# THE LENS OF LEARNING: VIDEO CASE ANALYSIS IN UNDERSTANDING PRE-SERVICE TEACHERS' QUESTIONING STRATEGIES

**THESIS**

Submitted in Partial Fulfilment of the Requirements
for Graining the Degree of Bachelor in English
Language Education


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***Assalamu'alaikum, wr.wb.***
I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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## ABSTRACT

**Tittle** **:** The Lens of Learning: Video Case Analysis in Understanding Pre-Service Teachers' Questioning Strategies

**Writer** **:** Adisty Mayla Fayza

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Analyzing video case on questioning strategies may improve student teachers questioning abilities and implement more effective practices that encourage students learning and engagement. Through this method, pre-service teachers can evaluate the questioning strategies used as one of the essential competences in supporting interactive and meaningful learning. This research aims to analyze how video case analysis can help pre-service teachers understand, evaluate, and improve their questioning strategies in the context of classroom learning. This research used a qualitative method with a case study approach. Data were collected through reflection and interviews. This research take data from 7 EFL pre-service teachers. The findings showed that video case analysis contributed significantly to improving pre-service teachers' understanding of questioning strategies. Pre-service teachers were able to identify strengths and weaknesses in their questioning approaches, such as the use of open-ended questions to encourage discussion, time management in question-and-answer sessions, and the ability to respond to students' answers with constructive feedback. This research provides important implications for the development of teacher training programs, particularly in the use of technology as a tool for reflection and learning. By utilizing video case analysis, educational institutions can help pre-service teachers develop better questioning skills, which will ultimately improve the quality of learning in the classroom.



**Keywords:** *EFL pre-service Teachers, video case analysis, questioning strategy, teacher education*

## MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ ۖ وَلَا يَسْتَخِفَّنَّكَ الَّذِينَ لَا يُوقِنُونَ

"So be patient, for the promise of Allah certainly is true. And do not be disturbed by those who have no sure faith." (Ar-Rum:60)

“Education is the most powerful weapon you can use to change the world.” (Nelson Mandela)

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Ali Mustain and Mrs. Ema Fatmawati
2. My respectable parents in PP Fadhlul Fadhlan Mijen Semarang, Babah Dr. KH. Fadhlolan Musyaffa' LC. MA., and Ibu Nyai Hj. Fenty Hidayah S.Pd.I.
3. All my teachers have guided and educated me with gorgeous and sincerity.

Love and respect are always for them. There is no other way to express my gratitude and thanks to Allah for multiplying my gratitude for all your kindness.

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First and foremost, praises and thanks to God, the Almighty, for His showers of blessings throughout my research work to complete the research successfully.

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Finally, the researcher realizes that this thesis is far from the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis.

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# CHAPTER 1

# INTRODUCTION

This chapter discusses the background, the question, the objectives, the research focus, and the significance of the research.

## A. Background of the Research

Learning a foreign language, especially English has historically served as an important tool and strategy for human resource development. Teachers are responsible for creating teaching strategies. In this context, teachers play a crucial role in fostering effective classroom interaction through well-designed teaching strategies. Improving teachers' professionalism involves supplying them with the skills to adapt the contemporary issues and encouraging active engagement among students. Based on (Tanang, H., Djajadi, M., Abu, B., & Mokhtar, 2014), teachers are encouraged to develop their abilities by addressing current issues and changing to developments in technology through various strategies. One effective strategy to improve classroom interaction in English language teaching is the use of questioning strategies, which can stimulate critical thinking and encourage student participation.

Questioning is a common strategy applied by teachers in the classroom. According to (Erdogan & Campbell, 2008)

teacher questioning strategies are how teachers ask students questions to improve learning, test comprehension, and stimulate critical thinking. The implementation of a questioning strategy in an EFL Classroom requires teacher knowledge and confidence (Sunggingwati, D., & Nguyen, 2013). These strategies include a variety of question types, such as open-ended, closed-ended, and probing questions, which are designed to get specific types of responses from students. The questioning strategy aims to provide students with more opportunities to think about and respond to the teacher's questions.

According to (Smart & Marshall, 2013), teacher questioning strategies may impact their students' conceptual knowledge and critical thinking. (Wandasari et al., 2023) Teacher questioning strategies can improve student engagement, critical thinking abilities, and interaction between students and teachers. Interaction between students and teachers also becomes more dynamic through question based-dialog. Thus, questioning strategies are not only tools to check students' understanding but also a way to encourage deeper learning and improve the quality of relationship between teachers and students.

Video-based learning has been developed as a result of a new form of online education, and within this context, video case analysis has emerged as a valuable method for pre-service

teachers to reflect on and enhance their teaching practices by analyzing recorded classroom interactions After watching the recording, they self-reflect on various aspects of teaching, such as questioning techniques, classroom management, and interaction with students. This activity often allows them to identify strengths as well as areas for improvement in their teaching practice. Through video analysis, prospective teachers can develop their teaching skills, understand the application of theory in practice, and obtain constructive feedback to continuously improve the quality of teaching. Sherin and Han, highlight three important advantages of video technology that are particularly relevant for teachers. First, the video serves as a permanent record of classroom interactions, allowing viewers to focus on particular moments for understanding. Second, the video may be manipulated and mixed with other media, including graphics and text. Finally, video allows teachers to create new teaching methods and carry out "fine-grained analyses of classroom practices by reviewing other teachers' strategies (Sherin, M. G., & Han, 2004).

This research focuses on questioning strategies used by pre-service teachers. Specifically, this study explores how video cases can help pre-service teachers understand their questioning skills and use effective questions in the classroom. Therefore, the analysis of teacher questioning strategies through video case analysis can contribute to a deeper understanding of the

complex relationships between teacher questioning, student learning, and educational outcomes. Overall, using video case analysis on students and teachers to assess questioning strategies is an effective strategy to improve teacher education and learning findings. By analyzing video case on questioning strategies, student teachers may improve their questioning abilities and implement more effective practices that encourage students learning and engagement.

Despite the growing use of video case analysis in teacher education, limited research has explored its specific role in helping pre-service teachers understand and improve their questioning strategies, particularly in the context of EFL teaching. While previous studies have examined questioning strategies among experienced teachers or focused on other aspects of teaching practice, there remains a lack of understanding of how pre-service teachers develop this skill through reflective tools like video case analysis. This research aims to fill this gap by investigating how video case analysis contributes to pre-service teachers' understanding and application of effective questioning strategies in classroom scenarios.

## B. Research Question

1. In what ways do video case analysis including guided reflection serve as a means for pre-service teachers to

increase their awareness of effective questioning strategies?

2. How is the EFL pre-service teachers' process of creating and revising questions when they participate in video case analysis?

## C. The objective of the Research

1. To investigate how guided reflection can improve their awareness of effective questioning strategies
2. To explore the processes of pre-service teachers creating and revising questions when they participate in video case analysis

## D. Significances of the Research

By doing this research, it can hopefully give the benefits in some aspects, such as:

1. Theoretically

   The results of this research are expected to enrich the knowledge of EFL student teachers through video case analysis, especially in the aspect of questioning strategies, and analyze particular aspects of teaching and learning.

2. Partially

a. For students

This research is expected to be useful for EFL student teachers in the use of video analysis to improve student teachers' capacity to observe and evaluate effective teaching practices.

b. For lecturer

This research is expected to be useful for lectures to investigate student teachers' use of questioning strategies across several courses throughout the teacher training program.

c. For the next researcher

This research is expected to give information to other researchers and to be useful as an inspiration for future research.

# CHAPTER II

# LITERATUR REVIEW

This chapter discusses previous research, reviews of related kinds of literature, and the conceptual framework of this research.

## A. Previous Research

There are previous pieces of research the writer considers as an overview and guideline in arranging the study, those are comprised of :

The first previous study by Ashlee Hover (2021) was entitled "*Candidates Use Video Case Analysis To Examine Teacher Questioning Strategies*". In this study the researcher selected ATLAS videos and resources for all subject areas were labeled using edTPA rubrics and included specific abilities for each session; 1. Plan lessons based on students' knowledge, 2. Identify assessment practices in context, and 3. Analyze effective questioning strategies. This study used qualitative research design to analyze data through written open-ended reflection questions, audio recordings of peer group discussions, and audio recordings of semi-structured interviews. The findings of this research show that through the use of video case analysis activities, candidates were able to refine their original questions after observing the outstanding

teacher in the video using effective questions strategies. (Hover, 2021)

There are differences and similarities between this previous research and this research. The difference between this previous research and this research is the previous research using ATLAS video as the case of analysis. While this research uses micro case videos. Besides that, these researches have similarities in research methodology. Both of them use qualitative research design.

Second, a previous study by Ali Karakaş and Ceyhun Yükselir entitled "*Engaging Pre-Service EFL Teachers In Reflection Through Video-Mediated Team Micro-Teaching And Guided Discussions*" the article discusses the use of video-recorded microteaching sessions and guided group discussion to engage EFL pre-service teachers in reflection and reflective practice. The study was conducted with 24 student teachers in a language teacher education program in Turkey. The methodology used in this article is a case study research design. The qualitative data was collected through multiple forms, including pre-video observation form, video-recorded peer feedback/comments, field notes, and post-video observation focus group discussion. The data analysis involved identifying main themes and sub-themes based on the participants' reflections and discussion. The findings show that watching their video-recorded sessions and participating in guided

discussions helped the pre-service teachers reflect on their teaching practices and make changes for future improvement (Karakaş & Yükselir, 2021).

The difference between the previous research and the current research is this research focuses on using video-mediated micro-teaching and guided discussions to engage pre-service English as a Foreign Language (EFL) teachers in reflective practices and emphasizing reflection and collaboration in teaching practices. Meanwhile, the current research focuses on how video case analysis helps pre-service teachers understand and improve their questioning strategies in teaching and more specific focusing on mastering questioning strategies through video analysis. The similarity between this previous research and the current research is both studies utilize video-based methods as a core tool for teacher training. The methodology used is also the same, namely qualitative research.

Third, a previous study by Sarah Stice and Madison Gannon entitled *"I'm Starved For That": Preservice Teachers' Experiences with Video Analysis"* the article discusses video self-analysis as a tool for helping teacher educators understand what makes video self-analysis tasks more meaningful, authentic, and engaging for pre-service teachers. This study was conducted 4 pre-service teachers English education recent graduates. The methodology used in this research is qualitative research design. The qualitative data was collected through

semi-structured interviews. The findings indicated the benefits of seeing other classroom contexts, leveraging multiple, converging voices for reflection, and curating intentional video footage through planning (Gannon, 2023).

Both studies focus on the use of video analysis as a valuable tool to enhance pre-service teachers' professional development, but they differ in scope and purpose. The previous research emphasized pre-service teachers' personal experiences with video analysis exploring its impact on self-awareness, confidence, and overall teaching practice. This study took a broader approach by analyzing different aspects of teaching, such as lesson delivery, classroom management, and student interaction, using recordings of participants' teaching. In contrast, the current research focuses on the development of questioning strategies specifically examining how pre-service teachers can use questions to encourage critical thinking and student engagement. The study relied on pre-selected video cases to facilitate targeted reflection on specific teaching skills. Meanwhile, the similarities between both research studies have the common goal of encouraging reflective practices and improving teaching competence. Both studies also highlight the effectiveness of video analysis in bridging the gap between theory and practice, thus helping probationary teachers to better understand their role in the classroom.

Fourth, previous research by Syafril and Azrul entitled *"Pre-Service Teachers' Perceptions Of Video-Based Case To Increase Higher Order Thinking Skills"* the article discusses the perception of prospective teachers using a case study-based video, this article also looks at the students' high-level thinking skills in solving the cases they face. The study was conducted with 80 students as prospective teachers and 2 lectures in the educational technology study programs. The methodology used in this research is qualitative methods with descriptive data analysis. The result of this study, the use of case study-based videos in learning makes students interested in digging deeper into the material presented by the lecturer(Syafril & Azrul Azrul, 2023).

The difference between this previous research and the current research is focused on the use of video case studies to develop higher-order thinking skills (HOTS) such as analysis, evaluation, and creation. The main objective is to increase cognitive engagement and critical thinking and encourage pre-service teachers to solve classroom-related problems. On the other hand, the current research focuses on enhancing questioning strategies as a pedagogical tool. The study investigates how pre-service teachers can design and use effective questions to encourage student engagement, critical thinking, and interaction in the classroom. Meanwhile, the similarities are both of the research emphasize the use of video-

based learning as a valuable tool in the professional development of pre-service teachers, aiming to bridge the gap between theoretical knowledge and practical application and highlight the importance of reflective practice, encouraging pre-service teachers to critically analyze teaching practices and improve their skills.

## B. Literature Review

### 1. Video Case Analysis as a Pedagogical Tool

Video case analysis is an educational strategy that includes analyzing and discussing video recordings of teaching practices. In this study, researchers used microteaching video recordings as a tool in video case analysis activities. This video recording through microteaching is created to reflect on teaching practice, allowing pre-service teachers to observe their strengths and weaknesses during practice. As a tool for analysis, this video recording focuses on the questioning strategies used by pre-service teachers. The study may include a variety of aspects of education, but this case focuses on pre-service teachers' questioning strategies. This approach is commonly utilized in pre-service teacher education to improve teacher preparation and professional development.

a. Definition of Video Case Analysis

The usage of video is increasing due to technological developments. Institutions worldwide are creating video analysis systems to facilitate teachers' observation, analysis, and sharing of recordings (Rich & Hannafin, 2009). Video analysis is becoming a popular and accessible technique for teacher reflection. As a result, there is an increasing variety of studies on the advantages of using video to improve education (Maclean & White, 2007)

Few research exists on how to facilitate video reflection, one strategy involves employing organized viewing guides, prompting questions, and facilitators to stimulate discussions (Baecher, L., Kung, S., Ward, S. L., & Kern, 2018). Santagata found when given practice opportunities, teacher candidates' abilities to analyze videos improved with time (Santagata et al., 2007). (Cuthrell et al., 2016) discovered that teacher candidates noticed more complex aspects of the classroom (such as actions and teacher-student interactions) when they spent more time watching videos, completing observation protocols, and taking part in guided discussions.

