

AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGIES IN SPEAKING CLASS
AT SMAN 1 TANJUNGBUMI

Shinta Dara Desya ¹

Tera Athena, M.Pd ²

Siti Maria Ulfa, M.Pd ³

Pendidikan Bahasa Inggris

STKIP PGRI Bangkalan

shintaaa0111dara@gmail.com ¹

teraathena@stkipgri-bkl.ac.id ²

sitimariaulfa@stkipgri-bkl.ac.id ³

ABSTRACT

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This study is a qualitative study that analyzes the questioning strategies used by teachers in speaking classes at SMAN 1 Tanjungbumi. The purpose of this research is to find out what questioning strategies are used. In this study, the researcher used 2 instruments, namely in-class observation and interviews. The objects used in the observations were students of class XI IPS 1 & XI IPS 2. Interviews used 2 teacher objects. The data found are that there are 2 questioning strategies used by the teacher and the function of the questioning strategy used has a good impact on students' speaking skills.

ABSTRAK

Desya, Shinta Dara. 2022. Analisis strategi bertanya yang digunakan guru didalam kelas berbicara di SMAN 1 Tanjungbumi. Skripsi. Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Bangkalan. Pembimbing (1) Tera Athena, M.Pd, Pembimbing (2) Siti Maria Ulfa, M.Pd

Kata Kunci : Strategi bertanya, Keahlian berbicara

Penelitian ini merupakan penelitian qualitative yang menganalisis strategi bertanya yang digunakan guru didalam kelas bicara di SMAN 1 Tanjungbumi. Tujuan dilakukannya penelitian ini adalah untuk mengetahui apa saja strategi bertanya yang digunakan. dalam penelitian ini peneliti menggunakan 2 instrumen yaitu observasi didalam kelas dan interview. Objek yang digunakan dalam observasi yaitu siswa kelas XI IPS 1 & XI IPS 2. Interview menggunakan 2 objek guru. Data yang ditemukan yaitu terdapat 2 questioning strategi yang digunakan guru dan fungsi questioning strategi yang digunakan berdampak baik terhadap keahlian berbicara siswa.

Introduction

A great educating learning prepare does not as it were put the teacher as a single fundamental source but moreover include the students in that handle. The inclusion of the understudies is an vital thing in each educating learning prepare as there will be an fabulous interaction among the teacher and the understudies. The learning handle is said to be effective and dynamic in the event that there's interaction between understudies and instructors. In making an interactive classroom, instructors got to give underpins which can be within the frame of questions, to understudies by collaboration and including them in arrange to prepare their talking ability too to guarantee that the understudies ace the concepts. The bolster given by the instructors and the result of them will clearly be seen in a talked cycle through instructor's conversation and understudies' conversation or understudies talking execution. In expansion, to enact learning prepare within the classroom, instructors

must moreover have procedures and strategies to draw in the students' intrigued and progress their understanding toward the lesson. In truth, the understudies 2 are still feeling confounded in understanding the educator clarification in English. Consequently, the understudies don't keep consideration to the lesson since they feel English is difficult to be caught on. Hence, the teachers need to move forward educating technique to assist the understudies to get it the materials effortlessly and draw in understudies to pay consideration for teachers' clarification. One of the educating methodologies is how instructors inquire questions. Inquiring questions and driving classroom discourses can have an effect on understudy learning. Teachers' addressing aptitude can impact the victory of educating learning prepare. Agreeing to Visitor in Sujariati, (2016) states that Addressing methodology is one of the critical devices to amplifying students' learning which can offer assistance instructors create their possess

methodologies to improve the understudies work and considering". It implies that we cannot overlook that addressing methodologies are exceptionally critical for instructors and understudies. Agreeing to Shaunessy in Fitriani, (2018), contends that addressing techniques are basic to the development of basic considering abilities, inventive considering abilities, and higher-level considering aptitudes and can emphatically influence accomplishment, most classrooms are destitute of these sorts of questions as a customary portion of learning. Obviously, from the elaboration over, able to see that addressing is typically implemented by instructors in their educating handle. It could be an essential strategy execute by instructor in arrange to build interaction within the classroom additionally to fortify dialect production of understudies. Tragically, 3 a few teachers don't realize approximately the significance of utilizing fitting addressing sorts and procedure to assist the understudies attempting to deliver dialect. They don't

