



**TEACHERS' QUESTIONING STRATEGIES TO ENGAGE STUDENTS'
READING COMPREHENSION**

**a Case of State Junior High School 1 Ungaran in Semarang District in the
Academic Year 2018/2019**

a Final Project

submitted in partial fulfillment of the requirement
for the degree of *Sarjana Pendidikan*
in English

by

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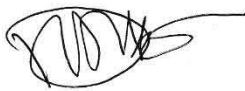


**ENGLISH DEPARTMENT
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APPROVAL

This final project entitled **TEACHERS' QUESTIONING STRATEGIES TO ENGAGE STUDENTS' READING COMPREHENSION (a Case of Junior High School 1 Ungaran in Semarang District in the Academic Year 2018/2019)** has been approved by the Board of Examination of the English Department of Language and Arts Faculty of Semarang State University (UNNES) on May 2019.

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DECLARATION OF ORIGINALITY

I am Wening Nur Habibah Alif hereby declare that this final project titled *Teachers' Questioning Strategies To Engage Students' Reading Comprehensionis* my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, May 2019



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MOTTO AND DEDICATION

“Start looking for knowledge and try to be calm and patient to reach it”

(Khalifah Umar bin Khathab)

“Be like the flower that gives its fragrance to even the hand that crushes

it”**(Khalifah Ali bin Abi Tholib)**

“Do not let your difficulties fill you with anxiety, after all it is only in the darkest
night that stars shine more brightly”

(Khalifah Ali bin Abi Tholib)

This final project is dedicated to:

My Beloved Father and Mother

My Sweetest Sister

My Bestfriends

My Lovely Future Husband

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Semarang, May 2019

Wening Nur Habibah Alif

ABSTRACT

Alif, Wening Nur Habibah. 2019. Teachers' Questioning Strategies to Engage Students' Reading Comprehension (a Case of State Junior High School 1 Ungaran in Semarang District in the Academic Year 2018/2019). A Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Novia Trisanti, S.Pd.,M.Pd.

Keywords: Teachers' Questioning, Students' Reading Comprehension, Questioning Strategy

This study was done to find out the teachers' questioning strategies to engage students' reading comprehension. It investigated the questions level and the questioning strategies that were used by junior high school teachers.

This qualitative research used a case study design containing descriptive analysis. The participants of this study were three English teachers of State Junior High School 1 Ungaran in academic year 2018/2019. The instruments were classroom observation, teachers' interview, and students' questionnaire. The Revised of Bloom's Taxonomy(2001) and Questions and Answer Relationship (QAR) by Raphael(1986)were used to classify the questions that posed by the teachers in the classrooms.

The result of the analysis showed that all of the participant teachers used lower order thinking (LOT) level of Bloom's Taxonomy. It also showed that the three teachers applied two of four questioning strategies by Raphael (1986). They applied different kind of strategies as they delivered different topics of material. Thus, it can be concluded that the teacher should improve the students' thinking level and the questioning strategies they used.

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CHAPTER I

INTRODUCTION

In this chapter, the general background of the study which contains facts, situations, and conditions about teachers' questions to engage students' reading comprehension is presented. Then, it also presents the reasons for choosing the topic which is followed by the research questions, objectives of the study, significance of the study, scope of the study, and outline of the report.

1.1 Background of the Study

According to Grabe and Stoller (2002), reading is the ability to draw meaning from the printed page and interpret this information appropriately. Reading; one of the language skills that should be mastered in improving language proficiency is highly encouraged by the Indonesian government nowadays. Based on Permendikbud Number 21 Year 2015 about Penguatan Budi Pekerti, the government sets "Gerakan Literasi Sekolah" or "School Literacy Movement" (SLM) as an effort to improve student awareness towards the reading interest. This policy is oriented for the entire student in Indonesia from primary level to secondary level. The Education Minister at that time, Anies Baswedan, appealed the young generation will be accustomed to read, so they are expected to be able to enlarge their knowledge.

Grabe and Stoller (2002) formulated that reading has many purposes. The purposes are: to get and integrate information, skim quickly, learn from text, get material to write, give response or critique texts, and for general comprehension.

From the purposes of reading above, the most common readers are reading a text for general comprehension, both for getting information and only for pleasure. According to An (2011) cited in Zhao and Zhu (2012), in communication between input and output, language comprehension is the very important key link that we can't feel direct but it does exist.

In Indonesia, a research done by PISA (2000); an internationally standardized assessment that was jointly developed by participating countries and administered to 15-year-old students in schools; shows that more than 50% of Indonesian students have serious difficulties in using reading as a tool to advance and extend their knowledge and skills in other areas. However, reading is fun for its own sake because it engages our imagination. It can be as racy and as compelling as we allow it. We read, however, for more than simple enjoyment (Daley: 1995).

Grabe and Stoller (2002) constructed a concept that in processing reading comprehension, there are two processes: the lower-level processes and higher-level processes. Lower-level processes in reading including the lexical access, syntactic parsing, semantic proposition formation, and working memory activation. Then, the higher-level processes of reading include the text model of

comprehension, situation model of reader interpretation, background knowledge use and inference, and the executive control processes.

In secondary school, it is on the higher-level processes of reading comprehension. Further, Indonesian people as English Foreign Learner; who just speak English in certain place and situation (e.g: in the classroom and in the international public places), need extra comprehension to master English. This statement supported by Sunggingwati and Nguyen (2013) told that reading comprehension in a second language is more complicated than in a first language. And so, as the limitation; Indonesian students face some difficulties in reading. Based on English First (EF) English Proficiency Index in 2015, Indonesia's rank is 10th of 20 countries in Asia. It categorized as the low proficiency English mastery country in Asia. This condition requires us to improve the English mastery level in Indonesia (especially in reading skill) to equalize to other countries in Asia.

Sunggingwati and Nguyen (2013) stated that reading in English as foreign language is even more challenging, lacks English literature (English newspaper or English novel), and only has classrooms to study English. Thus, Indonesian students usually find some difficulties when they read English as they do not accustom to it. That is why reading instruction should be applied to encourage students to train them in comprehending many English literature.

