**CHAPTER I**

**INTRODUCTION**

1. **Background of the Research**

For the purposes of language teaching, language has traditionally been divided into four separate skills areas: listening, speaking, reading, and writing. The four skills can be separated in other ways. Listening and reading are known as the receptive skills, and speaking and writing are known as the productive skills[[1]](#footnote-1).

Reading comprehension is a very complex cognitive activity. Comprehenders are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehenders use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage.

Questioning may be one of the simplest yet most powerful ways for teachers to assess students understanding what they read. Asking a variety of questions is important in order to prompt students to think at all levels of their reading development[[2]](#footnote-2). Questions have long been used as a teaching tool by teachers and preceptors to assess students’ knowledge, promote comprehension, and stimulate critical thinking. Well-crafted questions lead to new insights, generate discussion, and promote the comprehensive exploration of subject matter. Otherwise, poorly constructed questions can stiﬂe learning by creating confusion, intimidating students, and limiting creative thinking. Questioning is a critical skill, in the sense that, done successfully, it is amongst the most powerful tools for teaching and learning. If done less successfully, it can damage learning. Successful interactive teaching, depends in part on the effectiveness of the teacher’s questioning and feedback.

Eggen and Kauchak noted that:

“Questioning provides teachers with “the unique opportunity to facilitate higher cognitive levels in their students by the questions they ask during instruction” Further, some researchers suggest that “teacher questioning is one of the indices of the quality of teaching. It plays an essential role in promoting students’ knowledge construction and cognitive development through classroom interaction”[[3]](#footnote-3)

Questioning can take place throughout a lesson, and it enables a student teacher to check the pupils’ understanding; to challenge pupils to think about and apply their learning; to share their ideas; and to experience success in providing the correct responses. Although it usually occur that students do not respond to teachers questions because they are unsure which question you want them to answer. It also often occur that students answer is incorrect, or partly incorrect This implies that the student teacher has to consider carefully the kind of question that is being asked. Questioning should improve learning, not simply be a device for a pupil to display her knowledge. [[4]](#footnote-4).

Teachers most often ask lower-order, convergent questions that rely on students’ factual recall of prior knowledge rather than asking higher-order, divergent questions that promote deep thinking, requiring students to analyze and evaluate concepts. The importance of asking higher-order questions in order to develop higher-order thinking and deeper understanding in our students[[5]](#footnote-5), therefore, teachers are encouraged to ask questions in these domains. This does not mean that lower-order questions should not be asked. It is appropriate to ask questions to address all cognitive do- mains as long as the desired learning outcome is kept in mind and a good mix of questions is used during each teaching session.

Teacher- initiated questions are usually asked after students are exposed to new information; they are less often used before or during students’ encounters with texts. Teacher initiated questions are most often at the knowledge level; they require only that students recall information. These questions are useful for fact testing because they can for the most part be correctly answered by the “right” response, but they do not develop students’ abilities to ask their own questions or to think critically. When teachers scaffold engagements with text by questioning before, during, and after reading, they must keep in mind that the goal is for students to ask and answer their own questions, a reading skill practiced unconsciously by proficient students.

Teachers must remember that all questions are not alike. Teachers must strive to support students’ thinking by modeling questioning that does not end with knowledge-level questions. They must model questioning that stretches readers beyond the facts found “on the line” (in the print or illustrations), to think between the lines, to think through and beyond the text. Higher-level questions require that students analyze, synthesize, or evaluate information[[6]](#footnote-6).

Based on the explanation above, the researcher want to discribe teachers efforts in eliciting students response teachers questions.

1. **Identification of the Problem**
2. Teacher’s questioning and feedback is ineffective yet..
3. Students responses to teacher’s questions are often incorrect or partly incorrect.
4. Teacher’s questions do not develop students abilities to ask their own questions or to think critically
5. **Limitation of the Research**

This research will be conducted in order to describe students responses to teachers questions and teachers efforts to elicit students responses. This research is focused on the Eliciting students responses to teachers questions at 8th grade SMP Negeri KarangTanjung Pandeglang.

1. **Research Question**
2. How are students responses on teacher’s questions at SMPN 1 Karang Tanjung Pandeglang?
3. How are teacher’seffort in eliciting students responses on teacher’s questions at SMPN 1 Karang Tanjung Pandeglang?
4. How are students skills in reading comprehension at SMPN 1 Karang Tanjung Pandeglang?
5. **Objectives of the Research**

Objectives of the study are to describe:

1. Students responses on teacher’s questions at SMPN 1 Karang Tanjung Pandeglang.
2. Teacher’s effort in eliciting students responses on teacher’s questions at SMPN 1 Karang Tanjung Pandeglang?
3. Students skills in reading comprehension at SMPN 1 Karang Tanjung Pandeglang?
4. **Previous Study**
5. Arman Toni, *The Status of Teacher’s Questions and Students Responses : The Case of an EFL Class.[[7]](#footnote-7)* The researcher found that previously it was demonstrated that teachers make adjustments in their questioning techniques when communicating with their students. in the same inquiry , the present study tried to find out what techniques of questioning teachers use to engage their students in classroom interaction. the present paper , which is based on case study, investigates classroom interactions in terms of questions being asked by teacher.
6. Lesly Narwasti Ndun, *Teacher Question in the Junior High School English Classroom[[8]](#footnote-8).* In a classroom context, typically teachers ask a lot of questions. Research indicates that whether in a content classroom or in a language classroom, teachers ask many question. The standard pattern in the classroom is one in which the teacher ask question, one or more students respond to the questions, and then the teacher evaluates the responses. Thus, in terms of a classroom context, a questioning session happens naturally as a process of learning.

Over all, the research is different from the studies above. The difference of those previous studies, this research focuses on eliciting students’ response on teacher’s questions. The researcher can observe what the student’ response on teacher’s questions in reading to find out how much students respond when the teacher gives a question.