realize that their questions will provide result on understudy dialect generation. In a few cases, destitute addressing makes classroom interaction tend to be boring and understudies are unmotivated to talk or perform their dialect generation ability. This study points to portray the teacher's addressing methodology in talking lesson. In this case, understudies are still befuddled approximately the subject given by the instructor, understudies are humiliated to inquire questions and some of the time understudies feel exceptionally noiseless when the educator clarifies the subject. Based on the background of the issue over, the analyst must analyze the teacher's addressing technique in talking lesson at SMAN 1 Tanjung bumi. This consider is categorized as subjective ponder. It implies that the ponder does not utilize measurable equation for analyzing the information. In this consider the investigate utilized a clear subjective procedure.

Literature Review

Speaking is the capacity to deliver words in dialect form. Talking is as well express thought a boisterous utilizing the voice or conversation. It implies that when somebody interact with other by employing a dialect as a mean, certainly, they need to communicate something imperative. For case, they need to articulate their feeling and thought. Talking is emphatically outlandish for somebody to form a communication with other without having any reason. As individuals communicate, there must be speaker and conversationalist. In this manner, communication includes at slightest two individuals; sender and collector. They require communication to trade data, thoughts, supposition, see or feeling. Woodrow in Burn and Siegel (2018:17) said that "Speaking may be an exceedingly complex intelligently ability that has the included complexity of being exceptionally uneasiness inciting for learners of another language". It alludes talking; understudies ought to continuously be progressing to

raise the eagerness of understudies in talking Talking could be an aptitude which is used by somebody to communicate in standard of, living whether at school or exterior the school. Talking is a movement including or more individuals in which 7 the members are both the audience members and the speakers having to act what they tune in and make their commitment at tall speed, Brown in Andestina, D.E., 2019. In other words, Brown in Andestina, D.E., 2019 states that speaking capacity is challenging to ace since talking ability covers all of English components. Talking is profitable aptitude that can specifically and experimentally watch, those perceptions are perpetually colored by exactness and adequacy of a test-taker of tuning in aptitude which is vital compromised the unwavering quality and legitimacy of a verbal generation test. Talking ability is vital expertise that ought to be aced by English learner. Talking capacity able to portray how distant the dialect learner aced almost the dialect itself.

Talking capacity is challenging to acquire since talking expertise covers all of English components. Richards in Masna, N et.al. (2017) said the authority of talking abilities in English may be a need for numerous moment dialect or outside dialect learners. The conclusion focuses out that talking abilities are a communication capacity that a person possesses in communicating thoughts, and contemplations to communicate to the conversationalist. The communication process points to communicate a thought to the other individual to induce a reaction of the data submits.

1.1.2 Types of speaking

Brown in Ilham et.al. (2019) states all compelling tests, planning suitable appraisal errands in talking starts with the detail of objective or 8 criteria. Those destinations may be classified in term of a few sorts of talking execution:

1. Imitative Imitative infers sort of talking execution is the capacity to basically parrot back (duplicate) word or state or conceivably a sentence.
2. Intensive Intensive may be a moment sort of talking

periodically utilized in examination setting is the era of brief amplifies of verbal tongue arranged to demonstrate competence in a restrain band of syntactic, phrasal, lexical, or phonological relationship (such as prosodic components: pitches, amplify, beat, and intersection).

3. Responsive Responsive suggests interaction and test comprehension but at the to a few degrees limited level of especially brief discourses, standard welcome and small discussion, clear requests and comments, and the like.
4. Interactive Interactive infers that the length and complexity of the interaction which presently and after that join various exchanges and/or various individuals.
5. Extensive Extensive verbal era errand consolidates talks, verbal presentations, and story-telling, in the midst of which the opportunity for verbal interaction from the gathering of people individuals is either exceedingly compelled (possibly to nonverbal responses) or ruled out together.

