and you will raise the question again at the beginning on the next class (Xiaoyan, 2008).

Handling to Student Responses

According to Nhlapo (1998), classroom time is wasted in a question and response session. The manner in which the aspect of classroom instructor handles student response is

an important interaction. Teachers are expected to treat students' responses appropriately. Amdeselasse (1999) reported that students may give correct the answers are partly correct or incorrect. Or they may not respond at all. Some students' response encourages further discussion while others are intended to bring the discussion to an end. The teachers' task is to give a reaction that is suitable to the response and situation in which it is presented. In order to enhance discussion maintaining the participation of the students, reaction of student's response is needed. Answers on a students' spoken language may be a response either to the contents of what a student has produced or to the form of an utterance.

Reinforcement

The teacher should reinforce in a positive way of student responses and questions in order to encourage future participation. The teacher can reinforce by making positive statements and using nonverbal communication. Proper nonverbal include smiling, nodding, and maintaining eye contact. While improper nonverbal responses include looking at notes while students speak and looking at the board of ruffling papers.

Probes

Probes based on student responses. The initial response of students may be superficial. So teachers need to use questioning strategies called probing to make students explore initial comments. Moreover, Probes useful in getting students more involved in critical analysis of their own and other students' ideas. In this case, teacher identifies students' answer and asks the other students to give comments.

Refocus

Adjust/ refocus. It means when a student provides a response which appears out of contents being discuss, then teacher keeping their answer to the topic. This strategy is also used to shift attention to a new topic.

Redirect

The teacher can ask another student to comment on his statement when a student responds to a question. One of the purposes of using this strategy is to enable more students' participation in the classroom. Also, this strategy is useful to allow a student to correct another student's incorrect statement or respond to other questions. For instance teacher names or selects on of the students who offer to answer and give comment.

Rephrasing

This strategy is used when a student provides an incorrect response or no response. Instead of telling the student that she is incorrect or calling upon another student, teachers can try one of three strategies; teacher may try to reword the question to make it clear, teachers can break question down into more manageable parts, and teachers can provide some information to help students come up with the answer.

Previous Studies

Azerefegn (2008) has done research which was aimed at to find out the types of teachers questions used in EFL classroom and their questioning strategies in language teaching. The result of this study found that teachers asked on average 20, 75 questions per period. It may be possible to say that most of the lesson time is devoted to giving responses to the teacher's questions. Also, the teachers asked knowledge and comprehension type of questions and used repeating, rephrasing, wait time, and reinforcement for the questions

strategies. Another research was done by Critelli and Tritapoe (2010). The researcher focused on questioning technique used most frequently in learning process and how well do teachers generate students' responses. Students showed a high level of response to divergent questions in which they could actively voice their own opinions and thoughts. Beside that, teachers relied heavily on rephrasing when the students showed that they did not understand the questions. In addition, Cakmak (2009) have a descriptive study through research approach of survey to investigated the teachers' questions in effective teaching context as research approach. Data based on closed questions were analyzed through content analyses, mainly, the result of this study showed that pre- service teachers think that questions can provide some benefits for themselves and evaluation learning is very important facility. Beside that, pre- service teachers' also think that effective quetioning depends on some factors subject knowledge which most stated factor that can effect questioning. Last, Cotton (2010), focused on cognitive questions and wait time strategies in posing questions. The result of this research indicated that the list of benefits produced by increasing cognitive questions and by increasing wait time are remarkably similar. This research also shown that the degree of improvement resulting increase both higher cognitive questions and wait time. It is greater than increase these variables itself.

III. Research Methods

Research Design

The type of this research was qualitative research with observation classroom and interview. Creswell (2008) defines qualitative research is a type of educational research in which the researcher relies on the views of participants, general questions, asks broads, collect data consisting most of words or text from participants, describes and analyzes these words for themes, and conduct the inquiry in a subjective biased manner. In addition, qualitative research is kind of research that emphasis on holistic description (Fraenkel & Norman, 2009). The researcher observed two research questions. Those are what types of questions the teachers tend to use to encourage students' participation in learning English and how do the teachers pose questions to encourage students' participation in learning English. Therefore, the researcher was use a qualitative method to investigate the concerns with classroom observation and interview.