During video analysis, pre-service teachers watch video evidence of their teaching, not video recordings of other pre-service teachers or current teachers.

(Wang, J., & Hartley, 2003) summarised the use of video analysis as an activity that can change existing beliefs and practices, and support the acquisition of new knowledge and skills of teaching practice. Reviewing video-recorded lessons from microteaching activities allows pre-service teachers to rewatch them several times to develop the ability to identify effective teaching in real classroom situations without having to teach simultaneously. Here is one of the videos selected by the researcher for the video case analysis as follows:

Video link :
https://youtu.be/-K8Y9B5_o4o?si=43jMK77lKi7Vc7Vg

b. Benefits of Video Case Analysis

Video case analysis provides several benefits, including;

1. Improved Teacher Preparation: using video case analysis able to increase pre-service preparation by

offering a realistic an immersive learning experience.

2. Enhanced Reflective Practice: encourages pre-service teachers to review their teaching practices and suggest places for improvement.
3. Increased Collaboration: encourages collaboration among pre-service teachers and builds a sense of community.

c. Steps Using Video Case Analysis

1. Video Collection and Selection
   a. Microteaching Video Recordings: Using microteaching video recordings that focus on the use of questioning strategies.
   b. Video Case: Selecting Representative and relevant video for analysis.
2. Observation and Note-Taking:
   a. Watch Videos: Watch the video carefully to understand the context and classroom dynamics.
   b. Record Observation: Record observations regarding the types of questions asked and student responses.
3. In-Depth Analysis:
   a. Question Categorisation: Categorise questions by type (e.g. open-ended questions, close-ended questions, probing questions)

b. Evaluation of Student Responses: Analyse how students respond to the questioning and the impact on their engagement and understanding.

4. Reflection and Feedback:
   a. Reflection: the pre-service teachers watch the video again and then reflect on the video.
   b. Feedback: provide specific feedback based on the analysis.
5. Implementation of Improvement:
   a. Improvement Plan: develop an action plan to improve questioning strategies based on feedback and reflection.

d. Guided Reflection Through Video Case Analysis

Reflection is the cognitive process of creating knowledge through practical experiences, either individually or with others (Leijen et al., 2012). According to (Clark, C. M. & Peterson, 1986) reflection helps individuals learn from past experiences and prepare for the future. (Schön, 1983) argues that reflection can help individuals become aware of their patterns of behavior, recognitions, judgments, and implicit rules which are often utilized unconsciously. Teachers who carefully consider their own experiences are better able to identify different components of situations, alternatives available, and justifications for their practice, which promotes more consciousness of options in future practice (Husu, J., Toom, A.,

& Patrikainen, 2008). The process of reflection requires teachers to identify an issue of practice using their beliefs and previous experience, develop solutions, and implement solutions for solving issues of practice. As teachers examine perplexing events, they become aware of multiple factors that impact their teaching practice. Teachers may use reflection to revisit and refine their beliefs and knowledge about a problem in their teaching. This process allows teachers to gain a deeper understanding of their teaching practice and knowledge and beliefs about teaching and learning.

Video case is a tool that allows teachers to reflect by observing, examining, and evaluating their teaching (Tippins, D., Nichols, S., & Dana, 1999). Video analysis is different from types of reflection including video recording activities. During video analysis, pre-service teachers watch recordings of their teaching rather than video-recorded classes from other teacher candidates or in-service teachers. (Seidel, T., Stürmer, K., Blomberg, G. & M., & Schwindt, 2011) Indicates, that video analysis is a more effective approach for building reflective skills than traditional methods such as memory recall or teaching other teachers' recordings. Reviewing video-recorded lessons from internships helps pre-service teachers recognize effective instruction in real-time classroom situations without having simultaneous teaching (McDuffie, A. R., Foote, M. Q.,

Bolson, C. & E. E., Aguirre, J. M., Bartell, T. G., & Land, 2014).

**2. Instructional Strategies through Teachers' Questioning**

In the classroom, the teacher's role is important. A teacher serves as both an example for their students and a provider of knowledge. An excellent teacher would provide a positive example for their pupils. (Pressley, 1998) as cited in (Sujariati, Rahman, Q., Mahmud, 2016) suggested that despite the abundance of research supporting questioning before, during, and after teaching to improve understanding, pre-service teachers still employed post-teaching questions to assist students in understanding the topic. As an example, the teacher usually asks about the student's previous material. It may help them to remember what the students remembered. Teachers' questioning strategies in English education have a significant impact on students learning. Teacher questioning strategies need to be observed and applied as they are one aspect of interaction that teachers should take into consideration to create an efficient teaching and learning process.

Planning effective question is acomplex process that is determined by a variety of instructional functions. According to Esther Fusco's theory, the method of creating guiding questions helps teachers not only facilitate the development of the lesson's themes but also provide them the opportunity to (Fusco, 2012):

1. Interactively review previously learned materials

Example: Students have complected work with materials on the soalr system and theacher wants to review what they have learned .

2. Connect or compare information in different areas.
   Example: The teacher asks " How would you compare the characters in text narrative?'
3. Open ended questions: encourage students to freely explore, analyze and synthesize information related to a topic or problem. Clues may sometimes be given. As students explore their thinking.
4. Valuing questions: Ask students to synthesize information to develop an opinion, judgment, or evaluation.
5. Feeling question: Ask students to describe a feeling or express an emotion
6. Rhetorical questions: No answer is expected.
7. Procedural question: Deal with classroom management, not with the content pf a lesson.
8. Behavioral questions: Used to control behavior in the lesson.

a. Definition of Questioning Strategies

The meaning "Questioning Strategy" is derived from two words; question and strategy. A question is asking for information. The meaning of "Questioning

Strategy" has long been used in the teaching and learning process. As a result, there are several meanings for questioning strategies. Questioning strategies are methods for asking questions to students that help them learn and connect with the material.

Moreover (Wood, Alexander T.; Anderson, 2001) stated that the questioning strategy is an effective tool for teachers to increase students' work and thinking. According to (Nashruddin, N., & Ningtyas, 2020) using questions is one of the most important components of the teaching and learning process. This means allowing teachers to assess students' knowledge and understanding through question-and-answer sessions. (Ewing, J.C & Whittington, 2001) stated teacher questioning strategies are flexible, adjusting questions based on students' responses to encourage high-order thinking.

b. The Function of Student-Teachers' Question.

According to (Clough, 2007), intellectually engaging questions help stimulate and focus students' thinking while helping the teacher understand their thinking. A variety of questions will be provided to help readers in the comprehension of the material. Answering the question would strengthen the student's memory and reasoning. The answer shows their

thinking, thus providing important information to the teacher to guide the teacher in future educational decisions.

The function of questioning is essential in assisting students in identifying faults in their provided beliefs and developing stronger opinions (Clough, 2007). (Hamilton, 1989) said that the active engagement of teachers and students is necessary for an active curriculum. As a result, both teachers and students must work together to create a successful classroom interaction.

**3. Types of Questioning**

Using a questioning strategy in class helps implement various teaching methods and techniques more effectively. Various questioning strategies can help students take responsibility for their learning and interact with the educational process. Teachers applied questioning strategies to assess learning and create the most effective structure, organization, and management of new learning. (Richards & Lockhart, 1994) Identified three types of questions, procedural, convergent, and divergent questions.

a. Procedural Questions

Teachers utilize procedural questions to guide teaching and learning activities in the classroom,

especially related tasks or assignments. In procedural questions, students can answer with short answers like yes or no. The purpose of this type of question is to improve classroom interaction and student understanding. Examples of these procedural questions include:

1.) Did you finish your final exam?

2.) Do you understand?

b. Convergent Questions

Students can be encouraged to answer questions based on the subject or primary material by using convergent questions. Convergent questions promote shot responses, such as yes, no, or short questions. The purpose of convergent questions is to help students focus on the teacher-explained subject and recall previous information, rather than encouraging higher level thinking. Examples of these convergent questions include:

1.) When do we have lunch?

2.) What is the synonym of “beautiful”?

c. Divergent Questions

Divergent questions are usually asking for long explanations and open-ended responses. Students can be encouraged to use higher-order thinking skills while answering problems like these. Divergent questions are

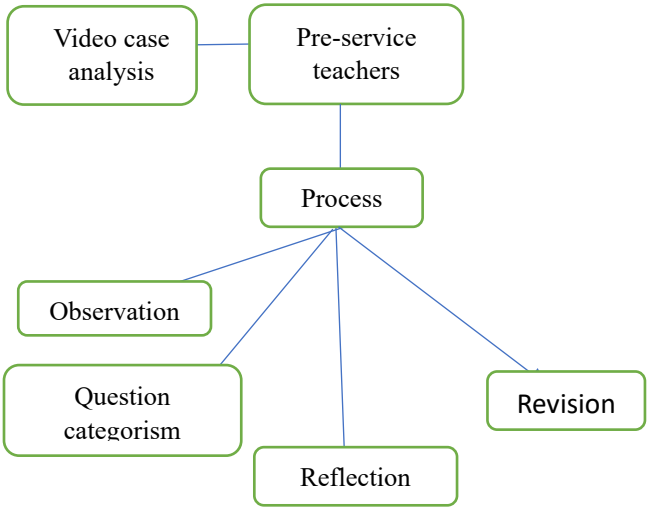
usually posed after the teacher has explained the material in the classroom. Examples of these divergent questions include:

1.) What do you think about this video?

2.) What's the message of the video?

There are several types of questions, all of which are important. Effective questioning in the classroom requires managing several types of questions. According to (Blosser, 2000) several types of questioning strategies can applied by the teacher during the class, including procedural, convergent, and divergent questions. The following list of question types might help teachers assess their question strategies and create a variety set of questions to encourage creativity.

## C. Conceptual Framework




This conceptual framework serve as the visual representation of the research. The input of the video case analysis provides concrete material for pre-service teachers to observe and analyse. The process includes four stpes: observation, question categorism, reflection, and revision. The outcome is encouraging student engagement and supporting professional development.

# CHAPTER III

# RESEARCH METHOD

In this chapter, the main point is focused on the method of research used in this study. There are several subchapters; research design, research setting and participants, technique of data collection, and technique of data analysis.

## a. Research Design

The research used qualitative research. According to (Creswell, 2014), Qualitative research is a technique to examine and understand the meaning of an individual or group scribed to a social or human situation. It indicates that qualitative research is used to describe phenomena and gather opinions, reasons, and motivations rather than to evaluate them using statistical patterns.

Research study refers to the overall strategy that guides the process of conducting data. This research uses a case study approach. Case study design involves analyzing a specific event, situation, organization, or social unit. In terms of scope, a case study is an in-depth examination of a phenomenon in its actual context. Case study design relies on multiple data sources for evidence as the limits between a phenomenon and its environment are often not clear (Yin, 2018).

In most cases, a case study method selects a small geographical area or a relatively limited number of people as the topic of study. This research will use the case study design to investigate the pre-service teachers using video case analysis.

*Table 3. 1*

**Framework Design**

| **Research Questions** | **Method of Collecting Data** | **Instrument** |
|---|---|---|
| In what ways does video case analysis including guided reflection serve as a means for pre-service teachers to increase their awareness of effective questioning strategies? | Analysis video Document | Reflection document |
| How is the EFL pre-service teachers' process of creating and revising questions | Interview | Interview guideline |

| | | |
|---|---|---|
| when they participate in video case analysis? | | |

**b. Research Setting and Participant**

This research was conducted at the English Language Education Department at UIN Walisongo Semarang. The participants of this research were 7 pre-service EFL teachers. "The participants of this research were 7 pre-service EFL teachers. The researcher selected these participants from 15 microteaching members based on their consent forms, as some members did not agree to participate. One of the main reasons for this was that most of the EFL candidates in the same microteaching class had already graduated and become teachers, while this study specifically focuses on pre-service teachers.

The researcher chose one of the videos from the microteaching video recording. The reason the researcher chose the video from the microteaching recording was because the video contained clear types of questioning strategies. The selected video will be uploaded on YouTube so that the pre-service teacher participants can access it easily.

The researcher looked at the results of the interviews to investigate the process of video analysis activities using video recordings of microteaching that had been provided by the researcher. The pre-service teachers watched the video and then

analyzed the video regarding the questioning strategy. Through the video case analysis activities, the pre-service teachers more easily evaluate their effective questions in achieving learning objectives and they can improve their skills in teaching, especially in questioning strategy activities.

**c. The Technique of Collecting Data**

The primary goals of studies are to collect data, the data collection technique, and the research instrument used in this research. The researcher used some techniques in collecting data such as:

1. Reflective Document

A reflection document is a written record in which pre-service teachers express their opinions, observations, and learning experiences involving the use of questioning strategies during teaching sessions. This document serves as a tool for introspection and critical analysis, which helps pre-service teachers understand and improve their teaching techniques.

Reflections are written by participants after watching the video case. This will be a reflection writing about identifying effective questioning techniques, reflecting on teacher practices, and improving self-awareness.