1.1.3 Teacher's Strategy in Teaching Speaking

Woods in Fanshuri, H (2019)

expressed that "Speaking successfully depends exceptionally much on the speakers' capacity to connected with a questioner". Another explanation is expressed by Linder that the "Communicative competence is measured concurring to the degree of nature with the talked lingo, but it as well joins comprehension of that lingo in real-life circumstance. There are a few procedures that can be executed in educating talking, they are: 1. Using Recordings and Transcripts This technique is performed to draw the learner's attention to the highlights of the dialect spoken. It is for them to reveal the incident. This methodology is performed by playing a recording of a monologue or multi-person conversation to the learner. Through this action, learners can know in advance how conversation actions work and how conversation management works. Illustration: educator gave transcript around one subject that fitting with recording. When it plays, understudies tune in and conversation based

on transcript mirror the neighborhood speaker from recording. 10 2. Using Live Listening This method is also used to draw the learner's attention to spoken language highlights. Using Live Tuning gives undergraduates more opportunities to participate in learning activities alongside their teachers. The advantage of a live broadcast is that learners can ask relevant questions, clarify obscure elements, and provide repetition. Illustration: The educator mostly talked about the topic, and the stand-ins thought about it, asked questions, provided error finders, and argued based on facts. 3. Drilling and Chants Drilling and chanting are techniques associated with allotment practice. Percolation is the mirroring and rehashing of words, phrases, or even whole phrases. In this way, after the learner settles into the discourse, the trainer can isolate specific expressions or articulations and ask the learner to repeat them. The effect of warming them will inevitably make them more noticeable. Boring also suggests

articulatory control of speech, that is, "letting the tongue do it." Chants, on the other hand, can be a livelier framework that mimics the warm-up and fragmentary nature of boring chants. Chanting is more important than standard exercises. Example: An undergrad looks at a number of words in a reflect and recollects them. At that point go back and ponder to assign these words once more. 11 4. Dialogues Practicing trades consolidates a long history in tongue teaching-not shockingly, since dialect is fundamentally dialogic in it utilize, and any phonetic utilize structure or lexical zone can be worked into an trade with a little genius. Talk sharpen additionally gives a profitable change of center from teacher-led classroom interaction. Undoubtedly, in a gigantic classis with settled furniture, setting up combine work isn't an unfathomably organization challenge. Illustration: understudies got a coordinate with their companions; they sharpen a talk nearly the subject which has given by educator. 5.

Questioning Strategy Harvey in Sujariati, (2016) states that tending to strategy is most fruitful when it licenses understudies to gotten to be totally included inside the learning plan. He states that while the lesson is orchestrating, it is totally vital that educates think around the sorts of questions will be asked to understudies. It as well need to be clear on what the anticipating comes about of the questions/answer session have to be. It suggests that the tending to procedure will offer help a teacher to organize questions and answers session suitably when the educators plays the questions reasonably based on the understudies require and the address sorts to be included totally students' interaction. 12 6. Drama, Role-play, and Simulation Talking exercises counting a dramatization component, in which learners take an imaginative bounce out of the limits of the classroom, allow a profitable springboard for real-life tongue utilize. Circumstances that learners are likely to come over when utilizing English inside the veritable world

can be mirrored, and a more critical run of registers can be practiced than are customarily available in classroom discussion. Other than, entertainment and stratagem suit the identity of certain learners, who may feel ungainly “being themselves” in a minute dialect. Illustration: she inquired understudies to form script of appear, at that point they must appear it sometime recently the course. Based on the clarification over, the analyst concludes that instructor procedure could be a way of making choices almost a course, a person course, or indeed a whole educational program, starting with an examination of key factors within the educating situation.