Questioning is the key means by which teachers find out what pupils already know, identify gaps in knowledge and understanding and scaffold the

development of their understanding to enable them to close the gap between what they currently know and the learning goals (Hall: 2016). To know the student comprehension in reading, questioning is the most frequently used techniques.

The teacher assesses reading comprehension by giving questions in stages. Hall concluded that the stage of questioning is based on the Bloom Taxonomy chart, it is remembering, understanding, applying, analysing, evaluating, and creating. To be able in developing student comprehension towards reading skill, teacher's question should be given during the class. Therefore, this case study was taken to know how the teacher improves student reading comprehension through questioning in the classroom, especially for Indonesian EFL.

1.2 Reasons for Choosing the Topic

This study is aimed to know the teachers' questioning strategies to engage students reading comprehension. Reading comprehension is a specific problem in English for secondary level students, that's why teachers should find the appropriate strategy to improve it. In the other side, question is an important thing in teaching and learning process. It helps teachers to know students' needs and problems about the material. As stated by Marno and Idris (2008) cited in Rahmawati (2013), almost all of the evaluation, measurement, and testing are done by using questions. So, in this study, the researcher tries to investigate the role of questioning strategy in the classroom. The researcher expected that this study would be able to reveal the problems.

1.3 Research Questions

The study investigates the following questions:

1. Based on Revised of Bloom's Taxonomy (2001), what types of questions do the English teachers generate to assist junior high school students in reading comprehension?
2. How do the questioning strategies based on Question and Answer Relationship by Raphael (1986) that used by the English teachers engage the junior high school students' reading comprehension?

1.4 Objectives of the Study

The objectives of this study are:

1. To identify the types of questions used by the English teachers to assist junior high school students in reading comprehension
2. To explain how the questioning strategies that used by the English teachers to engage the junior high school students' reading comprehension

1.5 Significance of the Study

The significances of this study contain theoretical, practical, and pedagogical significances which are explained as follows:

(1) Theoretical Significance

This study informs the readers that teachers questioning is able to attract students' reading comprehension. Teachers' questioning can help EFL students in comprehending a text deeper and more detail. By answering gradually questions, students are expected to be master in English, especially in reading skill.

(2) Practical Significance

By giving questions, teachers are expected to be a partner in study for students. The teacher's role in the classroom can facilitate students to think higher and keep in focus in learning reading. Also, giving question in reading can effectively encourages students' curiosities, so they can enlarge their knowledge.

(3) Pedagogical Significance

This study explains the steps of teacher questioning steps to improve students reading comprehension. Questioning strategies can be applied for certain purpose in teaching English reading for EFL, especially for understanding an English text. It will make students accustomed to read some English texts and able to comprehend it easily.

1.6 Scope of the Study

As stated on the research problems above, the writer limits the study to the types of questions that used by the teacher based on Bloom's Taxonomy and how the questioning strategies engage students' reading comprehension. The researcher is just an observer without giving any material. Besides, the researcher also interviews the teachers and students related to their perception about questioning strategies in the classroom.

1.7 Outline of the Study

This final project consists of five chapters. Chapter I contain introduction which contains the general background of the study, reason for choosing the topic, statements of the problem, objectives of the study, significance of the study, and

outline of the report. Chapter II is about the related literature which contains the previous studies and explains about the explanation of the questioning technique, its objectives, types of questions, the strategy in giving questions, Bloom's taxonomy of questioning strategy, teacher's questioning, questioning components, the appropriate questions, and questioning to engage students' reading comprehension. Chapter III is about Method of Investigation which explains research methodologies, research setting, research participants and source of data, units of analysis, methods of analysing data, and triangulation. Chapter IV is the Findings and Discussion. It discusses and explains about the analysis results based on the data findings which are related to the questioning skill to engage students' reading comprehension. Chapter V presents the conclusions and gives some suggestions for teachers, students, and the future researchers based on the analysis results.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I present review of the previous study, review of the theoretical study, and theoretical framework. The review of theoretical study gives some supporting theories related to the study such as the use of questioning strategies in improving English skills, teacher's questioning role, reading comprehension, and the use of Bloom's Taxonomy.

2.1 Review of the Previous Studies

The role of teachers' questioning in teaching-learning activity is very crucial. As an instructor, teachers should be competent to serve the students. For this the teachers or the 'askers' should settle the structure in a clear way, wait for the student to think and judge on the question for a while after asking, help them lighten the ambiguity if s/he has, encourage the students to answer in some way (Arslan: 2006). Teachers' questions are instructional cues or stimuli that used to convey to students the content elements to be learned and directions for what they are going to do and how they are going to do it (Sujariati, Rahman, and Mahmud: 2016). In simple words, teachers' questioning is very useful to help students to solve students' problems in learning. This is true because questions are effective tools that teachers use to guide student thinking (Ramsey, Gabbard, Clawson, Lee, and Henson: 1990).

Educators recognize that teachers need to have expertise in the skill of asking questions. In his study, Feng (2013) found that, in order to develop higher critical thinking ability in college students, EFL classroom teachers should be experts at asking good questions and using appropriate strategies. The teachers' role in the classroom is not only to teach students but also to be the model to students. The participation of both the teacher and students also needed. They should do a collaboration to get success in reaching the learning objectives.

There are many kinds of questions that used by the teachers in the classroom. In the daily classroom activity, the most commonly used questions are display questions and referential questions. Display question means a rhetorical question to which the questioner already knows the answer. While the referential question is question that asked to get an answer. Sujariati, Rahman, and Mahmud (2016), Farahian and Rezaee (2012), Shomoossi (2004), and Wangru (2016) found that the use of display questions in high school level is higher than the referential questions. In many educational levels, teachers understand that display question is easier to use than the referential ones. Different to that statement, Ozcan (2010) reported that referential questions facilitated more university student participation in a lower level language class than display questions. It concludes that different level of study use different kinds of questions.

