

TEACHER'S QUESTION STRATEGY IN TEACHING WRITING

Hilmi Wahdiyani¹

Refi Ranto Rozaq²

Ima Isnaini TR³

IKIP PGRI BOJONEGORO^{1, 2, 3}

hwahdiyani@gmail.com

Abstract

The objective of this study was to analyze the teacher's way while giving the question strategy in writing descriptive text and what the benefits were. Writing was the one of the English skills that according to many learners was difficult, because they had to create the product of the writing. The implementing of writing began to be ignored at one of the schools in Tuban East Java. Therefore, the learners of this school got many difficulties when the writing lesson was started. The approach employed in this research was qualitative. The data collection of this research was conducted through interview, observation, and document. The research findings showed that the way of teacher's question strategy was divided into three steps and three categories of question. And also the benefits of the teacher's question strategy had to effect to the learners when they learned writing, especially in descriptive text.

Key word: writing, question, strategy, question strategy, teaching writing, descriptive text.

Introduction

English had some skills to learn to create the learners to be mastered English. Writing was one of the skills in English that its implementing started to be ignored in many schools. This statement is also commensurate with the conclusion blog of ma'arif (2011) "the implementation of the writing skill is often to be ignored by many reasons of teachers". The learners at one of the schools in Tuban East Java also thought that writing was the difficult skill in English. Therefore, they were not able to do when the teacher asked them to finish the exercise, especially write the something in English. Whereas, Murcia

(2000) as cited in Nugrahani (2014) states that writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than other skill. Therefore, the exact strategy was required to improve the learner's writing skill in English, and the question strategy was applying in this study.

Nugrahani (2014) said, "writing is a process of building larger units from smaller ones". It means that the learners use word by word to make the sentences, the sentences to make the paragraphs and the paragraphs to make the compositions with their own grammatical ability. Question strategy is one of the most

important dimensions of teaching and learning (Gaither 2008). Question strategy is the teacher's way to explain the lesson to his/her learners. It is because the good question is the way to attract the learners' attention. When the English learning is processed, the question strategy is required to apply. Writing descriptive text is one of competences the learners in junior high school. According to Emilia (2011) descriptive text is a text which is used to describe a particular person, place or thing or something in writers' mind.

The related research of this study is English teacher's questioning strategy in EFL classroom by Sujariati et al. (2016). They use the descriptive qualitative method with four English teachers of senior high school (SMA) in Gowa East Sulawesi as the research subject where they teach the science and social classes. In this research, they described the use of question strategy that was applied in the classroom through some types of question and their using in mostly sessions of teaching. The frequent questions were applied in all sessions was open/closed question. Recall and referential questions were applied only a few times. Based on the research findings, the teachers should repeat their questions to clarify the meaning of the questions, and translate it into Indonesia when the teachers find difficulties on learners in understanding the question.

The second previous study was teachers' questioning in the reading lesson that was written by Sunggingwati and Nguyen (2013). The researchers focused on the investigation of the teachers' questioning strategies practice in EFL learners in Indonesia at senior secondary state schools located in Samarinda East Kalimantan. this study focused on the reading comprehension. The findings of the analysis indicated that these teachers mainly asked questions in the "Right There" category that were typically found in the textbooks. The support was needed to them to give the higher level of question

which is used to motivate the learners to use their skills. Besides that, the school also needs to give the support to them to attend professional development programs to improve their knowledge including the teaching technique.

Through some previous studies about teacher's question strategy that have been done by some researchers, there is not yet a research focus on the one skill that is writing. This research set out to analyze the teacher's question strategy in teaching descriptive text. To guide the exploration, we posed the following questions: (1) How is the teacher's way while giving the question strategy in teaching writing descriptive text? (2) What are the benefits of teacher's question strategy in teaching writing descriptive text?

The benefits of this study are To know the teachers' way while giving the question in teaching writing descriptive text at 8-grade "C" students of Islamic junior high school (Mts) ASSALAM Bangilan Tuban East Java in academic year 2017/2018 and To know the benefits of teachers' question strategy in teaching writing descriptive text at 8-grade "C" students of Islamic junior high school (Mts) ASSALAM Bangilan Tuban East Java in academic year 2017/2018.