1.2 Questioning Strategy

1.2.1 Definition of Questioning Strategies

In the context of education, strategy expects trainers' efforts to create a natural framework that allows educational grips to occur so that learning goals can be achieved. You should be able to monitor most of the learning components in such a way that they are related to each other. 13

The speech techniques used by trainers as part of the learning program must be tailored to the learning goals being achieved and appropriate for the subject characteristics, undergraduate characteristics, and the environment and conditions in which the learning takes place. One of the things teachers shouldn't overlook or consider is the role of teachers dealing with English teaching because teaching is so important in influencing the learning process of undergraduates. Oratory can be another skill in education, according to Wojowasito and Poerwaarminta in Ekawati, D., (2019). Questions can be experiences used to solicit answers from others. Almost all work related to evaluation, estimation, evaluation, and testing is done through questions. Core learning is about asking questions and answering questions. Questions can be viewed as reflecting each individual's interests. Represents a person's ability to think while answering a question. In preparing lessons and studies, asking

questions allows educators to know what is expected and required of the understudy, and helps educators guide and adjust the understudy to ensure that the material being studied the question part is very important because you can find Both questions posed by educators and questions from the understudy itself. Agreeing to McMillan, in a beneficial learning, inquiring questions will be exceptionally valuable for: a. Engaging understudies in lessons b. Encourage students' understanding and thinking 14 c. Review the substance of critical lessons d. To control students e. Assess understudy progress Wajnryb in Balqis, N, (2019), categorized into 6 sorts of questions, that are: 1. Yes/No Question Yes/No Address Yes/No address is one of the first common questions which are frequently creating in the midst of guideline and learning plan. This kind of address as it were provided two questions to answer, reasonable yes or no, there are no other conceivable answers for this address. Illustrations: a. 'Here may be a picture of

lady. Have you seen her confront before?' b. 'I know how it is to be forlorn. Is there anything you want to let me know?' c. 'Yeah, this video is exceptionally curiously. Do you like it?' 2. Short Answer/Retrieval-Style Question This sort of address guides the understudies to reply in a brief express and have exact answers based on the subject is being talked about. Understudies can essentially reply this kind of address determined from the later reality with respect to the exercises. Illustrations: a. 'What did she say this morning?' 15 b. 'Where were you final week?' 3. Imaginative Question/Non-Retrieval Inventive or non-retrieval questions allude to "questions that don't require the learner to recover given data but instep call on deduced data or data in which a supposition judgment is called for". This address recommended by the instructors in leads the understudies envision what they will do in a certain circumstance. Examples: a. 'What do you think I was proposing by making the central character an animal?' b. 'What will

you be doing in the event that you've got chance to consider aboard? 4. Display Questions Posting questions could be an address where the reviewer previously knew the answers to questions on the topic being discussed. Brown in Balqis, N., (2001) expressed that exposition questions refer to questions where the instructors know the answers to the questions and require an individual answer or a short. Examples: a. "What color is this pen?" b. "What class is this music?" c. "Today is Monday, what day was it yesterday?" 5. Referential Questions Reference questions refer to questions that require modern data. Behnam & Pouriran in Balqis, N., (2009) stated that referential questions are asked for greater interaction and important transactions and require more attention and longer responses. Case: a. 'What did you consider at university?' c. 'Why we utilize the?' d. 'How numerous times they alter the schedule?' 6. Open-Ended Questions The open question can be an address with variation answers. As Yang states in Balqis,

N., 2010, "an open question may have more than one conceivable answer". It implies that among the open questions, surrogate students can answer the questions with some distinctive answers. Underneath are the examples: a. 'What sorts of sports do you like?' b. 'Whom may he have telephoned?' c. 'What are your reasons to select this topic?' 1.2.2 Kinds of Teacher's Questioning Strategy There are a few questions from the teacher that can be used to reinforce imaginative, foundational, and high-level thinking. The most commonly prescribed is the different thought address, which goes beyond the merged single correct answer address, allowing the student to double to deepen a thought. Bryan, H. in Fitriani, 2018 stated that there are ten types of addressing techniques for teachers which are: a. Open-Closed Question, a closed question is one that looks for to survey a rectify reply. A closed question is utilized when an educator should gage in case an understudy has a few fundamental information on a theme. An open question

is one that looks for to burrow more profound to reveal understanding; it is “open” to numerous conceivable outcomes and numerous answers. b. Focal focuses are actually places where students should center their vision and consideration in the midst of consideration and discourse. Central focuses can consist of overviews, an image on a screen, an entry in a book, or an address from a spreadsheet. c. Stems of questions and beginnings of sentences, stems of addresses are the beginning of a discourse which is based regularly on Bloom's scientific classification and serves as a bland starting point for reflections. Teachers often prepare different, distinct address stems that reflect different levels of undergraduate consideration. Sentence starters, on the other hand, are the special words and phrases that undergraduate students must use to answer questions. They are persuasive because they allow instructors to coordinate understudy taking into account the types of responses that correspond to the objectives of the lesson.

