

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter explain about the research finding and discussion of research. The implementation of questioning technique in teaching reading at the seventh grade student of SMPN 1 Pademawu.

#### **A. Description of Research Setting**

##### **1. Profil of SMPN 1 Pademawu**

School Profile (Vision, Mission, Programs, Activities and Organizational Structure, Students and Their Recruitment System, Map of School Buildings and Spaces) Pademawu 1 Public Middle School is located on Jl. Raya Pademawu Barat No. 10, Pademawu District, Pamekasan Regency, to be precise, in Pademawu Barat Village. Pademawu 1 Public Middle School was established on July 30, 1980 on the basis of responsibility, dedication and upholding moral and ethical values. The presence of Pademawu 1 Public Middle School has received a good reception from the community, in addition to its strategic location in a rural area and beside a road and the good quality of the school.

Teaching and learning activities (KBM) of Pademawu 1 Public Middle School are carried out in the morning starting at 07.00 until 11.00 WIB. By dividing it into three or four subjects each day which includes general and religious subjects which are arranged according to the schedule by the curriculum section. SMP Negeri 1 Pademawu is like most other public schools by starting activities on Mondays and having holidays on Sundays. SMP Negeri 1 Pademawu has an email address,

namely [smpn1pademawu@gmail.com](mailto:smpn1pademawu@gmail.com) and with a website address <http://smpn1pademawu@gmail.com>. Pademawu 1 Public Middle School has A accreditation, based on certificate 200/BAP-S/M/SK/X/2016.

To be clearer and more detailed about the identity and vision and mission of SMP Negeri 1 Pademawu, here is a description of the institution's identity:

#### Institution Identity

- a. School name: Pademawu 1 Public Middle School
- b. NSS : 201032601007
- c. Complete address Street/Village : JL. Pademawu Barat No. 10
- d. District : Pademawu
- e. Regency: Pamekasan
- f. Province : East Jawa
- g. Regional Autonomy: Pamekasan Regency
- h. Postal Code : 69381
- i. Phone : 336717
- j. School Status : State
- k. School Group : Recognized
- l. Accreditation : A
- m. Year Established : 30/07/1980
- n. Activities: Morning
- o. Principal Name : Ach. Sutrisno, S.Pd, MM
- p. Decree of Establishment : 0206/O/1980
- q. Land Status : Local Government

r. Land Area : 10,345 m<sup>2</sup>

## **B. Research Finding**

### **1. How does the teacher implement the Questioning Technique in teaching reading at the seventh grade students of SMPN 1 Pademawu**

#### **a. First Meeting**

The researcher started observing on November 21, 2022 on Friday 09.00 to 10.30.



When the researcher arrived in the classroom, the student seemed ready to take part in the teaching and learning process. Then the researcher took a place in the middle row behind to record and take pictures during the teaching and learning process. There the researcher is only an observer, the teacher is the one who conveys learning material to students. When the lesson started, the first time the teacher explained the learning material about descriptive text that had been prepared beforehand to seventh grade students at SMPN 1 Pademawu. The steps of the teaching and learning process will be explained by the researcher as follows.

## 1. Pre Teaching

The first activity in the teaching and learning process in class. In this section have some activities done by the teacher in seventh grade.

The steps taken by the teacher are follows:

- a) The English teacher prepares a lesson plan that will be carried out in the learning process about descriptive text in students' reading comprehension using questioning strategy.
- b) The teacher says and greets the students.
- c) Teachers and students pray together before learning begins.
- d) The teacher checks student attendance of student.

## 2. Whilst Teaching

In this second activity, in the teaching and learning process in class, there are several activities that have been carried out by the teacher. First, the teacher explains about examples of descriptive text with the title "My Lovely Family" by implement questioning technique. This is implemented by teacher to determine the level of teaching reading in students and aims to make students active during the teaching and learning process. So that it makes it easier for the teacher to convey the material. The steps taken by the teacher are as follows:

- a) The teacher asks students to pay attention to the text that has been given.
- b) The teacher explains the material about examples of descriptive text to students by using a questioning strategy.

- c) The teacher reads the text that has been explained and the students repeat the words read by the teacher.
- d) The teacher asks the students to read the examples of the descriptive text themselves.

