



Teachers' questioning Strategies to Scaffold Students' Learning in Reading

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Abstract

The objectives of this study are to analyze the type of teachers' questioning strategies to scaffold students' learning in reading, to analyze the students' responses to answer the teachers' questions, to analyze teachers' questioning strategies in order to explain how the questions scaffold students' learning in reading. The instruments used are classrooms observation, teachers' interviews, and document analysis. This study uses descriptive qualitative approach: a case study in Nasima Junior High School by means of questioning strategies proposed by Wragg and Brown (2001). The data are taken from classroom interaction of three teachers and sixty two students in three classes in nine meetings. The study shows that the teachers used all variant of key tactic questions. The most frequent strategy is listening to replies and responding tactic. In the term of students' responses, the mostly response is active response in pure English. In the case of teachers' questioning strategies to scaffold students' learning reading, structuring, pitching and putting clearly, and directing and distributing tactic frequently performed in before reading activities. During reading activities, the teachers performed all variant of key tactic question to scaffold the students, exceptly pacing tactic was never applied. In after reading activities, teachers mostly play sequencing tactic and pitching and putting clearly tactic to scaffold students' learning reading.

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INTRODUCTION

Enhancing students' reading skill in English is not easy in Indonesia because English is a foreign language that it is not used in daily communication. Otherwise, among the four English skills, reading is more emphasized to be taught in Indonesia as the item tests of the national examination. Thus, mastering reading skill is very important as Ekadini, Rumini and Faridi's (2018) stated that mastering reading skill is the one of the fundamental factors in gaining success in the academic field. Furthermore, seventh grade is as the early stage of learning English in junior high school. Consequently, teachers need some strategies in mastering reading skill. Fitriati (2017) stated that teachers totally can control the class in which they find and use some questioning strategies that are appropriately applied on students. Reading instruction literature also suggests that question strategies can be taught to students in order to enhance reading comprehension (Hudson, 2007). Questioning strategy is the strategies used by (normally) teachers to get learners to respond that typically entail asking questions (Walsh, 2011).

In this study, I focused on the use of teachers' questioning strategies to scaffold students in learning reading. Those strategies examined to scaffold the students' reading comprehension by analyzing the types of teachers' questioning strategies, the classification of students' responses and its scaffolding in learning reading. The teachers' questioning strategy proposed by Wragg and Brown (2001) were used. The classifications are structuring, pitching and putting clearly, directing and distributing, pausing and pitching, prompting and probing, listening and responding, sequence. In the term of students' response, it classified into active response in pure English, in mixed English-Indonesia, in pure Indonesia, and passive response in keep silent. And in the term of scaffolding in learning reading, it analyzed into the usage of teachers' questioning strategies in before, during and after reading.

Researches and practices on teachers' question strategy in language education have been conducted in various context, such as type and method of questioning (Erianti, Akib and Baso, 2016; Dos et al, 2016). Those studies revealed that asking good questions must be considered more important in pre-service education and teachers must be supported with in-service trainings to be more effective in asking questions. Then, the study about the effect of questioning behavior on students' critical thinking (Shen and Yodkhumlue, 2008). The results showed that more teacher asked higher-cognitive questions and it could facilitate students' critical thinking in classroom.

Related to the study about cognitive level of questioning (Ariani, 2014; Davaudi and Sadeghi, 2015; Lanelli, 2015). Ariani's (2014) result study showed that the teachers used various cognitive levels of questions but they mostly used comprehension level questions which are in the lower order of cognition. Davaudi's (2015) result showed that most of the studies focused on elementary, secondary and university levels and from 1974 to 2014, 60 studies were conducted on questioning in education. 21 studies emphasized on the role of teacher questioning, 17 focused on student questioning and 22 did not mention the type of questioning in this regard. Whereas Lanelli (2015) investigated the effectiveness of meta-cognitive awareness by ReQuest technique.

In the term of teachers' questioning in classroom interaction (Qashoa, 2013; Ndun, 2015; Sujariati, Rahman and Mahmud, 2016; Rido, 2017). The result showed that display question were highly uttered by the teachers than referential question and the functions of questions were for eliciting information, checking students' understanding, and encouraging them to participate more in classroom.