2. Interview

Another way to collect data in this research is through interviews. Semi-structured interviews were chosen as a means

of data collection because they are suitable for exploring respondents' experiences and opinions (Barriball, 1994). This approach involves analyzing video recordings of pre-service teachers' teaching practices. The following interview guide is designed to facilitate a deeper understanding of the questioning strategies used by pre-service teachers.

*Table 3. 2*

***Interview Guideline***

| No. | Questions |
|---|---|
| **1.** | What types of questions do pre-service teachers identify as most effective in fostering student engagement during video case analysis? |
| **2.** | In what ways does video case analysis help pre-service teachers understand the role of questioning in promoting critical thinking and student learning? |
| **3.** | How do pre-service teachers' questioning strategies evolve after engaging in video case analysis and guided reflection? |

**d. The Technique of Analysing Data**

In analyzing data the researcher used thematic analysis techniques based on Braun and Clarke's six-phases model. Researchers used thematic analysis to examine data to identify

themes or patterns within the data they had collected. This technique consists of particular standards to identify, analyze, and summarize patterns or themes in data and describe data in depth (Braun, V., Clarke, 2006). The purpose of thematic analysis is to find themes or patterns in the data that are relevant or fascinating and apply these themes to address research or say something about a problem. The following are the thematic analysis steps used in this research:

1. Familiarization with the data

   In the first step, the researcher must be actively involved, transcribe, and get familiar with the raw data. After transcribing the data, the researcher listens and reads the data to gain a deep understanding of the content.

2. Generate initial code

   The next step, then carry out the coding procedure by closely examining the transcript, creating draft codes, and identifying patterns.

3. Looking for themes

   After coding, the researcher then starts organizing these codes into possible themes. A theme more comprehensive, complete idea that captures the meaning of several codes.

4. Reviewing the theme

   At this step, the themes are currently being reviewed and refined. It could be necessary to combine or eliminate certain themes, while others may need to be divided into

simpler sub-themes. It means that the themes accurately capture the information.

5. Defining theme

   Once the themes have been finalized, they are defined and called in a way that expresses their basic meaning. The researcher includes an in-depth analysis of each theme, explaining how it relates to the main research issue.

6. Creating the report

   In the final stage, the researcher threads the themes collectively into a coherent narrative, connecting back to the research question and supporting each topic with data quotes or examples. The report describes how the themes were identified and gives data to back up the results.

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the result of the research obtained from the results of interviews and reflection on the video case analysis. The research findings are the result of answering two research questions. The first research question is in what video analysis including guided reflection serves as a means for EFL pre-service teachers to increase their awareness of effective questioning strategies, and the second is how is the EFL pre-service teachers' process of creating and revising questions when they participate in video case analysis.

## A. Research Findings

### 1. The Ways Video Case Analysis Including Guided Reflection Serve as a Means for EFL Pre-Service Teachers to Increase their Awareness of Effective Questioning Strategies

In this section, the researcher presents the video case analysis including guided reflection serves as a means for EFL pre-service teachers to increase their awareness of effective questioning strategies. The data was taken from the reflection documents of EFL pre-service teachers. The following are EFL pre-service teachers' self-reflection on questioning strategies. The names of the participants will

begin with P1 for participant, P2 for participant 2, and so on to make the data display simpler. Following from the researchers' classification of the data is based on three ways, namely identifying effective questioning strategies, reflection on teacher practices, and improving self-awareness. Based on the answers from the reflection data provided by participants, the following are their responses after they analyze the questioning strategy videos they have watched.

**a. Identifying Effective Questioning Technique**

Video analysis allows pre-service teachers to identify specific types of questions, such as open-ended or probing questions, but also helps them gain deeper insights into how these questions encourage student participation and enhance learning. Through careful observation, they can also examine the nuances of when and how to use questions effectively to scaffold learning, fostering a more interactive and supportive classroom environment.

> ***P1***
>
> *In my opinion, the video case analysis on questioning strategies had a considerable influence on the changes or refinement of questions that I had previously made in my teaching practice or microteaching. After watching the video, I realized that effective questioning has a huge impact on the quality of*

*classroom interaction. I understand more about the importance of choosing the right type of question to achieve learning objectives, such as using open-ended questions to stimulate critical thinking or questions that encourage deeper discussion. In addition, I also learned to pay more attention to students' responses to the questions asked, as well as the importance of tailoring questions to their level of understanding.*

P1 reflect, that after watching the video, she realized that effective questioning strategies greatly influence the quality of classroom interactions. P1 understands the importance of choosing the right type of question to achieve learning objectives, such as open-ended questions to encourage students to think critically and discuss more deeply. She also learned to pay attention to students' answers and adjust questions to their level of understanding.

***P2***

*From the video analysis on questioning strategies, I gained new insights that influenced the way I develop questions in my teaching. The video reminded me that well-crafted questions can create more dynamic classroom interactions. Now I am better understand the importance of choosing the right questions, such as using open-ended questions to stimulate deep thinking and tailoring questions to students' abilities to achieve better learning outcomes.*

Based on P2, she realizes that well-designed questions play an important role in creating a dynamic

and interactive learning atmosphere. By using open-ended questions, students are encouraged to think more deeply, explore their ideas, and actively engage in discussions. In addition, the authors recognize that it is important to match the type and difficulty of questions to students' abilities so that they can feel challenged yet confident in providing answers. This realization led P2 to improve the way they construct and use questions in teaching, to make the learning process more effective and meaningful.

***P3***

*The video analysis of questioning strategies provided new insights that are very useful for improving the quality of questioning in my teaching. I am now more aware of how open-ended questions can stimulate students' critical thinking and lead them to explore concepts in depth. In addition, I learned to be more responsive to students' answers and ensure the questions I ask are relevant to their ability level.*

P3 reflects that analyzing the video provided a new understanding that helped her improve the way she framed questions when teaching. She has also learned to pay more attention to students' responses and ensure the questions are appropriate for students' ability levels.

The point of this paragraph, emphasizes how the video analysis helped P3 become more strategic in

designing and delivering questions, making learning more effective and relevant for students.

***P4***

*Analyzing this video made a great impact on the way I design questions in my teaching. I realized that the use of appropriate questions, such as open-ended questions that invite students to think more critically, is crucial in improving classroom interaction. In addition, I now pay more attention to students' responses to my questions and try to adapt their understanding to create more effective learning.'*

Similar to the previous research, P4 reflects that after analyzing the video on questioning strategies, she felt a big change in the way she designed questions in teaching. P4 realized that using the right questions, such as open-ended questions can stimulate students' critical thinking to improve classroom interaction.

Overall this reflection reveals how the video helped P4 improve her questioning skills by focusing more on the quality of questions asked and how students' responses are considered in designing for better teaching.

***P5***

*From analyzing this video, I understand the importance of avoiding questions that only require short answers, such as 'yes' or 'no'. Instead, I will focus more on exploratory questions that allow students to talk more and build their understanding independently.*

In contrast with the previous participant, P5 realizes the importance of avoiding closed-ended-questions that only ask for short answers, such as “yes” or “no, cause these types of questions do not encourage students to think more deeply or interact more actively, but these questions will lead students to give answers that will lead down a dead-end path in the sense that they provide no context or explanation and confuse students.

In other words, this reflection shows that P5 wants to improve the quality of learning by deigning questions that encourage students to think critically and share their thoughts, rather than just giving simple answers.

***P6***

> *From the video analyzing questioning strategies, I learned that avoiding closed questions can open up opportunities for students to share their ideas more widely. In addition, I understand the importance of observing the situation in the classroom to know when reflective or exploratory questions can be used to increase student engagement.*

Similar to P5, P6 also realized that avoiding close questions, she assumes this question type can limit the opportunity for students to think more deeply. In contrast, by using open-ended or exploratory questions, students have the space to talk more and develop their understanding.

Overall, this reflection reveals how the author tries to be more thoughtful in choosing the types of questions that support students' interaction and critical thinking, and how awareness of the classroom situation can help improve the quality of learning.

***P7***

> *This video taught me that questioning is not just about getting answers, but also about how we can encourage students to think more critically and build their confidence. I also came to better understand the importance of recognizing the classroom situation to determine when and what types of questions are most appropriate to use to effectively support student learning.*

P7 reflects and realizes that questioning strategies in teaching have a more extensive purpose than simply getting answers from students. Through the video, P7 learned that the questions asked should not only serve as a way to test students' knowledge, but also as a means to encourage them to think more critically. Good questions can help students analyze information, explore multiple perspectives, and form more informed opinions. In addition, the right questioning strategy can also boost students' confidence. When students are allowed to think and provide more in-depth answers, they will feel more valued and more confident in their ability to contribute to the discussion.

Overall, this reflection illustrates a deeper understanding of the importance of questioning in the learning process. Questioning is not just about obtaining information, but also about creating an atmosphere where students can think more deeply, feel more confident, and participate more actively in learning. The author recognizes that sensitivity to the classroom situation and the ability to choose the right types of questions are important skills that can help support students' development more effectively.

**b. Reflection on Teacher Practices**

Guided reflection after watching video cases enables pre-service teachers to analyze the effectiveness of questioning strategies used in the videos. They can critically evaluate key aspects, such as why certain questions worked well, how they contributed to student engagement, enhanced classroom interaction, and whether they effectively encouraged critical thinking among students, fostering a richer learning experience.

***P1***

*The questioning strategy in the video supports my belief that the teacher's role is as a facilitator who encourages students to think critically and be actively involved in learning. Through targeted and in-depth questions, teachers can help students*

> *understand concepts better and build their confidence to participate. However, this strategy also challenges my belief that all students can immediately respond well to questions, as the success of this technique relies heavily on the teacher's ability to match the questions to the students' level of understanding.*

P1 reflects that the teacher's role is not only limited to delivering information but also as a facilitator who encourages students to think critically and actively participate in the learning process. The questioning strategy shown in the video supports this view, as through targeted and in-depth questioning, teachers can help students understand concepts better. In addition, this strategy also helps build students' confidence so that they are more comfortable and motivated to participate in the learning process.

However, this reflection also expressed the challenges experienced by P1 in implementing the strategy. She began to realize that not all students can respond well to questions immediately. The success of the questioning strategy largely depends on the teacher's ability to adjust the type and level of questions to the students' level of understanding. This means that a teacher must have sensitivity to students' needs as well as the skill to design questions that match their abilities.

Otherwise, the strategy may not be effective or may even leave students feeling too overwhelmed.

Overall, this reflection illustrates the pre-service teachers' understanding of the importance of their role in encouraging student engagement through appropriate questioning strategies.

***P2***

> *The learning from this video case analysis will influence my future questioning techniques by encouraging me to focus more on questions that invite critical thinking from students. I will try to ask questions so that students explore their ideas more deeply, rather than just looking for the right answer. In addition, I will also provide opportunities for students to ask questions or express Their opinions so that the learning process becomes more interactive and involves them actively. With this approach, I hope to create more interactive classroom situations and encourage students to think more critically and creatively.*

According to P2, she gained new insights from analyzing the video that will influence the way they use questioning techniques in the future. P2 realizes the importance of asking questions that not only look for the correct answer but also encourage students to think more critically and explore their ideas in depth. With this approach, students are expected to be more involved in the learning process, not only as recipients of information

but also as active participants who can explore their understanding independently.

P2 also realizes the need to provide space for students to ask questions or express their opinions. By involving students in the learning process through discussion and exchange of ideas, P2 hopes to create a learning environment that is not only more dynamic but also able to encourage students to think critically and creatively.

**P3**

> *After watching the video case analysis, it becomes evident that using questioning strategies is highly effective in fostering deeper and more critical thinking among students. For instance, as highlighted in the video, when the teacher posed open-ended questions and followed up with probing ones, students not only demonstrated critical thinking but also gained the confidence to express their opinions. This approach aligns with the idea that effective questioning supports student learning by encouraging active participation and building their self-assurance in communicating their thoughts. The video also reinforced how pre-service teachers can observe and adapt such strategies to enhance both student engagement and their teaching efficacy.*

P3 reflects that effective questioning strategies play an important role in supporting students' learning by increasing their active participation. It helps students develop better communication skills and concept

understanding. P3 realize that this method is not only beneficial for students but also provides valuable lessons for pre-service teachers. Pre-service teachers can observe and apply the strategy to increase student engagement while developing their teaching skills.

***P4***

> *From the analysis of the learning videos, it can be seen that the implementation of the questioning strategy has a positive impact on the teaching-learning process. It encourages students to think more critically and deeply so that they can analyze information better. In addition, the questioning strategy also contributes to increasing students' self-confidence. By providing space for students to express their ideas, teachers help create a more inclusive and supportive classroom atmosphere, so students feel comfortable and confident in sharing their opinions openly.*

P4 reflects that the questioning strategy applied in the learning process, as seen from the video analysis, had a significant positive impact. This strategy helps to encourage students to think more critically and deeply so that they can better analyze information.

In addition, P2 notes that questioning strategies also contribute to increasing students' self-confidence. By providing opportunities for students to express their ideas, teachers create a more inclusive and supportive learning environment. This friendly and open classroom

atmosphere makes students feel comfortable and confident to share their opinions without fear of being wrong or worrying about being judged. This reflection also shows that questioning strategies not only enrich the teaching-learning process by increasing students' cognitive engagement but also have a positive emotional impact. Teachers can build a classroom atmosphere that encourages active participation, values the diversity of ideas, and increases students' confidence to contribute to class discussions.