1. **Organization of Writing**

This paper divided into several chapters and sections with the systematic of writing detail as followed:

Chapter I is introduction. This chapter consists of Background of the Research, Identification of the Problem, The Limitation of the Problem, Research Question, Research Objective, and Organization of Writing.

Chapter II is theoretical framework. This chapter consists of theory of Question (Definition of Question, types of question). Questioning (definition of Questioning,there are the Several Style Questioning, strategy of questioning, benefit of using strategy questioning, advantages of questioning, disadvantages of questioning, the purpose of questioning, key factors of purpose of questioning), Reading (definition of reading), and Reading Comprehension (definition of reading comprehension, three level of taxonomy of comprehension, reading comprehension strategy).

Chapter III is research methodology. It contains method of research, the setting and the time of research, respondent, technique of data collecting, technique of data analyzing.

Chapter IV is about the result of the research. It contains description of data and interpretation of data.

Chapter V is Closing. It contains of the conclusions and suggestions

**CHAPTER II**

**THEORETICAL REVIEW**

1. **Question**
2. **Definition of Question**

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it.[[9]](#footnote-9) So from the above understanding can be concluded that the question is a tool in learning that its function to learn learners to be more critical thinking. Question is a sentence worded or expressed to seek information.[[10]](#footnote-10) When the lesson takes place the teacher also must provide a question to the students about the material that has been given, so that students can find an information or a new idea that students have not known before so students can be active in the classroom.

A question can be defined as a request for information, whether factual or otherwise. Most of a question is to further explore something that is not yet known.[[11]](#footnote-11) Both in terms of factual and actual and usually the question is made about news that is new or news in the past.

According to the researchers, the question is a stimulus or cues given by the teacher to the students so that students can know what they should do and how students can do it. A question given by the teacher is to seek new information so that students can think deeper and widely knowledgeable, with questions students can develop their minds to become more knowledgeable and broader. With questions also, students can understand the material that has been delivered by the teacher at the time of learning.

According to Louis Cohen. Questions are often described as being either lower-level or higher-level questions. Lower-order cognitive questions embrace chieﬂy recall, comprehension and application: Higher-order questions, By contrast, Involve analysis, Synthesis and Evaluation. Lower-order questions tend to be closed questions (when a known response is sought). Higher-order questions tend to be open questions (when the type of response is known but the actual response is not, pupils being free to respond in their own way).[[12]](#footnote-12)

Questions that can be posed that encourage thinking at every level of Bloom’s taxonomy in the cognitive domain:

1. Remembering : Recalling or recognizing information as learned without really using or changing it.
2. Understanding:Demonstrating understanding of the materials without necessarily relating it to anything else.
3. Applying: Using information to solve a problem with a single correct answer
4. Analyzing : Breaking something down into parts; identifying reasons and motives;- making inferences based on specific data; analyzing conclusions to see if supported by evidence.
5. Evaluating : Judging the merits of materials or methods as they might be applied in a particular situation, offering opin- ions, applying standards.
6. Creating : Reating something new; original thinking; original plan, proposal, design or story.[[13]](#footnote-13)
7. **Types of Question**

There are many ways of categorizing questions, some of which we shall now explore. The content of many questions that are to do with learning a particular subject, rather than procedural issues, may be classified as predominantly one of three types:[[14]](#footnote-14)

1. *Conceptual questions* concerned with eliciting ideas, definitions and reasoning in the subject being studied. Instudying the classification of animals, it is not unusual for a teacher to ask pupils to assemble their own taxonomy, to sort the animals they can think of into different groups, according to their own criteria, and then look at official taxonomies. If members of the class are then ask questions like. Why have you put *cats* and *dogs* in the same category? What do you call animals with and without bones? This animal lays eggs. So, why have you put it into the mammalsgroup? Then these would all be conceptual questions, aimed at helping the pupil grasp some of the key features, like vertebrate/invertebrate of an animal taxonomy. The process of thinking about correct and incorrect answers should help pupils formulate or clarify the relevant concepts.
2. *Empirical questions* requiring answers based on facts or on experimental findings. Empirical types of questions involve observation, recall of facts and possible experimentation. If reasoning is used, it is to confirm the facts or to show the connections between the facts and observations. Here are two examples drawn from the transcripts from lessons observed during research projects. This first is from a lesson about forces, the second is about the skin and how it helps animals to avoid drying out. Notice how the teachers concerned structure their empirical questions, helping pupils to observe, speculate, connect one fact with another. Look out for amplifications of the question (e.g. using some kind of demonstration or visual aid, giving hints in the question or the preamble about what to look for, summarizing, using pupil’s ideas).
3. *Value questions* investigating relative worth and merit, moral and environmental issues.

Value questions are concerned with morals, social concerns such as poverty, health issues such as smoking, and environmental issues such as pollution. They can occur in lessons on personal, social and health education, religious education, citizenship, or virtually every subject in the primary curriculum, like history, geography, science or technology; indeed, in any lesson where what people believe, or what is thought to be right and wrong, is being investigated.

1. **Questioning**
   * + 1. **Definition of Questioning**

Questioning is an important part of the teaching-learning process because it enables teachers and students to establish what is already known, use and extend this knowledge, and then develop new ideas.[[15]](#footnote-15) So when the teaching-learning process is usually the teacher gives a question about the material that has been taught and new material so that teachers can know the extent to which students can think critically and the extent to which students already know the material given by the teacher.

Questioning is the most widely applicable and effective tool we have for promoting this involvement. And questioning provides teachers with “the unique opportunity to facilitate higher cognitive levels in their students by the questions they ask during instruction”.[[16]](#footnote-16) So before the teacher gives the question then the teacher should also prepare a question that can make students think widely and make students interested to dig again information related material given. Questioning is one of the most important abilities that we all need to develop if we are to become expert teachers.[[17]](#footnote-17) So as a teacher we have to give the question to the students each learning takes place not until we as teachers do not give questions to students because the material given will not be understood by students and students will never think critically and creatively.

