

**TEACHER QUESTIONING STRATEGIES AND STUDENTS'
PERCEPTIONS TOWARD THE QUESTIONS IN ENGLISH
LEARNING ACTIVITIES**

**(A Case Study of Teaching English Language at MAN 1 Kota
Semarang)**

THESIS

Submitted in fulfilling The Requirements for Gaining
The Bachelor Degree in English Language Education



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
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MOTTO

“A Painless Lesson Is Also Meaningless”

ABSTRACT

Ar Rozaq Maulana Adjie Saputra, 1803046079. *Teacher Questioning Strategies and Students' Perceptions Toward The Questions in English Learning Activities (A Case Study of Teaching English Language at MAN 1 Kota Semarang)*

Questioning activities are one of the activities that are often encountered in learning. On the other hand, correct perception will enable students to understand subject matter so that they can achieve competence and learning objectives. This research aims to describe the types of teacher questioning strategies and the representation of students' perceptions toward the questions. This study used a descriptive qualitative method. Data collection in this study was carried out by observing 32 students and 1 teacher, then distributing questionnaires to 32 students, and conducting interviews with 1 teacher and 5 students. The results showed that the types of questioning strategies mostly used by the teacher is managerial questions and the types of questioning strategies rarely used by the teacher is rhetorical questions. And students' perceptions toward questions in learning activities show positive results such as students feel helped by questioning, students believe that teacher questioning has a good impact, and students feel interested in answering teacher questions. Teacher questioning activities carried out by the teacher had a positive impact. Besides that, students also had a good perception of the questions the teacher gave during learning. By applying questioning strategies, the teacher can make learning more organized and interactive, while students who have a good perception of questions in learning will make students better understand the benefits of being active in questioning activities.

Keywords: Questions in English Learning, Students' Perceptions, Teacher Questioning Strategies

DEDICATION

This thesis is dedicated to:

1. My beloved father, Mariaji and my beloved mother, Eko Setyo Wahyuni
2. My sister, Fenika Mardiana Madjid and my sister, Arrasyid Bagas Niko Adje Saputra
3. All of my big family
4. To my school, MAN 1 Kota Semarang and UIN Walisongo Semarang
5. All my friends that I cannot mention one by one

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First and foremost, praise and praise be to Allah SWT, for His mercy and love so that I can complete the writing of my undergraduate thesis. And secondly, I send my shalawat and greetings to the prophet Muhammad SAW who has guided us toward a religion that is blessed by Allah SWT.

The researcher finally completed his undergraduate thesis entitled “Teachers' Questioning Strategies and Students' Perceptions Toward The Questions in English Learning Activities (A Case Study of Teaching English Language at MAN 1 Kota Semarang)”.

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The researcher realizes that this research is still far from perfection. Therefore criticism, constructive suggestions from readers will be accepted. Hopefully this thesis can be accepted and useful for all.

Semarang, 12th December 2022

The Researcher

A handwritten signature in black ink, appearing to read 'Ar Rozaq Maulana Adjie Saputra', written in a cursive style.

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TABLE OF CONTENTS

TITLE.....	I
THESIS STATEMENT.....	II
RATIFICATION.....	III
ADVISOR NOTE.....	IV
MOTTO.....	V
ABSTRACT.....	VI
DEDICATION.....	VII
ACKNOWLEDGEMENT.....	VIII
CHAPTER I.....	1
A. BACKGROUND OF THE RESEARCH.....	1
B. RESEARCH QUESTIONS.....	10
C. THE OBJECTIVE OF THE RESEARCH.....	10
D. SIGNIFICANCES OF THE RESEARCH.....	10
E. LIMITATION OF THE RESEARCH.....	11
CHAPTER II.....	13
A. PREVIOUS RESEARCH.....	13
B. THEORETICAL REVIEW.....	18
1. Teacher’ questioning strategies.....	18
2. Students’ perceptions toward the questions in English learning activities.....	25

CHAPTER III.....	36
A. RESEARCH DESIGN	36
B. RESEARCH SETTING.....	37
C. RESEARCH PARTICIPANTS.....	38
D. DATA COLLECTION.....	38
1. Observations	39
2. Interviews	40
3. Questionnaires.....	42
E. DATA ANALYSIS	43
CHAPTER IV	50
A. RESEARCH FINDINGS	50
1. Teacher Questioning Strategies.....	50
2. Students' Perceptions Toward Questions in English Learning.....	64
B. DISCUSSION	69
CHAPTER V.....	73
A. CONCLUSION.....	73
B. SUGGESTION	75
REFERENCES.....	77
CURRICULUM VITAE.....	118

LIST OF TABLE

Table 3.1 Categorization of Types of Questions in English Learning	40
Table 3.2 Interview Question Points	41
Table 3.3 Questionnaire Variables.....	43
Table 4.1 Use of Managerial Questions Based on Observations.....	51
Table 4.2 Use of Managerial Questions According to the Teacher...	54
Table 4.3 Use of Rhetorical Questions Based on Observations.....	56
Table 4.4 Use of Rhetorical Questions According to the Teacher.....	56
Table4.5 Use of Closed Questions Based on Observations.....	57
Table4.6 Use of Closed Questions According to the Teacher.....	59
Table4.7 Use of Open Questions Based on Observations.....	60
Table 4.8 Use of Open Questions According to the Teacher.....	62
Table 4.9 Student Questionnaire Point.....	63
Table 4.10 Student Questionnaire Points.....	64
Table 4.11 Student Questionnaire Points.....	65
Table 4.12 Student Questionnaire Points.....	67

LIST OF APPENDICES

Appendix 1: Research Letter	84
Appendix 2: List of Teachers and Education Personnel	85
Appendix 3: Teacher Interview Transcript	87
Appendix 4: 1st Meeting Observation Sheet	93
Appendix 5: 2nd Meeting Observation Sheet.....	100
Appendix 6: Student Questionnaire.....	106
Appendix 7 Sample 1st Student Questionnaire	109
Appendix 8 Sample 2nd Student Questionnaire	111
Appendix 9 Sample 3rd Student Questionnaire	113
Appendix 10: List of Student Interview Questions	115
Appendix 11: Meeting Documentation.....	116
Appendix 12: Questionnaire Filling Activities.....	116
Appendix 13: Teacher Interview Activity.....	117
Appendix 14: Student Interview Activities	117

CHAPTER I

INTRODUCTION

A. Background of The Research

In learning English, teacher and students use English language as an introduction in learning activities. This sometimes becomes an obstacle for students, especially for students who are not fluent in interacting using English language. According Tomlinson, principles of learning English language which is domiciled as a foreign language is the application of the English language which is used in a social context, that is, language is used in interacting in social life.¹ However, English teacher must be able to improve learning strategies in order to facilitate and attract students to be active in learning. Due to the fact, students are often confused in understanding the instructions during English learning activities.

A good learning process does not only involve the teacher as a giver and the main source in the learning process. Student involvement in learning is one of the important things that indicates the effectiveness of learning activities. One way that

¹ Lina Maduwu, 'Pentingnya Pembelajaran Bahasa Inggris Di Sekolah', *Jurnal Warta*, 50 (2016).

teacher can use to invite students to be active in learning activities is to ask students questions. The learning process carried out between teacher and students cannot be separated from the activity of asking questions. Abdurahman in a journal written by Yuliana explained a teacher's questioning skills aim to:

1. motivate students to be involved in learning
2. train the ability to express opinions
3. improve students' thinking skills
4. arouse students' curiosity
5. achieve learning goals.²

In learning, the most important thing is the process, not the result obtained. This means that learning must be obtained by one's own efforts, as for other people only as an intermediary or support in learning activities so that learning it gets good results. And so that the learning objectives can be achieved, then interaction is needed in the learning process between the teacher and the teacher students or students with students. Therefore, the skills that teacher have must be supported with a good educational background. Skills that referred to are basic teaching skills. A teacher and teacher candidate can be said to

² Lia Yuliana, 'Keterampilan Bertanya Guru Dalam Mengelola Proses Belajar Mengajar', *Fondasia*, 2 (2010), 96–105.

be ready to teach if the basic skills of teaching well mastered. Basic teaching skills also play a role in learning management.

Learning will be boring if during the process learning to teach the teacher only explains the subject matter without being interrupted with questions. Almost all evaluations, measurements, assessments, and testing done through questions. Therefore, skills Asking questions is very important for teacher to have because of their skills Asking questions can make students think critically and enthusiastically in the process teaching and learning activities. Mastery of the questioning skill will help teacher, instructors and lecturers to make students become more active in the learning process in the classroom. Damanik, Sagala, and Rezeki explain in their book that there are several skills that a teacher or teacher candidate must possess, including:

1. Skills for opening and closing learning activities
2. Skill in explaining learning material
3. Skill to do variations
4. Skills provide reinforcement
5. Skill for question activities
6. Skill for managing class
7. Skills for teaching small groups or individuals

8. Skill in guiding small groups.³

Skills for question activities are skills that are used to get answers or responses from other people, the function of skills for questioning activities is so that students can be motivated to be involved in learning interactions, dare to express opinions, and be able to improve students' thinking patterns.⁴ In distinguishing between question and questioning strategy, if the question can be defined as any sentence in the interrogative form, while the questioning strategy is one of the dimensions of teaching and learning processes.

Ability to ask useful for students because they can prove themselves capable of thinking critical and able to socialize with the environment. The questions asked by students are usually aimed at getting explanation. On the other hand, the teacher's purpose of asking questions is to measuring student understanding, getting information from students, and stimulating students think. So, the teacher's questioning skills are also a benchmark students' ability to answer questions from the teacher. expected, critical thinking skills coupled with questioning skills make students able to find a solution.

³ Rabukit Damanik, Rakhmat Wahyuddin Sagala, and Tri Indah Rezeki, *Keterampilan Dasar Mengajar Guru*, ed. by Muhammad Arifin, 1st edn (Medan: UMSU Press, 2019).

⁴ Damanik, Sagala, and Rezeki.

On the other hand, research conducted by Tambunsaribu and Galingging reveals that there are internal factors such as illness, physical disability, level of intelligence, talent, and low interest in learning and external factors such as lack of learning facilities, inadequate places to study, family factors, social friends factors, or teacher factors could be the cause of students having difficulty learning English.⁵ The teacher is a guide for student activities in learning, especially when there are obstacles, non-smoothness that comes from the students themselves. The main task of the teacher is to organize the teaching and learning process, planning how students can learn actively, diligent, conscientious.⁶ The quality of education most importantly depends on the teacher who guides and carry out educational activities in schools. Teacher teaching in class required to provide and maintain the best performance.

On in fact, the quality of education in Indonesia has not shown good results. Based on a study conducted by Malik, Humaira, Komari, Fathurrochman, and Jayanto concluded that

⁵ Gunawan Tambunsaribu and Yusniaty Galingging, 'Masalah Yang Dihadapi Pelajar Bahasa Inggris Dalam Memahami Pelajaran Bahasa Inggris', *DIALEKTIKA (Jurnal Bahasa, Sastra, Dan Budaya)*, 8.1 (2021), 30-41.

⁶ Ignatius Rindu and Ariyanti, 'Teacher's Role In Managing The Class During Teaching And Learning Process', *Script Journal: Journal of Linguistic and English Teaching*, 2.1 (2017), 83-100
<<https://doi.org/http://dx.doi.org/10.24903/sj.v2i1.77>>.

teaching English as a foreign language has many obstacles, especially from the side of students who have low motivation to learn English and lack of skills related to English language skills. This study uses a qualitative descriptive method with data collection through research articles from 2010 to 2020, the gap in this research lies in discussing theory and does not discuss specific locations, moreover the discussion of problems is still very general which includes identification of barriers and challenges to teaching English at an early age in Indonesia. The relationship between research journals and research to be carried out is to look at teacher' questioning strategies as an effort to improve the quality of learning and students' perception toward questions in English learning as an evaluation of questioning activities.⁷

For this reason, it is very important for teacher to increase student motivation and involvement in learning so that students are more focused on studying the material provided. On the other hand, Walsh and Sattes in their book propose questioning as a way to increase student engagement, they also argue that

⁷ Harto Malik and others, 'Identification Of Barriers And Challenges To Teaching English At An Early Age In Indonesia: An International Publication Analysis Study', *Linguistics and Culture Review*, 5.1 (2021), 217–29
<<https://doi.org/https://doi.org/10.37028/lingcure.v5n1.1485>>.

quality questioning can strengthen the interaction between teacher and students or students with learning content. In general, this book discusses how to increase student participation in thinking through quality questioning, accompanied by previous research on questioning activities. After reading the book, it would be more perfect if we could use it as a reference material for research on questioning in schools in Indonesia.⁸ In an article written by Jaya on the website of the Aceh Province Education Quality Assurance Agency, explaining the importance of questioning skills for teacher, the article also discusses that in general teacher have not succeeded in using effective questioning techniques.⁹

Most of the current research focuses only on teacher's questioning strategies without looking at the students' point of view in the form of student's perception.¹⁰ Although, there is

⁸ Jackie Acree Walsh and Beth Dankert Sattes, *Thinking Through Quality Questioning (Deepening Student Engagement)*, ed. by Hudson Perigo and others (California: Corwin (A SAGE Company), 2011).

⁹ Putra Jaya, 'Pentingnya Keterampilan Bertanya Bagi Guru', *Balai Penjaminan Mutu Pendidikan Provinsi Aceh*, 2021 <<http://lpmpaceh.kemdikbud.go.id/?p=2091>> [accessed 28 September 2022].

