

Questions Used by the Teachers in Teaching Reading Comprehension in English Classroom Interaction

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ABSTRACT

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This study aimed (1) To investigate the types of questions used in teaching reading comprehension in English classroom interaction, (2) To analyze how the teachers use the questions in teaching reading comprehension in English classroom interaction, (3) To investigate the reasons why the teachers use the questions the way they do. A descriptive qualitative study was used in this study. The source of the data was two English teachers of class XI in SMA Negeri 1 Sumbul. The data were collected by using video recording and unstructured interview with teachers. The data were the sentences that consist of teachers' questions in teaching reading comprehension and the result of the teachers' interview. The data were analyzed by data condensation, data display and conclusion drawing/verification. The findings of the result were that: (1) There were five types of questions used by teachers namely literal questions (9.86%), reorganization or reinterpretation questions 19 (26.76%), inference questions 9 (12.68%), evaluation questions 4 (5.63%) and personal response questions 5 (7.04%). It also found that there were 27 (38.03%) other types of questions used by the two teachers, namely questions related to knowledge, vocabulary and students' experience, (2) The teachers use the different way in giving the questions. KP used wait time, repetition, paraphrasing, simplification and probing, while RS only use wait time, repetition, paraphrasing and simplification in giving questions when teaching reading comprehension, (3) The reasons that affect the teachers do the way they do consist of teachers' experience, teachers' formative and teachers' personal attributes.

Keywords: *Questions, teaching english, reading comprehension, english teachers.*

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I. INTRODUCTION

A. Background of The Study

Classroom interaction refers to the interaction between teacher and learners in the classroom. Interaction is very important in process of teaching and

learning in classroom. According to Brown (2001), interaction is at the heart of communicative competence. It is because to achieve communicative competence, the interaction should be completed effectively in the classroom. Classroom interaction is a term in making a move in the teaching and learning process wherein there is a connection among understudies and instructors to accomplish a goal. It is line with Hamzah, Mukhaiyar, and Sari (2018) state that classroom interaction refers to activities done by both teacher and students in the classroom where they engage each other toward the lesson given by the teacher. The interaction that given by teacher should be meaningful, challenging, and meet the students' prior knowledge in order to make the students engage with the topic of the lesson easily.

One asset of teacher talk is teacher's question. Adedoyin (2010) state that "teacher's question are of significant values for many instructional purposes, eliciting students' reflection and challenging deeper students understanding and engagement in the classroom". This means that with the teacher's questions, it can stimulate students to be more active in the teaching and learning process and increase students' understanding of the material taught by the teacher. Richard & Lockhart (1994) stated that questioning is one of the most common techniques used by teachers. In some classrooms over half of class time is taken up with question-and answer exchanges. Thus, concerning the function of the questions, they able to check the students' comprehension, invigorates students' thinking, or increment of classroom interaction.

Among the four English skills, reading is one of skills that must be taught in language teaching. It is important because reading is the basis of nearly all learning. Reading is not only read the text but also need comprehension to understand the text. Getting the meaning from the text is called comprehension. Reading comprehension is the ability to draw meaning from the printed page and interpret the information appropriately (Grabe and Stoller, 2002). Through reading comprehension, students are expected to understand the information that is contained in a text, and broaden their knowledge as well. Teacher have to pay attention to the types of question which are used especially in teaching reading

comprehension. Teacher should know what types of the questions will be able to promote students' comprehension in reading. The research which is conducted by Rohmah (2019) found that teachers mainly asked display questions' type that did not allow the students to talk longer and to think more analytically. Sari (2017) in her study found that when teaching reading, the teacher mostly used factual questions which requires the students to recall facts or information. It means that the questions direct the students to elicit answers which are readily available for them. Based on this analysis in field, it was possible that during this preliminary observation the appropriate questions that used by the teacher in teaching reading comprehension did not appear. Therefore, further research was needed to see the types of questions used by the teacher in teaching reading comprehension as said by the teacher during the preliminary interview. Therefore, this study analyzed the types of questions used by the English teachers in SMA N 1 Sumbul.