According to the researchers, the teacher plays an important role for students in providing questions, because in providing questions students can be active in the classroom during the lesson. Not active course, questions can also make students think creatively and critically. A question can make students think more critically and broader, therefore a question given by the teacher very impact on students' thinking.  
In giving a question the teacher must first prepare it in advance whether the question is at a low level or high level, because when teachers ask questions at low levels, students can’t think broadly or critically, whereas if the teacher asks questions at high level students will think more in-depth or critical so that students can find new information or new ideas that have not been known.

* + - 1. **There are the Several Style Questioning**
  1. High-frequency probing.
  2. Medium-frequency mixed.
  3. Low-frequency mixed
  4. Low-frequency clarifying[[18]](#footnote-18)

1. **Strategy of Questioning**
2. Questioning frequency refers to the number of questions we ask during a learning activity. Scott developed his entire lesson with questioning, and, as with many aspects of teaching, questioning frequency isn’t as simple as it appears on the surface. To maximize learning, questions must remain focused on the learning objectives and this is another reason careful planning is so important. If we’re clear about our objec- tives, guiding our students’ learning with questioning will be much easier.
3. Equitable distribution is the process of calling on all the students in a class as equally as possible and it is intended to accommodate teachers’ tendencies to call on high- achieving or more outgoing students more often than their peers. To emphasize that we should call on students whether or not they have their hands raised, some experts use the term cold callwhen describing equitable distribution.
4. Prompting. In attempting to equitably distribute your questions, you might wonder, “What do I do when the student I call on doesn’t answer or answers incorrectly?” Ideally, prompting—an additional question or statement used to elicit an appropriate response after a student fails to answer correctly—is the answer. Its value to both learning and moti- vation is well documented.
5. Wait-Time. For questions to be effective, we need to give our students time to think. If we wait a second and survey the room after asking a question, we alert all students that they may be called on. Then, after identifying a student, we wait a couple more seconds to give the student some “think” time. This period of silence, both before and after calling on a student, is called wait-time, and in most classrooms, it is too short, often less than 1 second.[[19]](#footnote-19)

According to the researcher, the questioning strategy in the lesson makes it easier for the students to understand the lessons that have been given, as Scoot said that if we want to maximize learning, we must be clear about our goal of guiding student learning by asking. Teachers also have to give stimulus to students that is by calling students, when the teacher asked the students, whether students will raise the hand or not? thus we will know students who are achievers or achievers higher than their peers. Then by giving encouragement to students who do not answer questions or who answer questions incorrectly, then here the role of teachers is very important to be more creative again in providing questions to students is by giving again additional questions that are used to get student responses according to the teacher's goals .

The last is giving students time to think after the teacher gives a question, so that when students are called to answer questions, students can answer it correctly. From this period of silence both before and after calling a student, usually most classes are too short in giving time that is often less than 1 second.

1. **Benefits of Using Strategy of Questioning**

Research on questioning has shown that both higher and lower cognitive level questions can lead to effective learning . Questioning strategies have been shown to help students understand more of what they read, regardless of the purpose of the questions. The ultimate goal of questioning strategy instructions is to help students ask and answer appropriate questions throughout the reading process because this has been show to improve reading comprehension. [[20]](#footnote-20) Questioning has been identified as an essential strategy of reading comprehension, we need to develop lessons that will teach questioning.[[21]](#footnote-21)

1. **Advantages of Questioning:**
2. Foster students student curiosity, creativity, and reﬂ ectivity
3. stimulate student responses, curiosity, and thinking[[22]](#footnote-22)
4. They can help students rehearse information for effective recall.
5. They can work to identify gaps in students’ knowledge base, and provoke curiosity and long-term interest.
6. They can initiate cognitive conflict and promote the disequilibrium that results in a changed knowledge structure.
7. They can serve as cues, tips, or reminders as an expert guides a novice in a learning experience[[23]](#footnote-23).
8. **Disadvantages of Questioning**
9. Flusters and disorients student, thereby inhibiting instructor’s ability to assess depth of knowledge and presenting skill.
10. Prolongs presentations and rounds.
11. Most difficult approach to implement, because optimal number of probing questions is hard to gauge.
12. If left unguided, the student may ramble, consume time, and bore other team members.
13. Instructor must take notes or concentrate very carefully to remember follow up questions.[[24]](#footnote-24)
14. **The Purposes of Questioning**

The purposes of questioning are:

1. To arouse interest and curiosity concerning a topic.
2. To focus attention on a particular issue or concept.
3. To develop an active approach to learning.
4. To stimulate pupils to ask questions of themselves and others.
5. To structure a task in such a way that learning will be maximized.
6. To diagnose speciﬁc difﬁculties inhibiting pupil learning.
7. To communicate to the group that involvement in the lesson is expected, and that overt participation by all members of the group is valued.
8. To provide an opportunity for pupils to assimilate and reﬂect upon information.
9. To involve pupils in using an inferred cognitive operation on the assumption that this will assist in developing thinking skills.
10. To develop reﬂection and comment by pupils on the responses of other members of the group, both pupils and teachers.
11. To afford an opportunity for pupils to learn vicariously through discussion.
12. To express a genuine interest in the ideas and feelings of the pupil[[25]](#footnote-25).

So from some of the above goals can be concluded that the purpose of the question and answer is to strengthen students' interest and curiosity about a material that has been submitted, students can be active in the classroom, can bring the sense of want to ask questions, facilitate student difficulties that can inhibit learning, discussing with friends, and able to generate new information or ideas that students have not known before.