The teachers' questions could easily be recognized by using the questioning strategies. The other kinds of questions are grouped into several kinds of questioning strategies based on the English skills involved. In improving

students speaking skills, there are five questioning strategies that might be used: rephrasing, simplification, repetition, decomposition, and probing questions. According to Isfara (2017), those five questioning strategies becoming the appropriate way to know how teachers' questions engage students' speaking skill. This taxonomy contains strategies about the ways how the teachers deliver questions to get verbal responses from the students. Dumteeb (2009) supports this statement that the five questioning strategies are beneficial to be used by researchers in analyzing teachers' questions in language classroom discourse.

It has been proven that teachers' questioning is an effective method to teach reading comprehension. Jura (1982) stated that questions can and should be tools in developing reading comprehension. The application of questioning strategies in reading comprehension classroom is done by many studies. A research was done by Anisah, Fitriati, and Rukmini (2018) shows that the use of questioning strategy can deliver along the reading process; in pre reading, during reading and post reading. Then, the studies that were conducted by Andigi (2014) and Muthiah, Suparman, and Sukirlan (n.d) confirmed that there was significant score of students who were taught before and after using questioning strategy. Students score are significantly improve after getting the questioning strategy treatment. The more specific result is gotten by El-Koumy (1996) on his study. He concludes that the student-teacher reciprocal questioning strategy was more effective in developing reading comprehension than student-generated and teacher-provided strategies.

In involving students writing skills, teachers' questioning helps students to be motivated in joining the classroom activity. High-level cognitive questions can be defined as questions which require students to use high-order thinking or reasoning skills, including questions that require students to solve, analyze and evaluate. High-level cognitive questions promote high levels of thinking (Darwazeh: 1982), which is important in problem solving, inventing new things and changing perception (de Bono: 2009).

Teachers' questioning is a tool to enable students' critical thinking. The levels of questioning to enable critical thinking are grouped into two; they are lower order thinking and higher order thinking. Although there are numerous classification systems with regard to questions, linguistics are most familiar with the Revised of Bloom's Taxonomy (2001). It is because the use of Bloom's Taxonomy is common and important in educational setting. The importance of Bloom's Taxonomy in teaching-learning is; since good readers ask questions, by learning to ask deeper questions they can challenge themselves to dig deeper into the meaning of what they are reading (Ferlazzo: 2011). The use of Bloom's Taxonomy in educational purposes is closely related to the questioning level in the classroom. According to Cotton (1998), some researchers have designed experiments which examine the effects of questions framed at differing levels of Bloom's Taxonomy of school learning.

Many researchers proved that the use of Bloom's Taxonomy still stuck in its lower order thinking level. The first study was held by Yuliawati, Mahmud, and Muliati (2016). The result reveals that the teacher used four out of six levels

of questions. The teacher used all levels of lower-order thinking (knowledge, comprehension and application) and tended to use the lower order levels questions than higher ones. A study conducted by Anil (2015) and Sa'adah (2018) show the same conclusion. It presents that frequently, teachers apply the lower order thinking than higher order thinking because the students were not ready to participate in HOT in the classroom. They got anxiety and feel nervous to answer higher order questions posed by the teacher. This study reveals in improving students ability, the teacher should make students participate in HOT successfully by keeping a number of teaching factors in the classroom.

Many researchers have their own categorization about question related to the Bloom's Taxonomy. Moore (1995) categorized questions as follows: factual, empirical, productive and evaluative. A factual question is posed to find answer that is drawn directly from the content instruction, while an empirical question involves recall of facts and possible experimentation. On the contrary, productive questions are open-ended with many correct responses. Hence, students need to think creatively and produce something unique (Moore: 1995). Evaluative questions require a judgment on the merit of information based criteria set by an objective standard (Kauchak: 1998). To summarize, factual and empirical correspond with Bloom's knowledge and comprehension levels, while productive and evaluative questions correspond with Bloom's higher cognitive levels.

From the studied above, it can be concluded that teachers' questioning bring a significance impact for students. Especially for the teachers teaching strategies, it has a big role in students' learning comprehension. It drives students

of how deep and how high students' comprehension in learning English. Related to the Bloom's Taxonomy to build students' critical thinking, teachers' questioning has a capacity to raise students' ability into the higher cognitive level. The similarity from the studies above with my study is about the questioning technique, which is able to improve students' ability in speaking, reading, and writing. Here, the writer wants to analyse teacher's questioning skill in the reading class.

2.2 Theoretical Background

2.2.1 *Constructivism Theory*

Good teaching involves good communication between the teacher and students and also among students (Luz: 2015). That good communication formed in the classroom in an activity called study. Students who are being the actor of study have a limited capacity to receive and process the material. In their young age, they need assistance from an older person to do their task. This condition is based on Vygotsky's concept of the Zone of Proximal Development (ZPD). According to Vygotsky (1978) as cited in Dahms, et al (2010), ZPD is the distance between the actual developmental level as determined by the independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. Here, teacher's role as students' assistant is officially needed by the students. The relation between the teacher and students in helping them to do their task happens in the classroom show a concept of questioning. In the classroom, both teachers and students were doing interaction in a form of question. Asking effective questions can be used to

provide such assistance for student learning as questioning is an essential factor which contributes to challenge students' existing thinking and promote their reasoning skills (Sunggingwati and Nguyen: 2013).

2.2.2 Classroom Scaffolding Theory

Stone (1993) as cited in Pol, et al. (2010) described a Vygotskian-inspired analysis of scaffolding. In Stone's view, both student and teacher are active participants in making interpersonal process. Stone believed that they build common understanding or inter-subjectivity through communicative exchanges in which the students learn from the perspective of the more knowledgeable other.

Scaffolding instruction aims to provide appropriate linguistic and rhetorical input, systematic understanding of the structure of texts, patterns of language use, and the appropriateness of language choices to the purpose, meaning, and reader of the created text. (Liang: 2007). Scaffolding trains students to be more familiar to linguistics pattern in the classroom through teacher's model. This argument was supported by Ellis (2003) as cited in Danli (2011). She argued that scaffolding is analogous to a temporary bridge within the learner's ZPD during the interaction. It is through scaffolding that the learner constructs the ZPD and thereby fosters learning.