II. REVIEW OF LITERATURE

A. Theoretical of Framework

In supporting the idea of this study, the research presented some theories that helped the researcher. Theories are very important because they are used as the basic foundation in conducting the analysis of this research.

1. Classroom Interaction

a. Definition of Classroom Interaction

Classroom interaction is communication between the teacher and pupils go on constantly as initiatory or responsive acts in classroom. Hamzah, Mukhaiyar and Sari (2018) state that classroom interaction refers to activities done by both teacher and students in the classroom where they engage each other toward the lesson given by the teacher.

According to Brown (2000) the teacher and students maintain interaction in the classroom. While the interaction between the teacher and the students are running in the classroom, the teacher gives the material of language and the students get it and use it in their real life. Thus, interaction plays an important role in the teaching and learning process. In teaching and learning condition, classroom interaction defines as an action which is performed by the teacher and

students during instruction such as exchanging ideas or information and sharing feelings or experience. Interaction plays an important role in language teaching. The students learn how to communicate with others through interaction with teacher and others in the classroom.

Murtiningrum (2009) states classroom interaction is a complex process in the class that is influenced by some factors: the teacher, the students, or the classroom environment. Effective interaction is needed in the second language learning. It is related with the use of the language to communicate. The teacher and the students use language actively in communication in the classroom. Both the teacher and the students feel comfortable in expressing their information, knowledge, ideas, opinion or anything using the language.

Based on the explanation above, the researcher can conclude that interaction in the classroom during the learning process is very necessary. Classroom interaction is all interactions that occur between teachers and students or students and students in the classroom during the teaching and learning process, where the goal is for learning to run actively and to create a conducive learning atmosphere.

2. Reading Comprehension

a. The Nature of Reading Comprehension

Reading Comprehension is an active thinking process which a reader intentionally constructs meaning to form deeper understanding of concepts and information presented in a text (Blanton, 2007). An active thinking process in comprehending a text refers to the ability of students to use the information they already possess to filter, interpret, organize and reflect upon the incoming information from the text. Interpretation of text involves a combination to prior knowledge.

Klinger (2007) states that reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including word meaning, word and world knowledge and fluency along with the integration of background knowledge and previous experiences. The process of constructing meaning is the process in which the reader combines their prior

knowledge with the additional information from a text, draw the meaning of words, and connect it to reach clear understanding of the written text (Pang, 2003). Construction process starts from recognizing words, identifying words to build meaning. The meaning is constructed by connecting, questioning, inferring, and predicting the ideas of text to what readers' knowledge.

Based on the definition above, reading comprehension can be defined as the activity of reading to find the stated or unstated writer's idea in a text by relating the text with readers' background knowledge and their previous experiences.

b. Teaching Reading Comprehension

Teaching to read refers to reading for meaning or comprehension. Teaching reading comprehension is a teaching-learning process between a teacher and students to help the students, as the readers, to comprehend a text. Teaching reading comprehension is teaching the students to read by helping them to learn the relationships between the printed words and their meaning (Fry, 2007). This statement implied that in teaching reading comprehension, there are two points should be taken into consideration, namely words and meaning. Before teaching the meaning, it is important to teach word and word knowledge. As Laflamme (1997) believes that comprehension is impossible if meaning of words is not known. The readers will have a limited understanding if they do not know the meaning of words they read. Teaching meaning is important to improve students' reading comprehension. Words and meaning are related to each other, as Paul (2003) believes teaching a written words and pronunciation without teaching its meaning is ineffective. Therefore, the purpose of teaching reading meaning is to help the students develop their reading skill and enhance their comprehension.

3. Questions

a. The Meaning of Question

A question perhaps either a linguistic expression that used to ask for information, or more than likely the actual solicitation made by such an articulation. This information is provided with an answer Berlitz (2000). It implies the way how an individual address a question is not only utilizing by the words, an

individual may utilize gesture which reworded to look for information from the audience or listener. Kifle (2008) states that question in general refers to a problem or puzzle which is presented to someone in this study to the learner so as to give answers, to tell his/her wishes, and the like.