Fitriati, Isfara and Trisanti (2017) also conducted the function of teachers' questions, it was to enhance students' verbal responses. Whereas, Milawati (2017) investigated teachers' questions to stimulate students' thinking, Chin (2007) investigated teachers' question to

stimulate productive and critical thinking in classroom discourse. Then, Naz (2017) investigated students' perceiving in teachers' question.

In the term of teachers' questioning strategy and technique, Rido, Ibrahim and Nambiar (2015) conducted the study on interaction management and elicitation technique. As addition, there were some studies which conducted in Indonesian ELT context. Those conducted by Suryati (2015) and Sagita (2018) who analyzed teachers' use of interaction strategies by using different analysis system. The findings revealed that most frequent strategies were initiation response feedback (IRF) patterns, display questions, teacher echo, and extended teacher turns, while students' extended turns were rare. It was argued that in order to improve the Indonesian ELT, there was a need to provide an alternative to ELT classroom interaction.

Then, there were some studies about reading. Koeswirono, Asrori and Setyaningsih (2014) investigated the problems faced in teaching learning process of reading comprehension. In addition, Suryanto (2017) conducted the problems faced to comprehend English text. Pentimonti (2014) conducted the study on extra textual talk during shared reading. And Cahyono (2006) also reviewed the reading pedagogy on reading process and reading instruction on the EFL context.

Other studies also focused on the technique to improve students' reading skill. Gustadevi, Ngadiso and Asib (2012) used number head together technique, then, Purwoko, Pudjobroto and Setyaningsih (2014) used reciprocal teaching technique. Other studies were Swardiana, Susilohadi and Asrori (2014) who used Directed Reading Thinking Activity. Hidayah, Ngadiso and Rais (2014) also used Learning Cell Technique, then, Arbryan, Rochsantiningih and Asib (2014) used Web Quests Technique. Futhermore, Riantika, Suparno and Setyaningsih (2014) used Know-Want to Know Leaned Strategy, Koeswiryono, Asrori and Setaningsih (2014) used Visual Impairment Strategy, and Siswanti, Ngadiso &

Setyaningsih (2012) used Small Group Discussion. Addition, Sari, Asib and Sarosa (2013) used Think Pair Share, Febrianto, Nurkamto and Susilohadi (2013) used group work strategy. Keep in the technique to improve students' reading skill, there were Dwiyanti, Yufrizal and Sukirlan (2014) who used short story, Muthiah, Suparman and Sukirlan (2013) used System Questioning Strategy.

Some studies also focused on the strategy to improve narrative text. There were Alberti (2014) used Story Grammar Strategy, then Wicaksono and Munir (2014) investigated the applicability of Self Questioning in comprehend narrative text.

Focused on reading descriptive text, there was Desmawati and Yani (2013) combined the strategies of shared reading and fat-skinny. Then Apriliaswati and Suhartono (2014) investigated students' reading comprehension in descriptive text by using PQRST technique.

In the term of scaffolding in reading, an action research conducted by Huggins and Edward (2011) found if instructional scaffolding would make an impact on students' reading and writing performance. The result showed graphic organizers, as scaffolding tools in the classroom, can help to improve reading comprehension, and students can benefit in several ways when teachers scaffold the process of writing a research paper. McKenzie's (2011) study also was to examine how personnel in one diversely populated school employed scaffolding to accommodate ELLs. Its implications for social change included strategies for classroom teachers and their administrators concerning scaffolding reading instruction with ELLs in order to help these students increase their reading performance levels.

Other study that has similar topic with my study is teachers' strategy in teaching reading. There was the study by Antoni (2010) investigated the effect of teachers' strategy on students' responses. Then, Rosyita and Faridi (2017) compared the effect of Theme Based Instruction and Competence Based Language Teaching. Rosari and Mujiyanto (2016) also

investigated the effectiveness of Know-Want-Learned and Collaborative Strategic Reading. Same with Rosyita (2017) and Rosari (2016), Arifin and Faridi (2017) also used Cognitive Language learning Strategy on their study. Kept on teachers' strategy on reading, Chotimah and Rukimini (2017) conducted the differences of Student Team Achievement Division and Group Investigation. Then Sukarni, Rukimini, Sofwan and Hartono (2017) conducted about Strategy Based Reading Instruction and Ekadini, Rukmini and Faridi(2018) also investigated the use of Cognitive and Structure Proposition Evaluation Strategies in TOEFL reading comprehension.