As cited in Liang (2007), Boyle and Peregoy (1990) emphasize that scaffolding instruction should adhere to the five principles. The principles are: aiming at functional, making repeated use of language and discourse patterns so they are predictable, providing models for comprehending and producing particular written language patterns, supporting students in comprehending and

producing written language at a level slightly higher than their competence, and removing the scaffolds when students are ready to be independent.

2.2.3 The Questioning Technique

Asking and answering questions is a common human activity and one of the most frequently practiced teaching strategies (Ramsey, et al: 1990). By giving questions, people will know what they need to know. Isfara (2017) argued that, people ask to search and find important information which will complete their certain purposes. People ask questions to fulfil their courage of things and enlarge their knowledge.

In educational settings, it can hardly be doubted that the process of asking questions and giving answers is a major form of linguistic behaviour (Wangru: 1975). According to Arslan (2006), since Socrates, and probably before, teachers have used questions to stimulate thinking in the classroom. Hamilton (1989) said that questions were the core of effective teaching. Questioning provides essential functions in teaching (Ramsey: 1990).

For Indonesian students, those are the second language learner, reading comprehension is more complicated than in a first language (Sunggingwati and Nguyen: 2013). Finding new vocabularies in reading activity usually make serious matter for students. Students with lack English proficiency will have greater difficulties in reading comprehension. Thus, reading instruction is needed for students to engage students with texts to foster comprehension of English reading passages.

As cited in Jura (1982), teacher asks questions to assess and develop students reading comprehension. The questions can be given in oral and written questioning. The oral questioning technique usually given in discussing text or passages to improve students' comprehension. While the written questioning technique commonly found in a form of evaluation sheet; such as a test or quiz.

2.2.4 The Functions of Teacher's Question

According to Clough (2007), intellectually engaging questions help stimulate and focus students' thinking while helping the teacher understand their thinking. In understanding a text, there would be given a set of questions. By answering the questions, the students remembering and thinking would be sharpening. Their answers show their thinking, thus providing important information to the teacher to guide future instructional decisions.

The role of questions in helping students make desired connection was just as important but not so evident. However, questioning is crucial for helping students see problems with their current conceptions and build more accurate ideas (Clough: 2007). Hamilton (1989) said that the active engagements of teachers and learners are required in having an effective curriculum. So, both teachers and students should do cooperation in order to make a good classroom activity.

2.2.5 Types of Questioning

The types of questioning are varied. Based on Wajnryb as cited in Hamiloglu (2012), the category of teachers questions were:

- a. Yes/No questions, e.g. 'Let's check the answer. Have you finished?'
- b. Short answer questions, e.g. 'What do you say?'
- c. Open-ended questions, e.g. 'Whom could he have called?'
- d. Display questions, e.g. 'How many students are there?'
- e. Referential questions (questions requesting new information), e.g. 'What did you get at this company?'
- f. Non-retrieval, imaginative questions, e.g. 'How about performing a stand up comedy on tonight show? What do you think?'

Then, according to Ziyaeemehr (2016), some of the most common questioning techniques are as follows:

- a. Open and closed question. It needs a single word or very short, factual answer. For instance, "Do you know this guy?" The answer is "Yes" or "No". They may begin with expressions such as "Tell me", "describe" and "elaborate."
- b. Funnel Questions, starting with general questions and moves into more detailed points in each answer. This technique are used by investigators and detectives taking a statement from a witness.
- c. Probing questions, a good tool to gather detailed information. These are used to clarify doubts or misunderstandings and help to drawing information from people who are hiding something. For example, "What exactly do you mean by the black panther?"

- d. Leading or reflective questions, used to lead the person whom you are talking to. This leads the speaker to give you answers, while they know that you are giving them a choice.
- e. Rhetorical questions, they are not really questions at all, in that they don't expect an answer. They're really just statements phrased or question tag in question form: "Isn't this building so beautiful?"

2.2.6 Teachers' Questioning Strategy

The role of teacher in the classroom is important. A teacher is not just a material deliver, but also a model of students. A good teacher would give a good example for students.

Based on Long and Sato, cited in Wangru (2016), teachers' questions in the classroom are two, display questions and referential questions. Display questions are stated by the teacher to check if the students can produce it. Then, referential questions are stated when the teacher does not know the answer. Bloom (2001) as cited in Anil (2015), referential questions includes the skills of application, analysis, evaluation, and synthesis. It is aimed to elicit students' real communication.

Pressley, et al. (1998) as cited in Sujariati, et al (2016) revealed that despite the abundance of research supporting questioning before, during and after teaching to help comprehension, teachers still used questions in post teaching to comprehend the material. Teachers' questions can be applied in the beginning of the lesson. For example, teachers usually ask about the previous material to the students. It would help them to recall students' remembering.

During the lesson, teachers questions are needed to engage students' comprehension. For example, while reading a passage, students probably found unfamiliar word. Then, the teacher might provide the synonym of word, and ask the students what does the word means.

After the teaching was ended, teachers questions are needed to measure students understanding of what they have studied. It would be better if teachers give high order questions rather than low order questions. High order questions help students to develop critical thinking and intelligence (Anil: 2015).

Then, Wangru (2016) argued the kinds of teachers' questioning strategy that well known are:

- a. Prompting; saying or doing something to encourage or persuade students. Usually used to recall students remembering.
- b. Probing; a follow-up questions when the first answers are inadequate or inappropriate (Arslan: 2006). It develops students thinking.
- c. Repeating; mentioning the term or word to engage students understanding
- d. Redirecting; asking a same question to check students responses; it could be in form of clarity or critical. It asks students to answer more.