¹⁰ N. K. T. Suartini, N. K. Wedhanti, and G. A. P. Suprianti, 'Teacher's Questioning Strategies In Junior High School: A Case Study', *Jurnal Pendidikan Bahasa Inggris Undiksha*, 8,2 (2020), 97–103; A. Surya Lestari, Sukmawati Yasim, and Nurul Imansari,

research that raises the topic of student's perception toward English teacher' questioning but this research does not focus on teacher's questioning strategies and its analysis uses a classification of question types with different theories.¹¹ Researchers see that the questioning activities applied by the teacher is one of the factors that can help students to participate and be more active in learning. Based on the experience of researchers, common factors that make students silent and the class feels monotonous are caused by teacher who are less interactive in interacting with students. In addition, based on the experience of researchers in looking at learning English,

'An Analysis Of Teacher's Questioning Strategies In Classroom Interaction', *Elastic-IJ*, 2.1 (2022), 1–13; Ary Yashinta Devi, Wulan Wangi, and Abdul Halim, 'A Descriptive Study Of Study Of Teachers' Questioning Strategies In English Classroom Interaction At SMAN 2 Taruna Bhayangkara In The Academic Year 2019/2020', *LUNAR (Language and Art)*, 4.2 (2020), 145–51; Ayu Erianti, Erwin Akib, and Farisha Andi Baso, 'An Analysis of Teachers' Questioning Strategies In ELT (English Language Teaching) The Classroom Interaction At Eleventh Grade SMA Muhammadiyah 1 UNISMUH Makasar (A Descriptive Qualitative Research)', *Exposure Journal*, 7.1 (2018), 58–70; Yohanes Riton and Gede Sutrisna, 'An Analysis Of Teachers' Questioning Strategies In EFL Classroom Interaction At The Eleventh Grade Students Of SMA Dwijendra Denpasar In Academic 2020/2021', *WIDYASRAMA (Majalah Ilmiah Universitas Dwijendra Denpasar)*, 32.2 (2021), 60–63.

¹¹ Rezky Uspayanti, 'Students' Perception Toward English Teacher' Questioning In Classroom Interaction', *Jle (Journal of Literate English Education Study Program)*, 01.01 (2020), 53–59.

they found that the teacher was quite interactive but the students remained silent and the class looked boring due to the limitations of students in speaking English.

However, the topic of teacher' questioning strategies and students' perceptions toward the questions in English learning activities, because questions and questioning activities are one of the activities that are often encountered in learning, sometimes teacher do questioning activities with various purposes and benefits. Furthermore, the researchers interested in students' perceptions of the questions asked by the teacher during the lesson. Student perception is the process of student treatment of information about an object, in this case the questions in English learning activities through observation with the senses they have.

The purpose of this research is to find out the steps used by teacher in questioning activities and students' perceptions of these activities. Based on the explanation above, the researcher wanted to know the questioning strategy used by the teacher in learning English and the students' perception of the questioning activities carried out by the teacher in learning English. The researcher wants to conduct research entitled “**Teacher Questioning Strategies and Students' Perceptions Toward The Questions in English Learning Activities (A Case Study of Teaching English Language at MAN 1 Kota Semarang)**”.

B. Research Questions

The problem of the Research is formulated in the following question:

1. What are the types of questioning strategies used by the teacher in English learning at MAN 1 Kota Semarang?
2. What is the representation of students' perception toward the questions in English learning at MAN 1 Kota Semarang?

C. The Objective of the Research

Based on the research question, the aim of this research as follow:

1. To describe the types of questioning strategies used by the teacher in English learning at MAN 1 Kota Semarang.
2. To describe the representation of students' perception toward the questions in English learning at MAN 1 Kota Semarang.

D. Significances of the Research

Based on the objective research above, the significances of the study as follow:

1. Theoretically
This research is expected to support and complement the previous theory. Especially related to teacher' questioning strategies and students' perceptions toward the questions in English learning activities.
2. Practically:
 - a. For English teacher

This research is expected to be able to provide an explanation or description of the types of questioning strategies and also what is the representation of students' perception toward the questions in English learning.

b. For students

This research is expected to provide students' understanding to actively participate in the questioning activities carried out by the teacher and as a medium of aspirations for students to convey students' perceptions of questions in learning English.

c. For the next researcher

This research is expected to provide information to other researchers, so that this research can be a reference for another research. Especially research related to teacher' questioning strategies and students' perceptions toward the questions in English learning.

E. Limitation of the Research

This research focuses on describing teacher' questioning strategies and students' perceptions toward the questions in English learning activities. The researcher limited this research to the tenth and eleventh graders of the language department at MAN 1 Kota Semarang. The reason for choosing this class is because the class is a class that studies aspects of language, so

understanding language lessons is very important for students in that department.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The first previous research entitled “*The Research on Strategies of College English Teacher Classroom Questioning*”, the research conducted by Cao Wangi from Henan Polytechnic University in 2016. The research aimed to identify the types of questions, how to answer questions, questioning strategies, distribution of questions, waiting times, and feedback from the college EFL class. The research was conducted using a qualitative method with research subjects consisting of 5 teacher and 150 students at Henan Polytechnic University with a total of 40 to 60 students in each class. The research found that English teacher presented more display questions than referential questions when teaching, even though in the questionnaire the teacher also knew the importance of referential questions, the employment of the IRF discourse patterns, as well as the probing and redirecting feedback, should be increased in class to increase interaction between students and improve student abilities, the teacher more than often preferred to use strategies to make questions

easier for students to answer and it will reduce the students' confidence and lead to the reduction of interaction in class.¹²

The second previous research conducted by Ganesan Shanmugavelu from Institute of Teacher Education (Ipoh Campus), Khairi Ariffin from Sultan Idris Education University, Manimaran Vadivelu from Institute of Teacher Education (Ipoh Campus), Zulkufli Mahayudin and Malar Arasi R.K. Sundaram from Institute of Teacher Education (Ipoh Campus). The research entitled “*Questioning Techniques and Teacher’ Role in the Classroom*” in 2020, the research and to describe the efficacy of questioning techniques of the teacher in the classroom, especially questioning strategies by paying attention to aspects such as attention, suitable voice, pause, question content, and distribution of questions. The research concluded that questioning in teaching and learning activities is a necessary aspect of mastering knowledge. Teacher should focus on questioning techniques in the teaching and learning process to increase students' interest in learning.¹³

¹² Cao Wangru, ‘The Research on Strategies of College English Teacher Classroom Questioning’, *International Education Studies*, 9.8 (2016), 144–58 <<https://doi.org/10.5539/ies.v9n8p144>>.

¹³ Ganesan Shanmugavelu and others, ‘Questioning Techniques And Teacher’ Role In The Classroom’, *Shanlax International Journal of Education*, 8.4 (2020), 45–49 <<https://doi.org/https://doi.org/10.34293/education.v8i4.3260>>.

The third previous research conducted by Mushoffan Prasetianto from Brawijaya University, the research entitled “*Kinds of Questions Making EFL Students Learn: Students’ Perception*” in 2019. This study aimed to identify what types of questions make students learn mainly based on the students’ perceptions. This research used grounded theory as a research design. Participants in this study consisted of 30 students in the language learning assessment course class and 1 lecturer at one of the universities in Malang. The research conducted there are 4 types of questions that can be used including analogy, optional, convergent and divergent questions. And based on students’ perception, divergent questions were chosen as questions that make students learn.¹⁴

The fourth research entitled “*An Analysis of Teacher’ Questioning Strategies In ELT (English Language Teaching) The Classroom Interaction At Eleventh Grade SMA Muhammadiyah 1 UNISMUH Makassar (A Descriptive Qualitative Research)*” research conducted by Ayu Erianti, Erwin Akib, and Andi Baso from the Faculty of Teacher Training and Education, Makassar Muhammadiyah University

¹⁴ Mushoffan Prasetianto, ‘Kinds Of Questions Making EFL Students Learn: Students’ Perception’, *JOALL (Journal of Applied Linguistics and Literature)*, 4.2 (2019), 162–76
<<https://doi.org/http://dx.doi.org/10.33369/joall.v4i2.7607>>.

in 2018. This research is a qualitative descriptive study that aims to explore the deliver questions executed by teacher to students during learning activities. The participants in this research were 1 teacher and students in 2 classes, especially the eleventh grade at SMA Muhammadiyah 1 UNISMUH Makassar, this research used whole population sampling. In this research, there are 6 types of questions based on Bloom's taxonomy and this research finds 3 types of questions that are most often used by teacher, namely display, procedural, and referential question's. Display questions are used more than procedural and referential questions, and this study concludes that questions can affect interactions in the classroom.¹⁵

The fifth research conducted by Maureen P. Boyd from University at Buffalo, New York entitled “*Relations Between Teacher Questioning And Student Talk In One Elementary ELL Classroom*”, the research conducted in 2015. This research uses a combination of ethnographic, qualitative, and quantitative methods. Research takes place in a public elementary school in the southeastern United States. The six students in this fourth- and fifth-grade pull-out ELL class were from China, Pakistan, and Mexico. Observations were carried out for almost a year, initially once a week, then daily before and during the 6-week

¹⁵ Erianti, Akib, and Baso.

unit from which the two lessons are drawn. Data were also obtained through recordings and interviews with teacher. This study concludes several things including, in ELL classrooms language learning goes hand in hand with learning content across texts that varies in accessibility, different question patterns lead to different conversations results. If the teacher only looks for one type of student speech but not others, then the student's language and content learning will be disrupted, and students will explore ideas through conversations in class either in choppy, incomplete utterances or responses.¹⁶

The sixth previous research was conducted by Bülent Döş*, Erdal Bay, Ceyda Aslansoy, Betül Tiryaki, Nurgül Çetin and Cevahir Duman from Gaziantep University. The research is entitled “*An Analysis Of Teacher' Questioning Strategies*” conducted in 2016. Research conducted during the 2014-2015 academic year with 170 primary school teacher working in the schools located in the center of Gaziantep Province in Turkey, This study uses a mixe method which is a combination of qualitative and quantitative, data obtained through a questionnaire containing quantitative and qualitative questions.

¹⁶ Maureen P. Boyd, ‘Relations Between Teacher Questioning And Student Talk In One Elementary ELL Classroom’, *Journal of Literacy Research*, 47.3 (2015), 370–404
<<https://doi.org/https://doi.org/10.1177/1086296X16632451>>.

This study concludes that the teacher initially poses questions to uncover operational knowledge and The next step is to look for conceptual, factual, and meta- cognitive knowledge. From this research it can be concluded that the teacher is didn't realize how long they waited after asking the question.¹⁷

B. Theoretical Review

In this chapter, the writer provided some related topics to build a comprehension frame of thought of this research. The related issues to be discussed are:

1. Teacher' questioning strategies

a. Definition of questioning strategies

Regulation of the Minister of Education and Culture Number 65 of 2013 (Standard Process) confirms that the development of student skills is carried out by observing, asking, trying, reasoning, presenting, and creating (Scientific approach). With this approach, teacher are required to always ask (a lot of questions) to students. It is even emphasized that teacher must create conditions for students to be willing

¹⁷ Bülent Döş and others, 'An Analysis Of Teacher' Questioning Strategies', *Academic Journals*, 11.22 (2016), 2065–78
<<https://doi.org/10.5897/ERR2016.3014>>.

and able to ask questions. Thus, it can be seen that teacher are required to have the ability to ask questions.

Questioning according to Al-Zahrani and Al-Bargi can be categorized as one of the methods used by teacher to engage students in learning discussions and attract students to engage in many interactions.¹⁸ Furthermore, Nickols argues that strategy can be interpreted as an individual or group effort to create a scheme in order to achieve the intended targets.¹⁹ On the other hand, question can be defined as each sentence in an interrogative function or form, while questioning refers to the activity of asking. Next, Cotton explained that questioning in learning activities is used to find out or get responses from students during learning activities.²⁰

Question can be interpreted as a sentence in the form of an interrogative in the context of learning the question can be in the form of the problem being

¹⁸ Mona Yousef Al-Zahrani and Abdullah Al-Bargi, 'The Impact Of Teacher Questioning On Creating Interaction In EFL: A Discourse Analysis', *English Language Teaching*, 10.6 (2017), 135–50 <<https://doi.org/10.5539/elt.v10n6p135>>.

¹⁹ F. Nickols, 'Strategy, Strategic Management, Strategic Planning, Strategic Thinking', 2016, 1–9 <http://www.nickols.us/strategy_etc.pdf>.

²⁰ Kathleen Cotton, 'Classroom Questioning', *SIRS (School Improvement Research Series)*, 3 (2019), 1–16.

discussed. The objective of a question is to generate as much information as possible.²¹ Asking questions to students has several positive impacts including: making the class not monotonous, inviting students to think, helping students understand the lesson, increasing student involvement in class. Based on the explanation, it can be concluded that the teacher questioning strategies refer to the teacher's strategy in asking questions to support learning activities.

b. Principles of questioning

Teacher in learning are expected to be able to apply the questioning cycle, the questioning cycle can be interpreted as a method for using questions with the aim of knowing students' understanding, inviting students to develop ideas, and inviting students to think together during learning activities. In his research, Chen stated in questioning activities, there are several steps that can be taken to maximize teacher' questioning activities, including:

- 1) Wait time is the time gap between the teacher question and student response or it can be the time

²¹ Wesley Hildebrandt, Boris Katz, and Jimmy Lin, 'Answering Definition Questions Using Multiple Knowledge Sources', *MIT CSAIL*, 1–8.

gap between student response and student response or teacher resumption.

- 2) Question refinement is a strategy used to provide opportunities for students to re-understand the questions given, especially when students do not understand the questions given.
- 3) Probing is a strategy used to scaffold or mediate students' thinking, in this process the teacher has the potential to explore deeper information based on the responses given by students.²²

On the other hand, research conducted by Boyer, Lahti, Philips, Wallis, Vouk, and Lester explains the principles that must be applied to create effective questioning when students are solving problems, including:

- 1) Facilitating students to understand, by providing targeted questions, it allows students to think deeply.
- 2) Asking students to explain what they understand, to provide benefits in learning, teacher can periodically ask students to explain what they understand and the reasons for that understanding.
- 3) Giving questions according to learning targets, it will be very good to know the understanding and knowledge of students if the teacher provides content-specific questions, especially questions

²² Mei-Hui Chen, 'Theoretical Framework For Integrating Higher-Order Thinking Into L2 Speaking', *Theory and Practice in Language Studies*, 6.2 (2016), 217–26 <<https://doi.org/http://dx.doi.org/10.17507/tpls.0602.01>>.

that focus on problems that have been discussed and are in the learning material.

- 4) Giving questions frequently, asking questions regularly can provoke students to think, besides preparing good and effective questions is also important.