Participants

The participants in this study were English teachers of SMPN 1 Jambi in the academic year of 2017/2018, even semester. The researcher decided to conduct study at this school because it is one of the best schools in Jambi city. Since it is a pioneer school that has an acceleration classes and also as an R-SBI. Moreover, by the chance, at that time researcher has teaching practice at this school. So it may influence the researcher in the way of carry out the research because the researcher has already familiar with the place. In this case, the researcher used purposeful sampling. Actually there are four English teachers at SMP N 1 Kota Jambi. Unfortunately, there were only two teachers who agreed to be the participants for this research. As states in Creswell (2005), researcher intentionally selects individuals and sites to learn and to understand the central phenomenon in purposeful sampling. Also, the standard used in selecting the participants is whether they are informant rich. Thus, the researcher selected two English teachers as participants. They were as representative in teaching English at seventh and eighth grade.

Data Collection Techniques

Two instruments used in collecting the data through classroom observation and interview. Classroom observation used by the researcher in order to find out types of questions and how teachers pose the questions to encourage students' participation in learning English. Then, interview used to ask some questions related to the teachers' questions and how they pose that. Moreover, to support the previous classroom observation, the interview was used.

For this research, the researcher dealt with checklist technique of observation because it was useful in showing the absence or presence of specific teacher or student behavior. In this case, the observation sheet was used, which consist of 23 items. Here is the specification observation sheet for types of questions and questioning strategies based on Anderson & Krathwohl (2001), as follows:

No	Item	Description (Types of Questions)
1	1-2	Remembering
2	3-4	Understanding
3	5-6	Applying
4	7	Analyzing
5	8-9	Evaluating
6	10-11	Creating

No	Items	Description (Questioning Strategies)
1	1	Wait time
2	2	Handling students' response
3	3-4	Reinforcement
4	5-6	Probe
5	7	Adjust/ refocus
6	8-9	Redirect
7	10-12	Rephrasing

Then, interview was conducted in order to reinvestigate the data of teacher point of view in using the questions and strategies of questioning to students. Sound recorder was used to record the interview. Researcher interviewed two English teachers to find out their questioning techniques more detail. Also, the researcher has choosen open-ended questions. As stated in Fraenkel & Wallen (2009, p. 447) the characteristics of open- ended interview are the exact wording and sequence of questions are determined in advance".

Technique of Data Analysis

It began with the data that have been collected. First step, regard to data management, the data analyzed based on Anderson & Krathwohl's Taxonomy (2001) and Stephanie (1990). In transcribing the interview result, related to codes, themes or categories that were generated and developed during the process of reading the transcription. Researcher employed coding related to the research questions which have been explained in chapter two. Creswell (2012) says that coding is a process of marking segments of data with symbols,

categories, or descriptive words. Then, listed all the code words and grouped similar codes. After that, themes were obtained by grouping similar codes that appear during the research.

Thus, to verify the validity and to establish the trustworthiness of the data, findings and interpretations, first, researcher carried out the interview depend on the participants' responses and situations. Then, confirmed about the transcript and the interpretation to the participants in order to ensure that the data given suits with participants answer and to make the research trustworthy.

IV.   Findings and Discussions

Profile of the participants

There were two teachers as the participants for this research. Both teachers teach different classes, started from the seventh grade and the eighth grade. The first participant was Y, a female English teacher who teaches seventh graders. She graduated from Jambi University (UNJA) and she has taught English for twenty one years. The second participant was Z, a female English teacher who teaches the eighth graders. She has taught English for eighteen years and graduated from Jambi University too.

Findings and Discussion

Eight prominent strategies appeared from both participants of observation and interview; 1) Testing students with remembering questions; 2) comprehending material through understanding questions; 3) Giving wait time; 4) Handling students responses; 5) Rewarding students with reinforcement; 6) Probing for chorus responses; 7) Increasing students participation through a redirecting; and 8) Rephrasing. This research could be helpful for both teachers and students in English language classroom. Teachers could improve their questioning skills, prepare effective and good questions in order to get students' participation and attention. These questioning strategies are also beneficial for students to engage them to speak English.