METHOD

The source of the data in this research included two things; documents and interview. The used of documents is anything related to the teacher's strategy conducted by him/her in the process of learning. Beside the documents, the interview is also required to complete the source of the data. The interview consisted of the English teacher who teaches in the classroom that has been observed and five learners who study in the classroom when the English teaching writing was processed. The collecting of data in this

research used three techniques. They were classroom observation, documentation, and interview. The data were collected by observing to the teacher and the learners along the learning process. All of the appropriate information was noted. The transcription had been analyzed by using Tomlinson's classroom observation form (2011). The documentation was used to complete the validity of this research, such as lesson plan. The interview was also used in this study beside the observation and the documentation. The English teacher and fifteen learners were interviewed which was showed five learners' interview sheet in the appendix, because it had represented from all the interviewee. The subject of this study was the learners from 8th C at one of Islamic schools in Tuba East Java. They consist of 33 learners. The researcher used random sampling technique in choosing the 8th C learners.

FINDINGS AND DISCUSSION

In the starting of the lesson, the teacher gives the instruction to close all of the books on table including the English book and the greeting to the learners (condition, date, day and lesson) that is answered together by the learners. The aim of this strategy was to pattern the learners' memory that they were in the English lesson. Beside that, this strategy was trusted can attract the learners' attention in the beginning of the lesson. Because, answering the teacher's questions together in the beginning of the lesson were able to encourage the learners' spirit in learning by pulling out the voice. In this opportunity, before beginning to the new lesson (descriptive text), the teacher asks the last lesson; the time is about 5 minutes. The teacher said "do you remember your material in the last meeting?". The learners respond it with the orally answer.

The second step of question was the teacher did not permit to the learners to raise their hand to answer the question, but the teacher appointed one of them directly to answer it. She said "my brother, can you tell me the expresses of opinion?". When the learners do not answer clearly, the teacher asks to repeat the answer or points the others learners. After the question in the beginning of the lesson, the teacher started to activate learners' experience to the new lesson. In this way, the question strategy was used to build the learners' knowledge in their around environment (name of place, human, flower, animal, and so on). The teacher gave the instruction to the learners that showed to the theme of the lesson. Relating the use of teacher's question strategy, the teacher showed them the picture and the teacher self as the instruction of the descriptive text. In main activities, the teacher asked them to talk about the picture (cat) at the first and their teacher at the second to dig up the learners' experience about the example that showed by the teacher.

In the process of question, the teacher also gave the wait time to the learners until they answered. Beside that, the teacher teaches the English lesson in two languages, Indonesia and English. After the learners knew the tittle of the lesson, the teacher asked them what the means of theme that was descriptive text. The next way after the learners understood the meaning of descriptive text was introducing the generic structure. The teacher showed again the picture (cat). These questions were; What is the colour? What is the shape of the eye? What is the tale? How many foots does it have? How many ears does it have? How is my skin? How is my body? Am I beautiful?

The problem of teacher was not only the learners were silent or shy to answer, but also to the learners were able to answer or respond the teacher's question had the problem in their pronunciation. It was named the problem because the pronunciation on each English word

determined the written form of English. The generic structure was found. The teacher repeated the explaining to strengthen the learners' understanding. The teacher also pointed them to give the example of each point of the generic structure. The question was prioritized to the shy and silent learners that the aim was invited them to say their voice.

The structure of descriptive text was explained after the learners got the point of the generic structure. The teacher asked them to open their worksheet on the theme "descriptive text" and read the written text "cat" slowly. After reading, the teacher asked them to find the difficult word and asked it to the teacher. When the teacher answered it, the teacher did not answer directly, but asked to another learner or looked for the statement that related to the difficult word. The teacher identified the structure one by one and used the different colour of chalks when explained the structure. The learners were hoped could remember the structure every time by this way, because it was the way to arrange the descriptive text. After the teacher explained it, the teacher gave them the time to think what they do not understand about 5 minutes. The main activities was started, it was giving the task. The teacher asked them to do the task in the worksheet in their home. The question in the worksheet was optional question that totally was 30 numbers and essay question that was 5 numbers. The learners also were asked to write the difficult vocabularies and find the meaning of it on their book.

The second topic was the benefits of the teacher's question strategy, they were; question in the beginning, in the middle and in the end of the lesson. In the beginning of the lesson is checking the learners remembering of the previous lesson, was arousing interest in the subject matter. in the middle of the lesson is To increase the learners' power to mastering the material, to focus attention on a particular issue or concept, and to control the classroom in descriptive text learning

process. In the end of the lesson is To evaluate both of teachers' teaching quality and the teaching learning process whether have been running well or not.

Eble (1988) said that question in the beginning of the lesson is effective for the learners who are low ability in the subject matter. it was in line the researcher findings that The first way in teacher's question strategy in teaching writing descriptive text is giving the question in the beginning of the lesson. Secondly, the teacher gave the some questions related to theme of the lesson in the middle of the lesson to activate the learners' experience. As Cotton (2001) said that instruction which includes posing questions is more effective in producing achievement gains than instruction carried out without questioning students'. In the end of the lesson, the teacher gives the time to think the new lesson and gives them the questioning time. Paul and Elder (2000) said that in order to keep a field of thought/concept/topic alive teachers have to constantly ask questions of it, rather than simply allowing that field to close down.