### 3. Post Teaching

In the last activity in the teaching and learning process in class, the teacher gives conclusions about the material that has been presented. This will be explained in the following steps:

- a) The teacher draws conclusions from the material that has been conveyed to students about examples of descriptive text, namely my lovely family.
- b) The teacher gives an evaluation to students in the learning process that has been done.
- c) The teacher asks students to read a prayer together before going home.
- d) Then the teacher closes the lesson by greeting the students.

In this resesarch, when observing the researcher only observed during the teaching and learning process taking place in classroom. At the activity mentioned above is the first meeting that the researcher got from the results of observations that have been made. Based on the observational data obtained, the teaching and learning process in the class went well beacause students felt interested and happy with the material provided by the teacher. Students can understand the text given by implement a questioning technique carried out by the teacher

## b. Second Meeting

In this research, the second observation was carried out on Friday, October 28, 2022 09.00-10.30.



At the second meeting, the teaching and learning process in class was carried out differently from the first meeting, namely the teacher discussed the lesson in the previous meeting. Next, the teacher gives some questions to students to answer. The questions given are still related to the text that was previously studied. It aims to be able to train and assist students in reading comprehension.

### 1. Pre Teaching

The first step in the learning process is the teacher preparing the class before starting the lesson. This meeting was the same as the previous meeting. The steps are as follows:

- a) The English teacher prepares lesson plans in advance about teaching reading text using.
- b) The teacher greets and greets students.

- c) The teacher and students pray together before starting the lesson.
- d) The teacher checks the attendance of students
- e) The teacher repeats the lesson at the previous meeting about reading comprehension in descriptive text.

## 2. Whilst Teaching

The core activities in the teaching and learning process in the next class will be explained below as follows:

- a) The teacher gives some questions to students.
- b) The teacher asks students to answer all the questions that have been given independently.
- c) The teacher gives the opportunity for students to ask if there are those who do not understand the questions in the text.
- d) After that, the teacher discussed together to find out the extent of students' reading comprehension of the text.

## 3. Post teaching

This is the last activity in the teaching and learning process carried out by the teacher in class. This will be explained as follows:

- a) The teacher provides conclusions and evaluations of the learning material that has been carried out.
- b) The teacher ends the lesson by asking students to pray together before going home.
- c) The teacher closes the lesson by greeting.

Based on the observational data that has been carried out by researchers at this second meeting, learning can run smoothly and well. This is because the teacher really pays attention to his students by guiding and training them in teaching reading of texts so that they can easily understand them.

**c. The third meeting**

This third observation was carried out on November 4, 2022, Friday at 09.00 to 10.30



The teaching and learning process was slightly different from the first and second meetings, because the teacher gave different learning materials at the previous meeting by using a questioning technique. The teacher asks students to study independently using the text that has been given. This aims to train students' reading skills so that is easier to understand what they are learning.



### 1. Pre Teaching

- a) The English teacher prepares lesson plans in advance about teaching reading texts by using a questioning technique in students' reading comprehension.
- b) The teacher says and greets the students.
- c) The teacher and students pray together before starting the lesson.
- d) The teacher checks the attendance of students.

### 2. Whilst Teaching

This activity in the teaching and learning process in the classroom there are several steps implemented by the teacher, and this activity will be explained as follows:

- a) The teacher gives different texts with the title "My Bedroom" to students and explains again how to understand the text by using a questioning technique.
- b) The teacher allows students to cooperate with their friends.
- c) The teacher gives directions to students regarding the text they are studying.
- d) The teacher gives several questions regarding the contents contained in the text to determine the extent of students' reading abilities.
- e) The teacher gives a point if their answer is correct.

### 3. Post Teaching

This is the last activity in the teaching and learning process carried out by the teacher in class. This will be explained as follows:

- a) The teacher gives conclusions on the learning material that has been carried out on students.
- b) The teacher gives an evaluation of this activity to students.
- c) The teacher ends the lesson by asking the students to read the prayer together before going home.
- d) The teacher closed the lesson by greeting these students.

In this research, the activities that have been carried out above are the results of observations that the researcher got at the third meeting. Based on observational data obtained about teaching and learning can run well. The teacher provides learning to students very well and painstakingly in teaching reading of the text by implementing the questioning technique.