2.2.7 The Appropriate Questions

An effective English class should contain the interaction between teachers and students, students and students (Yang: 2017). This interaction is directed to classroom questioning; a strategy that broadly used by teachers to activate the

classroom activities. Teachers should have their own strategies in giving students questions and considered the classroom situation.

Wangru (2016) stated that good questions can help students to improve their linguistic competence and strategic questioning can stimulate the students' imagination, and motivate them to search out new knowledge. But actually, some teachers are not sure whether their questions are closely related to their teaching objectives. Sometimes, they have less confidence in the clarity and logic of their questions and how to distribute the questions, they often feel confused.

2.2.8 Reading Comprehension

Reading in a foreign language is the main goal of learning and “the most important skill in a foreign language” (McDonough & Shaw: 2003 as cited in Sunggingwati: 2013). Foreign learners do not know all of the words meaning in reading, but they can guess the meaning by looking at the context. According to Grellet (1981), reading comprehension is: understanding a written text means extracting the required information from it as efficiently as possible. We do reading for two reasons; for pleasure and for information.

Grellet (1981) assumed that reading comprehension is related to the other English skills. They related each other and produce kinds of reading activity as following:

- reading and writing, for example: summarizing activity, note making, etc.
- reading and listening, for example: matching opinions and texts
- reading and speaking, for example: discussions, debates, etc.

It is well known that reading is an active skill. That's why the teacher should provide activities to measure students' comprehension of a text. In comprehend a text; it involves guessing, predicting, and asking oneself questions. Students read a text trying to interpret and getting the information. Then, the important teacher's role here is asking questions to the students to deepen their reading comprehension.

2.2.9 Teacher Questioning to Engage Reading Comprehension

In junior high school level, English becomes one of the national examination subjects. The only one English skill that measured in junior high school national examination is reading.

Indonesian students are part of EFL. As English is not their mother tongue language, they are not accustomed to use it in daily. Regularly, Indonesian learners start to learn English in primary school level. So when they step to secondary school, they are expected to have English provision.

Diaz, Torres, Iglesias, Mosquera, Reigosa, Santos, Lage, Estevez, and Galan (2009) argued that the acquisition of reading skills is one human learning process that has played an extensive role in the cultural evolution of the species. Human learned naturally to codify the oral language into written language. To codify it, the learners should be familiar with the parts of English; they are English vocabulary, semantic, lexical, grammar, etc.

English vocabulary becomes a simply introducing word; for the foreign learner, they may look the definition up in the dictionary before used it into

sentence. By knowing word by word means, learners will have a lot of vocabulary. In order to enlarge English vocabulary more and more, learners have to do reading.

According to Mancilla (2010) as cited in Hunt (2016), in order to comprehend text effectively, students must be able to identify words effortlessly and must simultaneously understand the words' meaning. After trying to comprehend the text, then a good strategy for the teacher is giving students some questions related to the text.

2.2.10 Question and Answer Relationship (QAR) by Raphael (1986)

QAR stands for Question-Answer Relationships. This questioning strategy is constructed during reading strategy that improves comprehension. This strategy teaches students that all questions are not alike and knowing how to identify the types of questions will help them answer questions.

According to the National Behaviour Support Service (NBS), QAR by T. E. Raphael (1986) provides a basis for teaching three comprehension strategies: locating information; showing text structures and how the information is organised; and determining when all inference or reading between the lines is required. QAR by Raphael (1986) helps students consider both information from the text and information from their own background knowledge. If students are asked to create their own questions, QAR also extends their writing ability.

The original QAR program was based on the Pearson and Johnson (1978) question taxonomy (Raphael: 1986). There are three categories of the original

QAR: Text Explicit, Script Implicit, and Script Implicit. Then, Raphael modified the categories became four terms: Right There, Think and Search, On My Own, and Author and You (Raphael: 1986).

a. Right There

The answer is found in the text explicitly and easy to find. Usually, a phrase contained within a single sentence in the text. The words used to make question and answer in Right There are in the same sentence. Right there questions sometimes include the word, “According to the passage ...”, “How many...”, “Who is...”, “Where is...”, or “What is...”

b. Think and Search

The answer is found in several sentences in the text, but little harder to find. So, students are required to combine separate sections or pieces of text to answer the question. Think and Search questions sometimes include the words, “The main idea of the passage...”, “What caused...”, “Compare/ contrast...”, or “Summarize...”

c. On My Own

The answer is not explicitly in the text; it needs the student’s background of knowledge. It requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer. Own My Own questions sometimes include the words, “In your opinion...”, “Think about someone/ something you know...”

d. Author and Me

It is almost the same with On My Own; the answer is not explicitly in the text. It is provided implicitly in a combination of information from the text and the reader's background is required to answer the question. Author and Me questions sometimes include the words, "The author implies...", "The passage suggest...", "The speaker's attitude..."

Raphael and Wonnacott (1985) argued that the focus of the Question-Answer Relationship (QAR) strategy was to help students understanding questions which answers were found from a variety of sources. Furthermore, in his next research, Raphael recommended starting with two categories of answers: "In the Book" and "In My Head." This would be especially helpful when working with primary students. "In the Book" includes answers that are Right There or require Think and Search. "In My Head" items are On my Own and Author and Me answers.

2.2.11 The Categorization of Bloom's Taxonomy (1956)

Bloom's Taxonomy is one of taxonomies that used to classify students thinking level in educational purposes. The teachers who used this taxonomy were really engaged to teach students to think. Wineburg and Schneider (2010) argued that this taxonomy promise to establish a scientific sense of order.

This taxonomy was built by Benjamin Samuel Bloom in 1956. Lord and Baviskar (2007) in Cullinane (2010) stated that 95% of questions examined were from lower levels and cognitive thinking. A research Byan educational team created three domains of educational objectives; they are affective, cognitive, and

psychomotor. While the Bloom and team only published the cognitive and affective domain (Cullinane: 2009).

The original Bloom's Taxonomy (1956) provided carefully developed definitions for each of the six major categories in the cognitive domain. They were Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation (Krathwohl: 2002). These categories were constructed like a hierarchy pyramid and ordered from the lower to the higher thinking level. It could be explained that in learning something; people find or know something, then comprehend it, apply it, after that analyse it, synthesize it, and finally evaluate it.