1. **Key Factors of Purposes of Questioning**

Some key factors for effective questioning:

1. Structuring (providing signposts for the sequence of questions and the topic, indicating the types of answers expected, using advance organizers to clarify what the children will be doing).
2. Pitching and putting clearly (considering: how broad/narrow to make the question, the order of the question – low to high, the vocabulary to be used, the degree of openness or closure of the question, the level of difﬁculty of the question for the individual to whom it is being put the cognitive level of the question and the pupil).
3. Directing and Distributing (going around the whole class, not only accepting the answers of volunteers).
4. Pausing and Pacing (Allowing thinking time, particularly for more complex questions).
5. Prompting and Probing (Considering what to say in a prompt or a probe, rephrasing, reviewing).
6. Listening and Responding (Deciding the most appropriate form of response. See below Responding).
7. Sequencing (Introducing, opening out, converging, extending, lifting).[[26]](#footnote-26)

From some of the above key factors can be summarized that the effective question is a question that provides guidelines for questions and topics in order to get an answer that matches expectations, considering the question how broad or narrow, low or high the question level, the vocabulary used, difficult or not a question. When the teacher gives a question should the teacher give time to think especially on more complex questions, expand the form of questions so that students can expand the information gained.

1. **Definition** **of** **Reading**

Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain.[[27]](#footnote-27) So when we read we must focus our eyes, ears, mouth, and brain on what we are reading, if we do not focus, we will not find information in something we have read. Reading is the creation of meaning from the printed page. Although it may involve the sounding out of words, accessing the meaning of words, reading the text with appropriate fluency, and providing expression, these are all sideshows to the main event making meaning.[[28]](#footnote-28) From the above definition we can conclude that reading is the creation of meaning in the form of words, sentences and paragraphs in which it contains its own meaning and meaning. Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.[[29]](#footnote-29) From the definition we can conclude that by reading we can excel because we can know the information contained in the text we have read, then when we read we should be able to consider the number of levels and components that must be mastered, the more we read a lot many of the information we can and the components we master and the level of our reading is also higher.

According to the researchers, reading theory is very important for English teaching materials. Because reading is a stimulus that involves the eyes, ears, mouth and most importantly the brain because at the time of reading we must focus on the text we read in the form of a word, sentence or paragraph. By reading us also we can find a lot of information, more components that we mastered and our reading level will be higher than before.

1. **Reading Comprehension**
   * + 1. **Definition of Reading Comprehension**

Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.[[30]](#footnote-30) From the definition it can be concluded that reading comprehension is a way to retrieve an information from a written text and then practiced its purpose is to show knowledge or understanding of the information. Reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.[[31]](#footnote-31) So it can be concluded that reading comprehension is one of written communication in which there are ideas or moral messages that we can take for an information.

Reading comprehension is the ability to understand what is read[[32]](#footnote-32). Although other skills such as phonological awareness, phonics, fluency, and vocabulary are important skills to teach children, teachers should remember that the end goal of teaching children to read is comprehension. For readers, understanding text is a constructive process whereby readers use the text, prior knowledge of the topic, and comprehension skills and strategies to decode the text into mean­ingful units of connected knowledge. The keys to reading involve not only being able to say the word and know its meaning, but connecting it to prior knowledge throughout the process.

According to the researchers, reading comprehension is a material that students learn when reading in the classroom, reading comprehension in the form of a written text that shows a knowledge or understanding contained in the text. In reading comprehension there are ideas or moral messages that we can make as a source of information or information materials. Teachers must remember that the purpose of teaching the child to read is to resist because the key to reading involves not only saying the word and knowing its meaning but relating it to the prior knowledge during the learning process.

* + - 1. **Three Level Taxonomy of Comprehension**

Thomas Barrett has suggested the following three types of action with his three level taxonomy of reading comprehension:

1. Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text it self. Recall comprehension can easily be evaluated. In responding to a literal question the reader either can recall the information from the text or he or she cannot.

1. Inferential Comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers— their background knowledge.

1. Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text.[[33]](#footnote-33)

From the statement of Thomas Barrett can be concluded that there are three types of action and level of reading taxonomy that is literal comprehension, inferential comprehension and critical comprehension. In literal comprehension, the lowest comprehension, the reader is required to be able to retell the information contained in the text, since the information required is largely in the text. then in an inferential sense, this comprehension is more delicate than literal comprehension, since it refers to the reader's ability to retrieve information implicit in the text and this comprehension requires the orchestration and manipulation of information from the text. The latter is critical comprehension, this comprehension is the highest level of comprehension rather than literal comprehension and inferential comprehension, because this comprehension involves a very critical assessment of the information presented in the text.

* + - 1. **Reading Comprehension Strategy**

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Consider a very simple-minded strategy for purposes of illustration. Teachers often instruct students to look up a word in a dictionary when they encounter a rare word with which they are unfamiliar. The context would be a word in the text that has low frequency or (more generally) is not in the reader’s mental lexicon.[[34]](#footnote-34)

The FIVES Strategy of Reading Comprehension :

The letters of FIVES represent a competency or skill for understanding concepts, the message, and vocabulary in text. They also represent making personal connections with background knowledge and experiences as well as elaborating and expanding to construct personal meaning and express it succinctly and accurately.

1. F stands for facts.
2. I represents inferences.
3. Vis for vocabulary.
4. E stands for experiences.
5. S is for summary.[[35]](#footnote-35)

FIVES is a reading and writing strategy that is best taught in chunks; the first chunk is Facts. Good readers read to succeed, and gathering key information (facts) from a text is the first step. Higher-level thinking about that information follows, using the information gathered from the text as grist for broader cognitive functioning. Each of the succeeding parts of FIVES builds deeper comprehension. The FIVES strategy guides the processing of text read and prepares readers for meaningful discourse as well as clear, coherent writing. Students read to be informed, and facts add to their repertoire of acquired knowledge. Beyond gleaning facts from text, readers simultaneously apply the other reading skills of the FIVES strategy multiple times while reading.[[36]](#footnote-36)

The FIVES approach is introduced with an engaging interaction that sparks students’ ability to select clues and understand a situation. The activity demonstrates how one uses cognitive processes to make sense during an interaction, these processes can also be integrated to understand conversations, lectures, video, written texts, or other means of communication. Students become aware that FIVES involves the strategic, conscious, and integrated use of familiar cognitive processes to comprehend text.