## **2. What are types of Questioning Technique implemented by the teacher in reading comprehension at the seventh grade students of SMPN 1 Pademawu**

In this section, the researcher would like to present the finding of research conducted based on the second research problem. The purpose of the research is to know what are the type of questioning technique implemented by the teacher in teaching reading at the seventh grade students of SMPN 1 Pademawu. From the results of the observations made by the researcher described the types of questions implemented by the seventh grade English teacher. Based on observations, researcher found several types of activities carried out by English teacher. The types of

questioning technique implemented by the teacher in teaching reading comprehension to students is using open questions and closed questions.

At the first meeting the teacher explained the material about descriptive text. Then the teacher gives an English text to the students and the teacher asks students to find new vocabulary. After that the teacher translate the text, namely the teacher who translate and students write the translation. Then the teacher read the text and students repeat what the teacher said.

At the second meeting the teacher still continued the previous material, namely about the descriptive text “My Lovely Family”. Then the teacher gave questions to students based on the text. So based on the results of observation made by researcher at this second meeting, the teacher implement a questioning technique to students using the same text. The researcher found the types of questions implement by the teacher. Then the researcher describes the types of the questions in the following table:

<b>Types of Questions</b>	<b>The Teacher’s Questions</b>
Open Question	What is the text about?
	How many people in writer’s family?
	Who is writer’s mother?
	What is writer mother’s name?
	How old is writer’s mother?
	“she” in sentence “she is 48 years

	old". She refers to....
Close Question	Does the writer's sibling like sport?
	Are the writer's family consist of two men and four women?

Based on the research finding showed that in the second meeting during the teaching learning process in the class, the researcher found the types of question used by teacher is two types of questions namely open question and close question and based on the table above the open question consist of 6 questions while the close question consist of 2 questions.

At the third meeting, the teacher made students in groups to understand the descriptive text fragments that had been given by the teacher. The text given by the teacher is different from the previous meeting. Students arrange the random text given into the correct text. Then the teacher ask students to present the text that has been prepared in front of the class.

### **3. What are obstacles in implement the Questioning Technique in teaching reading at the seventh grade students of SMPN 1 Pademawu**

The researcher conducted interviews with teacher who teach English at school to get clarification on how teacher implement the questioning technique in teaching reading for seventh grade students at SMPN 1 Pademawu. Mrs. Evi Kurniawati, S.Pd as an English teacher at SMPN 1 Pademawu, and she stated that:



“As an English teacher at SMPN 1 Pademawu, the obstacle of the teacher in implementing the questioning technique is the lack of concentration of students in responding to questions posed by the teacher. The types of questions I use in learning reading comprehension implement questioning technique, namely 5W 1H because to measure student understanding, the method used is very effective because this type of question can help me in knowing students’ reading comprehension, and very important to be implemented or taught”.<sup>1</sup>

From the data above, it can be said that the teacher obstacle in implementing a questioning technique in students’ teaching reading is a lack of concentration in responding to the questions asked. The question type used is 5W 1H.

The researcher also wants to present some of the results of interviews with students about the difficulties of questioning technique in teaching reading. In this case the researcher will explain the difficulties of using a questioning technique in teaching reading. Here are some strategies for difficulty using speed reading in teaching reading understanding.

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<sup>1</sup> Interview, Evi Kurniawati as a teacher who teach English at SMPN 1 Pademawu, November 04<sup>th</sup>, 2022

Then the researcher interview and took a picture as documentation to strengthen the data for Ardiansyah Pratama.



“ Sometimes the teacher gives multiple questions to students, so students find it difficult to answer. Students ask the teacher to explain again so that students can answer and the questioning technique can go well ”.

From the data above it can be said that teaching using a questioning technique in teaching reading can be done well if the teacher give students multiple questioning technique.

Researcher also conducted interview and took picture as documentation to Alviana Rahmawati.



“ In my opinion the obstacle in implementing the questioning strategy is that the teacher directly appoints students to answer the

questions given without anytime to discuss with other students so that it is difficult for me to answer the questions given by the teacher. But the teacher explains that in this way it can make me pay more attention to the explanation that has been given by the teacher, so that if I am asked a question I can immediately answer it”.

From the explanation above, we can see that the obstacle in implementing the questioning technique are that the teacher directly appoints students to answer questions without giving time to discuss, but by implementing this questioning technique it can make students pay more attention or concentrate again on the explanation given by the teacher so they can answer well asked question.