Testing Students with Remembering Questions

Two teachers always tested the students by asking remembering questions that encourage their interest in learning English. There were a few ways done by each teacher to keep their students attention before going to the lesson. It can be seen that participants in this study had their approach to keep their students' participation in learning English. Because Witha taught the first grade, it means that the easiest words questions could help the students to answer the questions given by the teacher. Contrasted with Prily who taught the eighth grade, this participant asked students by asking the situation and condition, their daily activity, then came to the lesson. Also, both participants in this study have the most commonly used questions.

Comprehending the Materials through Understanding Questions

Understanding questions were also common level of questions that were usually posed by both participants. Each teacher had different way to get students' understanding about the material. The data above demonstrated that Witha used understanding questions more in the classroom. Although she taught the beginner students in learning English, she tried to give some questions at the first time of the learning process in the classroom. It was done in order to check the students' understanding. Compared to Prily, despite of this teacher

taught second grade, during twice observations she used understanding questions sometimes in the classroom teaching.

Giving Wait time

Giving some seconds to students to answer the questions was commonly strategy used between two participants in this study. However, the participants had different strategies that they used in the classroom. In fact, in the genuine classroom there must be smart or diligent students who are always active in the class and pay attention during the teaching and learning process. In contrast, low or lazy students frequently feel ashamed to be active and communicate in English in the class. Accordingly, participants made a decent attempt to keep their students' participation. From the data, it indicates that both participants gave more time for the low students to think previously before enabling them to speak. Those diligent students directly answer without given more time. Teachers call their name even or they raised their hand and express the appropriate answer.

Handling Students' Answer

In teaching and learning process the teacher always reacted to students' answer after posing questions so that the students did not feel disappointed. At least teachers said a very simple word to influence students feel motivated even the answer was not good enough. There are several factors that provoked participants to have a good strategy to handle students' response during teaching and learning in classroom. Firstly, handling students' response can motivate other students to speak up and share their thoughts. Second, by saying very simple words, for example, yes and clapping hands in the class it could influence students feel pleased and motivated them to ask more questions. Third, keeping students' response can prevent from feeling ignored by teacher in the class.

Rewarding Students with Reinforcement

Both participants used reinforcement strategies based on their own way. For example Witha liked to give nonverbal rewards for those students who answered questions correctly. She was smiled and nodded a head. Contrasted with Prily, this participant always motivated her students by saying positive statement that can encourage students' participation in learning English. For instance, she often says yes, okay good, right, and avoids the sanction. The data also recommends that it is common for English teachers to make positive nonverbal response. It was done in order to keep students' attention in learning English. Through nodding head implies that teachers were satisfied with the students' answers. Through keeping smiling they can make the atmosphere in the class loose and enjoyable, so students and teachers feel good. Making an eye contact was also a way to keep students' attention. It was done in order that the teachers and the students will have great interactions in the class.

Probing for Chorus Responses

Teachers need to use questioning strategies called probing in order that the students could explore their initial comments related to the topic being discussed in the classroom. Probe is useful for students in getting more engage with their own answers or comments and their friends' ideas as well. In addition, as indicated above, a reaction to student's responses should be relevant to the response and circumstance so as to improve the discussion maintaining the participation of the students.

Increasing Students' Participation through Redirecting

Furthermore, calling students' names was done to avoid confusion. Also make positive atmosphere where students feel that teachers know them as individuals. Since language learning require practice, teachers were required to set up their questions in such a way that they involve all students to provide responses. It is helpful to give volunteers opportunities to answer teacher's questions. Thus, it could influence the volunteers' students to feel motivated in the language teaching and learning process.

Rephrasing

The data showed that both participants had different strategies to keep their students' participation in learning English**.** There were rephrasing the questions, giving some clues or information, and dividing questions into some parts. According to participants, it is essential for students to answer the questions. Additionally, it was useful to enable students understand their teachers' questions in the classroom. This strategy was utilized when a student gave an incorrect or no response. Moreover, asking subsequent question is a way for containing pieces of information to the first question leading the student to the correct answer.