For a teacher, the skill of asking is a skill which is very important to master. Because through this skill the teacher can create a more meaningful learning atmosphere. Learning will become very boring when for hours teacher explain the subject matter without being interspersed with questions.

Every teacher must master questioning skills, there are several reasons why teacher must master questioning skills, for example there are some teacher who tend to dominate lectures in class, students are not used to asking questions so teacher must be able to encourage active students by asking questions, students must be involved in learning actively. maximum, and the assumption that questions only serve to test students' understanding.

Fusco in his book explains in questioning activities, there are principles that must be understood to create effective questions. These principles include:

- 1) Questions are made by considering the objectives, goals, and structure of the question
- 2) Questions are made based on the student's character

- 3) Prepare questions that will be given during lesson activities.²³

Based on this, it is very important for teachers to prepare questioning activities, besides that to create effective questioning activities, teachers must fulfill the principles of questioning.

c. Components of questioning

Blosser based on The Question Category System for Science (QCSS), explains that questions can be categorized into 4 purposes, including:

- 1) Managerial question refers to the question used to operate the class. Managerial questions are also used to move or direct students to carry out certain activities during lessons related to procedures during learning.
- 2) rhetorical question refers to a question that serves to strengthen or give attention to a particular point. Rhetorical questions also don't really need an answer because they are generally only in the form of emphasis or the answer to the question is already known.
- 3) closed question is defined as a question with limited acceptable response, or the correct answer. This question also functions to focus the mind on a

²³ Esther Fusco, *Effective Questioning Strategies In The Classroom: A Step-by-Step Approach To Engaged Thinking And Learning, K-8* (New York: Teacher College Press, 2012).

certain point and expects that students can explore the answers according to what has been explained.

- 4) open question can be interpreted as questions that have several correct answer options, besides that it is possible to provide answers and justify answers based on the values and beliefs of each person. On the other hand, open questions can also provoke students in discussion activities and invite students to express their hypotheses or opinions.²⁴

Ma in his research suggests that skill questioning in learning activities is divided into 4 parts:

- Skills of preparing for questioning, Creating effective questions requires preparation. At this stage, it takes preparations such as: deciding on the purpose, sorting content, structure the question, anticipate problems
- Skills of designing for questioning, This stage refers to choosing the right way to ask questions and types of questions. for example: multiplying referential questions, and asking questions that are appropriate to students
- Skills of controlling for questioning, during questioning activities in interactive learning. The control of activities must be carried out by the teacher to increase the effect of questioning in learning, for example: nominating after the question and non-volunteers, probing, give wait-time, direct attention
- Skills of evaluating for questioning, this is a process to respond to students, in this stage teacher

²⁴ Patricia E. Blosser, *How To Ask The Right Questions* (Arlington, 2000).

feedback is very important to increase motivation. For example: praising, teacher encouragement, and quoting.²⁵

Based on this it is very important for the teacher to prepare questions based on their objectives, as well as practice questioning skills.

2. Students' perceptions toward the questions in English learning activities

a. Definition of perceptions

The word perception itself comes from the Latin language, percepto and percipio, which means setting the identification and translation of information received through the five human senses with the aim of gaining understanding and understanding of the surrounding environment. McDonald in his journal concluded that if perception is an individual's view that affects the strength in carrying out an action, basically perception is subjective and is owned by each individual or certain group.²⁶

Saleh argues that perception is a process that is preceded by the sensing process, which is the process

²⁵ Xiaoyan Ma, 'The Skills Of Teacher's Questioning In English Class', *International Education Studies*, 1.4 (2008), 92–100.

²⁶ Susan M. McDonald, 'Perception: A Concept Analysis', *International Journal Of Nursing Knowledge*, 23.1 (2012), 2–9.

of receiving stimulus by the individual through the senses or also called sensory process. He also explained the sensing process will take place every time, when the individual receives the stimulus through the senses, namely through the eyes, ears, nose, tongue, skin, which is a tool senses used to receive external stimuli.²⁷

Perception is obtained by simplifying information and interpreting information so that people can respond to the information. Then all the information is stored in the brain. Everyone has tendency to see things the same way in different ways, these differences can be affected by many factors including knowledge, experience and angle he looked.²⁸ Generally, perception relates between a person and his environment. The environment provides a stimulus to the human senses, then through the senses all stimuli are received to be processed by the human brain.

b. The processes of perceptions

²⁷ Adnan Achiruddin Saleh, *Pengantar Psikologi*, 1st edn (Makassar: Penerbit Aksara Timur, 2018).

²⁸ Hadi Suprpto Arifin, Ikhsan Fuady, and Engkus Kuswarno, 'Factors Analysis That Effect University Student Perception In UNTIRTA About Existence Of Region Regulation In Serang City', *Jurnal Penelitian Komunikasi Dan Opini Publik*, 21.11 (2017), 88–101.

The perception process is a complex psychological process that also involves psychological aspects. Qiong stated that the psychological process starts from the activity of selecting, organizing, and interpreting so that consumers can give meaning to an object, the following is an explanation of the stages of perception:

- 1) Selecting is the first stage of the perceptual process, this process converts environmental stimuli into meaningful experiences.
- 2) The second stage in the perception process is organizing, at this stage there is a selection of information obtained from the environment based on certain categories or patterns.
- 3) And the third stage of the perception process is interpretation, the process of giving meaning to the selected stimulus.²⁹

In addition to explaining the process of perception, Qiong also interprets perception as the process of gaining awareness and understanding sensory information as a form of human cognitive ability.³⁰ It is very important to ensure that students have a good perception of aspects of learning activities. Good

²⁹ O U Qiong, 'A Brief Introduction To Perception', *Studies in Literature and Language*, 15.4, 18–28 <<https://doi.org/10.3968/10055>>.

³⁰ Qiong.

perception will make students able to understand the subject matter so that they can achieve competence and learning objectives.

In his book Ritonga describes that human perception is influenced by several factors including:

- 1) External factors that attract attention such as movement, intensity of stimuli, repetition
- 2) Internal factors that attract attention such as biological needs factors, and sociopsychological which includes interests, habits, attitudes
- 3) Functional factor is a factor that comes from the need for experience, and other things that are included in the personal factor.
- 4) Structural factors is a factor created by neurological effects and physical stimuli created in the nervous system.³¹

In learning activities understanding students' feelings and perceptions will make it easier for teachers to interact with students.

c. Components and indicators of perception

Perception and thought are inseparable parts, because perception itself can be interpreted as an interpretation of the mind based on what we feel

³¹ M. Husni Ritonga, *Psikologi Komunikasi*, 1st edn (Medan: Perdana Publishing, 2019).

through the five senses and stored in the mind's memory. Based on the Cambridge dictionary, component can be defined as a particular feature or part of something and can also mean one of the parts of a system, process, or machine. In the theory of mind itself there are 3 components that have different functions. Dennis, Simic, Bigler, Abildskov, Agostino, Taylor, Rubin, Vannatta, Gerhardt, Stancin, Yeates in their research explain that there are 3 components in the theory of mind, namely cognitive, affective, and conative components.³² The following are the components of perception:

1. Cognitive component

The cognitive component is closely related to false belief and true belief, while in learning skills this component is closely related to mental processes (thinking abilities).

2. Affective component

The affective component is a component related to feelings and emotions. This component relates to how to express feelings, enthusiasm, motivation.

³² Maureen Dennis and others, 'Cognitive, Affective, And Conative Theory Of Mind (TOM) In Children With Traumatic Brain Injury', *Developmental Cognitive Neuroscience*, 5 (2013), 25–39.

3. Conative component

The conative component is a component that reflects behavior, social communication. The conative domain is also related to behavior and mental processes that involve real goals and someone's actions to do what they want to achieve.³³

In the Cambridge dictionary, indicators can be defined as “a sign or signal that shows something exists or is true”, or “that makes something clear or a sign or signal that shows something exists or is true, or that makes something clear”. Walgito in his book provides several explanations about the indicators of the perception process, namely:

1) Perceived object

In this indicator, the object causes a stimulus and then is received by the receptor. Stimulus can come either from within the individual or outside the individual who perceives the object.

2) Receptors such as sense organs, nerves, and central nervous system

³³ Dennis and others; Farzana Quoquab and Jihad Mohammad, ‘Cognitive, Affective And Conative Domains Of Sustainable Consumption: Scale Development And Validation Using Confirmatory Composite Analysis’, *Sustainability*, 2020, 1–22 <<https://doi.org/10.3390/su12187784>>.

The sense organs can be said to be receptors. Receptors function as tools that receive stimuli. Then there are sensory nerves that function as a tool to transmit the stimulus to the brain as the center of the nervous system and consciousness. Then there are also motor nerves as a means of holding a response.

3) Attention and focus

Attention or focus is the first step in perceiving. In this indicator there is a concentration of activity of each individual aimed at something or a collection of objects. By focusing on the potential stimulus the brain can understand better and avoid forgetting.³⁴

The perceptual component can be defined as part of the whole or elements that form a system or unit that influences the point of view.

c. Students' Perceptions

Student perceptions are thoughts, beliefs, and feelings about persons, situations, and events that

³⁴ Bimo Walgito, *Pengantar Psikologi Umum*, 4th edn (Yogyakarta: ANDI, 2004).

students have.³⁵ Student perceptions will affect student behavior, an understanding of student perceptions will make teachers understand what students feel.

Based on research conducted by Ferreira and Santoso, it indicated that there was a relationship between student perceptions and student performance in learning. The poor student performance was caused by students' negative perceptions of learning. On the other hand, positive perceptions gave good results on student performance.³⁶ This perception can be said to be the result of students' thinking or cognitive aspects where through the formation of student perceptions it will influence how students behave or affective aspects to how students act or conative aspects.

d. The purpose of questions in English learning

³⁵ Hyun Jin Cho, Michael R. Melloch, and Levesque-Bristol Chantal, 'Enhanced Student Perceptions Of Learning And Performance Using Concept-Point-Recovery Teaching Sessions: A Mixed-Method Approach', *International Journal of STEM Education*, 2021, 1–17
<<https://doi.org/10.1186/s40594-021-00276-1>>.

³⁶ Aldónio Ferreira and Andrijani Santoso, 'Do Students' Perceptions Matter? A Study Of The Effect Of Students' Perceptions On Academic Performance', *AFAANZ (Accounting and Finance)*, 48 (2008), 209–31
<<https://doi.org/10.1111/j.1467-629x.2007.00239.x>>.

Houwer, Holmes and Moors in their research describe learning as a change in an individual's habits as a result of the regulation or regularity of the environment in which the individual lives.³⁷ Alfariy in his journal explains that globalization in general and the need for mastery of English can not completely rejected, things that need to be addressed critically is the paradigm of globalization such as what and mastery of English for the purpose what should we formulate so that the concussion experienced by our cultural identity and mother tongue doesn't make us adopt a point of view hegemonic which on the one hand is universalistic about the world and seeing difference as deviation or sign inhumanity.³⁸

In learning activities there will always be interactions between teacher and students, students and students, or students to teacher. However, questioning is a form of human thought process and part of

³⁷ Jan De Houwer, Dermot Barnes- Holmes, and Moors Agnes, 'What Is Learning? On The Nature And Merits Of A Functional Definition Of Learning', *Psychon Bull Rev*, 2013, 1–12 <<https://doi.org/10.3758/s13423-013-0386-3>>.

³⁸ Fitri Alfariy, 'Kebijakan Pembelajaran Bahasa Inggris Di Indonesia Dalam Perspektif Pembentuk Warga Dunia Dengan Kompetensi Antarbudaya', *Jurnal Ilmiah Profesi Pendidikan*, 6.3 (2021), 303–13 <<https://doi.org/https://doi.org/10.29303/jipp.v6i3.207>>.

interpersonal communication. Teacher communication in the form of verbal and non-verbal is important for the success of learning, communication can be used to motivate students to improve their abilities.³⁹ In learning activities, questions are good conversation starters, besides that questions also have a good function in group discussion activities. Good questions will make people more open in explaining their thoughts on various topics, in addition to making people think deeply and focus on the problem.

In the teacher's perspective, the questions asked by the teacher have several functions including: knowing students' understanding and ways to keep students involved in learning activities, besides that questions in learning are an inseparable part of learning activities. Asking and answering questions is one of the characteristics of dynamic learning.⁴⁰ Asking means asking the other party a question to be answered. While

³⁹ Zaeema Asrar, Noman Tariq, and Hira Rashid, 'The Impact Of Communication Between Teacher And Students: A Case Study Of The Faculty Of Management Sciences, University Of Karachi, Pakistan', *European Scientific Journal*, 14.16 (2018), 32–39
<<https://doi.org/10.19044/esj.2018.v14n16p32>>.

⁴⁰ Ambrose A. Clegg, 'Why Questions?', in *Questions, Questioning Techniques, And Effective Teaching*, ed. by William W Wilen (National Education Association of the United States, 1987), pp. 12–22.

the answer is a response to the questions given. Lombardi stated that there are several purposes for using questioning as a strategy in teaching, including:

- 1) strategies to invite and attract students in learning
- 2) strategy to check students' knowledge and understanding
- 3) strategies to stimulate memory, and mobilize knowledge and experience to create new knowledge
- 4) strategies to focus students' thinking on concepts and issues
- 5) strategies to invite students to think analytically and evaluatively
- 6) strategies to guide students to a pre-planned sequence that progressively builds key understanding
- 7) strategies for practicing reasoning, problem solving, evaluation, and making hypotheses
- 8) strategies to get students to think in their own way.⁴¹

Asking is an effective stimulus that encourages thinking skills and mastery of questioning skills is important for teachers to master.

⁴¹ Paula Lombardi, 'Questioning', in *Instructional Methods, Strategies And Technologies To Meet The Needs Of All Learners* (Pressbooks under a CC BY-NC-SA (Attribution NonCommercial ShareAlike) license), pp. 161–84.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research was conducted using descriptive-qualitative research method. Nassaji argues that qualitative research is defined as research using a scientific background and involves various methods such as interviews, observations, and the use of documents and the purpose of this research is to overcome the phenomena that occur.⁴² Meanwhile, Sidiq and Choiri in their book explain that qualitative research is research which results in discoveries that are not can be achieved using statistical procedures or in a quantitative way. Qualitative research can show people's life, history, behavior, organizational functionalism, social movements, and kinship relationship. Some data can be measured through census data, but the analysis is still data analysis qualitative. The selection of a qualitative research approach is carried out on the basis of specifications research subjects and to obtain in-depth information and covers social reality.