***P5***

> *Through the analysis of the learning video, it can be seen that the questioning strategy applied by the teacher has a positive impact on students. This strategy not only encourages students to think more critically but also helps them deepen their understanding of the material being studied. In addition, this approach creates a supportive learning atmosphere, so students feel more comfortable and confident to express their ideas or opinions in front of their classmates. Thus, the questioning strategy becomes an effective tool to improve students' thinking ability and communication skills.*

Based on P5, she reflects questioning strategy helps to create a supportive learning atmosphere. In a supportive environment, students feel more comfortable and confident to express their ideas or opinions in front of classmates. This confidence is essential to encourage

students to be more active and engaged in the learning process. Overall, this reflection shows that the questioning strategy is an effective tool to not only increase students' thinking ability but also improve their communication skills. By providing space for students to think, speak, and interact, this strategy enriches their learning experience and helps them develop academically and socially.

***P6***

> *After analyzing the video, the thing that makes questioning strategies so interesting is their ability to engage students' attention and spark their curiosity. By asking evocative questions, teachers can engage students in ways that encourage them to think more deeply about the subject matter. This approach not only draws students into the lesson but also allows them to explore or revisit concepts that have already been taught. Through questioning, students are allowed to reflect on their understanding, clarify uncertainties, and reinforce their learning in a more active and meaningful way. Therefore, this strategy plays an important role in keeping students engaged and enhancing the overall learning experience.*

P6 assumes that questioning strategies play an important role in keeping students engaged and enhancing their learning experience. By allowing students to think more deeply, absorb the material, and clarify concepts that have not been fully understood,

questioning becomes a very effective tool in creating more active and meaningful learning.

> ***P7***
>
> *I was interested in participating because by analyzing the video, I could see directly how questioning strategies can facilitate students' ideas, develop students' critical thinking skills, and how the right questioning strategies can create an interactive learning situation.*

Based on P7, P7 reflects Questioning strategies serve not only to test students' knowledge, they also to engage them in a deeper thinking process. Through questioning, students are allowed to reflect and formulate their understanding, which helps them to better master the material. This makes the learning process not only passive but active and meaningful for students.

**c. Improving Self-Awareness**

By reflecting on the video cases, pre-service teachers can become more self-aware of their questioning techniques, allowing them to identify their strengths and areas for growth. They may notice specific areas for improvement, such as using more varied questioning techniques to promote deeper thinking or avoiding closed questions that limit student responses, thereby fostering a more inclusive and dynamic classroom environment.

***P1***

*learning about questioning strategies from this video will influence me to pay more attention to how I structure and deliver questions in class. I will be more aware of the importance of variety in questioning techniques, such as using open-ended questions, connecting questions to students' experiences, and engaging them in discussions. It also taught me the importance of giving positive feedback to students' answers so that they feel valued and motivated to learn more.*

P2 explained, that she will pay more attention to how they structure questions, to more effectively engage students. Pre-service teachers will be more aware of the importance of variations in questioning techniques, such as using open-ended questions that allow students to think more critically and express their ideas in more depth.

In addition, this reflection also revealed that the author understands the importance of giving positive feedback to students' answers. By giving appreciation to students' answers, both correct and incorrect, teachers can make students feel valued and more motivated to learn more. This positive feedback can boost students' confidence, which in turn will encourage them to participate more actively in learning.

***P2***

*After participating in the video case analysis on questioning strategies, the way I will improve my questioning skills is that I want to be more varied in asking questions. I will also listen carefully to students' answers and respond with more in-depth questions. And also gives students time to think before answering, so that they do not feel rushed and can give more prepared answers.*

P2 reflects, that she wants to improve her questioning skills in more ways and also also realizes the importance of giving students time to think before answering. Overall, this reflection shows P2's desire to develop more effective questioning skills by focusing on a variety of questions, listening carefully to students' answers, and giving enough time for students to respond, to create more meaningful and in-depth learning.

***P3***

*From analyzing this video, I realized that questioning strategies play an important role in improving classroom interaction. I will try to refrain from closed-ended questions that may limit students‘ responses, and more often ask questions that are relevant to their experiences, motivate them to think critically, and provide positive, supportive feedback.*

This reflection shows P3 wants to change her approach to questioning in a class by prioritizing questions that are more open-ended and relevant to

students and plans to avoid closed-ended questions that can limit students' answers, and ask questions that are relevant to their experiences more often. With more open-ended questions that relate to students' experiences, the author hopes to encourage students to think more critically and actively participate in class discussions, as well as provide constructive and supportive feedback to create a more interactive and positive classroom situation.

***P4***

*The learning from this video reminded me of the importance of structuring questions that not only provoke responses but also encourage students to think deeply. By using more open-ended questions, I can help students explore their ideas, avoid too-limited responses, and recognize their responses so that the classroom situation becomes more inclusive.*

P4 argued, that by using open-ended questions, students are allowed to explore their ideas more widely. This helps to avoid overly limited or simplistic answers, which often do not reflect critical thinking or deep understanding. In addition, P4 emphasizes the importance of recognizing and valuing each student's response. This approach aims to create a more inclusive classroom atmosphere, where every student feels valued

and encouraged to contribute without feeling intimidated or ignored. In this way, the learning atmosphere becomes more positive, supports diversity of thought, and builds students' self-confidence.

***P5***

*The video on questioning strategies provides an understanding that asking varied questions is essential to encourage students to think more critically. I will avoid closed questions that limit their responses and use relevant open-ended questions more often. In addition, I will allow time for students to think about their answers and respond with follow-up questions to deepen their understanding of the topic at hand.*

P5 reflects she wants to improve the quality of questioning strategies by avoiding limiting questions (closed-ended questions), using relevant and open-ended questions, and creating a deeper learning atmosphere through thinking time and follow-up questions. This strategy is expected to enrich students' understanding and increase their engagement in the learning process.

***P6***

*From the video analysis, I realized that I need to improve the way I ask questions by increasing the variety of question types .and also paying more attention to students' answers, providing relevant follow-up questions, and ensuring they have enough time to think before answering to feel more comfortable and confident.*

According to P6, after analyzing the video, she wants to improve questioning by using a variety of question types, paying attention to students' answers, providing relevant follow-up questions, and providing sufficient thinking time. This approach aims to make students more comfortable, confident, and in-depth in understanding the material.

***P7***

*Through analyzing videos on questioning strategies, I learned the importance of using variety in the types of questions asked. I am also committed to actively listening to students' answers and providing follow-up questions that encourage them to think more critically, as well as giving them sufficient time to think about the answer before responding.*

Similarity with the other participant, P7 In addition, this reflection highlights the importance of providing relevant follow-up questions, which can broaden students' understanding of the material covered. These follow-up questions are designed to dig deeper into students' ideas and encourage them to look at the material from different points of view. P7 also realized that giving students enough time to think before answering is very important. Not only does this help students feel more comfortable and confident, but it also allows them to give

more planned and in-depth answers. By implementing these strategies, she hopes to create a more interactive, supportive, and inclusive learning atmosphere, where students feel heard and motivated to actively participate in the learning process.

## 2. The Process of Creating and Revising Questions by EFL Pre-Service Teachers during their Participation in Video Case Analysis

After getting data in the form of self-reflection documents from the participants, the researchers conducted interviews with the participants. The data presented below was gathered through interviews with seven participants. When conducting data interviews, the researcher prioritizes the comfort of the participants.

a. Types of questioning do pre-service teachers identify as most effective in fostering student engagement during video case analysis

> ***P1***
>
> *the video shows where the teacher asks open-ended questions during learning. This shows that the teacher's responsibility is not only to deliver knowledge or material but also to facilitate learning by encouraging students to become more active participants.*

P1 explains that the video shows how a teacher asks open-ended questions during the learning process. These open-ended questions provide opportunities for students to think more deeply and provide more complex answers, which in turn encourages their engagement in the discussion. This statement further emphasizes that the teacher's responsibility is not only limited to imparting knowledge or materials to students but also to facilitate learning. This means that teachers should create situations where students can be more active in the learning process, not just as recipients of information, but also as active participants who contribute by thinking critically, discussing, and developing their understanding.

***P2***

> *The video highlights open-ended questions which can encourage students to explore the material to be learned in depth rather than simply information. The questioning strategies used in the video can encourage students to think critically, it will have an effect in supporting the teachers' belief that a teacher should develop analytical skills rather than simply memorizing. And also in the video also includes a question session created by the teacher, which challenges the idea that the teacher is the main source of knowledge. However, the teacher also allows the students to channel their ideas, of course, the way of asking is relaxed and does not seem demanding.*

Based on P2, The video emphasizes the importance of using open-ended questions in learning, which allow students to explore the material in more depth and think more critically, rather than simply memorizing information. These open-ended questions allow students to give longer and more reflective answers, which can increase their engagement in the learning process. In addition, the video shows that a teacher's role is not only limited to delivering material to students but also to facilitating learning in a way that encourages students to be active participants. In other words, teachers need to create an atmosphere that supports students to put forward their ideas, discuss, and think critically, which helps them connect learning to their own experiences.

***P3***

*The video highlights the use of probing questions to deepen students' understanding and encourage critical thinking. These strategies help students analyze material rather than simply recall it, aligning with the belief that teaching should develop reasoning skills. Probing questions serve this purpose by prompting students to elaborate on their ideas, justify their reasoning, and reflect more deeply, fostering a more interactive and analytical learning environment.*

In contrast with P1 and P2, P3 explains that probing questions are used by prospective teachers to help students understand the material in depth and encourage critical thinking. By asking students to elaborate ideas, justify reasons, and reflect on answers, these questions help them analyze the material rather than just memorize it. P3 emphasizes that this strategy supports the development of analytical thinking skills, creates an interactive learning environment, and deepens students' understanding.

***P4***

> *In the video, open-ended questions are shown as a tool to stimulate student engagement in learning activities. The questions are not simply factual or yes/no queries but are designed to provoke thought and encourage students to actively participate in discussions and problem-solving. It also emphasizes that teaching is not just about delivering information for students to memorize or passively receive; instead, it involves facilitating learning in a way that encourages students to actively think, question, and contribute to their learning process.*

In the video, P4 highlights the use of open-ended questions as a way to stimulate student engagement in learning activities. She explains that these questions are not factual or yes/no questions but are designed to encourage students to think more deeply and actively participate in discussions and problem-solving. In

addition, P4 emphasizes that teaching should not only focus on delivering information for students to memorize but on facilitating learning that makes students think, question and actively contribute to their learning process.

***P5***

*While analyzing the video, I concentrated on how the pre-service teachers effectively incorporate open-ended questions into their teaching practice. The video shows that teachers should not only focus on delivering material but also be responsible for creating an engaging classroom environment. The video emphasizes that teachers should inspire and encourage students to be active participants in their learning, encouraging them to think critically, ask questions, and contribute to discussions, rather than just passively absorbing information.*

Similar to P1 and P4, P5 explains that while analyzing the video, she is focused on how the prospective teachers used open-ended questions in their teaching. The video emphasizes that teachers are not only tasked with delivering the material but also creating an engaging classroom environment. Teachers should encourage students to think critically, ask questions, and participate in discussions, not just passively receive information.

***P6***

*In the video, probing questions are presented as a valuable tool to deepen students' understanding and encourage critical thinking. These questions*

*help students go beyond surface-level knowledge by encouraging them to engage with the material more critically. For example, by asking students to justify their answers and elaborate on their reasoning. Probing questions support the development of a more interactive learning environment that encourages analytical thinking and deeper reflection.*

P6 like P3, she argued In the video, probing questions are used to deepen students' understanding and encourage critical thinking. These questions help students interact more deeply with the material, for example by asking them to justify answers and elaborate on the reasoning behind them. This creates an interactive learning environment that encourages students to be active participants in the learning process.

***P7***

*In this video, the use of open-ended questions and deep questions is demonstrated as a way to help students understand the material better and encourage critical thinking. These strategies make students not only recall information but also analyze it more deeply.*

P7 differed from the other participants, she explained that in the video, the prospective teacher demonstrated the use of open-ended questions and deep questions as an effective way to help students understand the material better and encourage critical thinking. These

strategies encourage students to not only recall information but also analyze it in greater depth so that they can develop a stronger understanding and think more critically about the material being taught. In other words, according to P7, the questions invite students to engage more actively in the process of thinking and reflection, rather than just passively receiving information.

b. Video case analysis helps pre-service teachers understand the role of questioning in promoting critical thinking and student thinking.

> ***P1***
>
> *Through video analysis, I can reflect on how questioning strategies affect the way students respond and learn. I can evaluate whether the questions asked provoke more critical thinking or just encourage simple answers. This helped me improve my questioning strategies.*

P1 thought that video analysis could evaluate the effectiveness of questioning strategies in influencing student responses and learning so that it can be used to improve the quality of questions asked.

> ***P2***
>
> *As a teacher candidate, I learned the theory about the importance of questioning in the classroom, but through analyzing the video cases, I was able to see how the theory was applied. For example, I saw how the teacher used open-ended questions*

*to build discussion and encourage students to connect previously learned concepts.*

Based on P2, she assumes that video analysis helps future teachers understand how theories about the importance of questioning in the classroom are practically applied, particularly in using open-ended questions to facilitate discussion and support student learning.

***P3***

*Video analysis helped me recognize patterns of effective questioning. I know when to ask deep questions, how to respond to students' answers, and how to make students feel comfortable contributing. All of these play a big role in creating an environment that encourages critical thinking.*

According to P3, through video analysis, P3 gained a deeper understanding of how to implement effective questioning strategies in the classroom. She learned not only when and how to ask deep questions, but also how to respond appropriately to students and create a classroom atmosphere that supports student participation. This aims to build a learning environment that is conducive to the development of students' critical thinking.