The close relation topic to my study is the study about teachers' questioning strategy in reading. The study about the effect of teachers' questioning strategy on EFL reading comprehension conducted by El-Koumy(1996), Akkaya and Demirel (2012). Same with those study, Thohir, Shaleh, Rukmini and Mujiyanto (2017) conducted the impact of Question Answer Relationship (QAR) and Self Questioning (SQ) on reading ability. Furthermore, Thohir (2017) investigated the comparison between QAR and SQ. But Wijayanti (2014) compared the students' reading comprehension by Pre-Questioning Technique and Conventional Technique. Then, Sunggingwati and Nguyen (2013) investigated the practice of teachers'question and teaching reading on the text book.

The studies reviewed above show that there are many teachers' question studies have been conducted in various contexts, however, studies of teachers' question in the field of reading have not much done yet. Whereas, the purpose of teaching English as a foreign language in Indonesia under the 2013 curriculum is to develop students' communicative competency both oral and written language (Permendikbud, 2016). Therefore, the language instruction used by the teachers must be integrated with the component of teachers' question and its role in classroom context.

Therefore, this research intends to fill the gap with the focus on the usage of teachers' question in reading. This study is needed to be done to give a contribution to the theory of teachers' questioning strategy in terms of reading, and its contribution to English language teaching and learning in the Indonesian context.

METHODS

This study belonged to case study qualitative research. According to Wragg and Brown (2001), teachers' questioning strategy analysis is the analysis in the field of seven key tactic questions. Thus, in this study, I explained the key tactic question in teachers' questioning strategy in reading English language class and its role to scaffold the students' competence. The research participants were two female teachers and a male Indonesian teacher of English in SMP Nasima Semarang. He was addressed as Teacher C. And, two female English teachers addressed as Teacher A and B respectively. The instruments of this study were audio recording and an interview guideline. There were three steps in procedures of analyzing data namely: transcribing, classifying, and analyzing. Based on the need of the study, I used investigation triangulation to minimize the subjectivity of the researcher's own interpretation. The expert involved in this study was Prof. Dr. Warsono, M.A. Besides investigation triangulation, member checking also was used to validate the judgments towards the findings where English teachers of SMP Nasima Semarang were interviewed in order to confirm the language function used in the classroom.

RESULTS AND DISCUSSION

This section provides teachers' questioning strategies, students' responses in reading class, in addition, the teachers' questioning strategies to scaffold students' learning in reading.

Teachers' Questioning Strategies

1. Structuring

Structuring is one of the tactic question that provides the clues or signposts for the sequence of question and the topic, reviews the series of questions and explanations based on previous lesson or statement of objectives.

T.13: We have learned about people. Now we are going to learn about descriptive text about animal. Do you ever read your book about animal?

T.42: Today, we learn about descriptive text about animal. It is not like Adam's pet, Aurel's pet. It is not rabbit. It is not hamster. It is the unique pet. What is it?

(Teacher B)

From the excerpt above, the teacher usually did structuring tactic in the opening lesson, before they started the activity to review. It was indicated by the clause *We have learned about people*. Then followed by question *Do you ever read your book about animal?*. In addition, structuring from teacher B also played to give the clues of something for sequence the topic of descriptive text about animal. It was indicated by the clause *It is not like Adam's pet, Aurel's pet. It is not rabbit. It is not hamster. It is the unique pet*. Sequence the topic noticed in this turn-taking in form of asking something (what is it?).

To elicit the data about the first function of asking the question, I utilized interviews. The result of the interview showed the teachers agreed that the role of the teacher's question in facilitating language learning in the classroom was very important. Giving question is important in terms of building interaction in the classroom.

Teacher B

"When we are teaching reading usually we have three stages. They are pre, main and after reading stage. Actually, in pre reading stage, I usually ask the student to brainstorm first. For example we are going to learn about descriptive text about a certain animal. I will give a clue, topic, or a picture or asking questions about their daily live related to the topic or maybe their own experience."

She often asked the student to *brainstorm* in pre reading, gave *the clues* and asked question

about *their daily live related to the topic*. The elaboration above, in line with Xiao Yan (2006) statement who stated that teacher used questions for the following purposes: to check or test understanding, knowledge or skill and to get learners to review and practice previously learned material.

Pitching and Putting Clearly

Pitching is the tactic by selecting appropriately the recall-narrow, recall-broad, thought-narrow or thought-broad of question. Putting is the tactic by phrasing the question by using words to the pupil.