Krathwohl (2002) formulated the structure of the Original Taxonomy as below:

Table 2.1

Structure of the Original Taxonomy

1.0 Knowledge <ul style="list-style-type: none"> 1.10 Knowledge of specifics <ul style="list-style-type: none"> 1.11 Knowledge of terminology 1.12 Knowledge of specific facts 1.20 Knowledge of ways and means of dealing with specifics <ul style="list-style-type: none"> 1.21 Knowledge of conventions 1.22 Knowledge of trends and sequences 1.23 Knowledge of classifications and categories 1.24 Knowledge of criteria 1.25 Knowledge of methodology
2.0 Comprehension <ul style="list-style-type: none"> 2.1 Translation 2.2 Interpretation 2.3 Extrapolation
3.0 Application
4.0 Analysis <ul style="list-style-type: none"> 4.1 Analysis of elements 4.2 Analysis of relationship 4.3 Analysis of organizational principles
5.0 Synthesis <ul style="list-style-type: none"> 5.1 Production of a unique communication 5.2 Production of a plan, or proposed set of operations 5.3 Derivation of a set of abstract relations
6.0 Evaluation <ul style="list-style-type: none"> 6.1 Evaluation in terms of internal evidence 6.2 Judgments in terms of external

Krathwohl (2002) assumed that at the time it was introduced, the term taxonomy was unfamiliar as an education term. Potential users did not understand what it meant; therefore, little attention was given to the original Taxonomy at first. According to Cullinane (2009), teachers have been using the Taxonomy for decades to help aid four common areas:

1. Specifying lesson objectives,
2. Preparing tests,

3. Asking questions at different taxonomic levels.
4. Increasing the cognitive levels of activity

After it was used for many years, the two professors named Anderson and Krathwohl revised the taxonomy in 2001. They broke the original Bloom's Taxonomy from one dimension into two, knowledge and cognitive dimensions. Here it is the revision taxonomy in Knowledge Dimension table by Krathwohl (2001).

Table 2.2

Structure of the Knowledge Dimension of the Revised Taxonomy

<p>A. Factual Knowledge - The basic elements that students must know to be acquainted with a discipline or solve problems in it.</p> <p>Aa. Knowledge of terminology</p> <p>Ab. Knowledge of specific details and elements</p>
<p>B. Conceptual Knowledge - The interrelationships among the basic elements within a larger structure that enable them to function together.</p> <p>Ba. Knowledge of classifications and categories</p> <p>Bb. Knowledge of principles and generalizations</p> <p>Bc. Knowledge of theories, models, and structures</p>
<p>C. Procedural Knowledge - How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.</p> <p>Ca. Knowledge of subject-specific skills and algorithms</p> <p>Cb. Knowledge of subject-specific techniques and methods</p> <p>Cc. Knowledge of criteria for determining when to use appropriate procedures</p>
<p>D. Metacognitive Knowledge - Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.</p> <p>Da. Strategic knowledge</p> <p>Db. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge</p> <p>Dc. Self-knowledge</p>

This table showed the Knowledge Dimension of the Revised of Bloom's Taxonomy. After the taxonomy has broken down into two domains, the

Knowledge Dimension as the first domain has a role in knowledge area that consist of four branches. They are: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. The factual knowledge is the basic element where the students are trying to solve the problem. It consist of two, knowledge of terminology and knowledge of specific details and elements.

The second is conceptual knowledge. It contains an interrelationship among the basic elements and the larger elements which can be functioned together. The conceptual knowledge consist of knowledge of classification, categories, principles and generalization, theories, models, and structures.

The next branch is procedural knowledge which telling: how to do something, the methods, skill, and techniques that is used. While the meacognitive knowledge is being the last branch where the cognition in general as well as awareness and knowledge of one's own cognition.

Then, the revisions in cognitive domain are shown on the table below:

Table 2.3
Structure of the Cognitive Process Dimension of the Revised Taxonomy

1.0 Remembering - Retrieving relevant knowledge from long-term memory. 1.1 Recognizing 1.2 Recalling
2.0 Understanding - Determining the meaning of instructional messages, including oral, written, and graphic communication. 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining
3.0 Applying - Carrying out or using a procedure in a given situation. 3.1 Executing 3.2 Implementing
4.0 Analyzing - Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. 4.1 Differentiating 4.2 Organizing 4.3 Attributing
5.0 Evaluating - Making judgments based on criteria and standards. 5.1 Checking 5.2 Critiquing
6.0 Creating - Putting elements together to form a novel, coherent whole or make an original product. 6.1 Generating 6.2 Planning 6.3 Producing

The table shows the structure of Bloom Taxonomy in Cognitive Dimension that has been revised. It consist of *remembering*, *understanding*, *applying*, *analyzing*, *evaluating*, and *creating*. *Remembering* stage is divided into two processes: *recognizing* and *recalling*. Then, *understanding* stage has seven processes: *interpreting*, *exemplifying*, *classifying*, *summarizing*, *inferring*, *comparing*, and *explaining*. *Applying* consists of two processes; *executing* and

implementing. While, *analyzing* consists of three processes; *differentiating*, *organizing*, and *attributing*. The next stage is *evaluate* that consists of two processes: *checking* and *critiquing*. And the last, *create* stage consist of three processes: *generating*, *planning*, and *producing*.

Although the revised of Bloom's Taxonomy is also well known in educational settings, but the used of Original Taxonomy is permitted. In classroom learning purposes, teachers use Bloom's Taxonomy in order to do evaluation or assessment.

The level of questions in Revised Bloom's Taxonomy (2001) could be seen in the following figure.