In relation to previous research, both participants in this study reported that they only used two levels in posing the question which is based Anderson & Krathwohl Taxonomy (2001). They were remembering and understanding levels. These result is consistent with what Azerefegn (2008) found in his research. He found that teachers asked remembering and understanding types of questions. As these types of questions are lower and middle order questions, they might contribute less to language learning. Moreover, Cotton (2010) said that during classroom recitations, on the average approximately 60 percent of the questions asked are lower cognitive questions by teachers.

Subsequently**,** both participants in this study informed that they used almost all the strategies such as wait time, handling students' response, reinforcement, probe, refocus, redirect, and rephrasing. This finding is consistent with previous study done by Cotton, (2010); Azerefegn, (2008); Critelli & Tritapoe, (2010); and Cakmak (2009). Azerefegn (2008) study reported that around 63.6% of the questions were given one second to be answered by the students. Also Cotton (2010) said that the average wait time teachers allow after posing a question is one second less. Besides, it is believed that almost all the teachers' questions at the level of remembering and understanding which may not require more than one or two seconds. However, more time may be given to low proficient students to think and answer the questions.

Both of the participants spent around two seconds to five seconds. Furthermore, during question and answer session, the student sometimes gave wrong answers. Participants in this study used a strategy particularly handling students' response strategies. This result is consistent with Azerfegn's (2008) study which report that teachers treated students' response appropriately. Another strategy was reinforcement. The finding of this study explained that all participants used positive statement including compliment, nodding head, smiling, and avoid sanctions. Azerefegn (2008) found that generally, teachers used non-verbal gestures to show their concord to students' answer by nodding heads. Afterwards, the finding about probing strategies in this study described that both participants identified students' answer for chorus response. This result is quite similar to Sach's (2010) study which reported that teachers used careful probing and guiding questions that may be possible to elicit the correct response. This allows the students to verbalize their understanding. Also, the findings of this study indicated that redirect, refocus, and rephrasing strategies were used by both participants. These finding is consistent with study done by (Azerefegn, 2008). Next, the last

strategy is rephrasing which deals with proving and rewording questions to the students. These were found during observations of both participants.

V.   Conclusion and Suggestion

Conclusion

This research was conducted to investigate the types of questions and describe how the teachers employ the questions to encourage students' participation in learning English. The participants of this research were two teachers who teach seventh and eighth graders. Based on finding and discussion in chapter four, it can be concluded that there were eight salient themes of questioning strategies used by two participants to encourage students' participation in classroom. It appeared from observation and interview. As follow; 1) Testing students with remembering questions; 2) comprehending material through understanding questions; 3) Giving wait time; 4) Handling students responses; 5) Rewarding students with reinforcement; 6) Probing for chorus responses; 7) Increasing students participation through a redirecting; and 8) Rephrasing

Suggestion

The researcher recommend to English teachers advisable that teachers should give more wait time depend on the aims of questioning. Questions should be distributed to students in different ways. Teachers can give their students the same chances to answer questions in classroom. Moreover, planning effective and good questions are also useful in getting students' attention and participation in learning English. Hence, teachers should prepare their questions before they come to the classroom. If they do prepare questions, they can minimize making faults in formulating questions, and the purposes of the questions would be clear. The training that consolidates questions and questioning strategies, and the functions of questions can help the teachers to be familiar with various types and uses of questions in language. It also help the teachers to discover better ways in questioning.

It is essential to conduct further research on classroom questioning to investigate the problem in detail and their solutions in relation to the language classrooms. Besides, in this research, the participants not as representative of all English teachers at SMP N 1 Jambi. It is hoped future research may include a larger sample of all English teacher for different school in Jambi City. Hope the future research could investigate the specific questioning strategies related to four skills in English. Future researchers are hoped not only investigate the teachers' questions but also investigate the students' responses of the teachers' questions in classroom. The result of the research can be a reference for English teachers to improve their teaching performance in the classroom.

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