***P4***

*Through the case analysis video, I was able to see how students responded to the teacher's questions. This helped me understand that certain types of questions, such as those that provoke analysis or synthesis, have a greater impact on encouraging students to think critically than questions that only ask for simple answers.*

On the other hand, P4 observed how students responded to the teacher's questions. From there, she realized that the types of questions that encourage students to analyze have a greater influence in triggering critical thinking than questions that only ask for simple answers. This analysis provides an understanding of the importance of choosing the right types of questions to improve the quality of learning.

***P5***

*Through analyzing the videos, I learned to be more sensitive to small details, such as the way the teacher changes the tone of voice or expression to motivate students to answer. This helped me realize that the success of a question depends not only on its content but also on the way it is asked.*

Based on P5, the success of a question depends on its content and delivery, including details such as the teacher's tone of voice and expression, which can motivate students to respond. She assumes that the teacher's tone of voice and expression are important

because both can affect students' motivation and comfort in answering. A friendly or enthusiastic tone of voice, for example, can make students feel valued and more confident, while supportive expressions, such as smiles or nods, can encourage students to participate. This shows that the way questions are presented plays a big role in creating an atmosphere that supports learning.

***P6***

*The video case analysis allowed me to learn how teachers deal with difficult situations, such as when students do not respond well to questions. I came to understand how to handle such situations by customizing the types of questions to encourage students to think more deeply.*

Video analysis helped P6 understand how teachers handle difficult situations when students do not respond well to questions, and how to adapt the types of questions to encourage students to think more deeply.

***P7***

*By analyzing the different videos, I understood the importance of variation in the types of questions asked ranging from low-level questions to build a foundation of understanding to high-level questions that promote analysis and evaluation. This helped me plan lessons with appropriate questions for different learning objectives.*

Similarities with P4, through video analysis P7 realizes the importance of using a variety of question types in learning, from simple to more complex, to support the achievement of various learning objectives.

c. Pre-service teachers' questioning strategies evolve after engaging in video case analysis and guided reflection.

> ***P1***
>
> *After analyzing the videos and reflecting, I became more aware of how I construct questions that encourage deeper discussion. Previously, I used to ask more factual questions, but now I try to frame questions that encourage students to think critically.*

According to P1, she become more aware of the importance of framing questions that encourage in-depth discussion and critical thinking, as opposed to simply asking factual questions as before.

> ***P2***
>
> *The guided reflection through video analysis helped me realize that I tend to ask questions that are too easy. After attending this session, I endeavor to ask more challenging questions so that students can develop higher-order thinking skills.*

The video analysis P2 realized that the questions she had previously asked were too easy, and afterward,

she attempted to ask more challenging questions to develop students' higher-order thinking skills.

***P3***

*The video case analysis helped me see the difference between questions that encourage active participation and questions that just get answers. I now focus more on questions that get students actively involved in the discussion.*

Based on P3, through video analysis, she can see the difference between two types of questions: one that triggers students' active participation in the discussion, and another that only aims to get answers without involving students deeply. After understanding this, she prefers to ask questions that can make students more involved and active in the discussion process, thus promoting more meaningful learning.

***P4***

*Initially, I felt more comfortable asking closed questions that only required a yes or no answer. However, after analyzing the case videos, I realized the importance of asking open-ended questions that encourage critical thinking.*

P4 initially felt easier and more comfortable with closed questions. However, after analyzing the case

videos, she realized that open-ended questions, which allow students to provide more in-depth answers and critical thinking, are much more effective in supporting students' learning and thinking development.

***P5***

> *The case videos taught me to be more flexible in asking questions. I am now better able to adjust my strategy based on students' responses, whether they need more encouragement or have enough to think further.*

According to P5, she is now more flexible in asking questions. Writers can adjust the type of question based on how students respond, whether they need more encouragement or are ready to think more deeply.

***P6***

> *After participating in the video case analysis and guided reflection sessions, I learned the importance of asking questions that provide space for students to collaborate. Previously, I focused more on individual questions, but now I try to ask questions that allow students to work together and share their opinions. I realized how important it is to give feedback after students answer questions. This makes me strive to be more active in providing constructive feedback, which can encourage students to continue thinking more deeply about their answers.*

P6 argued she is now focused more on asking questions that encourage collaboration between students, not just questions that lead to individual answers.

***P7***

*Through analysing videos on questioning strategies, I learnt the importance of using variety in the types of questions asked.I am also committed to actively listening to students' answers and providing follow-up questions that encourage them to think more critically, as well as giving them sufficient time to think about the answer before responding.*

Based on P7, she realizes that providing feedback after students answer questions is very important in the learning process. Constructive feedback helps students to reflect and dig deeper into their answers, thus promoting the development of better thinking and understanding. P7 now tries to be more active in providing feedback that can stimulate further thinking from students.

*Table 4.1*

**Pre-service teachers' previous questions and revised questions**

| Pre-service teachers' | Previous Question | Revised Question |
|---|---|---|
| P1 | What is the main idea of the text? | Can you explain how the main idea of the text connects to the |

| | | |
|---|---|---|
| | | supporting details? |
| P2 | Can you write a summary of this chapter? | How would you rewrite this chapter if it were set in a different time period or culture? |
| P3 | What is the solution to this problem? | Can you propose an alternative solution to this problem and predict the potential outcomes? |
| P4 | Is this answer correct? | Why do you think this answer is correct or incorrect, and can you provide an example to |

| | | |
|---|---|---|
| | | support your reasoning? |
| P5 | How does this concept apply in real life? | Can you share a real-life example where this concept might be useful, and explain its significance? |
| P6 | What did you learn from this activity? | How has this activity changed your perspective or deepened your understanding of the topic? |
| P7 | Is that the only reason? | Can you think of other possible reasons or perspectives that could explain this situation? |

## d. DISCUSSION

The research findings will be discussed in several explanations. Based on the explanations presented above, the author concludes several important points as part of the research questions. Thematic analysis was used to examine the data to determine the findings.

1. Video Case Analysis Including Guided Reflection Serve as a Means For EFL Pre-Service Teachers to Increase Their Awareness of Effective Questioning Strategies

Combining video case studies and guided reflection has been an effective strategy for improving EFL pre-service teachers' understanding of effective questioning strategies. Effective questioning is pivotal in EFL classrooms as it encourages student participation and facilitates deeper learning. Studies (Chin, 2007) have shown that teachers often utilize various questioning strategies such as prompting, probing, and redirecting to stimulate student thinking and interaction. By analyzing their questioning techniques through video reflections, pre-service teachers can better understand how different types of questions impact student responses and classroom dynamics.

Pre-service teachers were able to gain practical insights into how different types of questions facilitate or delay the learning process. Participants' reflections

suggested that observing video cases on questioning strategies enhanced their understanding of questioning as a tool to promote critical thinking, active participation, and deeper understanding.

According to (Santagata et al., 2007), the pre-service analyzed students' thinking by observing teachers questioning strategies and student responses. In this process, pre-service teachers try to understand how the questions asked by the teacher can encourage students to think critically, reflectively, and creatively. In addition, they also examine the extent to which students‘ responses reflect their understanding of the material. (Cuthrell et al., 2016) emphasized pre-service teachers use the videos to reflect on the educational strategies of successful teachers which, in turn, leads them to reflect on their teaching practices. By observing teaching strategies, pre-service teachers gain insights into effective teaching to learning.

In addition, the structured nature of guided reflection helps to ensure that pre-service teachers systematically consider various aspects of questioning strategies. Identifying high-quality open-ended questions helps pre-service teachers develop effective questioning strategies (Weiland et al., 2014). Through reflection questions, pre-service teachers expressed the need to use

different questioning strategies and to improve on those used in the past.

2. The Process of Creating and Revising Questions by EFL Pre-Service Teachers During Their Participation in Video Case Analysis

This section is the discussion part of the interview data with the pre-service teachers. Based on the data, pre-service teachers have a positive view of creating and revising the questions. They recognize that revising questions is an important component of the learning process. Initially, participants' questions often focused on surface aspects. However, as they engaged more deeply with the video case analysis, they realized that their questions were less effective. These revisions reflected a growing ability to analyze teaching practices and encourage critical thinking.

According to previous research (Walkoe, J., & Levin, 2018), pre-service teachers' ability to recognize teachers' questioning strategies improved the quality of their individual questions. This was demonstrated by the 7 pre-service teachers who refined the original questions they created themselves after observing the video that used effective questioning strategies. Through the

revision process, they will create questions that they think can provoke more student discussion and more extensive discussion with additional questions in future teaching.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. CONCLUSION

This research concluded that video case analysis played an important role in enhancing pre-service teachers' understanding and development of effective questioning strategies. Through this analysis process, they become more aware of the different types of questions they use, such as open-ended, closed, and probing questions. As well as the impact of these questions in promoting students' participation, engagement, and critical thinking. In addition, through video case analysis, pre-service teachers can observe evaluate, and refine their questioning techniques and impactful classroom interactions.

This research highlights the importance of questioning as a fundamental teaching skill that promotes student engagement and learning. By engaging in video case analysis, pre-service teachers developed a deeper awareness of how to construct questions that align with learning objectives, encourage critical thinking, and respond to varied students' needs.

## B. SUGGESTION

Video case analysis is an effective tool for understanding and analyzing the questioning strategies used by EFL pre-service teachers. By using videos as an analytical tool, pre-service teachers can reflect on their questioning practices in a classroom context and see how these questioning strategies affect interactions with students. This approach allows for the identification of questioning patterns that support or hinder student understanding, as well as providing insight into pre-service teachers' pedagogical skills.

Through Video Case Analysis, this study aims to develop teacher candidates' questioning skills, which is an important aspect of managing effective learning. The results of the analysis can provide a reference for improving teaching strategies by adjusting the types and ways of asking questions, to improve the quality of learning. Through video analysis, prospective teachers can evaluate and improve their teaching techniques, especially in asking questions, which is an important element in managing classroom interaction. With these improvements, it is expected that the quality of their teaching will improve, which in turn has a positive impact on the overall quality of English education, both

for students and for the professional development of teachers in the future.

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## APPENDIX I

## Reflection

### 1. Before doing reflection

a. Watching the video below

b. After watching the video, participants were asked to analyze the teaching video case regarding questioning strategies.

# APPENDIX II

## Reflection Document

**Document Reflection**

After analysis the video

Name : Ismatul Maula

Nim :2003046012

**Pertanyaan**

1. Bagaimana analisis video dapat membantu guru prajabatan mengidentifikasi jenis-jenis pertanyaan, seperti pertanyaan terbuka atau pertanyaan yang bersifat menyelidik, dan memahami bagaimana hal tersebut dapat mendorong partisipasi dan pembelajaran siswa?
   **Jawaban** :
   Dari analisis video ini, saya memahami pentingnya menghindari pertanyaan yang hanya membutuhkan jawaban singkat, seperti 'ya' atau 'tidak'. Sebaliknya, saya akan lebih fokus pada pertanyaan-pertanyaan eksploratif yang memberikan kesempatan kepada siswa untuk berbicara lebih banyak dan membangun pemahaman mereka secara mandiri.

2. Bagaimana refleksi terbimbing setelah menonton video kasus membantu guru-guru yang sedang dalam masa percobaan untuk menganalisis keefektifan strategi bertanya?
   **Jawaban**:
   Melalui analisis video pembelajaran, terlihat bahwa strategi bertanya yang diterapkan oleh guru memberikan dampak positif bagi siswa. Strategi ini tidak hanya mendorong siswa untuk berpikir lebih kritis, tetapi juga membantu mereka memperdalam pemahaman terhadap materi yang sedang dipelajari. Selain itu, pendekatan ini menciptakan suasana belajar yang kondusif, sehingga siswa merasa lebih nyaman dan percaya diri untuk menyampaikan ide atau pendapatnya di depan teman-teman sekelasnya. Dengan demikian, strategi bertanya menjadi alat yang efektif untuk meningkatkan kemampuan berpikir dan kemampuan berkomunikasi siswa.

3. Bagaimana merefleksikan kasus-kasus dalam video dapat membantu guru-guru yang sedang dalam masa orientasi untuk menjadi lebih sadar akan teknik-teknik bertanya mereka?
   **Jawaban** :

   Video tentang strategi bertanya memberikan pemahaman bahwa mengajukan pertanyaan yang bervariasi sangat penting untuk mendorong siswa berpikir lebih kritis. Saya akan menghindari pertanyaan tertutup yang membatasi jawaban siswa dan lebih sering menggunakan pertanyaan terbuka yang relevan. Selain itu, saya akan memberikan waktu bagi siswa untuk memikirkan jawaban mereka dan merespons dengan pertanyaan lanjutan untuk memperdalam pemahaman mereka tentang topik yang sedang dibahas.

**Document Reflection**

After analysis the video

Name : Irma isnafia

Nim :2003046011

**Pertanyaan**

1. Bagaimana analisis video dapat membantu guru prajabatan mengidentifikasi jenis-jenis pertanyaan, seperti pertanyaan terbuka atau pertanyaan yang bersifat menyelidik, dan memahami bagaimana hal tersebut dapat mendorong partisipasi dan pembelajaran siswa?
   **Jawaban** :
   Menurut saya, video analisis kasus tentang strategi bertanya memiliki pengaruh yang cukup besar terhadap perubahan atau penyempurnaan pertanyaan yang telah saya buat sebelumnya dalam praktik mengajar atau microteaching. Setelah menonton video tersebut, saya menyadari bahwa pertanyaan yang efektif memiliki dampak yang sangat besar terhadap kualitas interaksi di dalam kelas. Saya menjadi lebih paham akan pentingnya memilih jenis pertanyaan yang tepat untuk mencapai tujuan pembelajaran, seperti menggunakan pertanyaan terbuka untuk menstimulasi pemikiran kritis atau pertanyaan yang mendorong diskusi yang lebih dalam. Selain itu, saya juga belajar untuk lebih memperhatikan respons siswa terhadap pertanyaan yang diajukan, serta pentingnya menyesuaikan pertanyaan dengan tingkat pemahaman mereka.