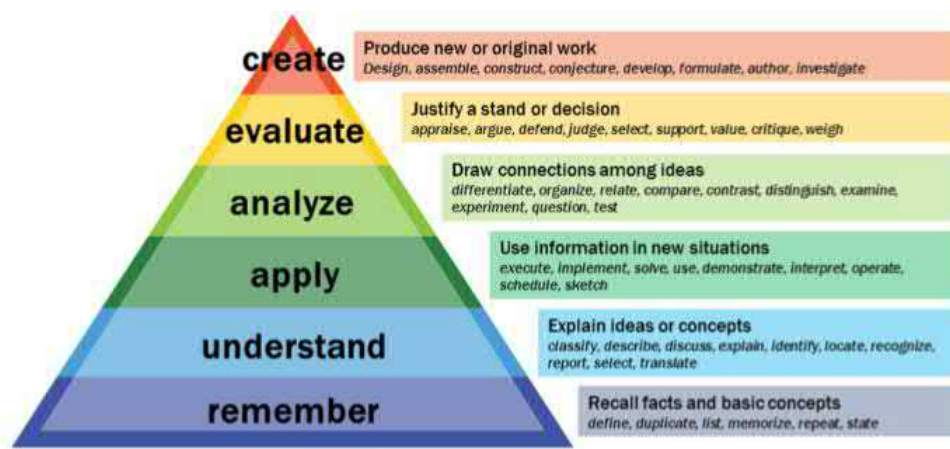


Figure 2.1 The Taxonomy of Bloom

The Bloom's Taxonomy shows the arrangement of cognitive level from remembering, understanding, applying, analyzing, evaluating, and creating. In the first level; remembering, students memory are tested. They are asked to recall facts and basic concepts. Then in understanding, students are asked to explain the ideas they have. Next, applying level tested the students in applying the

information. Then, analyzing level is the drawing students' connections among their ideas. Evaluating level tested students in justifying a stand or decision. For the last level, it is creating level. Creating is the level where students produce new or original work. The figure above is the taxonomy of cognitive level by Bloom that still used in the widely educational purposes until now.

2.2.12 Critical Thinking

The use of Bloom's Taxonomy is closely related to the use of critical thinking. According to the study of Paul and Elder (2001), critical thinking can be defined as a mode of thinking about any subject, content, or problem. With critical thinking college students can manage their thinking structures, employ intellectual criteria and finally improve their thinking quality.

Critical thinking has been regarded as an essential outcome of education (Yang, Newby & Robert: 2005) and it can be seen as an indispensable part of every school subject (Feng: 2013). Then, Commeyras (1989) concludes in her study that critical thinking is a complex process and it gets even more complicated when factors impede or interfere with it. The teachers' role in the classroom is really needed to face the factors. This is why it is important for the teacher to try and be alert to the types of problems that might arise so that she can help students learn how to improve their critical thinking.

Critical thinking is a special technique that used to measure the students' level of understanding and the ability to apply the given information. Critical thinking is divided into two. The first is lower order thinking and the second one is higher order thinking. Lower order thinking defined as an indispensable part of

the development of sophisticated thinking (Tikhonova and Kudinova: 2015). It is used to develop daily routines process. While higher order thinking is used when someone relates stored and new information to solve the extraordinary and difficult problem, or to obtain new ideas (Sa'adah: 2018).

Table 2.4
Keywords of Cognitive Dimension of Revised Bloom Taxonomy

No	Level of Critical Thinking	Cognitive Domain Level	Action Verbs	Definition
1.	Lower order thinking	Remembering (C1)	Recognize, identify, recall, retrieve.	Recognizing or recalling knowledge from memory.
2.		Understanding (C2)	Interpret, classify, paraphrase, represent, translate, illustrate, categorize, summarize, abstract, generalize, infer.	Constructing meaning from different types of functions be they written or graphic messages.
3.		Applying (C3)	Execute, carry out, implement, use.	Applying relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.
4.	Higher order thinking	Analyzing (C4)	differentiate, discriminate, distinguish, focus, select, organize, find, coherence, integrate, outline, parts, structure, attribute, deconstruct	Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose.
5.		Evaluating (C5)	Check, coordinate, detect, monitor, test, critic, judge.	Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation.
6.		Creating (C6)	Generate, hypothesize, plan, design, produce, construct	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

The table above shows the division of Bloom's Taxonomy for Students' Critical Thinking. It contains keywords that used to make a base competence for every stage or level. In the lower order thinking level, the cognitive levels that used are the three beginning levels. They are remembering, understanding, and applying. Then, in the higher order thinking level, the three last levels are used. They are analyzing, evaluating, and creating.

In making lesson plan, teachers use those action words to decide what goals should the lesson get in every meeting. The action words that used should be appropriate to the students' level of study.