T.39: What's about you? it can be someone around you, it can be someone special, it can be famous people in the world.

T.40 : My mother

T.41: Why do you choose your mother as your idol? (pausing). Is she helpful? Is she kind?

(Teacher A)

Teacher A asked to the pupil about her idol. She used thought- broad of question. It was indicated by the clause *what's about you?*. After the pupil answer *my mother*, she asked the detail answer *why do you choose your mother as your idol?*. She paused for a while because she did not get the response, thus she phrased the word "*helpful*" and "*kind*" to asked the reason. From the excerpt above, it showed that the teacher played pitching and putting clearly tactic.

The result of the interview showed the teachers agreed that the role of asking questioning in narrow and broad is very useful.

Teacher A

"I usually give in simple one I usually write my question in the whiteboard. For example here what is your name? Where do you live?... I usually use open question start from the simple one. If some of the students who are good in English, I give more difficult question."

She often used *open question start from the simple one* to help the student whome are not good in English. And she deliver the difficult question to whome are good in English.

The result of the current study is consistent with the findings of the previous studies (Sofyan & Mahmud, 2014; Putri, 2015; Aisyah, 2016; Winarti, 2017) which concluded

that teachers' questions take up a very high percentage of in language classrooms. This is also consistent with Qashoa's study (2013) which revealed that teachers engage in a large amount of questioning since questioning is a key tool for classroom interaction. The data collected confirmed that the use of the questioning techniques used in English classes helped students become more involved in classroom interaction.

Directing and Distributing

Directing is one of the tactic question when a pupil's response contains an error, or mispronounce words, or utter something with poor intonation, then the teacher is tempting to address the same question to turn the question back to the same pupil, with giving him further assistance. Distributing is the tactic when the teacher delivers the question to the pupil who estimate has low concentration or losing attention, sometimes it is not only one or two willing respondents, but also reduces the risk of class control.

The finding for directing and distributing tactic question showed on excerpt below.

- T.82: How about their face?
 T.83: Sule..
 T.84: Yes, sule ..
 T.85: Sule face is round
 T.86: Sule's face has around and Justine..?
 T.87: Justine is not
 T.88: What about Justine biber? Justine biber has..
 T.89: Justine biber has oval face.

(Teacher B)

From excerpt above, teacher B checked the students' knowledge by asking the differences of physical appearances of Justine Biber and Sule Biber. It was indicated by the clause *How about their face?* She gave the assistance to the student to answer it. It was indicated by clause *Sule's face has around and Justine..?* She asked to whole students in the class to response the questions. She wanted to keep control of the class.

The result of the interview showed the teachers agreed that the role of directing tacting is very useful.

Teacher B

" I will give them some additional question that later help the students can answer the question... I will use for example: where do you live?Live is stay in certain place".

She often gave the students *some additional questions* that later help them can answer the question.

It is consistent with the result of Brown (2001) states that students need directions and facilitations regarding how they should demonstrate the whole ideas they own systematically.

Pausing and Pacing

Pausing is wait time for three seconds or more from the teacher to the students to pace before they answer the question. Pacing is the deeper questions so the student have along time to think until the next lesson or the next meeting.

The findings showed that all of teachers have wait time in every their questions, they gave the pace for students to answer the question between three or five seconds. But for the pacing tactic, all of the teacher never used it. Teacher C used it once in the end of lesson but it was in the deeper task, not in the question. It showed on the excerpt below.

- T.90: oke the next, please prepare the dialog. after that you can report. listen carefully. you report and practice the dialog in front of the class. oke. are you ready? (pausing)
 T.91: mmmm(silent)
 T.92: Are you ready?.if you do not understand please open your book,and look at your note.

(Teacher C)

Teacher C used pausing tactic for the whole questions. He gave the deeper task in the end of lesson but it was not in question. He structured by explaining the task to prepare the dialog and practice it in front of the class. He closed by asking *are you ready?*. He hoped that the students have along time to think and prepare it until the next lesson or the next meeting. He repeated the question *are you ready?* twice because the students' response was not positive.

The result is similar with the previous study by Ndun (2015). She found that students needed to give wait time to answer the question. The students learned better from have more seconds to response the higher order question than the lower one.

Prompting and Probing

Prompts and probes are follow-up question when the first answers are inadequate or inappropriate. Prompts contain hints, while probes require more detailed answers.