**CHAPTER III**

**METHODOLOGY OF THE RESEARCH**

1. **Research Design**

The methodology of this research is qualitative research and this research includes in the case study. Case study is a type of research design and analysis.[[37]](#footnote-37) According to Geoffrey, David, and Festinger “Case studies involve an in-depth examination of a single person or a few people. The goal of the case study is to provide an accurate and complete description of the case.”[[38]](#footnote-38)This research attempts to find more about a case of a subject. The case of this research was students’ response on teacher’s question.

The qualitative method is used in this research because it is believed that it can achieve the objective of research that focuses on the students’ response on teacher’s question that being a problem for the second grade students of SMPN 1 Karang Tanjung Pandeglang. Qualitative is the research methods such as in-depth interviewing and participant observation are particularly well suited to exploring questions in the human services which relate to the meaning of experiences and to deciphering the complexity of human behavior.[[39]](#footnote-39)

Besides that, to collect the data from the research subject, the researcher will use three techniques. They are interview, observation, and test as the instrument of this research.

1. **Respondent**

The subject of this research is students of 8-L grade of SMPN 1 Karangtanjung which consisted of 30 students and one teacher.

1. **Setting of The Research**

This research is conducted at SMPN 1 Karangtanjung Pandeglang Banten. The research is conducted in one week, include interview the students and teacher of SMPN 1 Karangtanjung and class observation 6th of November 2017- 14th November 2017.

1. **Method and Technique of Collecting Data**

In collecting data the writer is going to use the instrument as:

1. Interview

Interview in qualitative research have both advantages and disadvantages. Some advantages are that they provide useful information when researcher cannot directly observe participants, and they permit participants to describe detailed personal information. Compared to the observer, the interviewer also has better control over the types of information received because the interviewer can ask specific questions to elicit this information.

1. Observation

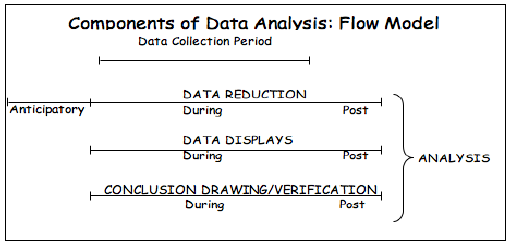
Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. In this research intended to teacher and students SMPN 1 Karangtanjung.

1. Test

According to Geoffrey, David and Festinger “Test is the instruments are attractive to researchers because they tend to have established reliability and validity, and they eliminate the need to develop and validate an instrument from scratch. Many of these instruments also produce data at the interval and ratio level, which is a preprequisite feature for certain types of statistical analyses.”[[40]](#footnote-40) Based on the statement, the data is collected by the researcher from the result of the test. It is going to written test, and the score of the test is a document to know the students’ reading comprehension . The test will be given to the students about reading comprehension, that is to know the students’ reading comprehension.

1. **Technique of Analyzing Data**

After the data was collected, the next step is analyzing the data using qualitative method. In this research the researcher using the qualitative descriptive analyzing method. The qualitative data analysis process consists of organizing, sorting, synthesizing, searching, and then finding the patterns, exactly find what the important is and what we have learnt and deciding what others can be learnt. According to Miles and Huberman “Analysis as consisting of three concurrent flows of activity, they are:”[[41]](#footnote-41)

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1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this stage the researcher election and concentration to simplification, abstraction, and transformation of the rough data that obtained. It is the steps of data reduction:

1. The researcher doing the observation when the students and the teacher is processing learning the material
2. Providing a test in the form of the questions about related material.
3. The researcher doing an interviews with some students and the teacher.
4. Data Displays

According to Miles and Huberman “A display is an organized, compressed assembly of information that permits conclusion drawing and action.”[[42]](#footnote-42) After the data is collected, the researcher displaying or presenting the data which organized into research paper. The researcher developing a structured information description to draw conclusions and take action. Data display commonly used in this step is in the form of narrative text. The data of data display obtained from the results of data reduction, then the data that can answer the problem in this research is conclude.

1. Conclusion Drawing/ Verification

The third step is drawing conclusion and verification. The researcher describe all of the data which were still unclear in the beginning. Besides that, the researcher attempts to draw conclusions and verify by searching for the meaning of each symptom obtained from the field, recording the possible order and configuration, the causal flow of the phenomenon. In this stage, by comparing the results of observation, interview and test can be concluded about the difficulties of students in identifying clauses in narrative text. The writer used the formula to calculate the percentage of the score of students, by using the following formula:

|  |
| --- |
| P= *F x* 100%  *N* |

Notes:

P=Percentage

F= Frequency total presentage score

N= Number of students

|  |
| --- |
| X = ∑𝑥  𝑁 |

Where:

X = The mean score

∑x = The sum of student score

N = Number of the students

Gay, (2006:320)

Table 3.1. **Score Classification Score Grade**

|  |  |
| --- | --- |
| 91 – 100  76 – 90  65 – 75  50 – 61  Less than 50 | Very good  Good  Enough  Poor  Very poor |

Table 3.2. **Classification and Criteria of Questioning**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Classification | Criteria | | | | | |
| Remembering | Understanding | Applying | Analyzing | Evaluating | Creating |
| Factual Question |  |  |  |  |  |  |
| Empirical Question |  |  |  |  |  |  |
| Values Question |  |  |  |  |  |  |