⁴² Hossein Nassaji, 'Qualitative And Descriptive Research: Data Type Versus Data Analysis', *Language Teaching Research*, 19.2 (2015), 129–32
<<https://doi.org/10.1177/1362168815572747>>.

On the other hand, in a journal article written by Kim, Sefcik, and Bradway, they explain that if descriptive-qualitative research is qualitative research for studies that describe a certain phenomenon, Descriptive-qualitative research has been identified as an acceptable method for research questions focused on discovering insights from respondents.⁴³ With a qualitative descriptive approach, the analysis of the data obtained (in the form of words, pictures or behavior) is not stated in the form of numbers or statistical figures, but by providing an explanation or description of the situation or condition being studied in the form of a narrative description. The presentation must be done objectively so that the subjectivity of the researcher in making interpretations can be avoided. In this research, the researcher analyzed and described the teacher' questioning strategies during the English learning process and students' perceptions toward the questions that occur during the English learning process.

B. Research Setting

The research was carried out at MAN 1 Kota Semarang, the school is located on Jl. Brigjen S. Sudiarto, Pedurungan

⁴³ Hyejin Kim, Justine S. Sefcik, and Christine Bradway, 'Characteristics Of Qualitative Descriptive Studies: A Systematic Review', *Research In Nursing & Health*, 2017, 23–42 <<https://doi.org/10.1002/nur.21768>>.

Kidul, Pedurungan, Kota Semarang, Provinsi Jawa Tengah, (024)6715028, Kode Pos 50192. Observations and interviews will be carried out for a week. This research will conduct by following the school schedule of English Subject.

C. Research Participants

The participants of this research were 1 class eleventh grade and English teacher of that class at MAN 1 kota Semarang. The choice of a class with a language major because basically this class studies language competencies more deeply than other classes, so researchers are interested in researching English learning activities in that class.

D. Data Collection

In conducting data collection, researchers used several instruments. The instruments include class observations, interviews, and questionnaires. The data collection technique is a step that strategic in research, because the main purpose of research to get data and without knowing the data collection techniques, the researcher will not get data that fits the criteria.⁴⁴

⁴⁴ Hardani and others, *Metode Penelitian Kualitatif & Kuantitatif*, ed. by Husnu Abadi (Yogyakarta: CV. Pustaka Ilmu Group Yogyakarta, 2020).

The following is the research instrument used in this research:

1. Observations

Observation is a process of systematic observation of human activities where these activities take place continuously from the locus of natural activity to produce facts.⁴⁵ In this research, observations were made using non-participant observation, non-participant observation can be interpreted as an observation method in which the observer does not take part in the activities carried out by observee.⁴⁶

The main objective of observation in this research is to find out how the teacher applies questioning strategies in English language learning and what the students react when the teacher applies questioning strategies during English language learning. The researcher chose to observe one class and one English teacher, observations were made to see how the teacher was teaching, what is the representation of students' perception toward the questions in English learning process. To be more focused, the researchers first made a grid to be used as a reference in making observations. Here's the grid observations in this study:

⁴⁵ Hasyim Hasanah, 'Teknik-Teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-Ilmu Sosial)', *Jurnal At-Taqaddum*, 8.1 (2016), 21–46.

⁴⁶ Hasanah.

Table 3.1 Categorization of Types of Questions in English Learning

No.	Observation Object	Indicators
1.	Types of questions in English learning	1.1 Managerial Questions 1.2 Rhetorical Questions 1.3 Closed Questions 1.4 Open Questions

2. Interviews

Interview is an oral question and answer between two people or more directly, the conversation was carried out by two parties, namely the interviewer and the interviewee.⁴⁷ The main objective of interview in this research is to find out how the teacher applies questioning strategies in English language learning and the purpose of questioning strategies applies during English language learning. Researchers made interview to collect data in the form of voice recorder and written notes.

In the interview, there is usually a question and answer that is carried out systematically and based on research objectives. With words Another interview is a dialogue

⁴⁷ Hardani and others.

conducted by interviewer to obtain information from the subject. The interview technique used in this research is semi-structured interview technique. Researchers prepare instruments research in the form of written questions. But in In practice, the interview context can develop outside the rubric Interview. The purpose of this interview is to find problems more openly, where the parties invited interviewed, asked for an explanation about the things that behind his behavior.

Table 3.2 Interview Question Points

No.	Question Points	Source Data
1.	Background and purpose questioning strategies in English learning	English teacher
2.	Implementation and plan questioning in English learning	English teacher, language class students
3.	Benefits and barriers to applying questioning in English learning	English teacher, language class students

3. Questionnaires

Roopa and Rani in their journal explain that the questionnaire is a technique of collecting data through forms containing questions posed in writing to a person or group of people to get answers or responses and information needed by researchers.⁴⁸ The questionnaire in this study contains open-ended questions, open-ended questions are types of questions in the form of essays or short answers that are prepared based on the thoughts of the questionnaire filler.⁴⁹ The main purpose of the questionnaire in this research is to find out how the students' perception toward the questions in English learning. Respondents to the questionnaire in this research were students in 1 class majoring in language at MAN 1 kota Semarang.

This questionnaire was given to class XI students to know information about the process of applying questioning strategies in learning English at MAN 1 kota Semarang. For the step of taking the questionnaire, students are asked to read the instructions for filling out the questionnaire, then

⁴⁸ S Roopa and MS Rani, 'Questionnaire Designing For A Survey', *JIOS (The Journal of Indian Orthodontic Society)*, 46.4 (2012), 273–77.

⁴⁹ Saoirse Connor Desai and Stian Reimers, 'Comparing The Use Of Open And Closed Questions For Web-Based Measures Of The Continued-Influence Effect', *Behavior Research Methods*, 51 (2019), 1426–40
<<https://doi.org/https://doi.org/10.3758/s13428-018-1066-z>>.

fill in personal data such as name, class, absentee number, and gender, after that students are asked to fill in for each question.

This research questionnaire consists of 9 questions with questions numbered 1 to 3 representing indicators of cognitive component, questions numbered 4 to 6 representing indicators of affective component, and questions numbered 7 to 9 representing indicators of conative component. This research questionnaire was written in Indonesian to avoid students' misunderstanding in interpreting the contents of the questionnaire.

Table 3.3 Questionnaire Variables

No.	Variable	Indicators
1	Students' perceptions toward the questions in English learning activities	Cognitive Component
2		Affective Component
3		Conative Component

E. Data Analysis

In qualitative research, data analysis is used to answer research questions. In the process of data analysis to get results or interpretation of research instruments, there are several steps taken by researchers to analyze data. The first step is

observation, the observation is done by taking photos and written notes during the learning activities. The second step is to give questionnaires to students in class, questionnaires are given to obtain information about students' perceptions toward the questions in English learning activities. The third step is to conduct interviews with students and teacher who teach English in the studied class, interviews are conducted to obtain information regarding the teacher' questioning strategies applied in the studied class.

After all data is obtained, data analysis will be carried out, the steps taken are data condensation, data display, drawing and verifying conclusions. Data condensation is an approach in selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in notes, interview transcripts, documents, and other objects in research activities.⁵⁰ Furthermore, data display can be interpreted as a process to be organized, compressed, and assembly of information containing conclusions or actions.⁵¹ The last is drawing and verifying conclusions, this stage the researcher verifies the

⁵⁰ Matthew B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd edn (SAGE Publications, Inc., 2014).

⁵¹ Miles, Huberman, and Saldana.

results of the research found and then draws conclusions based on the data in the research.

The following is the research procedure and data analysis procedure at MAN 1 kota Semarang:

1) Data collection

Rijali in his journal explains that data collection in the field is certainly related to technique data mining, and it is also related to the sources and types of data, at least the data sources in qualitative research are: (1) words and (2) actions, the rest are additional data such as documents or sources of written data, photographs, and statistics.⁵² Researchers make records of data collected through observation, interviews, and questionnaires which are field notes related to the research question or purpose.

2) Data reduction

Reducing data means summarizing, choosing the main things, and focus on the things that matter. Thus the data that reduced will provide a clear picture of the research findings. This process continued throughout the study, even before the data is actually collected as can be seen from

⁵² Ahmad Rijali, 'Analisis Data Kualitatif', *Jurnal Alhadharah*, 17.33 (2018), 81–95.

research conceptual framework, study problems, and approaches data collection selected by the researcher.⁵³

3) Data Presentation

Data presentation is an activity when a collection of information arranged, so as to provide the possibility of withdrawal conclusion and taking action.⁵⁴ In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, and the like. Which most often used to present data in qualitative research is a narrative text. By presenting the data, it will be easier to understand what happened.

4) Conclusion Drawing

After doing data reduction, and presenting the data, then the writer draw conclusions from research results. Conclusion drawn up based on the formulation of the research problem that has been determined. These conclusions are dealt with separately open and skeptical but conclusions are already provided. at first not yet clear, but later increased to more detail.

F. Triangulation

⁵³ Rijali.

⁵⁴ Rijali.

In this study, to check the validity of the data, the researcher used the triangulation method. The researcher chose to use methodological triangulation for this research. Researchers used observation and interviews to find out teacher's questioning strategies, then used questionnaires and interviews to find out student's perception toward questions in English learning activities. Denzin in his book explains that triangulation is a research plan to avoid bias by combining several methods or researchers.⁵⁵ Meanwhile, Carter, Bryant-Lukosius, Dicenso, and Blythe in their journal explain that triangulation is a strategy in qualitative research to test validity through the integration of information from different sources.⁵⁶ Denzin in his book also classifies triangulation into 4 types, including:

1. Data Triangulation

Data triangulation is a triangulation process in which researchers collect data from different types of people, groups, and categories. This is intended to obtain various perspectives and points of view.

2. Investigator Triangulation

⁵⁵ Norman K. Denzin, *The Research Act (A Theoretical Introduction To Sociological Methods)*, ed. by Donald W Burden, Lyle Linder, and Susan Gamer, 2nd edn (New York: McGraw-Hill, Inc., 1978).

⁵⁶

Investigator triangulation is a triangulation process involving more than one observer, with analysis involving more than one researcher or observers easier to avoid bias generated by one researcher.

3. Theory Triangulation

Theory triangulation is triangulation that tries to use several theories to get credible analytical results. Differences in theories or hypotheses can help complement the lack of findings or can also support research results.

4. Methodological Triangulation

Methodological triangulation refers to triangulation that uses several data retrieval methods for the same phenomenon.⁵⁷

Nightingale argues that triangulation has 2 main functions, namely to help validate or combine references to measure the accuracy of the data and methods used and also to compare different points of view on the problem being researched.⁵⁸ This research aims to describe teacher's questioning strategies and student's perception toward questions in English learning

⁵⁷ Denzin.

⁵⁸ Andrea J Nightingale, 'Triangulation', *International Encyclopedia of Human Geography* (Elsevier Ltd., 2020), pp. 477–80
<<https://doi.org/https://doi.org/10.1016/B978-0-08-102295-5.10437-8>>.

activities. By using the three research instruments, researchers can determine the validity of research data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Based on the research that has been done, the following results will be presented research on Teachers' Questioning Strategies and Students' Perceptions Toward The Questions in English Learning Activities (A Case Study of Teaching English Language at MAN 1 Kota Semarang). In this discussion, namely describing the results of the findings have been obtained from the place of research begins with the process of describing data through observation, interviews, and questionnaires. Research result It is hoped that this can be conveyed in accordance with the conditions that occur. The research was conducted in 1 classes with observation for 4 hours of lessons and distribution of questionnaires and interviews for 1 hour of lessons.

A. Research Findings

1. Teacher Questioning Strategies

This section describes research findings based on research question number 1, namely the types of questioning strategies used by the teachers in English learning at MAN 1 Semarang City. Based on the results of teacher observations using all types of questions and questioning principles in English learning activities. First, there are 4 types of questions used, including managerial questions, rhetorical questions, closed questions, and open questions. Researchers observed 1st meeting class XI IBB on Thursday, November 10 2022. Learning activities discussed

chapter 5 "Benefit of doubt!" and lasts 90 minutes. From the meeting in class XI IBB, the researcher provided a table showing the types of questions and the questioning principles that the English teacher used during the lesson.

The researcher observed 2nd meeting class XI IBB at MAN 1 on Thursday, November 16, 2022. The observation was carried out for 90 minutes, the English lesson at that time was to review chapter 1 "Can greed ever be satisfied?" and 2" Bullying: A cancer that must be eradicated" then continues the material in chapter 5 "Benefit of doubt!". The researcher provided a table showing the types of questions and the questioning principles that the English teacher used during the lesson.

1.1. Managerial Questions

In learning, the teacher uses managerial questions. The following is a table of observations on the use of managerial questions in learning:

Table 4.1 Use of Managerial Questions Based on Observations

Questions Type	Questions	Learning Activity
Managerial Questions	Hello, how are you today?	At the beginning of the lesson the teacher asked how all the students were doing.

	Ok, sebelum pelajaran bahasa Inggris tadi belajar pelajaran apa aja dan gurunya siapa?	The teacher interacts with students, asking about student activities. The teacher interacts with students, asking about student activities.
	Ada yang tidak masuk hari ini?	The teacher checks the attendance of students.
	Can anyone translate this sentence?	The teacher asks students who want to answer.
	Try to find examples of personal letters on the internet, understand?	The teacher gives instructions to students.
	Ada yang mau mengerjakan nomer 1?	The teacher gives students the opportunity to answer.