The observation results were strengthened by the results of interviews and documentation with Moh. Rizki Ilhami.



“ The obstacle in using this questioning technique is that I lack confidence in answering questions given by the teacher for fear that the answer will be wrong, so I don’t dare to answer it ”.

It can be concluded from the explanation above, that the obstacle to the questioning technique is that students lack confidence in answering questions given by the teacher, because students are afraid of the wrong answer. Actually, if students have the courage to answer that is already

good, because this strategy is also good for training students' mentality and courage to answer questions posed by the teacher in class.

Then researcher also conducted interviews and took pictures as documentation to Rizka Camelia.



“ One of the obstacle it that we have to interpret the questions given by the teacher first because the questions are in English to find out the meaning of the questions ”.

So, the obstacle from the explanation above is that students must first translate the questions given by the teacher so that students can answer them, because all students not understand if they use English. The existence of this asking strategy can make students more active in class in participating in English lessons, because students can understand if the teacher asks students using a foreign language.

So, based on observational data and interview data that have been conducted by researchers as above by implementing a questioning technique in teaching reading comprehension, it can make it easier for students to understand reading texts. It also assists teacher in delivering learning materials to mesure students' teaching reading. This questioning



technique is also very effective and very important to implement to students.

### **C. Discussion**

After collected and described the data from the finding of research that was conducted in SMPN 1 Pademawu, the researcher would like to provide an understanding to the reader about the implementation of questioning technique in students teaching reading at the seventh grade students of SMPN 1 Pademawu. So in this section, the researcher will discuss the result of research finding with the theory in the chapter II.

The researcher is going to discuss the result of research finding based on the research focus. There are three research focus of this research. The first is to describe the teacher implement the questioning technique in reading comprehension at the seventh grade of SMPN 1 Pademawu, the second is to know type of questioning technique implemented by the teacher in teaching reading at the seventh grade of SMPN 1 Pademawu, and the third is to find out obstacles in implement questioning technique in teaching reading at the seventh grade of SMPN 1 Pademawu.

#### **1. The teacher implement the Questioning Technique in teaching reading at the seventh grade students of SMPN 1 Pademawu**

Based on the result of observation has conducted by the researcher, the researcher can know how does the teacher implement the questioning technique in teaching reading at the seventh grade students of SMPN 1 Pademawu. There are three meeting, in the first meeting,

the teacher give explanations the material about examples of descriptive text to students by implement a questioning technique, the teacher asks the students to read the examples of descriptive text. Based on the observational data obtained, the teaching and learning process in the class went well because students felt interested and happy with the material provided by the teacher. Students can understand the text given by implement a questioning technique carried out by the teacher.

In the second meeting the teacher give some questions to students, the teacher ask students to answer all the questions that have been given independently, the teacher give the oppurtinity for students to ask if there are those who do not understand the questions in the text, after that the teacher discussed together to find out the extent of students' teaching reading of the text. Based on the obervational data that has been carried out by researchers at this second meeting, learning can run smoothly and well this is because the teacher really pays attentions to his students by guiding and training them in teaching reading of texts so that they can easily understand them.

In the last meeting the teacher give different text to students and explains again how to understand the text by using a questioning technique, and the teacher allows students to cooperate with their friends, the teacher give directions to students regarding the text they are studying, the teacher give several questions regarding the contents contained in the text to determine the extent of students' reading abilities and the teacher give a point if their answer in correct. In this

research teaching and learning can run well the teacher provide learning to students very well and painstakingly in teaching reading of the text by implement the questioning technique.

In theory questioning technique, according to Frances A. Karnes and Kristen R. Stephens-Kozak that the teachers use questioning as part of their teaching for many reasons, but often to:

1. Engage students with the learning
2. Asses what has been learned, and check that what has been learn is understood and applied
3. Test student memory and comprehension.<sup>2</sup>

The theory above correlate with researcher finding that the teacher implemented questioning technique to determine the level of reading comprehensiom in students and aims to makes student active during the teaching and learning process and also make it easier for the teacher to convey the material. The researcher also found that in the first meeting the teacher not implement the questioning technique but only explained the material, and the second meeting the teacher implement the questioning technique when pre-teaching and while-teaching, and in the third meeting the teacher not implement the questioning technique. The teacher asks students to study independently using the text that has been given.