**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

1. **Research Finding**

In this section the writer showed finding and discussions gathered from the research. The result are emphasizing on the condition about data revealed in the research. It is to answer the problems mentioned earlier in chapter one, how are students’ responses on teacher’s questions, teacher’s effort in eliciting students responses on teacher’s questions and student’s skills in reading comprehension related to those questions, there were some data collected to respond the research objective. The data are taken from observe the teachers and students’ in the classroom and interview with the English teachers and the some students . The data description is describe in this chapter in the form of eliciting students’ response on teacher’s questions and how students' skill in reading comprehension in learning English. The data as follow :

1. **Students Response**

Table 4.1 : **Classification and Criteria of Questioning**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Classification** | **Level of Questioning** | | | | | | **Student Response** | | | | |
| **C1** | **C2** | **C3** | **C4** | **C5** | **C6** | **5** | **4** | **3** | **2** | **1** |
| **Conceptual Question** | - | - | - | - | - | 1 | - | 1 | - | - | - |
| **Empirical Question** | 8 | - | - | - | - | - | 4 | 2 | 1 | 1 | - |
| **Values Question** | - | - | - | - | - | 1 | - | 1 | - | - | - |

**Keywords Level of Questioning :**

c1 **=** Remembering (Recalling or recognizing information as learned without really using or changing it).

c2= Understanding (Demonstrating understanding of the materials without

necessarily relating it to anything else).

c3 = Applying (Using information to solve a problem with a single correct answer).

c4 = Analyzing (Breaking something down into parts; identifying reasons and

motives;- making inferences based on specific data; analyzing conclusions to

see if supported by evidence).

c5 = Evaluating (Judging the merits of materials or methods as they might be

applied in a particular situation, offering opinions, applying standards).

c6 = Creating (Creating something new; original thinking; original plan, proposal,

design or story).

**Keywords Students Response :**

5 = Very Good (correct answer, very fluent, understandable, pronunciation is very

good, good intonation).

4 = Good ( correct answer, fluent, understandable, good pronunciation, good

intonation).

3 = Enough (pretty good answer, quite smooth, quite understandable, quite

pronunciation, quite intonation).

2 = Deficient ( incorrect answer, less smooth, less understood, less pronunciation,

less intonation).

1. = Not Good ( bad answer, not smooth, not understood, pronunciation is not

clear, intonation is not clear).

For more details will be explained as follow :

1. Table 4.2 : **Classification of Teacher’s Questions**

|  |  |  |
| --- | --- | --- |
| **No.** | **Classification** | **Teacher’s Questions** |
| 1. | Conceptual Questions | 1 |
| 2. | Empirical Questions | 8 |
| 3. | Value Questions | 1 |
|  | **TOTAL** | 10 |

**Explanation of Classification and Teacher’s Questions :**

1. Conceptual Questions is concerned with eliciting ideas, definitions and reasoning in the subject being studied. The question is :
2. Can you make a conclusion about the story?
3. Empirical Questions is requiring answers based on facts or on experimental findings. The questions are :
4. Who are the figures of the story?
5. Where is the place in the story?
6. Based on the first paragraph, *"Huh... I hate this branches, I don't like it!",* the word I refers to…
7. Based on the last paragraph, *"But we are a large group",* the word we refers to…
8. Why did mouse deer want to go across the river?
9. What did the mouse deer do to across the river?
10. How many crocodiles were there in the story above?
11. After reading the text we can conclude that the mouse deer was…
12. Value Question is investigating relative worth and merit, moral and environmental issues. The question is :
13. What can we learn from the story?

Table 4.3 : **Level of Questioning**

|  |  |  |
| --- | --- | --- |
| **No.** | **Level of Questioning** | **Questions** |
| 1. | Remembering | 8 |
| 2. | Understanding | - |
| 3. | Applying | - |
| 4. | Analyzing | - |
| 5. | Evaluating | - |
| 6. | Creating | 2 |
|  | **TOTAL** | 10 |

**Explanation of Level of Questioning and Questions :**

1. Remembering is recalling or recognizing information as learned without really using or changing it. The questions are :
2. Who are the figures of the story?
3. Where is the place in the story?
4. Based on the first paragraph, *"Huh... I hate this branches, I don't like it!",* the word I refers to…
5. Based on the last paragraph, *"But we are a large group",* the word we refers to…
6. Why did mouse deer want to go across the river?
7. What did the mouse deer do to across the river?
8. How many crocodiles were there in the story above?
9. After reading the text we can conclude that the mouse deer was…
10. Understanding is demonstrating understanding of the materials without necessarily relating it to anything else.
11. Applying is using information to solve a problem with a single correct answer.
12. Analyzing is Breaking something down into parts; identifying reasons and motives making inferences based on specific data; analyzing conclusions to see if supported by evidence.
13. Evaluating is judging the merits of materials or methods as they might be applied in a particular situation, offering opinions, applying standards.
14. Creating is creating something new; original thinking; original plan, proposal, design or story. The questions are :
15. Can you make a conclusion about the story? Conceptual / creating
16. What can we learn from the story? Value/Creating

Table 4.4 : **Data Recapitulation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question Number** | **Teacher’s Question** | **Classification** | **Level of Questioning** | **Students Responses** |
| 1 | Who are the figures of the story? | Empirical Question | Remembering | Very Good |
| 2 | Where is the place in the story? | Empirical Question | Remembering | Very Good |
| 3 | Based on the first paragraph, *"Huh... I hate this branches, I don't like it!",* the word I refers to… | Empirical Question | Remembering | Enough |
| 4 | Based on the last paragraph, *"But we are a large group",* the word we refers to… | Empirical Question | Remembering | Deficient |
| 5 | Why did mouse deer want to go across the river? | Empirical Question | Remembering | Good |
| 6 | What did the mouse deer do to across the river? | Empirical Question | Remembering | Good |
| 7 | How many crocodiles were there in the story above? | Empirical Question | Remembering | Very Good |
| 8 | After reading the text we can conclude that the mouse deer was…. | Empirical Question | Remembering | Very Good |
| 9 | Can you make a conclusion about the story? | Conceptual Question | Creating | Good |
| 10 | What can we learn from the story? | Value Question | Creating | Good |

1. **Teachers Effort**
2. Questioning Frequency

Based on the results of observations and interviews, researchers found that concerning the questioning frequency is that teachers always give a question to students of any dialogue or text. When students already to understand a dialogue or text, then the teacher develops a higher level question again so that students can think critically. The last so the question remains focused on the teacher’s learning objectives to give questions based on the taught material.