	Anyone want to do number 2? Come on.	The teacher gives students the opportunity to answer.
	That's all for today, do you have any questions?	The teacher ends the lesson.
	Hi, how are you today?	At the beginning of the lesson the teacher asked how all the students were doing.
	Apakah masuk semua? Yang tidak masuk siapa aja ya?	The teacher checks the attendance of students.
	Sudah ketemu halamanya? Kalau sudah ketemu coba dibaca sebentar.	The teacher checks student activities.
	Who wants to answer question number 3? Raise your hands.	The teacher gives students the opportunity to answer.
	Can you do number 4?	The teacher gives students the opportunity to answer.

	Amanda, tau jawabanya nomer 5?	The teacher gives students the opportunity to answer.
	Tolong diem sebentar bisa? Ada pengumuman penting.	The teacher sets the conditions.
	Do you have any questions about the exercise?	The teacher plans a question and answer activity.
	That's all for today, any questions about the material today?	The teacher ends the lesson.

In the table the teacher uses managerial questions with various purposes, for example: to ask about the state of the students, ask about the activities students are doing, check attendance, give students opportunities for interaction, give instructions, end lessons, condition the class, organize activities.

To compare the observation results, the researcher provided a teacher interview table which explained the function of teacher questioning strategies in the managerial questions section.

Table 4.2 Use of Managerial Questions According to the Teacher

Function	Data
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Managerial questions are used as a medium for interacting with teachers and students.	“Ya, jelas sekali sangat membantu dengan pertanyaan-pertanyaan yang saya sampaikan saja kadang saya berinteraksi dengan siswa. Jadi bukan Cuma tanya pelajaran tok, kadang kabar siswa, misal tadi pelajaran apa. Gitu.”
Managerial questions are used as a medium for organizing class activities, directing students for subsequent activities.	“... Kalo bertanya untuk mengetahui kegiatan siswa, ya lumayan sering mas. Lebih sering saya menggunakan untuk mengarahkan kegiatan siswa berikutnya”

Based on the teacher's information, there is a function of managerial questions in questioning strategies, namely as a medium for interacting with students and media for organizing classes and managing student activities.

1.2. Rhetorical Questions

Teachers in learning use rhetorical questions. The following is a table of the use of rhetorical questions during observation activities:

Table 4.3 Use of Rhetorical Questions Based on Observations

Questions Type	Questions	Learning Activity
Rhetorical Questions	we will often make letters especially when communicating with people who are far away, right?	The teacher confirms the material to be learned.
	Itu kan suratnya menjelaskan keadaan saat belajar di luar negeri, masak itu jawabanya?	The teacher asked again for confirmation.
	Misal ini kan ada teman kalian yang sakit, as a good friend, you will definitely suggest your friends to buy medicine or go to the doctor, isn't it?	The teacher asked again for confirmation.

Teachers use rhetorical questions for various purposes including: emphasizing certain information, or asking again as confirmation.

To compare with the results of observations, the researcher provided a teacher interview table about the use of rhetorical questions in learning.

Table 4.4 Use of Rhetorical Questions According to the Teacher

Functions	Data
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<p>Rhetorical questions are used to reconfirm or emphasize certain points.</p>	<p>“... Siswa memang kadang jawabanya kurang tepat, sering nih suruh ngartiin tapi artinya kurang bener. Nah kadang saya tanya begini. Misal “jadi menurutmu itu bagian salutation, salutation artinya apa sih?” ya itu untuk mencari tahu siswa paham atau tidak, kita konfirmasi statement nya.”</p>
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Based on the table, the teacher uses questioning strategies related to the use of rhetorical questions, namely to emphasize certain points or reconfirm.

1.3. Closed Questions

Teachers in learning use closed questions. The following is a table for using closed questions during observation activities:

Table 4.5 Use of Closed Questions Based on Observations

Questions Type	Questions	Learning Activity
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Closed Questions	Ada yang tau artinya E-mail?	The teacher asks all students simple questions.
	Can you mention the structure of the personal letter?	The teacher asks a student a simple question.
	Dari contoh surat itu yang termasuk closure, closing dan signature yang mana, daf?	The teacher gives a choice of answers to a question.
	Ada yang tau artinya "salutation"?	The teacher asks all students simple questions.
	Can you show the Introduction, Body and Closure parts please?	The teacher asks students to point to the part they want.
	Surat itu untuk siapa? Absen 20 coba dijawab yok.	The teacher asks a student a simple question.
	What does "SMS" mean? Does anyone know?	The teacher asks all students simple questions.
	What's my suggestion? Coba ulangi.	The teacher gives instructions to repeat the sentence.

	Artinya apa, lis?	The teacher asks a student a simple question.
	Seat belt, artinya apa?	The teacher asks a student a simple question.
	Ada kata will, apa artinya?	The teacher asks the meaning of the word.
	Arti kalimat "I think you should go and meet her." Apa?	The teacher asks the meaning of the sentence.
	Apa Arti kalimat "I want to convey my pride for your achievement."? Ada yang tahu?	The teacher asks the meaning of the sentence.

Based on teacher observations using closed questions with various purposes, including: asking all/one student with simple questions, giving questions with a choice of answers, asking questions by asking students to show certain parts of the material, asking students to repeat sentences, asking the meaning of words or sentences.

As a comparison step, there is a table explaining the use of closed questions in learning based on the results of teacher interviews.

Table 4.6 Use of Closed Questions According to the Teacher

Functions	Data
Closed questions are used to focus the thinking on a particular point or ask simple points on the material	<p>“Itu sangat memudahkan sekali, karena anak akan lebih fokus dengan apa yang akan saya sampaikan.</p> <p>Misalnya ini saya akan membahas teks deskripsi, saya bertanya tentang apa yang siswa tau tentang teks deskripsi.”</p>

Then regarding the use of closed questions in the questioning strategy, the teacher stated that there is a function to focus on certain points and ask simple questions.

1.4. Open Questions

The teacher in learning uses open questions, the following is a table for using open questions during observation activities:

Table 4.7 Use of Open Questions Based on Observations

Questions Type	Questions	Learning Activity
Open Questions	What is the structure of a personal letter? please mention.	The teacher asks students to mention parts of the material in full

	Can you explain the meaning of the letter on this page, Muhammad?	The teacher asks the students to mention the meaning of the letter in full
	What is the difference between formal and informal letters? Anyone want to explain maybe one of the differences? Gak usah semuanya, mungkin satu atau dua perbedaan.	The teacher asks students to mention the characteristics of a letter.
	Apa saja unsur kebahasaan yang terdapat dalam personal letter?	The teacher asks students to mention the characteristics of a letter.
	Last week, we also studied "Letter of Invitation". What's the difference between "invitation letter" and "personal letter"?	The teacher asks students to analyze the material that has been studied
	What did we learn about in chapter 3? Yok yang masih inget jelasin secara singkat aja.	The teacher asks students to explain the material that has been studied.
	Then what about chapter 4? Anyone know what chapter 4	The teacher asks students to explain

	is about? Yok yang tau bab 4 tentang apa?	the material that has been studied.
	What does SMS stand for?	The teacher asks the use/function of something.
	What is the topic of the text?	The teacher asks to analyze the text
	What does the passages tell us about?	The teacher asks to analyze the text
	In the letter, What was the writer trying to tell about? And who is the letter for?	The teacher asks to analyze the text

Based on observations, teachers use open questions for several purposes, including: Analyze the material in full, find out the purpose of a material text, analyze the characteristics of a material, analyze the material that has been studied, explain and analyze the text. As a comparison, there is a table that explains the function of open questions based on the results of teacher interviews.

Table 4.8 Use of Open Questions According to the Teacher

Functions	Data
Open questions as a strategy to encourage students to think deeply through analysis.	“Ya, jelas sekali sangat membantu dengan pertanyaan-pertanyaan yang saya sampaikan saja

	<p>kadang saya menggali dengan pertanyaan yang membutuhkan analisis agar siswa berani bertanya kemudian pada akhir pembelajaran saya menyimpulkan apa yang kita pelajari di hari itu.”</p>
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Then in the interviews it was also found that the function of using open questions in the questioning strategy was to encourage students to think deeply.

Then the researcher also connected with student questionnaire number 2 about whether the teacher only asked questions about the lesson or were there other questions especially related to social interactions between teachers and students.

Table 4.9 Student Questionnaire Point

Findings	Data
The teacher carries out questioning activities about learning material and the social interaction of teachers and students.	Ya (32 Students)

The coding of the questionnaire on the second question stated that 32 students answered that the teacher had done questioning and asked questions.

2. Students' Perceptions Toward Questions in English Learning

This section describes research finding based on research question number 2, namely the students' perception toward the questions in English learning. To answer these questions, the researcher used an open questionnaire consisting of 9 essay questions that described students' perceptions. The questionnaire was taken on Tuesday, November 22, 2022. The following is a summary of the answers to the questionnaire for class XI IBB students. In analyzing the open questionnaire the researcher uses data reduction to draw conclusions from the students' answers. Then the answers are classified into certain codes.

2.1. Cognitive Component

Table 4.10 Student Questionnaire Points

Findings	Data
Questioning facilitates students to understand learning.	Ya (26 students)
	Sedikit membantu (3 students)
	Tidak (3 students)
The level of difficulty of the questions and their influence	Ya (23 Students)
	Tidak (4 Students)

on the speed of students' answering time.	Sedang (2 Students)
	Tergantung pertanyaan (3 Students)

Based on the coding that was done, the researchers found that in the first question 26 students gave a yes answer as an assumption that they felt helped by the question and answer activity that the teacher was doing, on the other hand 3 students felt a little helped and some felt not helped by the activity. teacher questioning.

In question number 3, the results of the coding of the open questionnaire given to students concluded that 23 students said yes or needed a long time to answer the English questions, then 2 students said moderate or usual and 4 students did not take a long time and 3 students thought it depended on the questions asked.

2.2. Affective Component

Table 4.11 Student Questionnaire Points

Findings	Data
Students' perceptions of the importance of questioning activities.	Penting (10 Students)
	Ya (6 Students)
	Cukup yakin (3 Students)
	Kurang tahu (13 Students)
Student feelings during questioning activities and	Senang (2 Students)
	Biasa saja (5 Students)

feelings when it is their turn to answer questions.	Belum siap (2 Students)
	Terkejut (20 Students)
	Gugup (3 Students)
The effect of rewards or grades on student interest when answering questions.	Tertarik (21 Students)
	Ada (5 Students)
	Mungkin iya (5 Students)
	Tidak tertarik (1 student)

Number 4 students are expected to write down their opinions on the questions given by the teacher and how important is the questioning activity that the teacher does, as many as 10 students write it is important then 6 students write yes answers indicating there are benefits to the questioning activity, then as many as 3 students stated that they were quite sure and 13 students stated that they did not know and believed that the teacher knew students' needs better.

Then in number 5, as many as 2 students answered happy when they got their turn to answer questions, 5 students felt normal when they got questions, then 2 students felt they were not ready, and 20 students felt surprised and 3 students feel nervous when asked questions from the teacher.

Furthermore, the student response to number 6 was 21 students feeling interested in answering questions, on the other hand 5 students answered that there were certain factors that could make students interested in answering and 5 students said maybe yes to explain the potential to answer teacher questions

because of factors -certain factors. and only 1 students who are not interested in answering the teacher's questions.

2.3. Conative Component

Table 4.12 Student Questionnaire Points

Findings	Data
Student experience in answering questions in learning activities.	Pernah (22 Students)
	Tidak pernah (10 Students)
Students' interest in answering questions by looking at their own abilities.	Sangat tertarik (6 Students)
	Ya (12 Students)
	Cukup tertarik (10 Students)
	Malu (2 Students)
	Tidak tertarik (2 Students)
Student initiative and encouragement factors that cause students to answer questions.	Inisiatif sendiri (7 Students)
	Dibujuk (9 Students)
	Ditunjuk (10 Students)
	Tergantung (6 Students)

Then in number 7, as many as 22 students stated that they had answered the questions the teacher gave, while 10 students admitted that they had never answered the teacher's questions while in class XI IBB.

Furthermore, at number 8, as many as 6 students felt very interested in answering the teacher's questions, then as much as

12 students gave a statement yes as a form of interest in answering the question, then as much as 10 students said they were quite interested in answering, and as many as 2 students said they were embarrassed and not interested when answering teacher questions.

And the last question is number 9, based on the coding that was done there were 7 students giving their own initiative codes for questions related to students' sense of initiative to answer questions in English learning activities, then 9 students gave answers "persuaded", then 10 students stated must be appointed, and 6 students answered that the desire to answer depends on the difficulty of the question.

Researchers also conducted interviews with 5 students randomly, the interview process was carried out unstructured. On the first question, did the teacher ever conduct question and answer, the five students explained that the teacher had asked either material or non-material related to social interaction between teacher and students. Then on the question about student activity in questioning activities the five students thought their class was quite active even though it took a long time to answer questions. Then on the question about the role of questioning activities, for various reasons all students think questioning activities are an important process. And on questions related to the obstacles that students experience during question and answer activities, students have obstacles,

especially understanding English, speaking English.

B. Discussion

The use of managerial questions is to manage the learning activities carried out by students.⁵⁹ Because in teaching and learning it implements managerial functions.⁶⁰ Example Like at the beginning of the lesson the teacher asked how all the students were doing by asking "Hello, how are you today?". Based on tables 4.1 and 4.2 there is agreement between the results of observations and teacher interviews regarding the use of managerial questions in learning.

Rhetorical questions are used by the teacher to emphasize a point or check existing or given statements.⁶¹ Rhetorical questions can be used as an effective communication tool during a speech. These questions provide you with a way of controlling the speech and thoughts of the audience. Example when the teacher confirmed the material to be learned, the teacher asked "we will often make letters especially when communicating with people who are far away, right?". Based on tables 4.3 and 4.4 there is agreement

⁵⁹ Blosser.

⁶⁰ Sri Handayani, 'Classroom Management In The Teaching And Learning Of History', *HISTORIA (International Journal of History Education)*, 16.1 (2013), 49–58.

⁶¹ Blosser.

between the results of observations and teacher interviews regarding the use of rhetorical questions in learning.

Closed questions are questions that provide several correct answers as choices and are generally used to find out the information that has been explained.⁶² Closed question have a settled answer. Example the teacher asks a student a simple question then says "Can you mention the structure of the personal letter?". Based on tables 4.5 and 4.6 there is agreement between the results of observations and teacher interviews regarding the use of closed questions in learning.