After analyzed the data, the findings showed that the teachers used prompting and probing tactic directly but sometimes they used only prompting tactic separately. The results showed that they used three forms of prompting tactic by rephrasing the question in different words, asking a sequence of simple questions then lead back to the original question and providing a review of information then asking question to recall. Sometimes they rephrased in the simpler question in *Bahasa*.

T.60: What is he like?

T.61: He likes banana..hehehe

T.62: Is he handsome?

T.63: yes..

T.64: What is he like? what is Justin Biber like?

T.65: He has white skin

T.66: yes, he has white skin

(Teacher A)

Teacher A played a sequence of simple question that lead back to the original question. It was indicated by clause *what is he like?* It showed on turn taking 60 and lead back on turn taking 64. She used the simple question *is he handsome?* Because the students' answer was inapropriate *he likes banana*. She kept to lead back to the original question and get the appropriate answer about Justin Biber's physical appearances from the students *What is he like? what is Justin Biber like?*

The result of the interview showed the teachers agreed that prompting and probing delivered to give them opportunities to answer.

Teacher A

"In seven grade I always to speak English during teaching learning process, but when some of them do not unsderstand they were confuse my question, I usually

give them opportunities to answer my question but if they do not understood my explanation but if they do not understand I usually explain my lesson by the easier one that can be understood by the students. But when they still do not understand, yeah I speak in Bahasa."

She believed that if the students do not understand or confuse with her questions, she often gave *the opportunities to answer*, then she *followed by the simpler one* and *the last way* she translated in *Bahasa Indonesia*.

The result is similar with the previous study by Sujariati (2016). She found that the teachers repeated their questions to clarify the meaning sense of the questions, and translated it into Bahasa Indonesia when the teachers find difficulties on students in understanding the question.

Listening to Replies and Responding

Listening to replies is the tactic when the teacher listen to the students' answer and then ready to replies. Responding is the move you make after a pupil answers or comments. Some teachers' responses are ignored, acknowledges, repeated verbatim, part of answer echoed, paraphrased, praise contribution, corrected, prompted, probe.

This strategy category took up dominant portion from the whole lesson. They mostly used acknowledges to response the correct answers. Sometimes they used repeated verbatim, part of answer echoed and corrected to response the students' answer. It showed on the excrept below.

T.85:Adam. Do you already write about iguana?

T.86: Yes. Its skin is very brown. Its tail is long.it has four legs. it has claw.

T.86: Good

(Teacher B)

From the excrept above, teacher B used listening to replies and responding tactic. She distributed the questions to Adam. It was indicated by clause *Do you already write about iguana?* Then she listened to Adam's answer. After that she gave response acknowledge by saying *good*.

Sequencing

Sequencing question is a subtle art. A set of questions may each be sound, but together produce chaos. As indicated earlier, the linch pins of a sequence are often the responding moves of the teacher in between questions.

All of teachers mostly used narrow to broad, but for teacher A and B, they used circular path and they used broad to narrow again.

T.29: Nara, do you have pet at home?

T.55: Yes, work book. I want you write about iguana. everything. you can write what already you know about iguana. *apa saja tentang iguana*. If you know iguana is a pet. just write. what else? I will give you three minutes to write what you already know about iguana.

T.87: Good. now before we learn more, I want you tell me, what do you want to know about iguana. what do you want to know about iguana? Ian?

T.152: Yes. There are three paragraphs. now, stressing the first paragraph. I want one of you to read the text. who wants to read?

T.214: So, after you read and understand the text I want you to read under the text there are some shapes, there is mind mapping there. what you have to do is write the information of each paragraph. I will give you the example. you have five minutes. you may discuss and write the mind mapping. on the circle you write the title. On the square shape you write the outline of first paragraph, the second and the third paragraph. Only the idea of paragraph.

(Teacher B)

From the excerpt above, it showed that teacher B asked about pet at home then she asked the students to read the text, after that gave the questions related the text, she asked them to make mind mapping of the idea of each paragraph. It showed that she led back to the text by asking the idea of each paragraph. She played this sequence because teacher B believes his students have capabilities in explore the text.

Students' Responses in Answering Teachers' Question

Students' response analyzed based on the way they responded. There are four responses of

the students, these classified on active response in pure English, active response in mixed English-Indonesia, active response in pure Indonesia, and passive response in keep silent. The researcher found that mostly the students' responses were active by giving answer in English and rarely giving answer in mixed English-Indonesia. Sometimes they kept silent when teachers delivered the questions. It because they limited in meaning and vocabulary, and shamed when they were false in answer. But after the teachers encouraged them their anxiety melted and started to give response.