1. Equitable Distribution

The researchers found that based on equitable distribution that teachers are very difficult to attract students to ask questions when teachers know basically a lot of questions to be questioned by students and sometimes students do not dare to speak because it is not normal to speak English and few students who can answer questions with confidence. The teacher's way of dealing with students who are usually ashamed to ask is by continuing to provide motivation and assistance to the students, and to keep students focused on the questions given by the teacher to allow students to view or read the dialogue and text again so that students can answer questions given by the teacher .

1. Prompting

Based on the result of the research, the researcher found that concerning prompting is when the teacher gave a question basically all the students answered but there are still a few mistakes both from the answer and when to say it, and if students have been given additional questions but the students still have not accustomed to answer the teacher still motivate them to answer.

1. Wait Time

Based on the result of the research, the researcher found that concerning wait time is teachers usually give 30 seconds to think. Most students think critically according to the time specified and when students are still unable to think with the time they have been given, the teacher usually gives more time or gives an easier question according to the student's ability so that the student is more confident to answer the questions has been given.

1. **Reading Comprehension**

Table 4.5.

**Distribution of Score**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Distribution of Score | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|  | A.Sudirman | 10 | 10 | 0 | 0 | 10 | 0 | 0 | 10 | 0 | 0 | 40 |
|  | A.Farhan | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 90 |
|  | Amwal S | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 0 | 0 | 70 |
|  | Ayu Kartika | 0 | 10 | 10 | 10 | 10 | 0 | 0 | 0 | 10 | 0 | 50 |
|  | Azfa A | 0 | 10 | 10 | 10 | 10 | 0 | 0 | 0 | 10 | 10 | 60 |
|  | Daris A | 0 | 10 | 10 | 10 | 10 | 0 | 0 | 10 | 10 | 10 | 70 |
|  | Denis L | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 90 |
|  | Dwi R | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
|  | Ferdiansyah | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 80 |
|  | Hana F | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 80 |
| 11 | Isti A | 0 | 10 | 10 | 10 | 10 | 0 | 0 | 0 | 10 | 10 | 60 |
| 12 | Ifty Y | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 80 |
| 13 | Izma H | 0 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 80 |
| 14 | Jenar L | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| 15 | Khaila | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 90 |
| 16 | Khalisa | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 90 |
| 17 | M. Zaky | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 90 |
| 18 | Mareta | 0 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 80 |
| 19 | Maspufatul | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 100 |
| 20 | Mawar N | 0 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 0 | 10 | 60 |
| 21 | M. Aji | 0 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 80 |
| 22 | M. Lulu | 0 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 90 |
| 23 | M. Ilham | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 90 |
| 24 | M. Romi | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 80 |
| 25 | Nurasiah | 10 | 10 | 10 | 0 | 10 | 0 | 0 | 10 | 10 | 10 | 70 |
| 26 | Putra A | 10 | 10 | 10 | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 50 |
| 27 | Ratu Fatun | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 0 | 10 | 10 | 80 |
| 28 | Rudiansyah | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 90 |
| 29 | Siti Rodiah | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 90 |
| 30 | Suherman | 10 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 90 |
| Total | | | | | | | | | | | | 2.370 |

Based on the table above, the writer had analysis all of students’ answer in reading test questions. The English score from the test about students reading comprehension: the highest score is 100, and the lowest score is 40.

Table 4.6 **: Rate Presentage of Students’ Reading Comprehension**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Range** | **Grade** | **Frequency** | **Precentage** |
| 1 | 91-100 | Very Good | 3 | 10% |
| 2 | 76-90 | Good | 18 | 60 % |
| 3 | 65-75 | Enough | 3 | 10% |
| 4 | 51-61 | Poor | 3 | 10% |
| 5 | Less than 50 | Very Poor | 3 | 10 % |
| **Total** | | | 30 | 100 % |

Based on the table above, it indicate that overall responses were in very good, good, enough, poor, and very poor, which in 3 students got (10 %) from 30 students were very good category in students’ reading comprehension, 18 students got (60 %) from 30 students were good category in students’ reading comprehension, 3 students got (10 %) from 30 students were enough category in students’ reading comprehension, 3 students got (10 %) from 30 students were poor category in students’ reading comprehension, and the last 3 students got (10 %) from 30 students were very poor category in students’ reading comprehension.

Table 4.7 **: The Mean Score of Students’ Response**

|  |  |  |
| --- | --- | --- |
| **Total Respondent** | **Total of Students** | **Mean** |
| 30 | 2. 370 | 79 |

Based on the table above, after the researcher count the result of the mean score students’ reading comprehension. It shows that the total score was 2. 370, so that the mean score was 79. It means that the students’ reading comprehension has a good category.

1. **Discussion**

From the result of the research that was done by the researcher at Junior High School of SMPN 1 Karangtanjung Pandeglang Banten to collect the data relate to the cases. Researchers found that teachers have provided the best for training Lessons and teachers have given their best in giving questions to students, Students can respond well and enthusiastically. Teacher is as people who has the knowledge, skills, and special abilities in teaching, explaining and educating. teachers should also have a strategy in teaching and in question. strategies in making decisions can make teachers more creative in achieving goals in the learning process in particular to get student responses.