d. Waiting time / thinking time, waiting time and thinking time are key to making a difference, students create the thoughtful designs and 18 trends that ensure they are prepared for college and their career. Hold up Time and Think Time are important and engaging because they allow students to consider their responses to various suggestions. e. Planted Questions, this technique energizes cooperation by advertising understudies the opportunity to consider their considerations, answers, and concepts to questions long some time recently they are inquired by the educator. Planted Questions are typically employed with as it were a couple of understudies at a time and are once in a while utilized as a whole-group procedure. f. Envelope Questions, this methodology offers understudies a clear strategy for trading thoughts and replying questions. g. Q and A Match, this technique empowers student-to-student trade of thoughts and gives the educator with a fast and simple strategy to evaluate understudy understanding.

h. Question/Clarification/Question, this technique pioneered by Dr. Wealthy Allen provides a system and update that when asking questions, undergraduates need regular points of clarification to focus their reflection. This show asks the teacher to request an address (usually open-ended), which is drawn from data, subtle elements, or reflections that provide support to center the understudy's thinking.

i. Question Goals, a basic but surprisingly powerful way to consolidate more questions into instructions, is to take joints, goals, and other 19 "facts" and turn them into questions. It is common for teachers to write goals on the board for undergraduate students to allude to during a lesson.

j. 1.3 The Function of Teacher's Question Brown in Fitriani, (2018) propose a few capacities of educator questions within the classroom interaction. Teacher's questions can:

1. Give understudies the drive and the opportunity to create dialect cheerily since EFL understudy by and large perplexed of starting classroom interaction without any

boost from the instructor. Noiseless understudies will get a incredible chance to create their dialect (communicate) in the event that suitable questions are tended to too them.

2. Set off a few boosts for understudies to communicate and associated each other's. One address may be all that's required to begin a discourse; without the beginning address, be that as it may, understudies will be hesitant to begin the method.
3. Give the educators prompt criticism around understudy comprehension. After posturing an address, an instructor can utilize the understudy reaction to analyze phonetic or substance challenges. Syntactic or phonological issue zones, for case, may be uncovered through the student's reaction and donate the educator a few particular data approximately what to treat.
4. Give students opportunities to find out what they are thinking by listening to them say. If prompted to answer rough questions, such as a lecture or a 20 film, they can find out what their statements and answers are. This

selfdiscovery can be especially helpful for exercise prescription. According to Brown and Wragg's classification in Fitriani, (2018), the teacher's questions serve as a tool to arouse intrigue and interest in a subject, to focus consideration on a specific problem or concept, to create dynamic approaches to learning, to allow students to ask questions of themselves and others, to test student understanding, to inspire data and to monitor the class. Kauchak and Eggen, as quoted in Fitriani, (2018), understand that the teacher's questions in the classroom serve a range of skills. These are demonstrative, directional and motivating works. As a symptomatic device, teacher questions are used to analyze what undergraduates know and how undergraduates think about certain issues. While the instructions work, the teacher's questions can help undergraduate students study unused data in preparation for studies. The thesis is a motivational work. Teacher questions can be a tool that encourages undergraduate students to

participate effectively in class discussions and reinforce or challenge their thinking. From the elaboration it can be concluded that the teacher's questions play a major role in the interaction in the classroom. It can provide numerous benefits for dialect study, classroom interaction, and the purpose of a dialect lesson. There are some skills for teachers' questions and skills are generally the educators needed to master the class and quote data related to student understanding.