The teacher's questions in teaching descriptive text along the learning were oral questions, and of course the learners answer it orally. This case is line with Sujariati et al. (2016), they said if an oral question is suitable used for during class teaching and on learning process because it is more effective in fostering learning than are written question. In addition, every session of the question, the teacher gave the learners wait time until they were able to answer. Ma (2008) that when the teacher asks questions, the learners do not already know the answers they will find it natural to wait for responses, and they will need time to think about the responses before reacting. Reflecting of teacher's question strategy in teaching writing descriptive text is also given to the learners to give some critics, opinion, and feedback. It is also as Gutierrez (2016) said that the reflective of knowledge

development through constructive utterances of opinions and feedback.

The first benefit of the question in the beginning of the lesson was to check what the learners remember of the previous lesson. This finding was related with Brown and Wragg (1993), they found that one of the benefits of the questions is to check the learners' understanding, especially if it is used before starting the lesson. Arousing interest in the subject matter was also the benefit of the teacher's question strategy in the beginning of the lesson in teaching writing descriptive text. It was as Shahrill (2013) concluded that the first question in the classroom is able to stimulate the learners thinking.

To increase the learners' power to mastering the material was the one of the benefits of the teacher's question in the process of the learning. This case also revealed with Smith (2002) that the ability of the learners was able to express their views and thoughts through the questioning of the teachers in the process of learning. Focusing attention on a particular issue or concept was the second benefit of the teacher's question in the middle of the lesson. it was in line with Thalheimer (2014) that the teacher's questions in the explaining of the lesson help the learners focus on the kind of learning material targeted.

The controlling of classroom was also the benefit of the teacher's question in the middle of the lesson in teaching writing descriptive text. This benefit was also mentioned by Weimer (2011), if the learners were dozing off, texting, quietly chatting, or otherwise not attending to what was happening, the learners were able to ask to respond. Giving the evaluate of teachers' teaching quality and the teaching learning process was able to do in the end of the lesson. In addition, Eble (1988) also claimed that the learners' responses to one last question and the muddiest point can be submitted for the teachers review to address student issues at

the beginning of the next class period or review to clarify content.

CONCLUSION

The first study of English in teaching writing descriptive text of this research is giving the questions related to the previous lesson in the beginning of the lesson. The aim of these questions is to help the learners' remembering and understanding of the previous lesson that some of them are ignore because they start to have the new lesson. Applying these questions also make the learners have a good ability in their learning, because they have starting to think in order to learn their previous lesson before starting the English lesson.

Furthermore, giving the questions related to the new lesson is the second study of the teaching in writing descriptive text. Giving these questions is hoped to activate the learners' experience in writing descriptive text. The teacher gave the learners some instructions related to the new lesson (descriptive text) that the language was able to understand by them. The main activity of this study is the learners are able to understand the lesson by them self without their teacher inform what they learn. The teacher is also hoped that applying this way, the learners have the strong understanding and remembering, because they are able to conclude what they learn in the first of the meeting.

In the end of the lesson, the teacher asks the learners to think their new lesson in order to understand it and giving the questioning time. The teacher gives them the time to understand their lesson included to what the meaning of descriptive is, what the structure is, what the language feature is and so on. The questioning time is given to give the opportunity for who wants to ask because of their misunderstanding or to strengthen their lesson. The questioning time is about 5 minutes.

The teacher also gives the reflection and exercise in the worksheet after giving the thinking and questioning time. The reflection is given the teacher in order to give some critics for who are inactive of the lesson and suggestions for who are active of the English lesson in the classroom. The teacher hopes that giving the reflections are able to make the learners realize what they do and learn in the classroom in that day. The teacher gives them the exercise from their worksheet as an evaluating of the lesson. The questions of the worksheet are optional questions and essay questions. The teacher also asks the learners to write the difficult vocabularies and their book and look for what the meaning is.

Based all of the questions of the new lesson that is writing descriptive text above, all of the learners answer the questions orally. When the teacher asks the questions to them, they directly answer by raising their hand and answer it after the teacher asks them to answer or the teacher points them directly to answer the questions. Applying the orally answer, the teacher hopes that the learners are able to remember what they say, beside that it is able to help the learners to increase their speaking in English.