2. Bagaimana refleksi terbimbing setelah menonton video kasus membantu guru-guru yang sedang dalam masa percobaan untuk menganalisis keefektifan strategi bertanya?
   **Jawaban**:
   Strategi bertanya dalam video tersebut mendukung keyakinan saya bahwa peran guru adalah sebagai fasilitator yang mendorong siswa untuk berpikir kritis dan terlibat aktif dalam pembelajaran. Melalui pertanyaan yang terarah dan mendalam, guru dapat membantu siswa memahami konsep dengan lebih baik dan membangun kepercayaan diri mereka untuk berpartisipasi. Namun, strategi ini juga menantang keyakinan saya bahwa semua siswa dapat langsung merespons pertanyaan dengan baik, karena keberhasilan teknik ini sangat bergantung pada kemampuan guru untuk mencocokkan pertanyaan dengan tingkat pemahaman siswa.

3. Bagaimana merefleksikan kasus-kasus dalam video dapat membantu guru-guru yang sedang dalam masa orientasi untuk menjadi lebih sadar akan teknik-teknik bertanya mereka?
   **Jawaban** :
   pembelajaran tentang strategi bertanya dari video ini, akan mempengaruhi saya untuk lebih memperhatikan bagaimana saya menyusun dan menyampaikan pertanyaan di kelas. Saya akan lebih menyadari pentingnya variasi dalam teknik bertanya, seperti menggunakan pertanyaan terbuka, mengaitkan pertanyaan dengan pengalaman siswa, dan melibatkan mereka dalam diskusi. Hal ini juga mengajarkan saya pentingnya memberikan umpan balik positif terhadap jawaban siswa sehingga mereka merasa dihargai dan termotivasi untuk belajar lebih banyak.

**Document Reflection**

After analysis the video

Name : Salsa Firda Salwa

Nim :2003046017

**Pertanyaan**

1. Bagaimana analisis video dapat membantu guru prajabatan mengidentifikasi jenis-jenis pertanyaan, seperti pertanyaan terbuka atau pertanyaan yang bersifat menyelidik, dan memahami bagaimana hal tersebut dapat mendorong partisipasi dan pembelajaran siswa?
   **Jawaban** :
   Menganalisis video ini memberikan dampak yang besar pada cara saya merancang pertanyaan dalam pengajaran saya. Saya menyadari bahwa penggunaan pertanyaan yang tepat, seperti pertanyaan terbuka yang mengundang siswa untuk berpikir lebih kritis, sangat penting dalam meningkatkan interaksi di kelas. Selain itu, saya sekarang lebih memperhatikan respons siswa terhadap pertanyaan saya dan mencoba menyesuaikan pemahaman mereka untuk menciptakan pembelajaran yang lebih efektif.

2. Bagaimana refleksi terbimbing setelah menonton video kasus membantu guru-guru yang sedang dalam masa percobaan untuk menganalisis keefektifan strategi bertanya?
   **Jawaban**:
   Dari analisis video pembelajaran, dapat dilihat bahwa penerapan strategi bertanya memiliki dampak positif terhadap proses belajar-mengajar. Strategi ini mendorong siswa untuk berpikir lebih kritis dan mendalam, sehingga mereka mampu menganalisis informasi dengan lebih baik. Selain itu, strategi questioning juga berkontribusi dalam meningkatkan rasa percaya diri siswa. Dengan memberikan ruang bagi siswa untuk mengekspresikan ide-ide mereka, guru membantu menciptakan suasana kelas yang lebih inklusif dan suportif, sehingga siswa merasa nyaman dan percaya diri untuk menyampaikan pendapat mereka secara terbuka.

3. Bagaimana merefleksikan kasus-kasus dalam video dapat membantu guru-guru yang sedang dalam masa orientasi untuk menjadi lebih sadar akan teknik-teknik bertanya mereka?
   **Jawaban** :

   Pembelajaran dari video ini mengingatkan saya akan pentingnya menyusun pertanyaan yang tidak hanya memancing jawaban, tapi juga mendorong siswa untuk berpikir secara mendalam. Dengan menggunakan pertanyaan yang lebih terbuka, saya dapat membantu siswa mengeksplorasi ide-ide mereka, menghindari jawaban yang terlalu terbatas, dan mengenali respons individu mereka sehingga situasi kelas menjadi lebih inklusif.

**Document Reflection**

After analysis the video

Name : Salsa Putri R.D

Nim :2003046023

**Pertanyaan**

1. Bagaimana analisis video dapat membantu guru prajabatan mengidentifikasi jenis-jenis pertanyaan, seperti pertanyaan terbuka atau pertanyaan yang bersifat menyelidik, dan memahami bagaimana hal tersebut dapat mendorong partisipasi dan pembelajaran siswa?
   **Jawaban** :
   Dari analisis video tentang strategi bertanya, saya mendapatkan wawasan baru yang mempengaruhi cara saya mengembangkan pertanyaan dalam pengajaran saya. Video ini mengingatkan saya bahwa pertanyaan yang disusun dengan baik dapat menciptakan interaksi kelas yang lebih dinamis. Sekarang saya lebih memahami pentingnya memilih pertanyaan yang tepat, seperti menggunakan pertanyaan terbuka untuk merangsang pemikiran yang mendalam, dan menyesuaikan pertanyaan dengan kemampuan siswa untuk mencapai hasil belajar yang lebih baik.

2. Bagaimana refleksi terbimbing setelah menonton video kasus membantu guru-guru yang sedang dalam masa percobaan untuk menganalisis keefektifan strategi bertanya?
   **Jawaban**:
   Pembelajaran dari analisis kasus video ini akan mempengaruhi teknik bertanya saya di masa depan dengan mendorong saya untuk lebih fokus pada pertanyaan yang mengundang pemikiran kritis siswa. Saya akan mencoba mengajukan pertanyaan agar siswa mengeksplorasi ide mereka lebih dalam, bukan hanya mencari jawaban yang benar. Selain itu, saya juga akan memberikan kesempatan kepada siswa untuk bertanya atau menyampaikan pendapat, sehingga proses pembelajaran menjadi lebih interaktif dan melibatkan mereka secara aktif. Dengan pendekatan ini, saya berharap dapat menciptakan situasi kelas yang lebih interaktif dan mendorong siswa untuk berpikir lebih kritis dan kreatif.
3. Bagaimana merefleksikan kasus-kasus dalam video dapat membantu guru-guru yang sedang dalam masa orientasi untuk menjadi lebih sadar akan teknik-teknik bertanya mereka?
   **Jawaban** :

   Setelah berpartisipasi dalam analisis kasus video tentang strategi bertanya, cara yang akan saya lakukan untuk meningkatkan kemampuan bertanya adalah dengan lebih bervariasi dalam mengajukan pertanyaan. Saya juga akan mendengarkan dengan seksama jawaban siswa dan menanggapi dengan pertanyaan yang lebih mendalam. Dan juga memberikan waktu kepada siswa untuk berpikir sebelum menjawab, sehingga mereka tidak merasa terburu-buru dan dapat memberikan jawaban yang lebih siap.

**Document Reflection**

After analysis the video

Name : Sevilyana Nurul Azizah

Nim :2003046029

**Pertanyaan**

1. Bagaimana analisis video dapat membantu guru prajabatan mengidentifikasi jenis-jenis pertanyaan, seperti pertanyaan terbuka atau pertanyaan yang bersifat menyelidik, dan memahami bagaimana hal tersebut dapat mendorong partisipasi dan pembelajaran siswa?
   **Jawaban** :
   analisis video tentang strategi bertanya memberikan wawasan baru yang sangat berguna untuk meningkatkan kualitas pertanyaan dalam pengajaran saya. Saya sekarang lebih menyadari bagaimana pertanyaan terbuka dapat merangsang pemikiran kritis siswa dan menuntun mereka untuk mengeksplorasi konsep secara mendalam. Selain itu, saya juga belajar untuk lebih responsif terhadap jawaban siswa dan memastikan pertanyaan yang saya ajukan relevan dengan tingkat kemampuan mereka.

2. Bagaimana refleksi terbimbing setelah menonton video kasus membantu guru-guru yang sedang dalam masa percobaan untuk menganalisis keefektifan strategi bertanya?
   **Jawaban**:
   Setelah menonton video analisis kasus, jelaslah bahwa menggunakan strategi bertanya sangat efektif dalam mendorong pemikiran yang lebih dalam dan kritis di kalangan siswa. Misalnya, seperti yang disorot dalam video, ketika guru mengajukan pertanyaan terbuka dan menindaklanjutinya dengan pertanyaan yang menyelidik, siswa tidak hanya menunjukkan pemikiran kritis tetapi juga mendapatkan kepercayaan diri untuk mengekspresikan pendapat mereka. Pendekatan ini sejalan dengan gagasan bahwa pertanyaan yang efektif mendukung pembelajaran siswa dengan mendorong partisipasi aktif dan membangun kepercayaan diri mereka dalam mengkomunikasikan pemikiran mereka. Video ini juga memperkuat bagaimana guru-guru yang sedang dalam masa percobaan dapat mengamati dan mengadaptasi strategi tersebut untuk meningkatkan keterlibatan siswa dan keefektifan pengajaran mereka sendiri

3. Bagaimana merefleksikan kasus-kasus dalam video dapat membantu guru-guru yang sedang dalam masa orientasi untuk menjadi lebih sadar akan teknik-teknik bertanya mereka?
   **Jawaban** :

   Dari analisis video ini, saya menyadari bahwa strategi bertanya memainkan peran penting dalam meningkatkan interaksi di kelas. Saya akan mencoba menahan diri dari pertanyaan tertutup yang dapat membatasi respons siswa, dan lebih sering mengajukan pertanyaan yang relevan dengan pengalaman mereka, memotivasi mereka untuk berpikir kritis, dan memberikan umpan balik yang positif.

**Document Reflection**

Afte r Analysis The Video

Name : Tri Astuti W.N

Nim :2003046004

**Pertanyaan**

1. Bagaimana analisis video dapat membantu guru prajabatan mengidentifikasi jenis-jenis pertanyaan, seperti pertanyaan terbuka atau pertanyaan yang bersifat menyelidik, dan memahami bagaimana hal tersebut dapat mendorong partisipasi dan pembelajaran siswa?

   **Jawaban:**

   Video ini mengajarkan saya bahwa bertanya bukan hanya tentang mendapatkan jawaban,tapi juga tentang bagaimana kita dapat mendorong siswa untuk berpikir lebih kritis dan membangun kepercayaan diri mereka. Saya juga menjadi lebih memahami pentingnya mengenali situasi kelas untuk menentukan kapan dan jenis pertanyaan apa yang paling tepat digunakan untuk mendukung pembelajaran siswa secara efektif.

2. Bagaimana refleksi terbimbing setelah menonton video kasus membantu guru-guru yang sedang dalam masa percobaan untuk menganalisis keefektifan strategi bertanya?

   **Jawaban:**

   Saya tertarik untuk berpartisipasi karena dengan menganalisis video,saya dapat melihat secara langsung bagaimana strategi bertanya dapat memfasilitasi ide-ide siswa, mengembangkan kemampuan berpikir kritis siswa, dan bagaimana strategi bertanya yang tepat dapat menciptakan situasi pembelajaran yang interaktif.

3. Bagaimana merefleksikan kasus-kasus dalam video dapat membantu guru-guru yang sedang dalam masa orientasi untuk menjadi lebih sadar akan teknik-teknik bertanya mereka?

   **Jawaban:**

   Dengan menganalisis video tentang strategi bertanya, saya belajar pentingnya menggunakan variasi dalam jenis pertanyaan yang diajukan. Saya juga berkomitmen untuk secara aktif mendengarkan jawaban siswa dan memberikan pertanyaan lanjutan yang mendorong mereka untuk berpikir lebih kritis, serta memberikan waktu yang cukup untuk memikirkan jawabannya sebelum menjawab.

**Document Reflection**

After analysis the video

Name : Sarmila Darma Wijayanti

Nim :2003046018

**Pertanyaan**

1. Bagaimana analisis video dapat membantu guru prajabatan mengidentifikasi jenis-jenis pertanyaan, seperti pertanyaan terbuka atau pertanyaan yang bersifat menyelidik, dan memahami bagaimana hal tersebut dapat mendorong partisipasi dan pembelajaran siswa?
   **Jawaban** :
   Dari video yang menganalisis strategi bertanya, saya belajar bahwa menghindari pertanyaan tertutup dapat membuka kesempatan bagi siswa untuk berbagi ide mereka secara lebih luas. Selain itu, saya memahami pentingnya mengamati situasi di dalam kelas untuk mengetahui kapan pertanyaan reflektif atau eksploratif dapat digunakan untuk meningkatkan keterlibatan siswa.

2. Bagaimana refleksi terbimbing setelah menonton video kasus membantu guru-guru yang sedang dalam masa percobaan untuk menganalisis keefektifan strategi bertanya?
   **Jawaban**:
   Setelah menganalisis video tersebut, hal yang membuat strategi bertanya begitu menarik adalah kemampuannya untuk menarik perhatian siswa dan memicu keingintahuan mereka. Dengan mengajukan pertanyaan yang menggugah, guru dapat melibatkan siswa dengan cara yang mendorong mereka untuk berpikir lebih dalam tentang materi pelajaran. Pendekatan ini tidak hanya menarik siswa ke dalam pelajaran, tetapi juga memungkinkan mereka untuk mengeksplorasi atau meninjau kembali konsep-konsep yang telah diajarkan. Melalui pertanyaan, siswa diberi kesempatan untuk merefleksikan pemahaman mereka, mengklarifikasi ketidakpastian, dan memperkuat pembelajaran mereka dengan cara yang lebih aktif dan bermakna. Oleh karena itu, strategi ini memainkan peran penting dalam menjaga siswa tetap terlibat dan meningkatkan pengalaman belajar secara keseluruhan.