Active Response in Pure English

For the students' responses in answering the questions, the result reveal that the active responses in pure English mostly found. It showed on the excerpt below.

T.42: Number fourteen. What does Sule do? (pausing) He is a famous.... ?

T.43: Comedian

T.44: Indonesian comedian

T.45: He is comedian in Indonesia

(Students of Teacher A)

The teacher asked *what does Sule do?*. She used wait time before she gave assistance to the students by delivering *He is famous...?*. The students' responses are between one up to five, but commonly their responses around one up to three words.

The result is similar with the previous study by Ndun (2015) that display and referensial questions can provoke the students to give the responses mostly one up to three words.

Active Response in Mixed Indonesia-English

For the students' responses in Mixed English-Indonesia rarely found in this study. It showed on excerpt below.

T.39: number thirteen. How many siblings does he have? do you know sibling?

T.40: yes, *saudara*

(Students of Teacher A)

From the excerpt above, the student answered the question "do you know sibling?" by saying mixed English-Indonesia in clause

“yes, *saudara*”. The students’ responses in mixed Indonesia-English rarely found in this study.

Active Response in Pure Indonesia

For the students’ responses in pure Indonesia, it showed on the excerpt below.

T.38: Who wants to try number one?

T.39: *Aku*

T.40: Oke. Who wants to be the partner?

T.41: *Icha*

T.42: *Icha?oke.*

(they read exercise number one)

(Students of Teacher C)

From the excerpt above, it showed that the students interacted actively to read the answer and gave positive response even the teacher delivered to answer the exercise. Thus, when the teacher distributed to students to answer, they were active, it was showed by one of student stated in Bahasa “*aku-me*”. It showed that when teacher used distributing tactic, the students’ responses were active even in Indonesia.

In the example of the students’ responses in Bahasa showed on the excerpts below.

T.46: Number fifteen. how does he speak sundanese? how does he speak sundanese? *artinya apa?*

T.47: *Bagaimana dia bisa berbahasa sunda*

T.48: *Jawabannya apa?*

T.49: *Mmm*

T.50: He can speak sundanese fluently. what is the meaning of fluently? (pausing) fluently *artinya apa?*

T.51: *Lancar.*

(Students of Teacher A)

From the excerpt above, it showed that the students’ of teacher A needed wait time to answer the question *what does Sule do?* until the teacher delivered the simpler question by saying *he is a famous..?* then the student replied *comedian*, other student stated *Indonesian comedian* and the complete one by *he is comedian in Indonesia*. It was indicated that when the teacher gave assistance that referred to directing tactic, the students’ responses were active. Then the students met the difficulty in answered the question of *how does he speak sundanese?*, until the teacher repeated that question twice. But they kept in silent. Until the teacher used Bahasa and they replied in Bahasa again. Using the question

in simpler referred to prompting and probing tactic. The result of classroom observation empowered by the result of teacher’s interview.

Teacher A.

“Maybe around eighty percent they use English. because most of them are graduate from the elementary school who have learned English..... Their responses are very active, they try to answer my question as good as possible. ...but when I ask them then they just keep silent, I usually encourage them by giving the simple question then most of the students understand”.

Teacher A stated that around *eighty percent of students replied in English and very active*. It means that around twenty percent of students varied in giving responses, they responded in mixed English-Indonesia, in pure Indonesia, and passive response in keep silent.

The findings of this study are in line with the previous study conducted by Ndun (2015) where students’ responses were more frequent in chorus answer than other ways, volunteer and self answer. This is a fact that the students mostly give the active responses prefer than passive responses in classroom.

Passive Response in Keep Silent

Students response in keep silent performed in the excerpt below.

T.37: who is your idol? (pausing).

T.38: (Keep silent)

T.39: Who is your idol? (pausing). *siapa idolamu?*

T.40: (keep silent)

T. 41: Keisha, who is your idol? (pausing). Who is your idol?

T.42: *mmmm*

(Students of Teacher A)

From the example above, it showed that the students gave passive response in keep silent. The teacher tried to delivered the question many times even in Indonesia. The teacher delivered the question to the same student but it have no impact. It because the student need more time to give the response and think to find the correct answer for the question. Keep silent is the poor response by the target language. In this study, the findings showed that every class has one

student who has limited understanding and performed passive response.