From the data above, the teacher implement the questioning technique to know is the students understand or not about the material.

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<sup>2</sup> Frances A. Karnes and Kristen R. Stephens-Kozak. Questioning Strategies for Teaching the Gifted. (Waco, Texas: Prufrock Press, Inc.). 2005. P.59

It is related with the theory according to Chad Giacomozzi that the questioning helping teachers determine what students know and understand.<sup>3</sup> The other that, the teacher implement the questioning technique aims to make students active during the teaching learning process.

## **2. Types of Questioning Technique implemented by the teacher in teaching reading at the seventh grade students of SMPN 1 Pademawu**

Elizabeth Shaunessy stated that there are several types of question teacher can use to stimulate creative, critical, and higher level thinking. The types of question are open question and close question.<sup>4</sup>

The second research objective is the types of questioning technique implemented by the teacher during teaching learning process at the seventh grade students of SMPN 1 Pademawu. Based on the observation, the researcher found two types of question implemented by the teacher in teaching learning process for three meeting, and the researcher is only found the usage of question in the second meeting, not in the first and the third meeting. The types of question implemented by teacher are open question and close question.

From the types used by the teacher, the researcher found that there are eight questions in the second meeting. From eight questions, there was six question is open questions and two questions is close question.

The teacher used both of the types of question encouraging the students

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<sup>3</sup> Chad Giacomozzi, *Questioning Techniques*, (US Military Academy: West Point, NY, 2007) P1`

<sup>4</sup> Elizabeth Shaunessy. "Questioning Strategies for Teaching the Gifted". (Texas: Prufrock Press. Inc. 2005). P14

to respond to the questions based on the material. The students should have answered the questions based on the material or text that was taught by the teacher. Open questions was the first in order as the types of questions used by the teacher during the teaching learning process because open questions are to asking about the content related to the material explained by the teacher, the teacher also stated that this types of question is effective in checking students reading comprehension. So, the teacher always use open questions in reading comprehension.

Open questions ask for elaborate / explanatory answer and it's begin with what, why, how, describe, explain, where, which, when, etc.<sup>5</sup> they are suitable to ask the content related to the material. Open question encourage students to answer the questions in higher level thinking. It can encourage students to answer the question based on their own knowledge with long answer, but the seventh grade students of SMPN 1 Pademawu only respond to questions with short answer because they limited vocabulary.

### **3. The obstacles in implementing the Questioning technique in teaching reading at the seventh grade students of SMPN 1 Pademawu**

Based on the result of interview and documentation conducted by researcher, the researcher can find out what are the obstacle in implementing the questioning technique in teaching reading at the seventh grade student of SMPN 1 Pademawu:

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<sup>5</sup> Ibid.

- a. Lack of students concentration in responding to questions posed by the teacher;

The lack of concentration of students in responding to question posed by the teacher is very undesirable. This will have an impact on the process of students discipline and memory in the learning process, so that student cannot answer question given by the teacher.

- b. The teacher directly appoints students to answer the question without giving time for discussion;

The teacher directly points the rest to answer question without discussing it will make students feel anxious if they don't know what to answer. The teacher should give waiting time for students to answer the question so that students can answer the question correctly.

- c. Lack of students confidence in answering question given by the teacher;

Lack of confidence in answering question is common and widely known, but this is to mentally train students in answering question from the teacher. Wrong and correct answer from student, the teacher will really appreciate it. This is to train students self confidence during the teaching and learning process in class. This is also inhibiting factor, because students will not dare to answer the question given even though they know the answer.

- d. Students do not understand if the question given by the teacher use English;

When conducting interview with students, students lack knowledge in using english, because they have to translate first to be able to find out the meaning of the question given by the teacher.

Those obstacle are suitable with the theory of Tompkins, there are two comprehension factors the first is reader and text.<sup>6</sup> The first is background knowledge, Vocabulary, Fluency, Comprehension strategies, Comprehension skills and Motivation. The second is text Genres, Text stucture and Text features.

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<sup>6</sup> Gail Tompkins, *Literacy for The 21st Century*. (Australia: Pearson Education, 2015). P.281.