3. Bagaimana merefleksikan kasus-kasus dalam video dapat membantu guru-guru yang sedang dalam masa orientasi untuk menjadi lebih sadar akan teknik-teknik bertanya mereka?
   **Jawaban** :

   Dari analisis video, saya menyadari bahwa saya perlu meningkatkan cara saya mengajukan pertanyaan dengan meningkatkan variasi jenis pertanyaan. Selain itu, saya juga perlu lebih memperhatikan jawaban siswa, memberikan pertanyaan lanjutan yang relevan, dan memastikan bahwa mereka memiliki waktu yang cukup untuk berpikir sebelum menjawab sehingga mereka merasa lebih nyaman dan percaya diri.

## APPENDIX III

**Interview Transcript**

| **Participant 1** | |
|---|---|
| **Question** | What types of questions do pre-service teachers identify as most effective in fostering student engagement during video case analysis? |
| **Answer** | the video shows where the teacher asks open-ended questions during learning. This shows that the teacher's responsibility is not only to deliver knowledge or material but also to facilitate learning by encouraging students to become more active participants. |
| **Question** | In what ways did the video case analysis help pre-service teachers understand the role of questions in promoting critical thinking and student learning? |

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| **Answer** | Through video analysis, I can reflect on how questioning strategies affect the way students respond and learn. I can evaluate whether the questions asked provoke more critical thinking or just encourage simple answers. This helped me improve my questioning strategies. |
| **Question** | How did pre-service teachers' questioning strategies develop after engaging in video case analysis and guided reflection? |
| **Answer** | After analyzing the videos and reflecting, I became more aware of how I construct questions that encourage deeper discussion. Previously, I used to ask more factual questions, but now I try to frame questions that encourage students to think critically. |

| **Participant 2** | |
|---|---|
| **Question** | What types of questions did pre-service teachers identify as most effective in promoting student engagement during the video case analysis? |
| **Answer** | The video highlights open-ended questions that can encourage students to explore the material to be learned in depth rather than simply information. The questioning strategies used in the video can encourage students to think critically, it will have an effect in supporting the teachers' belief that a teacher should develop analytical skills rather than simply memorizing. And also in the video also includes a question session created by the teacher, which challenges the idea that the teacher is the main source of knowledge. However, the teacher also allows the students to |

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| | channel their ideas, of course, the way of asking is relaxed and does not seem demanding. |
| **Question** | In what ways did the video case analysis help pre-service teachers understand the role of questions in promoting critical thinking and student learning? |
| **Answer** | As a teacher candidate, I learned the theory about the importance of questioning in the classroom, but through analyzing the video cases, I was able to see how the theory was applied. For example, I saw how the teacher used open-ended questions to build discussion and encourage students to connect previously learned concepts. |
| **Question** | How did pre-service teachers' questioning strategies develop after engaging in video case analysis and guided reflection? |

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| **Answer** | The guided reflection through video analysis helped me realize that I tend to ask questions that are too easy. After attending this session, I endeavor to ask more challenging questions so that students can develop higher-order thinking skills. |

| **Participant 3** | |
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| **Question** | What types of questions did pre-service teachers identify as most effective in promoting student engagement during the video case analysis? |
| **Answer** | "The video highlights the use of probing questions to deepen students' understanding and encourage critical thinking. These strategies help students analyze material rather than simply recall it, aligning with the belief that teaching should develop reasoning skills. Probing |

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| | questions serve this purpose by prompting students to elaborate on their ideas, justify their reasoning, and reflect more deeply, fostering a more interactive and analytical learning environment." |
| **Question** | In what ways did the video case analysis help pre-service teachers understand the role of questions in promoting critical thinking and student learning? |
| **Answer** | Through the case analysis video, I was able to see how students responded to the teacher's questions. This helped me understand that certain types of questions, such as those that provoke analysis or synthesis, have a greater impact on encouraging students to think critically than questions that only ask for simple answers. |

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| **Question** | How did pre-service teachers' questioning strategies develop after engaging in video case analysis and guided reflection? |
| **Answer** | The video case analysis helped me see the difference between questions that encourage active participation and questions that just get answers. I now focus more on questions that get students actively involved in the discussion. |

| **Participant 4** | |
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| **Question** | What types of questions did pre-service teachers identify as most effective in promoting student engagement during the video case analysis? |
| **Answer** | Video analysis helped me recognize patterns of effective questioning. I know when to ask deep questions, how to respond to students' answers, and how to |

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| | make students feel comfortable contributing. All of these play a big role in creating an environment that encourages critical thinking. |
| **Question** | In what ways did the video case analysis help pre-service teachers understand the role of questions in promoting critical thinking and student learning? |
| **Answer** | Through the case analysis video, I was able to see how students responded to the teacher's questions. This helped me understand that certain types of questions, such as those that provoke analysis or synthesis, have a greater impact on encouraging students to think critically than questions that only ask for simple answers. |
| **Question** | How did pre-service teachers' questioning strategies develop |

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| | after engaging in video case analysis and guided reflection? |
| **Answer** | Initially, I felt more comfortable asking closed questions that only required a yes or no answer. However, after analyzing the case videos, I realized the importance of asking open-ended questions that encourage critical thinking. |

| **Participant 5** | |
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| **Question** | What types of questions did pre-service teachers identify as most effective in promoting student engagement during the video case analysis? |
| **Answer** | While analyzing the video, I concentrated on how the pre-service teachers effectively incorporate open-ended questions into their teaching practice. The video shows that teachers should not only focus on delivering material but also be responsible |

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| | for creating an engaging classroom environment. The video emphasizes that teachers should inspire and encourage students to be active participants in their learning, encouraging them to think critically, ask questions, and contribute to discussions, rather than just passively absorbing information. |
| **Question** | In what ways did the video case analysis help pre-service teachers understand the role of questions in promoting critical thinking and student learning? |
| **Answer** | Through analyzing the videos, I learned to be more sensitive to small details, such as the way the teacher changes the tone of voice or expression to motivate students to answer. This helped me realize that the success of a question depends not only on its content but also on the way it is asked. |

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| **Question** | How did pre-service teachers' questioning strategies develop after engaging in video case analysis and guided reflection? |
| **Answer** | The case videos taught me to be more flexible in asking questions. I am now better able to adjust my strategy based on students' responses, whether they need more encouragement or have enough to think further. |

| **Participant 6** | |
|---|---|
| **Question** | What types of questions did pre-service teachers identify as most effective in promoting student engagement during the video case analysis? |
| **Answer** | In the video, probing questions are presented as a valuable tool to deepen students' understanding and encourage critical thinking. These questions help students go beyond surface-level knowledge |

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| | by encouraging them to engage with the material more critically. For example, by asking students to justify their answers and elaborate on their reasoning. Probing questions support the development of a more interactive learning environment that encourages analytical thinking and deeper reflection. |
| **Question** | In what ways did the video case analysis help pre-service teachers understand the role of questions in promoting critical thinking and student learning? |
| **Answer** | The video case analysis allowed me to learn how teachers deal with difficult situations, such as when students do not respond well to questions. I came to understand how to handle such situations by customizing the types of questions to encourage students to think more deeply. |

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| **Question** | How did pre-service teachers' questioning strategies develop after engaging in video case analysis and guided reflection? |
| **Answer** | After participating in the video case analysis and guided reflection sessions, I learned the importance of asking questions that provide space for students to collaborate. Previously, I focused more on individual questions, but now I try to ask questions that allow students to work together and share their opinions. |

| **Participant 7** | |
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| **Question** | What types of questions did pre-service teachers identify as most effective in promoting student engagement during the video case analysis? |
| **Answer** | In this video, the use of open-ended questions and deep questions is demonstrated as a |

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| | way to help students understand the material better and encourage critical thinking. These strategies make students not only recall information but also analyze it more deeply. |
| **Question** | In what ways did the video case analysis help pre-service teachers understand the role of questions in promoting critical thinking and student learning? |
| **Answer** | By analyzing the different videos, I understood the importance of variation in the types of questions asked ranging from low-level questions to build a foundation of understanding to high-level questions that promote analysis and evaluation. This helped me plan lessons with appropriate questions for different learning objectives. |
| **Question** | How did pre-service teachers' questioning strategies develop |

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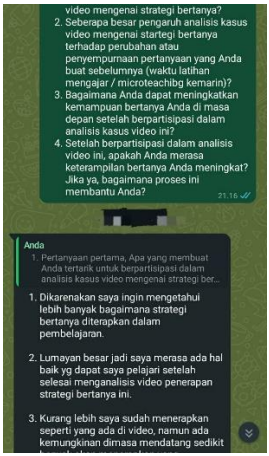
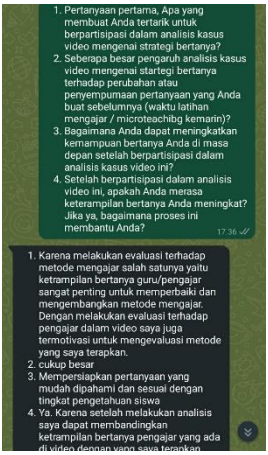
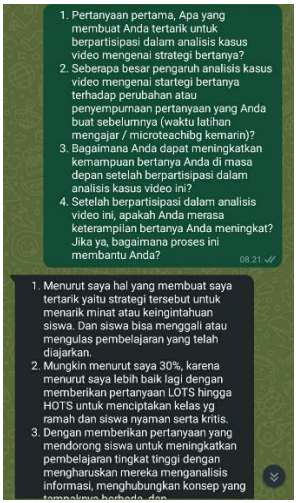
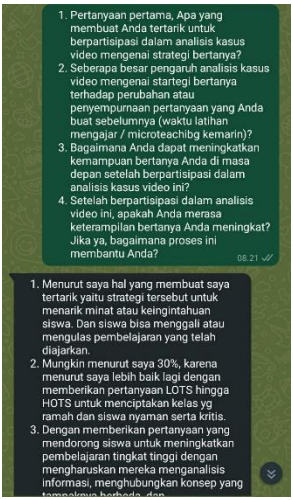
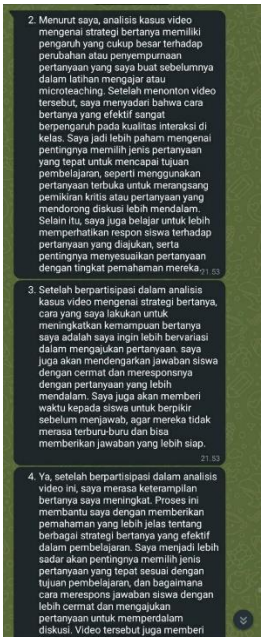
|---|---|
| | after engaging in video case analysis and guided reflection? |
| **Answer** | I realized how important it is to give feedback after students answer questions. This makes me strive to be more active in providing constructive feedback, which can encourage students to continue thinking more deeply about their answers. |

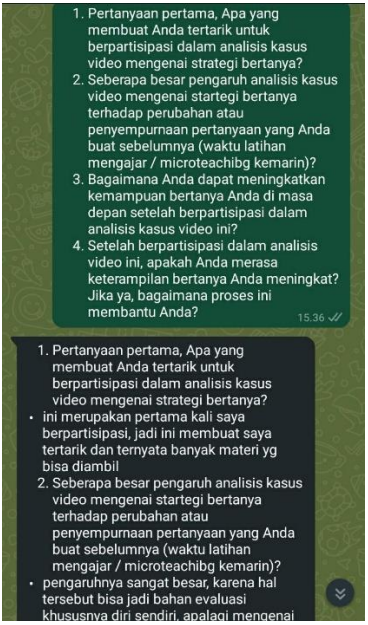

video mengenai strategi bertanya?
2. Seberapa besar pengaruh analisis kasus video mengenai startegi bertanya terhadap perubahan atau penyempurnaan pertanyaan yang Anda buat sebelumnya (waktu latihan mengajar / microteachibg kemarin)?
3. Bagaimana Anda dapat meningkatkan kemampuan bertanya Anda di masa depan setelah berpartisipasi dalam analisis kasus video ini?
4. Setelah berpartisipasi dalam analisis video ini, apakah Anda merasa keterampilan bertanya Anda meningkat? Jika ya, bagaimana proses ini membantu Anda?
21.16
Anda
1. Pertanyaan pertama, Apa yang membuat Anda tertarik untuk berpartisipasi dalam analisis kasus video mengenai strategi ber...
1. Dikarenakan saya ingin mengetahui lebih banyak bagaimana strategi bertanya diterapkan dalam pembelajaran.
2. Lumayan besar jadi saya merasa ada hal baik yg dapat saya pelajari setelah selesai menganalisis video penerapan strategi bertanya ini.
3. Kurang lebih saya sudah menerapkan seperti yang ada di video, namun ada kemungkinan dimasa mendatang sedikit