Open questions are types of questions that allow giving answers with various variations, and give students the opportunity to give opinions.⁶³ Open question does not have a settled answer. For example The teacher asks students to explain the material that has been studied and says "What did we learn about in chapter 3? Yok yang masih inget jelasin secara singkat aja.". Based on tables 4.7 and 4.8 there is agreement between the results of observations and teacher interviews regarding the use of open questions in learning.

In findings, "Questioning facilitates students to understand learning." and "The level of difficulty of the questions and their influence on the speed of students' answering time." is expected to

⁶² Blosser.

⁶³ Blosser.

be able to describe the cognitive component because it relates to student perceptions related to the acquisition of knowledge, manipulation of information, and reasoning.⁶⁴

In findings, "Students' perceptions of the importance of questioning activities.", "Student feelings during questioning activities and feelings when it is their turn to answer questions." and "The effect of rewards or grades on student interest when answering questions." are expected to be able to describe the affective component because it relates to student perceptions regarding a person's emotional reactions and includes whether such reaction is positive or negative, good or bad, desirable, likeable, and an evaluative judgment.⁶⁵

In findings "Student experience in answering questions in learning activities.", "Students' interest in answering questions by looking at their own abilities.", and "Student initiative and encouragement factors that cause students to answer questions." and "Student initiative and encouragement factors that cause students to answer questions." is a question that reflects the conative

⁶⁴ Marián Čvirik, 'The Cognitive, Affective, And Conative Components of Consumer Behaviour In The Context Of Country Of Origin: A Case Of Slovakia', 2021, 23–33.

⁶⁵ Čvirik.

component. The conative or behavioral component contains tendencies to act or to react to something in certain ways.⁶⁶

With the existence of three components consisting of cognitive components, affective components, and conative components, the result is an orientation towards an object in the form of teacher questions in learning.

⁶⁶ Čvirik.

CHAPTER V

CONCLUSION

A. Conclusion

After analyzing the research results, the researcher finally concluded that the types of questioning strategies used by the teacher in English learning were able to facilitate learning activities. This can be seen from the results of observations and the results of teacher interviews. In questioning activities the teacher uses managerial questions to interact with students at the beginning of learning, asking about activities carried out by students, checking attendance, giving instructions to students, organizing student activities, giving students opportunities to answer, and ending learning. Then use rhetorical questions to confirm the material being studied, asking students as confirmation. Then the teacher uses closed questions to ask all students in the form of simple questions, asking a student, asking a choice of certain material parts, asking students to repeat sentences, asking the meaning of a word, interpreting sentences. Then the teacher uses open questions, among others, to mention parts of the material as a whole, gives instructions to explain understanding of a text, mentions certain characteristics, analyzes material, explains material that has been studied, mentions functions. In the observations and questionnaires it can also be seen that there is a similarity in

information between the observations and interviews about the functions of each of the types of questioning strategies.

In addition, based on questionnaire data and student interviews, the researchers concluded that students' perceptions toward questions in learning were based on 3 components. In the cognitive component 29 students stated that questioning facilitated them to understand learning and 28 students stated that the level of difficulty of the questions affected answering time. In the affective component, 19 students felt that questioning was important, and 25 students felt anxiety or surprise when they had their turn to answer questions, then 31 students were interested in answering if they received a reward or value when answering questions. Then in the conative component as much as 22 students stated that they had answered the teacher's questions, and 28 of students were interested in answering if they felt capable of doing so, and then as many as 19 students stated that they needed persuasion or were appointed by a teacher or friend and some said it depended on the type of question. By looking at the results of the analysis of student questionnaires, it can be seen that the questionnaires represent good results. Even though students sometimes find it difficult with the teacher's questions, they believe that the teacher's questions will have a positive impact.

B. Suggestion

After conducting research that discussed teachers' questioning strategies and students' perceptions toward the questions in English learning activities at MAN 1 Semarang, the researchers formulated the following suggestions:

1. For English teachers
The researcher suggests the English teacher to develop strategies in questioning activities according to class conditions. English teachers are advised to frequently do questioning activities. Teachers can use various questioning strategies, for example by asking questions about students' daily activities to understand and improve teacher and student communication, then questions that require low order thinking skills to see students' enthusiasm and attention during learning activities, teachers can also use questions which requires high order thinking skills.
2. For Students
Students are expected to be more active in learning, especially when answering teacher questions, giving opinions during learning activities. Because student activity will also provide benefits to these students in understanding the learning material.
3. For next researchers
For next researchers, research on teacher's questioning strategies can be further developed. Especially

experimental research on teacher's questioning strategies with the latest curriculum or learning media. The next researchers can develop a questioning strategy according to students' perceptions of this research to ensure student comfort in learning.

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Appendix 1: Research Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KOTA SEMARANG
MADRASAH ALIYAH NEGERI 1 KOTA SEMARANG
Jalan Biggen S. Sudarto Pedurungan Kidul Kec. Pedurungan Semarang, Telepon/Faksimile (024) 6715208
Laman man1kotasemarang.sch.id Posel semarang.man1@gmail.com

SURAT KETERANGAN
Nomor: 2262/Ma.11.33.01/TL.00/11/2022

Yang bertanda tangan di bawah ini


nama : H. Tasimin, S.Ag, M.S.I.
NIP : 196811182000031001
pangkat/gol. ruang : Pembina Tk. I/IV/b
jabatan : Kepala MAN 1 Kota Semarang.


Menerangkan dengan sesungguhnya bahwa

nama : AR ROZAQ MAULANA ADJIE SAPUTRA
NIM : 1803046079
program studi : Pendidikan Bahasa Inggris (S-1)
UIN Walisongo Semarang

Yang bersangkutan benar-benar telah melaksanakan penelitian untuk keperluan Skripsi di MAN 1 Kota Semarang pada tanggal 07 s.d. 26 November 2022 dengan judul "Teacher's Questioning Strategies and Student's Perceptions Toward the Questions In English Learning Activities (A Case Study of Teaching English Language at MAN 1 Kota Semarang) ".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

26 November 2022
Kepada

H. Tasimin



Appendix 2: List of Teachers and Education Personnel

No.	Nama Guru	Gol.	Keterangan		
		Ruang			
1	H. Tasimin, S.Ag, M.S.I	IV/b	Kepala Madrasah		
2	Drs. Zaenuri	IV/c			
3	Chomsatun, SH, M.Pd	IV/c	Waka Humas		
4	Drs. Sugiyanta	IV/a			
5	Ary Priono, S.Pd	IV/a			
6	Drs. Supardi	IV/a	Gol.III/a-III/b = Guru Pertama		
7	Drs. Muslih	IV/a	Gol.III/c-III/d = Guru Muda		
8	Drs. M. Isnandar	IV/a	Gol.IV/a-IV/e = Guru Madya		
9	Drs. Joko Siswono, M.Pd	IV/b			
10	Drs. Sukri	IV/a			
11	Drs. Sudarko, S.Pd	IV/a			
12	Dra. Rochmatah	IV/a			
13	M. Ally Firdaus, S.Ag, M.Si	IV/a			
14	Anshori, SPd	IV/a			
15	Dra. Kanti Setiyati	IV/a			
16	Sih Hartini, S.Pd, M.Si	IV/b			
17	Drs. Asrori	IV/a			
18	Ellya Nur Chasanah, S.Pd, M.Sc	IV/a			
19	Drs. Muh. Badi	IV/a			
20	Ani Rachmawati, S.Ag, M.S.I	IV/c			
21	Agustin Sri Hartati, S.Pd	IV/b			
22	Puji Lestari, S.Pd	IV/a			
23	Nurul Hidayah, S.Pd	IV/a			
24	Beta Nur Bety Tsany, SPd	IV/a			
25	Suparman, S.Pd	IV/a			
26	Drs. Agung Wibowo	IV/a			
27	Drs. Mulyanto, M.Pd	IV/a			
28	Muawanah, S.Pd, M.Pd	IV/a			
29	Sulasih, S.Pd	IV/a			
30	Dra. Noor Hidayah Budhi S	IV/a			
31	Edy Kristijono, S.Pd	IV/a			
32	Siti Fitriyah, S.Pd	IV/a			
33	Irfan Dwi Putranto, S.Pd	IV/a			
34	Solastri, S.Pd	IV/a			
35	Aris Fahkrudin, S.Si, M.Pd	IV/a	Waka Kurikulum		
36	Muhammad Nurhan, S.Ag, M.Pd	IV/a			
37	Katibin	III/c			
38	Nur Farida, S.Pd.I	III/d			
39	Musa Al Hadi, S.Ag	III/d	Waka Sarpras		
40	Sri Panggalih, S.Pd	III/d			
41	Zulia Ulfah, S.Pd.I, M.S.I	III/d			
42	Widhi Astono, SE	III/d			
43	Siswoyo, S.Pd	III/d			
44	Mokhammad Taufik, SAg, M.Pd	III/d			
45	Joko Wahyono, S.Ag	III/d			
46	Syafa'ah, S.Pd, M.Pd	III/d			

47	Tri Marheni, SPd	III/d		
48	Rosidi, S.PSi, M.Pd	III/d	Waka Kesiswaan	
49	Eko Sukaryono, S.Pd	III/b		
50	Endang Purwatiningrum, S.Pd	III/c		
51	Siti Himmatul Aliyah, S.Pd	III/c		
52	Nuryanto, S.Pd, M.Pd	III/c		
53	Misbah, S.Kom, M.Si	III/b		
54	Imam Su'adi, S.Pd	III/b		
55	Halimur Rosyad, S.Pd	III/a		
56	Drs. RM. Djupriyanto, M.Pd	IV/b		
57	Angga Prilakusuma, Lc	III/a		
58	Sumiyati, S.Pd	III/a		
59	Suyatnak, S.Pd	III/a		
60	Widodo, S.Sy	III/a		
61	Nur Rochim, S.Hum	III/a		
62	Benny Prasajo, S.Pd	-		
63	Erna Nur Azizah, S.Pd	-		
64	Galih Ika Apriliana, S.Pd	-		
65	Silvia Dalih Wahyuningtyas, S.Pd	-		
66	Nur Latifah, S.Pd	-		
67	Hanindya Ranengtyas Fatmasari, M.Pd	-		
68	Ikhwatul Hanum, S.Pd	III/d		
69	Sulistyo Dayu Rahmawati	-		
PEGAWAI			Keterangan	
70	Muchamad Solichin, S.Pd	III/c	Kepala Tata Usaha	
71	Siti Rokhani	III/b		
72	Endang Sri Rahayu	III/b		
73	Beny Indrajaya, A.Md	III/b		
74	Ngatno	II/d		
75	Agung Tristriyanto	II/d		
76	Siti Alfiah		Komite	
77	Heru Harjanto, A.Md		Perpus	
78	Sri Sumaryati, SE		TU	
79	Abdul Royansyah		Penjaga malam	
80	Sukisno		Penjaga malam	
81	Ali Muthohar		Satpam	
82	Musoli		Driver	
83	Arjujani		Kebersihan	
84	Siti Alfiah		Kebersihan	
85	Parmi		Kebersihan	
86	Uswatun Hasanah		Perpus	
87	Akhmad Yani		Satpam	
88	Muhamad Cholis		Kebersihan	
89	Zulfikar Fahmi Haedar, S.Kom		TU	
90	Raysa Ilma Rasdha Diana, S.H		TU	

Appendix 3: Teacher Interview Transcript

Researcher : Assalamualaikum, bu Agustin.

Teacher : Waalaikumsalam, ada yang bisa dibantu. Mas Rozaq?

Researcher : Saya Ar Rozaq Maulana, mahasiswa UIN Walisongo. Izin meminta waktu untuk wawancara untuk pengambilan data dalam rangka pengerjaan skripsi saya. Apakah boleh saya minta waktunya.

Teacher : Monggo, mas. Saya izinkan. Apa yang ingin ditanyakan dan diketahui. Untuk melengkapi data skripsi panjenengan.

Researcher : Apakah saya boleh tau nama lengkap dan gelarnya, bu?

Teacher : Oh, iya. Ibu Agustin Sri Hartati, S. Pd.

Researcher : Baik, ibu. Wawancara kita akan berkuat tentang Strategi bertanya guru pada pembelajaran bahasa Inggris di MAN 1 Kota Semarang. Pertama saya ingin menanyakan, Dalam pembelajaran bahasa

Inggris, kendala apa saja yang biasa ibu Agustin alami? Dan saat bertanya apakah ibu hanya bertanya pertanyaan sederhana adakah pertanyaan yang disiapkan untuk membuat siswa berpikir secara mendalam?

Teacher : Ya, jelas sekali sangat membantu dengan pertanyaan-pertanyaan yang saya sampaikan saja kadang saya menggali dengan pertanyaan yang membutuhkan analisis agar siswa berani bertanya kemudian pada akhir pembelajaran saya menyimpulkan apa yang kita pelajari di hari itu. Untuk kendala memang biasanya ada tapi dari kendala itu saya upayakan untuk menunggu anak-anak yang unggul untuk menjawab dan saya juga memberikan kesempatan anak-anak yang belum menjawab untuk menjawab, biasanya saya ambil acak.

Researcher : Kemudian saya izin bertanya bagaimana pendapat ibu Agustin terhadap peran pertanyaan saat kegiatan pembelajaran, apakah ibu hanya bertanya seputar pelajaran saja?

Teacher : Menurut saya itu sangat penting sekali ya, diawal kita menggiring siswa untuk fokus terhadap materi yang kita sampaikan, kemudian dipancing dengan pertanyaan-pertanyaan. Kalo bertanya untuk mengetahui kegiatan siswa, ya lumayan sering mas. Lebih sering saya menggunakan untuk mengarahkan kegiatan siswa berikutnya.

Researcher : Apakah dalam kegiatan bertanya yang ibu Agustin lakukan menerapkan strategi tertentu untuk memudahkan kegiatan bertanya guru dan murid?