In addition, every session of the questions, wait time is also given to the learners. Wait time is given as an opportunity to the learners to think the answer of the questions. The background of the ASSALAM learners is the learners from the village that English environment is rarely, therefore they require the time to answer the teacher's English question orally. In fact, although the teacher gives to the learners wait time to answer the question orally, some of them can not answer well and also they can not answer really, even less if the teacher does not give the wait time.

The questions are used the teacher also have some benefits. The benefits of the teacher's questions are divided into three parts of the question; they are

checking the learners remembering of the previous lesson, and arousing interest in the subject matter are the benefits of the questions in the beginning of the lesson, increasing the learners' power to mastering the material, focusing attention on a particular issue or concept, and controlling the classroom are the benefits of the questions in the middle of the lesson, and evaluating the teachers' teaching quality and the teaching learning process is the benefit of the questions in the end of the lesson.

SUGGESTION

Based on the findings of the research, the researcher recommends that the teachers have to apply the strategy in all sections of the English teaching, such as applying the questions in the beginning, in the middle, and in the end of the lesson, and other types of question in EFL (English as Foreign Language) classroom. Furthermore, the questioning strategies should be applied based on the lesson and the level of the learners to help the learning process run well. The writer's suggestions are: (1) For the teachers, the writer hopes to the teacher to do the same strategies in questioning, they are question in each session of teaching, repeat the question in the same sentence or different sentence but the same meaning, emphasize the question to clarify the meaning, translate or mix the question into Indonesia, when the students seemed confused, and try to be closer to the students to know their weakness or their problem in learning. (2) For the learners, the learners are hoped by the writer to give the attention to the English lesson more. The reason is because in this globalization era, English is the international language that every people uses it in order to do the conversation with other country in this world. Therefore, English has to get the more attentions in order to get the purpose of learning English is raised. (3) For the other researchers, to be active more in the next research to get the more findings than

these research findings is the writer's hoping, because the writer realizes that there are many deficiencies in this research.

BIBLIOGRAPHY

- Brown, G., & Wragg, E. C. (1993). *Questioning*. London: Routledge.
- Cotton, K. (2001). *Classroom questioning. Northwest regional educational laboratory*. [Web log post]. Retrieved from <http://www.nwrel.org/scpd/sirs/3/cu5.html>
- Eble, K. E. (1988). *The craft of teaching (2nd)*. San Fransico: Jossey Bass Publisher.
- Emilia, Emi. (2011). *Pendekatan genre-based dalam pengajaran bahasa inggris: petunjuk untuk guru*. Bandung: Rizqi press.
- Gaither, J. F. (2008, October). *Questioning techniques: research-based strategies teachers*. [Web log post]. Retrieved from <http://thesecondprinciple.com/teaching-essentials/five-basic-types-questions>.
- Gutierrez, S. B. (2015). Teacher's reflective practice in lesson study: a tool for improving instructional practice. *Alberta journal of educational research*, 61(3), 314-328.
- Ma, X. (2008). The skills of teacher's questioning in English classes. *International educational studies*. 1(4).
- Ma'arif, syamsul. (2011, Maret 14). Collaborative writing: *strategy pengajaran menulis dengan menggunakan pendekatan proses*. [Web log post]. Retrieved from syamedu.blogspot.co.id/2011/03/collaborative-writing-strategy.html?m=1
- Nugrahani, B. A. (2014). *Improving students' skill in writing analytical exposition text using facebook*. (Unpublished thesis). Sebelas Maret University of teacher training and education faculty, Surakarta.
- Paul, R., & Elder, L. (2000). *Critical thinking handbook: basic theory and instructional structures*. [Web log post]. Retrieved from <http://www.criticalthinking.org/resources/articles/the-role-of-questions.html>
- Shahrill, Masitah. (2013). Review of effective teacher question in mathematics classroom. *International journal of humanities and social science*, 3, 224-231.
- Smith, Ann. (2002). Learning about reflection. *Journal of advanced nursing*, 28.
- Sujariati, Rahman, Q., & Mahmud, M., (2016). English teacher's questioning strategies in EFL classroom at SMAN 1 Bontomarannu. *English language education*, 3, 107-121.
- Sunggingwati, D., & Nguyen, H. T. M. (2013). Teachers' questioning in reading lesson: a case study in Indonesia. *Electronic journal of foreign language teaching*, 10, 80-95.
- Thalheimer, W. (2014). *The learning benefits of questions*. [Web log post]. Retrieved from www.work-learning.com/catalog.html
- Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge: Cambridge University Press.
- Weimer, Maryellen. (2011). *Getting students to participate in classroom discussion*. [Web log post]. Retrieved from <https://www.facultyfocus.com/articles>