Teachers' Questioning Strategy to Scaffold Students in Reading

Scaffolding is a learning process designed to promote students involve stronger understanding. It means the teachers' questioning strategies can promote the students' understanding involve stronger in learning reading.

The realization of form of scaffolding are from the students' responses, firstly they are giving response inadequate answer then move to be adequate, or from reply inappropriate move to reply appropriate answers, or from do not understand move to understand the meaning, or from keep silent move to be active in giving response. The term scaffold the students includes before reading activities, during activities and after activities.

T.109: Bu Ida..number 1..

T.110: Question number one. What kind of this text? If you describe about someone, it calls the descriptive text. do you find the difficult word?

T.111: yes..

T.112: *artinya apa, bu?*

T.113: In English

T.114: he hehehe [the voice is too low]

T.115: Do you listen?

T.116: no

T.117: Sibling, what meaning?

T.118: Do you know sibling?(pausing) sibling means brother or sister.

(Students of Teacher A)

From the excerpt above, it is the example of scaffolding during reading activities. It was indicated by the clauses *Bu Ida..number one..* Teacher A gave the response by explaining kind of the text as the direction for the students, she emphasized to describe the descriptive text. Then she led back to the narrow-thought question *do you find the difficult word?*. After the students answered *yes* then one student asked about the meaning of sibling. But for the first, he spoke in Bahasa then the teacher asked him to speak in English. But his voice was too low, he uttered something with poor intonation, then the teacher was tempting to address the same

question to the same student. That's why the teacher responded by delivering question *do you listen?*, hopefully that student spoke louder. Then the student spoke louder by saying *sibling, what meaning?*. After that the teacher rearranged the structure of question by saying *do you know sibling?*. It was indicated that by giving assistance and addressing in same student-directing and distributing tactic, by using narrow question- pitching tactic, and by paraphrasing-listening to replies and responding tactic, made the students to speak louder and brave to speak in English and also know the meaning of word 'sibling' by the paraphrased from teacher 'sibling means brother or sister'.

From the result of teachers' interviews, the researcher also found that teachers scaffolded the students in reading by many ways.

Teacher C

"(reading) sangat penting karena ini merupakan landasan dasar untuk dia dalam memahami kosa kata, kalimat berikutnya karena ketika membaca sebuah narasi sebuah cerita bentuk literasinya selalu dalam bentuk pemahaman paragraf, pemahaman kalimat, pemahaman kata.... Sehingga mengawali dalam pelajaran reading kita mulai dari kosa kata, pengenalan kata, kata dirangkai kalimat, kalimat dirangkai menjadi paragraf. Jadi kita fokus ke memperbanyak kosa kata disusun menjadi kalimat. *Reading is very important because it is the base knowledge to know the vocabularies, and the next sentences because when they read a narrative text, a descriptive text they should know the meaning of paragraph, sentences and vocabs. ..so, for reading lesson we start from vocabs, meaning of words, arrange in sentence then in paragraph.*"

Teacher B

"We should teach seven graders reading is because in our real life we always given text in English or maybe in Indonesia to read and comprehend the text, I think the most important thing is how to teach reading by giving experience to students and to be able to comprehend the text and give the information from the text."

Teacher A

"I usually give in simple one, I usually write my question in the whiteboard. For example here what is your name? Where do you live? when they do not understand what I mean, I usually write on the white board and then I give some questions. After that I usually rearrange the answer when I write in the white board some of the students answer my question. After that I usually rearrange the students' answer to make them understand into reading or maybe by giving some data: name, birth or picture, I try to encourage to the students."

It showed that teacher C scaffolded the students to know the meaning of paragraph, sentences and vocabs by *helping them to make list of vocabs and arranging the word to sentence and paragraph*. Meanwhile, teacher B scaffolded the students in reading by *giving experience to students and to be able to comprehend the text and give the information from the text*. Then, teacher A scaffolded in reading to encourage the students and make them understand into reading by *asking the simple question, rearranging the answer and by giving some pictures, and resources*. The structuring, pitching and putting clearly, directing and distributing, prompting and probing, listening to replies and responding tactic gave the possitive and active responses from the students in answer the questions.