Teacher : Iya, saya biasanya begini. Untuk memberikan pertanyaan memang saya sampaikan pertanyaan kemudian anak tunjuk jari lalu biasanya saya suruh mengulang kembali pertanyaan yang saya ucapkan. Kemudian saya suruh menerjemahkan sehingga dari terjemahan itu saya harapkan siswa yang lain yang kurang paham jadi tau. Seandainya pertanyaan yang saya berikan secara clasicol kok anak belum ada yang tau maka saya sampaikan sendiri maksud dari pertanyaan tersebut.

Researcher : Lalu apakah strategi yang ibu Agustin gunakan memudahkan ibu saat kegiatan pembelajaran bahasa Inggris?

Teacher : Itu sangat memudahkan sekali, karena anak akan lebih fokus dengan apa yang akan saya sampaikan. Misalnya ini saya akan membahas teks deskripsi, saya bertanya tentang apa yang siswa tau tentang teks deskripsi.

Researcher : Lalu untuk pertanyaan berikutnya bu Agustin. Apakah siswa mampu menjawab setiap pertanyaan yang diajukan bu Agustin selama pembelajaran bahasa Inggris? Dan bagaimana bila dalam menjawab siswa ada kekurangan atau kesalahan, apakah ibu akan bertanya dan mengulangi poin penjelasan siswa?

Teacher : Setiap kelas bervariasi, mas. Tapi yang kurang bisa menjawab itu sedikit saja hanya dari beberapa siswa saja. Siswa memang kadang jawabanya kurang tepat, sering nih suruh ngartiin tapi artinya kurang bener. Nah kadang saya tanya begini. Misal “jadi menurutmu itu bagian salutation, salutation artinya

apa sih?” ya itu untuk mencari tahu siswa paham atau tidak, kita konfirmasi statement nya.

Researcher : Baik bu. Lalu untuk pertanyaan berikutnya, sebelum pembelajaran bahasa Inggris apakah ibu selalu merencanakan pertanyaan yang akan diberikan kepada siswa?

Teacher : Oh, iya. Setiap masuk KBM saya memang sudah membuat skema kecil, istilahnya coret-coretan. Mulai dari awal kegiatan. Mengawali dengan pertanyaan-pertanyaan dengan tujuan agar siswa bisa fokus ke materi yang akan saya sampaikan, kemudian dari siswa yang bisa menjawab. Saya memberikan nilai tidak hanya dari nilai keaktifan tapi juga ada nilai lainya yang bermacam-macam. Ada pengetahuan, ketrampilan, termasuk nilai sikap spiritual dan sebagainya. Kemudian siswa itu pasti mendapat giliran untuk menjawab pertanyaan. Awalnya saya sampaikan secara umum kalau ada anak yang sudah menjawab kemudian saya lempar ke anak yang belum pernah menjawab sama sekali. Jadi setiap siswa saya usahakan mendapat giliran untuk menjawab pertanyaan yang saya tanyakan.

Researcher : Baik bu. Untuk pertanyaan terakhir bu Agustin. Apakah pertanyaan yang diberikan bu Agustin memudahkan ibu Agustin untuk lebih dekat dalam berinteraksi dengan siswa di kelas?

Teacher : Ya, jelas sekali sangat membantu dengan pertanyaan-pertanyaan yang saya sampaikan saja kadang saya berinteraksi dengan siswa. Jadi bukan Cuma tanya pelajaran tok, kadang kabar siswa, misal tadi pelajaran apa. Gitu.

Researcher : Baik bu Agustin. Mungkin itu dulu pertanyaan kegiatan wawancara kita. Terimakasih atas waktunya dan mohon maaf bila mengganggu kegiatan ibu.

Researcher : Sama-sama, mas Rozaq.

Appendix 4: 1st Meeting Observation Sheet

Lembar Observasi

Tanggal: Kamis, 10 November Kelas: XI IBB

2022

Types of questioning strategies	Questions	Notes
Managerial Questions	<ol style="list-style-type: none">1. Hello, how are you today?2. Ok, sebelum pelajaran bahasa Inggris tadi belajar pelajaran apa aja dan gurunya siapa?3. Ada yang tidak masuk hari ini?4. Can anyone translate this sentence?5. Try to find examples of personal letters on the internet, understand?6. Ada yang mau mengerjakan nomer 1?7. Anyone want to do number 2? Come on.	<ol style="list-style-type: none">1. Pada pertanyaan "Ok, sebelum pelajaran bahasa Inggris tadi belajar pelajaran apa aja dan gurunya siapa?", "Ada yang tidak masuk hari ini?", "Ada yang mau mengerjakan nomer 1?" guru menggunakan wait time and question refinement. Wait time karena siswa perlu waktu untuk mengingat, dan

	<p>8. That's all for today, do you have any questions?</p>	<p>question refinement yang merupakan menjelaskan ulang dari bahasa Inggris dan Indonesia.</p> <p>2. Pada pertanyaan "Hello, how are you today?", Can anyone translate this sentence?", "Try to find examples of personal letters on the internet, understand?", "Anyone want to do number 2? Come on.", "That's all for today, do you have any questions?" guru menggunakan strategi wait time untuk menunggu siswa yang ingin melakukan tugas tersebut.</p>
<p>Rhetorical Questions</p>	<p>1. we will often make letters especially</p>	<p>1. Pada pertanyaan "In communicating,</p>

	<p>when communicating with people who are far away, right?</p> <p>2. Itu kan suratnya menjelaskan keadaan saat belajar di luar negeri, masak itu jawabanya?</p>	<p>we will often make letters, right? Guru menggunakan strategi wait time dimana guru memberikan waktu siswa untuk menjawab.</p> <p>2. Kemudian pada “Itu kan suratnya menjelaskan keadaan saat belajar di luar negeri, masak itu jawabanya?” guru menerapkan strategi wait time dan question refinement jadi guru memberi waktu dan juga menjelaskan ulang dalam bahasa Indonesia.</p>
Closed Questions	<p>1. Ada yang tau artinya E-mail?</p> <p>2. Can you mention the structure of</p>	<p>1. Pada pertanyaan “Ada yang tau artinya E-mail?”, “Dari contoh surat itu yang termasuk</p>

	<p>the personal letter?</p> <p>3. Dari contoh surat itu yang termasuk closure, closing dan signature yang mana, daf?</p> <p>4. Ada yang tau artinya “salutation”?</p> <p>5. Can you show the Introduction, Body and Closure parts please?</p> <p>6. Surat itu untuk siapa? Absen 20 coba dijawab yok.</p>	<p>closure, closing dan signature yang mana, daf?”, “Ada yang tau artinya “salutation”?”, “Surat itu untuk siapa? Absen 20 coba dijawab yok.” guru menggunakan prinsip wait time dan question refinement. Wait time digunakan guru untuk menunggu siswa menjawab sedangkan question refinement disini adalah digunakannya bahasa Indonesia dalam kegiatan pembelajaran bahasa Inggris.</p> <p>2. Kemudian pada kalimat “Can you mention the structure of the personal letter?”, “Can</p>
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		<p>you show the Introduction, Body and Closure parts please?" guru menggunakan strategi wait time.</p>
Open Questions	<ol style="list-style-type: none"> 1. What is the structure of a personal letter? please mention. 2. Can you explain the meaning of the letter on this page, Muhammad? 3. What is the difference between formal and informal letters? Anyone want to explain maybe one of the differences? Gak usah semuanya, mungkin satu atau dua perbedaan. 	<ol style="list-style-type: none"> 1. Pada dialog pertanyaan "What is the structure of a personal letter? please mention.", "Can you explain the meaning of the letter on this page, Muhammad?", "What is the difference between formal and informal letters? Anyone want to explain maybe one of the differences? Gak usah semuanya, mungkin satu atau dua perbedaan.", "Last week, we also studied

	<p>4. Apa saja unsur kebahasaan yang terdapat dalam personal letter?</p> <p>5. Last week, we also studied "Letter of Invitation". What's the difference between "invitation letter" and "personal letter"?"</p>	<p>"Letter of Invitation". What's the difference between "invitation letter" and "personal letter"?" guru menggunakan prinsip wait time, question refinement dan probing. Pada prinsip wait time guru memberikan siswa waktu berpikir, karena pertanyaan sedikit membutuhkan analisa guru mengulangi pertanyaan atau question refinement, lalu karena pertanyaan ini berusaha mengetahui analisa siswa dan bersifat open question maka ini termasuk prinsip probing.</p>
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		<p>2. Pada pertanyaan “Apa saja unsur kebahasaan yang terdapat dalam personal letter?” guru menggunakan prinsip wait time untuk menunggu siswa menjawab time refinement dan probing.</p>
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Appendix 5: 2nd Meeting Observation Sheet

Lembar Observasi

Tanggal: Kamis, 16 November Kelas: XI IBB

2022

Types of questioning strategies	Questions	Notes
Managerial Questions	<ol style="list-style-type: none"> 1. Hi, how are you today? 2. Apakah masuk semua? Yang tidak masuk siapa aja ya? 3. Sudah ketemu halamanya? Kalau sudah ketemu coba dibaca sebentar. 4. Who wants to answer question number 3? Raise your hands. 5. Can you do number 4? 6. Amanda, tau jawabanya nomer 5? 7. Tolong diem sebentar bisa? Ada 	<p>3. Pada pertanyaan “Apakah masuk semua? Yang tidak masuk siapa aja ya?”, “Sudah ketemu halamanya? Kalau sudah ketemu coba dibaca sebentar.”, “Amanda, tau jawabanya nomer 5?”, “Tolong diem sebentar bisa? Ada pengumuman penting.” guru menggunakan wait time and question refinement. Wait time</p>

	<p>pengumuman penting.</p> <p>8. Do you have any questions about the exercise?</p> <p>9. That's all for today, any questions about the material today?</p>	<p>karena siswa perlu waktu untuk mengingat, dan question refinement yang merupakan menjelaskan ulang dari bahasa Inggris dan Indonesia.</p> <p>4. Pada pertanyaan "Hi, how are you today?", "Who wants to answer question number 3? Raise your hands.", "Can you do number 4?", Do you have any questions about the exercise?", "That's all for today, any questions about the material today?" guru menggunakan strategi wait time untuk menunggu</p>
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		siswa yang ingin melakukan tugas tersebut.
Rhetorical Questions	<ol style="list-style-type: none"> Misal ini kan ada teman kalian yang sakit, as a good friend, you will definitely suggest your friends to buy medicine or go to the doctor, isn't it? 	<ol style="list-style-type: none"> Pada pertanyaan "Misal ini kan ada teman kalian yang sakit, as a good friend, you will definitely suggest your friends to buy medicine or go to the doctor, isn't it?" teacher uses probing strategy.
Closed Questions	<ol style="list-style-type: none"> What does "SMS" mean? Does anyone know? What's my suggestion? Coba ulangi. Artinya apa, lis? Seat belt, artinya apa? Ada kata will, apa artinya? 	<ol style="list-style-type: none"> Pada pertanyaan "Artinya apa, lis?", "Seat belt, artinya apa?", "Ada kata will, apa artinya?", "Arti kalimat "I think you should go and meet her." Apa?", "Apa Arti kalimat "I

	<p>6. Arti kalimat “I think you should go and meet her.” Apa?</p> <p>7. Apa Arti kalimat “I want to convey my pride for your achievement.”? Ada yang tahu?</p>	<p>want to convey my pride for your achievement.”? Ada yang tahu?” guru menggunakan prinsip wait time dan question refinement. Wait time digunakan guru untuk menunggu siswa menjawab sedangkan question refinement disini adalah digunakannya bahasa Indonesia dalam kegiatan pembelajaran bahasa Inggris.</p> <p>2. Pada pertanyaan “What does “SMS” mean? Does anyone know?” guru menggunakan strategi wait time dan question refinement</p>
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		karena siswa membutuhkan waktu dalam menjawab dan pertanyaan diulangi disebabkan kurang ya kemampuan siswa dalam memahami pertanyaan.
Open Questions	<ol style="list-style-type: none"> 1. What did we learn about in chapter 3? Yok yang masih inget jelasin secara singkat aja. 2. Then what about chapter 4? Anyone know what chapter 4 is about? Yok yang tau bab 4 tentang apa? 3. What does SMS stand for? 4. What is the topic of the text? 5. What does the passages tell us about? 	<ol style="list-style-type: none"> 3. Pada dialog pertanyaan “What did we learn about in chapter 3? Yok yang masih inget jelasin secara singkat aja.”, “Then what about chapter 4? Anyone know what chapter 4 is about? Yok yang tau bab 4 tentang apa?”, “What does SMS stand for?”, “What is the topic of the text?”, “What does the passages tell us about?”, “In

	<p>6. In the letter, What was the writer trying to tell about? And who is the letter for?</p>	<p>the letter, What was the writer trying to tell about? And who is the letter for?" guru menggunakan prinsip wait time, question refinement dan probing. Pada prinsip wait time guru memberikan siswa waktu berpikir, karena pertanyaan sedikit membutuhkan analisa guru mengulangi pertanyaan atau question refinement, lalu karena pertanyaan ini berusaha mengetahui analisa siswa dan bersifat open question maka ini termasuk prinsip probing.</p>
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Appendix 6: Student Questionnaire

KUISIONER PENELITIAN

(Persepsi Siswa Terhadap Pertanyaan Dalam Aktivitas Pembelajaran Bahasa Inggris)

A. Identitas Responden

1. Nama :
2. Kelas/Nomor Absen :
3. Jenis Kelamin :

B. Petunjuk Pengisian Kuisisioner dan Daftar Pertanyaan

Kuisisioner ini dilakukan untuk mengetahui persepsi siswa terhadap pertanyaan yang diajukan guru dalam aktivitas pembelajaran bahasa Inggris. Pertanyaan yang dimaksud dalam kuisisioner adalah pertanyaan yang disampaikan guru secara lisan dalam pembelajaran bahasa Inggris. Cara mengisi pertanyaan kuisisioner dengan mengisi jawaban pada tempat yang disediakan sesuai dengan pendapat pribadi dan opini anda.

1. Apakah kegiatan tanya jawab yang dilakukan guru bahasa Inggris di kelas anda memudahkan anda dalam memahami pelajaran bahasa Inggris?