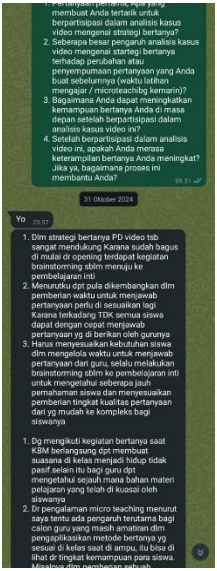

1. Pertanyaan pertama, Apa yang membuat Anda tertarik untuk berpartisipasi dalam analisis kasus video mengenai strategi bertanya?
2. Seberapa besar pengaruh analisis kasus video mengenai startegi bertanya terhadap perubahan atau penyempurnaan pertanyaan yang Anda buat sebelumnya (waktu latihan mengajar / microteachibg kemarin)?
3. Bagaimana Anda dapat meningkatkan kemampuan bertanya Anda di masa depan setelah berpartisipasi dalam analisis kasus video ini?
4. Setelah berpartisipasi dalam analisis video ini, apakah Anda merasa keterampilan bertanya Anda meningkat? Jika ya, bagaimana proses ini membantu Anda?
17.36
1. Karena melakukan evaluasi terhadap metode mengajar salah satunya yaitu ketrampilan bertanya guru/pengajar sangat penting untuk memperbaiki dan mengembangkan metode mengajar. Dengan melakukan evaluasi terhadap pengajar dalam video saya juga termotivasi untuk mengevaluasi metode yang saya terapkan.
2. cukup besar
3. Mempersiapkan pertanyaan yang mudah dipahami dan sesuai dengan tingkat pengetahuan siswa
4. Ya. Karena setelah melakukan analisis saya dapat membandingkan ketrampilan bertanya pengajar yang ada di video dengan yang saya terapkan


1. Pertanyaan pertama, Apa yang membuat Anda tertarik untuk berpartisipasi dalam analisis kasus video mengenai strategi bertanya?
2. Seberapa besar pengaruh analisis kasus video mengenai startegi bertanya terhadap perubahan atau penyempurnaan pertanyaan yang Anda buat sebelumnya (waktu latihan mengajar / microteachibg kemarin)?
3. Bagaimana Anda dapat meningkatkan kemampuan bertanya Anda di masa depan setelah berpartisipasi dalam analisis kasus video ini?
4. Setelah berpartisipasi dalam analisis video ini, apakah Anda merasa keterampilan bertanya Anda meningkat? Jika ya, bagaimana proses ini membantu Anda?
08.21
1. Menurut saya hal yang membuat saya tertarik yaitu strategi tersebut untuk menarik minat atau keingintahuan siswa. Dan siswa bisa menggali atau mengulas pembelajaran yang telah diajarkan.
2. Mungkin menurut saya 30%, karena menurut saya lebih baik lagi dengan memberikan pertanyaan LOTS hingga HOTS untuk menciptakan kelas yg ramah dan siswa nyaman serta kritis.
3. Dengan memberikan pertanyaan yang mendorong siswa untuk meningkatkan pembelajaran tingkat tinggi dengan mengharuskan mereka menganalisis informasi, menghubungkan konsep yang


1. Pertanyaan pertama, Apa yang membuat Anda tertarik untuk berpartisipasi dalam analisis kasus video mengenai strategi bertanya?
2. Seberapa besar pengaruh analisis kasus video mengenai startegi bertanya terhadap perubahan atau penyempurnaan pertanyaan yang Anda buat sebelumnya (waktu latihan mengajar / microteachibg kemarin)?
3. Bagaimana Anda dapat meningkatkan kemampuan bertanya Anda di masa depan setelah berpartisipasi dalam analisis kasus video ini?
4. Setelah berpartisipasi dalam analisis video ini, apakah Anda merasa keterampilan bertanya Anda meningkat? Jika ya, bagaimana proses ini membantu Anda?
08.21
1. Menurut saya hal yang membuat saya tertarik yaitu strategi tersebut untuk menarik minat atau keingintahuan siswa. Dan siswa bisa menggali atau mengulas pembelajaran yang telah diajarkan.
2. Mungkin menurut saya 30%, karena menurut saya lebih baik lagi dengan memberikan pertanyaan LOTS hingga HOTS untuk menciptakan kelas yg ramah dan siswa nyaman serta kritis.
3. Dengan memberikan pertanyaan yang mendorong siswa untuk meningkatkan pembelajaran tingkat tinggi dengan mengharuskan mereka menganalisis informasi, menghubungkan konsep yang


2. Menurut saya, analisis kasus video mengenai strategi bertanya memiliki pengaruh yang cukup besar terhadap perubahan atau penyempurnaan pertanyaan yang saya buat sebelumnya dalam latihan mengajar atau microteaching. Setelah menonton video tersebut, saya menyadari bahwa cara bertanya yang efektif sangat berpengaruh pada kualitas interaksi di kelas. Saya jadi lebih paham mengenai pentingnya memilih jenis pertanyaan yang tepat untuk mencapai tujuan pembelajaran, seperti menggunakan pertanyaan terbuka untuk merangsang pemikiran kritis atau pertanyaan yang mendorong diskusi lebih mendalam. Selain itu, saya juga belajar untuk lebih memperhatikan respon siswa terhadap pertanyaan yang diajukan, serta pentingnya menyesuaikan pertanyaan dengan tingkat pemahaman mereka.
21.53
3. Setelah berpartisipasi dalam analisis kasus video mengenai strategi bertanya, cara yang saya lakukan untuk meningkatkan kemampuan bertanya saya adalah saya ingin lebih bervariasi dalam mengajukan pertanyaan. saya juga akan mendengarkan jawaban siswa dengan cermat dan meresponsnya dengan pertanyaan yang lebih mendalam. Saya juga akan memberi waktu kepada siswa untuk berpikir sebelum menjawab, agar mereka tidak merasa terburu-buru dan bisa memberikan jawaban yang lebih siap.
21.53
4. Ya, setelah berpartisipasi dalam analisis video ini, saya merasa keterampilan bertanya saya meningkat. Proses ini membantu saya dengan memberikan pemahaman yang lebih jelas tentang berbagai strategi bertanya yang efektif dalam pembelajaran. Saya menjadi lebih sadar akan pentingnya memilih jenis pertanyaan yang tepat sesuai dengan tujuan pembelajaran, dan bagaimana cara merespons jawaban siswa dengan lebih cermat dan mengajukan pertanyaan untuk memperdalam diskusi. Video tersebut juga memberi


1. Pertanyaan pertama, Apa yang membuat Anda tertarik untuk berpartisipasi dalam analisis kasus video mengenai strategi bertanya?
2. Seberapa besar pengaruh analisis kasus video mengenai startegi bertanya terhadap perubahan atau penyempurnaan pertanyaan yang Anda buat sebelumnya (waktu latihan mengajar / microteachibg kemarin)?
3. Bagaimana Anda dapat meningkatkan kemampuan bertanya Anda di masa depan setelah berpartisipasi dalam analisis kasus video ini?
4. Setelah berpartisipasi dalam analisis video ini, apakah Anda merasa keterampilan bertanya Anda meningkat? Jika ya, bagaimana proses ini membantu Anda?
15.36
1. Pertanyaan pertama, Apa yang membuat Anda tertarik untuk berpartisipasi dalam analisis kasus video mengenai strategi bertanya?
• ini merupakan pertama kali saya berpartisipasi, jadi ini membuat saya tertarik dan ternyata banyak materi yg bisa diambil
2. Seberapa besar pengaruh analisis kasus video mengenai startegi bertanya terhadap perubahan atau penyempurnaan pertanyaan yang Anda buat sebelumnya (waktu latihan mengajar / microteachibg kemarin)?
• pengaruhnya sangat besar, karena hal tersebut bisa jadi bahan evaluasi khususnya diri sendiri, apalagi mengenai


membuat Anda tertarik untuk berpartisipasi dalam analisis kasus video mengenai strategi bertanya?
2. Seberapa besar pengaruh analisis kasus video mengenai startegi bertanya terhadap perubahan atau penyempurnaan pertanyaan yang Anda buat sebelumnya (waktu latihan mengajar / microteachibg kemarin)?
3. Bagaimana Anda dapat meningkatkan kemampuan bertanya Anda di masa depan setelah berpartisipasi dalam analisis kasus video ini?
4. Setelah berpartisipasi dalam analisis video ini, apakah Anda merasa keterampilan bertanya Anda meningkat? Jika ya, bagaimana proses ini membantu Anda?
09.31
31 Oktober 2024
Yo
20.57
1. Dlm strategi bertanya PD video tsb sangat mendukung Karana sudah bagus di mulai dr opening terdapat kegiatan brainstorming sblm menuju ke pembelajaran inti
2. Menuruku dpt pula dikembangkan dlm pemberian waktu untuk menjawab pertanyaan perlu di sesuaikan lagi Karana terkadang TDK semua siswa dapat dengan cepat menjawab pertanyaan yg di berikan oleh gurunya
3. Harus menyesuaikan kebutuhan siswa dlm mengelola waktu untuk menjawab pertanyaan dari guru, selalu melakukan brainstorming sblm ke pembelajaran inti untuk mengetahui seberapa jauh pemahaman siswa dan menyesuaikan pemberian tingkat kualitas pertanyaan dari yg mudah ke kompleks bagi siswanya
1. Dg mengikuti kegiatan bertanya saat KBM berlangsung dpt membuat suasana di kelas menjadi hidup tidak pasif selain itu bagi guru dpt mengetahui sejauh mana bahan materi pelajaran yang telah di kuasai oleh siswanya
2. Dr pengalaman micro teaching menurut saya tentu ada pengaruh terutama bagi calon guru yang masih amatiran dlm pengaplikasikan metode bertanya yg sesuai di kelas saat di ampu, itu bisa di lihat dr tingkat kemampuan para siswa.

# APPENDIX IV

## Informed Consent

**INFORMED CONSENT**

**(LEMBAR PERSETUJUAN PARTISIPAN)**

Yang bertanda tangan di bawah ini:

Nama : Sevilyana Nurul Azizah

No. WA : 08557961309

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"The Lens Of Learning: Video Case Analysis In Understanding Pre-Service Teachers' Questioning Strategies "** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 22 September 2024

Partisipan

(Sevilyana Nurul Azizah)

**INFORMED CONSENT**

**(LEMBAR PERSETUJUAN PARTISIPAN)**

Yang bertanda tangan di bawah ini:

Nama : Ismatul Maula

No. WA : 0895417005800

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"The Lens Of Learning: Video Case Analysis In Understanding Pre-Service Teachers' Questioning Strategies "** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 22 September 2024

Partisipan

(Ismatul Maula )

**INFORMED CONSENT**

**(LEMBAR PERSETUJUAN PARTISIPAN)**

Yang bertanda tangan di bawah ini:

Nama : Sarmila Darma Wijayani

No. WA : 0895385290390

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"The Lens Of Learning: Video Case Analysis In Understanding Pre-Service Teachers' Questioning Strategies "** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 22 September 2024

Partisipan

(Sarmila Darma Wijayani )

**INFORMED CONSENT**
**(LEMBAR PERSETUJUAN PARTISIPAN)**

Yang bertanda tangan di bawah ini:

Nama : Irma Isnafia
No. WA : 081388928799

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"The Lens Of Learning: Video Case Analysis In Understanding Pre-Service Teachers' Questioning Strategies "** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 22 September 2024

Partisipan

(Irma Isnafia)

**INFORMED CONSENT**

**(LEMBAR PERSETUJUAN PARTISIPAN)**

Yang bertanda tangan di bawah ini:

Nama : Tri Astuti Widya Ningrum

No. WA : 088238856945

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"The Lens Of Learning: Video Case Analysis In Understanding Pre-Service Teachers' Questioning Strategies "** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 22 September 2024

Partisipan

(Tri Astuti W.N)

**INFORMED CONSENT**

**(LEMBAR PERSETUJUAN PARTISIPAN)**

Yang bertanda tangan di bawah ini:

Nama : Salsa Putri Riana Dewi

No. WA : 082336975090

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"The Lens Of Learning: Video Case Analysis In Understanding Pre-Service Teachers' Questioning Strategies "** dengan memperhatikan hal-hal berikut:

a. Data dan identitas saya akan dijamin kerahasiaannya.
b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 22 September 2024

Partisipan

(Salsa Putri Riana Dewi)

**INFORMED CONSENT**
**(LEMBAR PERSETUJUAN PARTISIPAN)**

Yang bertanda tangan di bawah ini:

Nama : Salsa Firda Salwa
No. WA : 088980305054

Dengan sadar, penuh tanggungjawab, dan tanpa paksaan bersedia berpartisipasi penuh dalam penelitian dengan judul **"The Lens Of Learning: Video Case Analysis In Understanding Pre-Service Teachers' Questioning Strategies "** dengan memperhatikan hal-hal berikut:

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b. Data yang diperoleh pada penelitian ini hanya akan dipergunakan untuk kepentingan ilmiah penelitian.

Semarang, 22 September 2024

Partisipan

(Salsa Firda Salwa)

## CURRICULUM VITAE

| | |
|---|---|
| Personal Date Name | : Adisty Mayla Fayza |
| Place And Date of Birth | : Pati, 22 Maret 2002 |
| Student's Number | : 2003046026 |
| Department | : English Education |
| Religion | : Islam |
| Father's Name | : Ali Mustain |
| Mother's Name | : Ema Fatmawati |
| Address | : Kuryokalangan, Gabus, Pati |
| Email/Phone | : Adistymayyy23@gmail.Com |

**Formal Education :**

1. RA Hidayatul Hidayah
2. SD N Kuryokalangan 01
3. MTs N 01 Pati
4. MAN 2 Rembang

**Non-Formal Education**

1. Pondok Pesantren At-Tawashiy Bil-Haq Lasem
2. Pondok Pesantren Fadhlul Fadhlan Semarang