2.3 Theoretical Framework

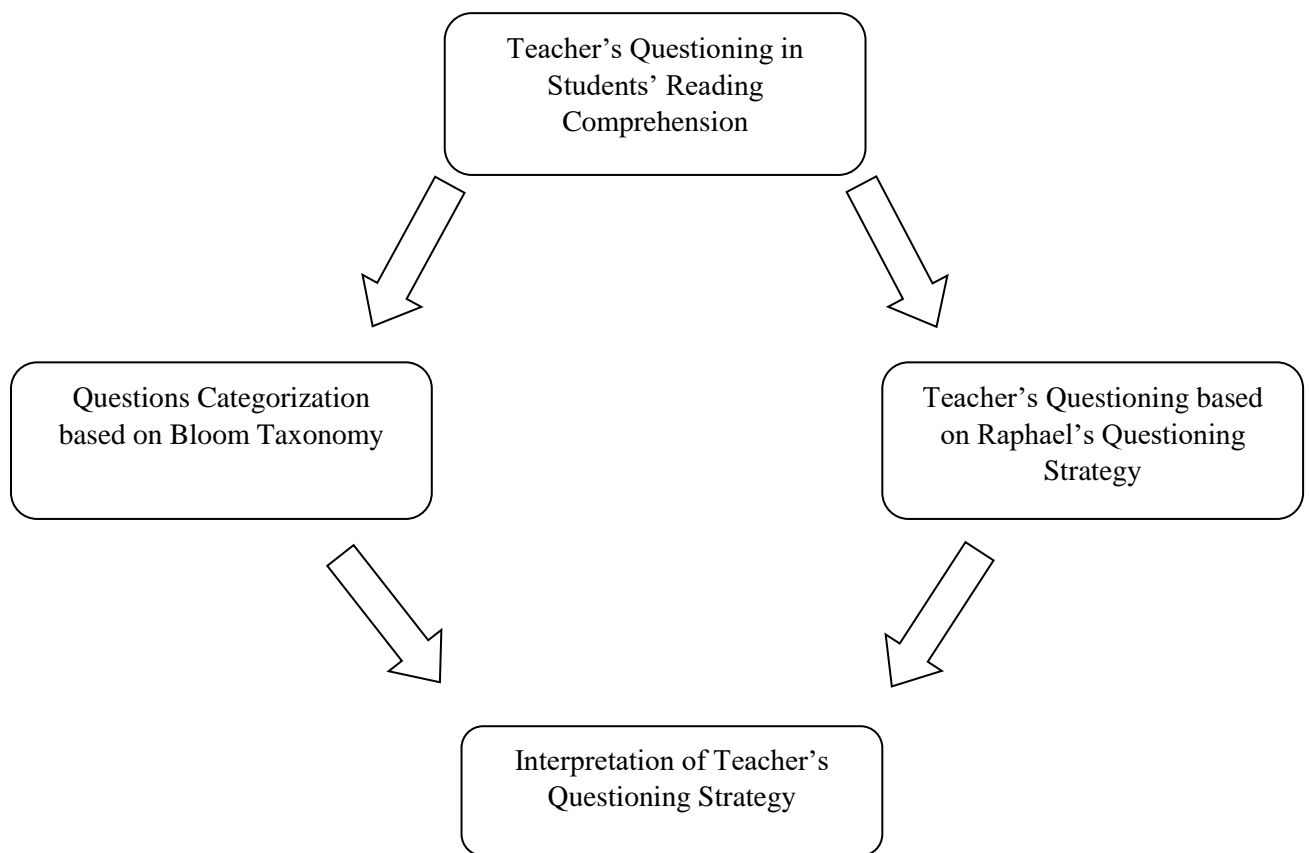


Figure 2.2 Theoretical Framework of Teachers' Questioning Strategies To Engage Students' Reading Comprehension

In this study, the researcher wanted to know students' reading comprehension by using Raphael's Questioning Strategy (1986) by considering the Questions Level Categorization based on Revised Bloom Taxonomy (2001). The use of Raphael's Questioning Strategy (1986) was reasonable because it was one of theories that appropriate to find out students' reading comprehension.

After analyzing the teachers' questions by using Bloom Taxonomy and Raphael's Questioning Strategy, the researcher did an interpretation and formulated the findings. This study involved three English teachers of State Junior

High School 1 Ungaran to find out the questioning role in students' reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In chapter five, I present conclusions of the analysis results based on chapter four. Moreover, the suggestions are also delivered for the pertinent teachers, students, and for the future researchers theoretically, practicality, and pedagogically for having the better education system.

5.1 Conclusion

In this section, the conclusion of the whole study which had been obtained from the analysis result was presented. The findings said that the English teachers of State Junior High School 1 Ungaran often delivered questions to the students in the teaching and learning process. The description below is divided into two; the first is about the questions level by Bloom's Taxonomy (1956) dan the second one is about the questioning strategies based on Raphael's Theory (1986).

For the research question number one, it is about the questions level of Bloom's Taxonomy that used by the English teachers of State Junior High School 1 Ungaran. The first English teacher asked 7 questions in remembering, 1 question in understanding, and 3 questions in creating level. The second English teachers asked 3 questions in remembering and 2 questions in understanding level. The third English teacher asked 3 questions in remembering level and 10 questions in understanding level. All of the teachers posed questions in the lower order thinking (LOT) level. Only Teacher A who tried to apply the higher order

thinking (HOT) in her class. The result showed that in State Junior High School 1 Ungaran, the students are not ready to participate in HOT in the classroom. This study reveals in improving students ability, the teacher should make students participate in HOT successfully by keeping a number of teaching factors in the classroom.

For the research question number two, it is about the strategy that used by the English teacher of a Junior High School 1 Ungaran. Here, the Theory of Question and Answer Relationship by Raphael was used. The most frequently used was the Right There strategy, because it was the easiest strategy for junior high school level. Author and Me as the highest level of Question and Answer Relationship Theory by Raphael was not used by the Junior High School English teachers. The Author and Me needs a combination of text information and the reader's background. It is for the higher level of study, such in Senior High School level. Furthermore, the use of the strategy for engaging students reading comprehension is based on the material that was being discussed.

5.2 Suggestions

Some suggestions for English teachers and future researchers who are related to the use of questions are provide in order to encourage students' critical thinking.

The first suggestion for English teachers, it will be wise if teachers apply the right portion English question level for junior high school level. It has been proven by some research that questions or questioning could help students reading comprehension. The questions that usedbased on Bloom's Taxonomy are just in

the lower level. It means that the use of higher order thinking (HOT) should be improved by the teachers in order to raise students critical thinking.

Second, this study informs the readers that teachers questioning is able to attract students' reading comprehension. Teachers' questioning can help EFL students in comprehending a text deeper and more detail. By answering gradually questions, students are expected to be master in English, especially in reading skill. A suggestion for English teachers, it will be good that teachers apply gradually questions to attract students' reading comprehension. By giving questions, teachers are expected to be a partner in study for students. The teacher's role in the classroom can facilitate students to think higher and keep in focus in learning reading. Also, giving question in reading can effectively encourages students' curiosities, so they can improve their skill and critical thinking.

Lastly, for future researchers, this study can be one of the references for them who want to investigate questioning skill. They can get information from this research result about the role of questioning in engaging students comprehend a text. They can use this study as the reference to support or compare to the other studies. In the future, researchers can expand the study of questioning and it usageto support English teaching and learning process.

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