1. **Students Response**

In this case, the researcher uses the types of questions that are factual questions, empirical questions and values ​​questions. Why is that? That is so that researchers can classify the types of questions given by teachers to students. Researchers also use the level of Bloom's taxonomy, which include remembering, understanding, applying, analyzing, evaluating and creating, why is that? so that researchers can also describe the level of questions and student responses when the teacher gives a question.

In this case, researchers use :

1. Number of classification that is teacher question classification
2. Number is the number of questions given by the teacher
3. 100% is to multiply the classification of teacher questions

For more details will be explained as follow :

1. Students who respond to conceptual questions there are 1 student.
2. Students who respond to empirical questions there are 8 students.
3. Students who respond to value questions there are 1 student.
4. **Classification of Teacher’s Questions**
5. Which included into the conceptual questions (creating) there is 1 question.
6. Which included into the empirical questions (remembering) there are 8 questions.
7. Which included into the values questions (creating) there are 1 question.
8. **Level of Questioning**
9. The level teacher's question level including remembering amounted to 8
10. The level of teacher questions that include creating amounted to 2
11. The level of teacher questions that included understanding amounted to 0
12. The teacher's question level that includes applying is 0
13. Teacher's level of questions including analyzing amounted to 0
14. The teacher question level including evaluating amounts to 0
15. **Data Recapitulation**

Recapitulation data from the data of the students 'value obtained from the teacher, the researcher concludes that the students' response to the questions given by the teacher with the value of very good, good, enough, deficient, and not good.

From the recapitulation data can be concluded :

1. From the 10 questions students who responded very good amounted to 4 students.
2. From the 10 questions of students who responded good amounted to 4 students.
3. From the 10 questions of students who responded enough amounted 1 student.

From the 10 questions of students who responded deficient amounted 1 student.

From the explanation above, we can conclude that students’ response on teacher’s questioning is very good.

1. **Teachers Effort**
2. Questioning Frequency

When the lesson begins, the teacher informs the students about the lesson to be delivered. Then the teacher explains and gives an example of the lesson until the student really understands it. After completing the explanation and example, the teacher gives a question that refers to the lesson from the lowest question to the higher level question.

1. Equitable Distribution

The teacher basically knows that many questions that should be questioned by the students, some students are sometimes shy to ask or answer because students lack confidence or for fear of wrong when the students really want to ask what he has not understood, as for students who can ask or answer with confidence . In this case the teacher provides continuous motivation and help so that the student can really understand what the teacher is saying.

1. Prompting

When the teacher asks most of the students to answer the question but some students are wrong in answering the question, the teacher does not blame it but helps the student to justify the answer, here the role of the teacher gives encouragement to the students more excited again in thinking and focus on teacher questions.

1. Wait Time

The teacher gives the students time to answer the questions that the teacher gives, after the time is up, the teacher asks the students "Is there anyone who can answer the questions?" some students there who can answer and some students also have not been able to answer it. teachers provide an opportunity for students who are able to answer it to answer questions that have been given, then the teacher also provides an opportunity for students who still have not been able to answer is to provide questions that are easier than previous questions.

1. **Reading Comprehension**

From the result of analysis shows that the average score in students’ reading comprehension is classified as good category, there were 3 students got (10 %) from 30 students were very good category in students’ reading comprehension, 18 students got (60 %) from 30 students were good category in students’ reading comprehension, 3 students got (10 %) from 30 students were enough category in students’ reading comprehension, 3 students got (10 %) from 30 students were poor category in students’ reading comprehension, and the last 3 students got (10 %) from 30 students were very poor category in students’ reading comprehension.

It can be conclude that the students’ reading comprehension at SMPN 1 Karang Tanjung Pandeglang is good.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusions**

In this chapter, the researcher would like to conclude the research based on the analysis data described at the previous chapter as follows:

1. Students respond to teacher questions according to the strategies teachers use in the classroom. The students' responses included in the very good category , there were 4 students, the students' responses included in the good category , there were 4 students, the students' responses included in the enough category , there was 1 student, the students' responses included in the deficient category , there was 1 student.
2. The teacher has a strategy in teaching and learning because not all students understand English. Also the teacher has a strategy in attracting student responses during the learning process. in this study the teacher has tried to give the best to students in accordance with the question strategy. The strategy that has been used by the teacher is questioning frequency, equitable distribution, prompting, and wait time.
3. Reading comprehension can help students in building their own understanding or meaning of a text so that students can easily translate it into their own language. Reading comprehension in class of 8-L is good so most students get good grades. There were 3 students got (10 %) from 30 students were very good category in students’ reading comprehension, 18 students got (60 %) from 30 students were good category in students’ reading comprehension, 3 students got (10 %) from 30 students were enough category in students’ reading comprehension, 3 students got (10 %) from 30 students were poor category in students’ reading comprehension, and the last 3 students got (10 %) from 30 students were very poor category in students’ reading comprehension. It can be conclude that the students’ reading comprehension at SMPN 1 Karang Tanjung Pandeglang is good.
4. **Suggestions**

From the conclusion, the authors would like to offer some suggestions that

may be useful in the process of asking questions and attracting students' responses in learning reading comprehension, such as:

1. For the students
2. Students should practice and learn more vigorously so that students' knowledge and abilities increase.
3. Students should not be ashamed or afraid of being wrong to ask or answer questions given by the teacher.
4. Students should be able to be independent and think critically to explore more knowledge that they don't know yet.
5. For the teachers
6. The teacher should have a strategy in asking so that when the teacher gives a question, students can understand the question.
7. Teacher's skills are also very important when giving a question, so that the student's response is as expected by the teacher.
8. The teacher should continue to motivate students so that students can be confident to ask questions or to answer questions given by the teacher.

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