Research Methodology

This study is qualitative investigate utilizing the case think about inquire about. Concurring to Mack in Balqis, N., 2019 subjective inquire about is particularly viable in getting socially particular data around the values, conclusions, behaviors, and social settings in specific populaces. The most objective of subjective investigate is to investigate and discover the setting because it is. The item of subjective

investigate is by and large a story report and very detailed and clear portrayals. The case ponder inquire about plan is utilized to urge a precise, truthful, and exact outline data around the truth, nature and relationship between the marvels that are being examined (Goddard and Melville in Balqis,N., 2019). A case study could be a consider of a marvel specifically in its setting without us as analysts doing any intercession. Case study points to display experimental prove within the frame of certain cases in profundity which are for the most part utilized to test a hypothesis. Case think about is chosen by the analyst since in this consider, the analyst isn't portion of the protest of investigate. In this case think about, analysts can analyze and get more profound answers from instructors who utilize addressing techniques in talking course

Result and Discussion

This session will answer research question number 1 what the kind of questioning strategy used by the teacher is

found. In this study, researchers used 2 teachers as subjects because one teacher taught compulsory English and specialization English. In addition, the researcher hopes that the presence of these 2 subjects can add to and strengthen the results of the study. Researchers took observation data in the classroom in 2 days. The first day the researcher entered class XI IPS 1, the subject was Mr.G. The 30 material given by Mr.G is making an essay about student idols. Students are asked to choose which idol they like and can motivate them. After that, students write their writing about their idol in a paragraph. The teacher selects several students to come forward to read their writings. Since this is a speaking class, the teacher asks the students some questions about what they have written and read. There was communication and there was a kind of questioning strategy used by the teacher. The teacher enters the class by praying first. after that the teacher absent students. The teacher gave a little ice breaker to the

students before starting the lesson. The teacher asks several things related to the previous lesson to recall students' understanding. Only then does the teacher enter into new material related to the previous material. The second teacher, Mr. M. the teacher teaches in class XI IPS 2. before entering the lesson, the teacher reads a prayer first and attends the students. Followed by opening the material entitled Asking & Giving information. The teacher explains what Asking & Giving Information is about, then students are asked to group up. one group consists of 2 students who aim to make a dialogue related to the material. students are free to choose any topic they want. After that, students were asked to read their work in front of the class and the teacher asked about their understanding of what they wrote. The following is a kind of questioning strategy that appears in the speaking class: 31

1. Open-ended Question

Open-ended question, a ended question is one which seeks to evaluate a accurate

solution. A ended question is used when a instructor wishes to gauge if a scholar has some basic information on a topic. An open question is one that seeks to dig deeper to uncover knowledge; it is "open" to many possibilities and many solutions.

2. Wait Time / Think Time

Wait Time and think Time are essential in assisting college students expand the thinking patterns and habits on the way to get them to be college and career equipped. Wait Time and think Time are treasured and effective due to the fact they offer opportunities for college students to remember their responses to exceptional activates

Conclusion and Suggestions

a. Conclusion

This research described two things they were kinds of questioning strategies are used by the English teachers and The Function of Questioning strategies faced by the Teacher. The researcher found that two

English teachers at SMAN 1 Tanjungbumi used teachers' questioning strategy during teaching and learning process in English classroom learning activity actually in speaking class. The type of questioning strategy that often appears in the speaking class for these two teachers is open-ended question and wait time / think time. It means that the two dominant teachers use both strategies in asking questions. Some other strategy sometime used by teacher, but the frequency is very rare. The two teachers also had difficulty asking questions in class, especially speaking class. The limitation of students in understanding English is the main factor. teachers often ask questions using the madurase and Indonesian before continuing with English. This

study also reveals that the function of the questioning strategy is very significant for students. According to the teacher, by using this strategy students can manage new sentences and language, and can stimulate students to speak. In speaking class, this strategy really helps students so that students can communicate with their teachers and classmates

b. Suggestions

1. For the Teacher Teacher is center figure that was expected know how to apply the suitable technique in teaching especially speaking. It is important because technique in teaching learning process may influence the result of student achievement learning. Teachers are expected to be more varied in using questioning strategies.

There are many strategies that are fun and have a great impact on students like quizzes. 2. For the Students Students are expected to be more active, creative and have the high confidence. Students have to pay attention and understand well when teacher is explaining the material in front of them. Students are expected to be more enthusiastic in learning English because it can be a provision in the future. 3. For the Next Researcher This studies about teacher's questioning strategy in speaking class. it is predicted for the alternative researcher that the result of this research can be used as extra reference for the next studies

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