Jawaban:

2. Apakah guru bahasa Inggris di kelas anda pernah bertanya dengan bahasa Inggris tentang sesuatu yang tidak termasuk materi pembelajaran? Misalnya kabar sehari-hari atau aktivitas yang anda lakukan.

Jawaban:

3. Apakah anda kesulitan dan membutuhkan waktu yang lama dalam menjawab pertanyaan bahasa Inggris yang membutuhkan kemampuan berpikir kritis selama dikelas ini?

Jawaban:

4. Bagaimana pendapat anda terhadap pertanyaan yang diberikan guru selama pembelajaran bahasa Inggris di kelas ini? Apakah pertanyaan yang guru berikan memiliki peran yang penting bagi anda saat pembelajaran?

Jawaban :

5. Bagaimana perasaan anda saat tiba-tiba mendapat giliran untuk menjawab pertanyaan guru?

Jawaban:

6. Apakah ada sesuatu yang membuat anda tertarik untuk menjawab pertanyaan guru selama pelajaran bahasa Inggris? Misalnya nilai, tawaran untuk keluar kelas lebih cepat, dll?

Jawaban:

7. Apakah anda pernah menjawab pertanyaan guru selama pembelajaran bahasa Inggris selama di kelas ini?

Jawaban:

8. Bila anda mampu menjawab pertanyaan guru, apakah anda tertarik untuk menjawab pertanyaan guru?

Jawaban:

9. Saat anda menjawab pertanyaan, apakah anda memiliki inisiatif sendiri untuk menjawab atau harus ditunjuk atau dibujuk guru untuk menjawab pertanyaan?

Jawaban:

Appendix 7 Sample 1st Student Questionnaire

KUISIONER PENELITIAN
(Persepsi Siswa Terhadap Pertanyaan Dalam Aktivitas Pembelajaran Bahasa Inggris)

A. Identitas Responden

1. Nama	: Namira Alyya Sukma
2. Kelas/Nomor Absen	: XI IBB / 22
3. Jenis Kelamin	: Perempuan

B. Petunjuk Pengisian Kuisisioner dan Daftar Pertanyaan

Kuisisioner ini dilakukan untuk mengetahui persepsi siswa terhadap pertanyaan yang diajukan guru dalam aktivitas pembelajaran bahasa Inggris. Pertanyaan yang dimaksud dalam kuisisioner adalah pertanyaan yang disampaikan guru secara lisan dalam pembelajaran bahasa Inggris. Cara mengisi pertanyaan kuisisioner dengan mengisi jawaban pada tempat yang disediakan sesuai dengan pendapat pribadi dan opini anda.

1. Apakah kegiatan tanya jawab yang dilakukan guru bahasa Inggris di kelas anda memudahkan anda dalam memahami pelajaran bahasa Inggris?

Jawaban : Tidak, guru saya lebih sering memberi soal-soal dan meminta kita mengerjakan soal dari pada melatukan tanya jawab.

2. Apakah guru bahasa Inggris di kelas anda pernah bertanya dengan bahasa Inggris tentang sesuatu yang tidak termasuk materi pembelajaran? Misalnya kabar sehari-hari atau aktivitas yang anda lakukan.

Jawaban : Ya, dulu pada awal pertemuan guru menanyakan "How are you today?"

3. Apakah anda kesulitan dan membutuhkan waktu yang lama dalam menjawab pertanyaan bahasa Inggris yang membutuhkan kemampuan berpikir kritis selama dikelas ini?

Jawaban : Ya, karena terkadang saya belum mengetahui beberapa kosakata yg digunakan ketika bertanya.

4. Bagaimana pendapat anda terhadap pertanyaan yang diberikan guru selama pembelajaran bahasa Inggris di kelas ini? Apakah pertanyaan yang guru berikan memiliki peran yang penting bagi anda selama pembelajaran?

Jawaban : Ya, pertanyaan yang guru tanyakan untuk kegiatan sehari-hari dapat mengarah kemampuan berbahasa Inggris

5. Bagaimana perasaan anda saat tiba-tiba mendapat giliran untuk menjawab pertanyaan guru?

Jawaban : terkadang merasa terkejut karena mawahir jika
jawaban yang disampaikan berbeda dengan
pertanyaan yang ditanyakan

6. Apakah ada sesuatu yang membuat anda tertarik untuk menjawab pertanyaan guru selama pelajaran bahasa Inggris? Misal nya nilai, tawaran untuk keluar kelas lebih cepat, dll?

Jawaban : Saya tertarik menjawab pertanyaan guru yg
dapat menambah nilai.

7. Apakah anda pernah menjawab pertanyaan guru selama pembelajaran bahasa Inggris selama di kelas ini?

Jawaban : Ya, pernah

8. Bila anda mampu menjawab pertanyaan guru, apakah anda tertarik untuk menjawab pertanyaan guru?

Jawaban : Ya, tertarik apalagi jika mendapat nilai

9. Saat anda menjawab pertanyaan, apakah anda memiliki inisiatif sendiri untuk menjawab atau harus ditunjuk atau dibujuk guru untuk menjawab pertanyaan?

Jawaban : Saya sering inisiatif untuk menjawab pertanyaan
dan pada dimanjuk

Appendix 8 Sample 2nd Student Questionnaire

KUISIONER PENELITIAN
(Persepsi Siswa Terhadap Pertanyaan Dalam Aktivitas Pembelajaran Bahasa Inggris)

A. Identitas Responden

1. Nama	: Wana Pordhica Piteri
2. Kelas/Nomor Absen	: XI IBB (13)
3. Jenis Kelamin	: Perempuan

B. Penunjuk Pengisian Kuisisioner dan Daftar Pertanyaan

Kuisisioner ini dilakukan untuk mengetahui persepsi siswa terhadap pertanyaan yang diajukan guru dalam aktivitas pembelajaran bahasa Inggris. Pertanyaan yang dimaksud dalam kuisisioner adalah pertanyaan yang disampaikan guru secara lisan dalam pembelajaran bahasa Inggris. Cara mengisi pertanyaan kuisisioner dengan mengisi jawaban pada tempat yang disediakan sesuai dengan pendapat pribadi dan opini anda.

1. Apakah kegiatan tanya jawab yang dilakukan guru bahasa Inggris di kelas anda memudahkan anda dalam memahami pelajaran bahasa Inggris?

Jawaban : Ya, guru sering membuat persoa tanya dan jawab tersebut, terkadang membuat saya berfikir ulang, meskipun terkadang ada beberapa pertanyaan yg sulit di jawab.

2. Apakah guru bahasa Inggris di kelas anda pernah bertanya dengan bahasa Inggris tentang sesuatu yang tidak termasuk materi pembelajaran? Misalnya kabar sehari-hari atau aktivitas yang anda lakukan.

Jawaban : Ya, dan guru sering berkata "Can you open your book?" lalu mengerjakan.

3. Apakah anda kesulitan dan membutuhkan waktu yang lama dalam menjawab pertanyaan bahasa Inggris yang membutuhkan kemampuan berpikir kritis selama dikelas ini?

Jawaban : tidak, karena jika ada yang kesulitan guru akan membantu.

4. Bagaimana pendapat anda terhadap pertanyaan yang diberikan guru selama pembelajaran bahasa Inggris di kelas ini? Apakah pertanyaan yang guru berikan memiliki peran yang penting bagi anda saat pembelajaran?

Jawaban : saya kurang tahu, tetapi tetapi saya yakin guru saya lebih tahu dalam kebutuhan materi bahasa Inggris saya

5. Bagaimana perasaan anda saat tiba-tiba mendapat giliran untuk menjawab pertanyaan guru?

Jawaban : terkadang tertegut namun saya tetap menjawab
nah itu salah / benar saya tetap menjawab
Jika Jawaban saya salah saya meminta guru untuk
membenarkan

6. Apakah ada sesuatu yang membuat anda tertarik untuk menjawab pertanyaan guru selama pelajaran bahasa Inggris? Misalnya nilai, tawaran untuk keluar kelas lebih cepat, dll?

Jawaban : Saya tertarik jika ada tawaran untuk
tambah nilai

7. Apakah anda pernah menjawab pertanyaan guru selama pembelajaran bahasa Inggris selama di kelas ini?

Jawaban : Pernah itu hanya beberapa saja

8. Bila anda mampu menjawab pertanyaan guru, apakah anda tertarik untuk menjawab pertanyaan guru?

Jawaban : mampu namun terkadang malu

9. Saat anda menjawab pertanyaan, apakah anda memiliki inisiatif sendiri untuk menjawab atau harus ditunjuk atau dibujuk guru untuk menjawab pertanyaan?

Jawaban : saya terkadang ditunjuk untuk
menjawab pertanyaan guru

Appendix 9 Sample 3rd Student Questionnaire

KUISIONER PENELITIAN
(Persepsi Siswa Terhadap Pertanyaan Dalam Aktivitas Pembelajaran Bahasa Inggris)

A. Identitas Responden

1. Nama	: Muhammad Rasyid Oxyandy
2. Kelas/Nomor Absen	: XI IBB / 20
3. Jenis Kelamin	: Laki-laki

B. Petunjuk Pengisian Kuisisioner dan Daftar Pertanyaan

Kuisisioner ini dilakukan untuk mengetahui persepsi siswa terhadap pertanyaan yang diajukan guru dalam aktivitas pembelajaran bahasa Inggris. Pertanyaan yang dimaksud dalam kuisisioner adalah pertanyaan yang disampaikan guru secara lisan dalam pembelajaran bahasa Inggris. Cara mengisi pertanyaan kuisisioner dengan mengisi jawaban pada tempat yang disediakan sesuai dengan pendapat pribadi dan opini anda.

1. Apakah kegiatan tanya jawab yang dilakukan guru bahasa Inggris di kelas anda memudahkan anda dalam memahami pelajaran bahasa Inggris?

Jawaban : Ya, karena guru sering membenarkan jawaban kuis ketika ada yang salah.

2. Apakah guru bahasa Inggris di kelas anda pernah bertanya dengan bahasa Inggris tentang sesuatu yang tidak termasuk materi pembelajaran? Misalnya kabar sehari-hari atau aktivitas yang anda lakukan.

Jawaban : Ya, ~~guru~~ sering misalinya "please open your book page"

3. Apakah anda kesulitan dan membutuhkan waktu yang lama dalam menjawab pertanyaan bahasa Inggris yang membutuhkan kemampuan berpikir kritis selama dikelas ini?

Jawaban : Ya, pernah karena saya juga masih belajar

4. Bagaimana pendapat anda terhadap pertanyaan yang diberikan guru selama pembelajaran bahasa Inggris di kelas ini? Apakah pertanyaan yang guru berikan memiliki peran yang penting bagi anda saat pembelajaran?

Jawaban : Saya kurang tahu, tapi saya cukup tau

5. Bagaimana perasaan anda saat tiba-tiba mendapat giliran untuk menjawab pertanyaan guru?

Jawaban : rasanya kaget dan jantung berdebar-debar

6. Apakah ada sesuatu yang membuat anda tertarik untuk menjawab pertanyaan guru selama pelajaran bahasa Inggris? Misalnya nilai, tawaran untuk keluar kelas lebih cepat, dll?

Jawaban : Tidak, Tidak cukup tertarik

7. Apakah anda pernah menjawab pertanyaan guru selama pembelajaran bahasa Inggris selama di kelas ini?

Jawaban : Ya, pernah ketika saat guru ^{menyuruh} ~~saya~~ maju

8. Bila anda mampu menjawab pertanyaan guru, apakah anda tertarik untuk menjawab pertanyaan guru?

Jawaban : Tidak, saya mau saat ~~itu~~ ingin ~~itu~~ menjawab

9. Saat anda menjawab pertanyaan, apakah anda memiliki inisiatif sendiri untuk menjawab atau harus ditunjuk atau dibujuk guru untuk menjawab pertanyaan?

Jawaban : Ya, saya tipe orang yang harus di tunjuk dulu
saat ingin menjawab

Appendix 10: List of Student Interview Questions

PERTANYAAN WAWANCARA SISWA (Persepsi Siswa Terhadap Pertanyaan Dalam Aktivitas Pembelajaran Bahasa Inggris)

A. Identitas Responden

1. Nama :
2. Kelas/Nomor Absen :
3. Jenis Kelamin :

B. Daftar Pertanyaan

- 1) Apakah guru bahasa Inggris di kelas anda pernah bertanya dengan bahasa Inggris tentang sesuatu yang tidak termasuk materi pembelajaran? Misalnya kabar sehari-hari atau aktivitas yang anda lakukan
- 2) Apakah kelas anda ikut aktif menjawab pertanyaan guru selama kegiatan pembelajaran?
- 3) Bagaimana pendapat anda terhadap pertanyaan yang diberikan guru selama pembelajaran bahasa Inggris di kelas ini? Apakah pertanyaan yang guru berikan memiliki peran yang penting bagi kelas anda saat pembelajaran?
- 4) Apakah ada kesulitan atau hambatan dalam menjawab pertanyaan guru saat kegiatan tanya-jawab?

Appendix 11: Meeting Documentation



Appendix 12: Questionnaire Filling Activities



Appendix 13: Teacher Interview Activity



Appendix 14: Student Interview Activities



CURRICULUM VITAE

A. Personal Data

1. Nama : Ar Rozaq Maulana Adjie Saputra
2. Place and Date of Birth : Semarang, 21 Juni 2000
3. Address : Jl. Kebon Arum Utara III No. 4, RT 09/RW 10, Kel. Kebonbatur, Mranggen, Demak
4. E-mail : rozak2106@gmail.com
5. Phone Number : +6288216229419

B. Educational Background

1. Formal Education :
 - a. SD Negeri Batusari 7
 - b. MTS Negeri 1 Kota Semarang
 - c. MA Negeri 1 Kota Semarang
 - d. UIN Walisongo Semarang
2. Non-formal Education :
 - a. Kelas Kecerdasan Digital Dasar bersama Progate (20 Agustus – 18 Desember 2021)
 - b. Kampus Komerce – Digital Bootcamp: Customer Service Batch 1 (09 – 25 November 2021)
 - c. Kelas Data Science For Social Good (Maret – Juni 2022)