The findings empowered by the previous study. The previous study also studied the benefit of questioning strategy to elicit the students' response in English as EFL by Fitriati (2017). She found that when the teachers used some questioning strategies, it could give much benefits. They were to elicit the student' answers, the students had an opportunity to hear the teachers' English utterances again as to make them confident to respond, the students were more active because repetitive questions made them became focus, made the students more active in the discussions and it could lead to the conclusions of the lesson.

CONCLUSION AND SUGGESTION

This section provides the conclusion of the study, limitations and suggestions for future research.

CONCLUSION

After analyzing the teachers' question strategy in reading class, it was found that all variant of key tactic question delivered by teachers in reading class. The teachers performed their question strategy mostly in listening to replied and responding tactic. They never used pacing tactic, even the theoretically based on Wragg and Brown (2001) the pausing tactic are the couple of pacing tactic, but the findings in this study only pausing tactic that found in reading class. Furthermore, other tactic also realized unpair according to their couple, teachers applied directing tactic without followed by distributing tactic, and they delivered pitching only but did not follow by putting clearly. Thus, it was not always that the couple of tactic realized in pair usage in reading class.

For students' responses, the responses were produced by the students mostly answering in English. Meanwhile, throughout the interview of the teachers, around seventy five to eighty percent responses performed by the students was expressing their answer active in English. They also answered in mixed English-Indonesia and pure Indonesia rarely.

In case of teachers' questioning strategies to scaffold in reading, the types of tactic performed by the teachers were also varied. They include giving direction by directing and distributing tactic, asking to make mind mapping to recall by pitching and putting clearly tactic, and lead the sequence from broad to narrow by sequence tactic.

The implication from the results of this study give the possitive impact when the teachers deliver the question in vary tactic consistenly in reading. The students' reading comprehension will increase with the scaffold from the teachers with applying the questions

tactic. If the teachers decrease in questions tactic, they always use yes/no questions only, the students' comprehension will low.

The using of questioning strategy can deliver along the reading process. In pre reading, during reading and post reading. In pre reading, the teachers can use structuring and narrow-recall of pitching and putting clearly question. During reading, the teachers can use all of key tactic question. And in the post reading, the teachers can use sequence tactic, broad-recall or narrow-recall of pitching and putting clearly, pausing and pacing in the end of lesson.

If the pausing and pacing tactic do not found in whole structure in this study, but the impact of pacing tactic by asking the deeper question in the end of class can make the students reach the higher order thinking in reading.

SUGGESTIONS

Depending on the findings of the study, suggestions can be made for future research. The findings of this study may only apply to the participants and situations involved in this research, and thus further research is required to assess the extent to which these findings are generalizable across the region. This research opens up further areas of research investigation which have not been as prominent in classroom research until now. This difference can lead to a more detailed study of teachers' questioning strategy and teacher's competence which is applicable to and effective in the context of reading classrooms at different levels.

In this study, pausing and pacing tactic which was used in teachers' questioning strategy was focused only on pausing tactic. Future studies might well consider other categories of pacing tactic such as ask the deeper question in the end of reading class. Another suggestion, the methodology of analysis used in this study can be used as the foundation to investigate not only teachers' question strategy realization in reading but also in other skill in teaching English in EFL classroom and also to investigate the realization

in other level. Moreover, the investigation might yield different results if students of the classes are surveyed and interviewed as well. This inclusion would allow for a comparison of what teachers and students think about language functions which was realized in teachers' questioning strategy.

Then, the data of teachers' questionings in this study were audio recordings of three Indonesian teachers which is essentially spoken English as a foreign language. Future recommendations would be to compare teachers in other parts of the world that use English as a first/second language in constructing their teaching and investigating various factors influencing the realization of language functions in their questioning strategy.

Another area of further research is needed to use different discourse as the unit of analysis, especially the ones involving written discourse. For instance, investigating the use of teachers' questions in an English textbook, or research articles can apply in any discipline. It will build larger corpora in order to lead a more accurate analysis and more generalizable findings. Additionally, another direction for future research involves experimental design. Such a study could address the crucial issues of effectiveness and comprehensibility of teachers' questioning strategy in relation to the students' output.

However, this study still has limitations. The first limitation is the number of schools observed. The wider range of data may be stronger in reliability of the future studies. And the second limitation is on the time allocation. There was a limit of time to the researcher to conduct the study. Therefore, having longer time allocation will be more support in validity.

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