In classroom setting, Cotton (2003) claimed that the teacher questions and students' answers are considered as a powerful teaching approach if they are used to expose contradictions, challenge assumption, and lead to new wisdom and knowledge. Through questions, teachers can guide students towards conceptual understanding, where students can engage in cognitive organization of chemical knowledge by making of connection between new and prior knowledge (Nakiboglu & Yildirim, 2011; Smart & Marshall, 2013).

Based on the above understanding, the researcher concludes that the question is an interrogative sentence aimed at someone to get information, or ask what he or she wants to know about something. From those definition, it tends to be summed up that the importance of question is instructional cues or upgrades that convey understudies to look for information on what they have definitely known and learned and headings for what they are to do and how they are to do it.

b. Reason which Affect the Use of Questions in Teaching Reading

Comprehension

The teacher asking questions in teaching reading comprehension is one of the teacher's behaviors. Teachers may perform different behaviors in teaching the same materials to the same levels of students.

Gage (2009) suggests four variables in teaching specifically are presage, context, process and product. Based on the four variables mentioned above, one of the variables related to the teacher is the presage variable.

Presage variables include those that affect teachers and their teaching behavior (things that contribute teachers to the learning process). Presage variables concern the traits that teachers have that affect the teaching process (Gage: 2009). Presage variables consist of teachers' formative experiences, their training experience and their personal attributes.

- 1) A teacher's formative experiences include all the incidents and situations that teachers experience that can shape and shape their mental behavior and reactions.
- 2) Training experience includes events that have occurred to prepare for a teaching career, such as attending college or university. These events include undergraduate courses taken, post-graduate education, teaching practice experience, in service and all experiences that have the possibility of forming their confidence in the teaching profession.
- 3) Teachers' attributes include their beliefs, attitudes, perceptions, and background knowledge of the teaching/learning process. This is considered to characterize each teacher because they carry these attributes within themselves. They are embedded deep within themselves and they serve to explain the teacher's behavior in response to various situations.

c. Types of Questions in Teaching Reading

The level of understanding students have is depend on the type of questions given to students in reading lesson, as Cunningham (1971) beliefs questions have the potential to stimulate thinking, but the level of comprehension you want students to function at depends on the type of questions asked. This study focused on the types of questions which are proposed by Nuttal (1982).

a) Questions of Literal

Question of literal is a question which refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. These questions can be answered directly and explicitly from the text.

b) Questions Involving Reorganization or Reinterpretation

Questions involving reorganization are questions which requires the students' ability to use information from various parts of the text and combine them for additional understanding.

c) Such questions are valuable in making the student consider the texts as a whole rather than thinking of each sentence on its own; or in making the student assimilate fully the information the student obtain. Questions of Inference

Questions of inference are questions which can be called “author and me question” because these questions require the reader to make inference based on material that is in the text but not explicitly stated and employ personal experience to find some reasonable answers to the question. These questions measure the students’ ability to go beyond the author’s explicit statements. The students have to carry statements made by the author one step beyond their literal meaning or recognize the opposite of a statement made by the author.

d) Questions of Evaluation

Questions of evaluation are questions which require the reader to make decision about the text. Evaluation questions involve the reader in making a considered judgment about the text in terms of what the writer is trying to do, and how far the reader achieve it. The reader may be asked to judge, for example, the writer’s honesty or bias, the force of his argument, or the effectiveness of narrative power in a novel.

The type of this questions are most sophisticated of all, since they ask the reader not merely to respond, but to analyze the response and discover the objective reasons for it, as well as measuring it against the presumed intention of the writer

e) Questions of Personal Response

Questions of personal response require readers to respond with their feeling. The answers are not found in the text. They come strictly and there is no personal responses are incorrect. The reader is not asked to assess the techniques by means of which the writer influences him, but simply to record his reaction to the content of the text. This may range from ‘I’ convinced or ‘I’m not interested’ to ‘I’m moved’ or ‘I’m horrified’.

d. The Ways of Using Questions in Teaching Reading Comprehension

There are several ways or techniques that teachers can use in using the questions when teaching reading comprehension. Chen (2016) proposed more specific teacher’s questioning techniques for facilitating the elicitation of students’ reading comprehension as follows:

a) Wait Time

According to Wu (1993), teacher questioning cannot always be used to elicit responses successfully from students if there is sufficient wait time provided by the teacher.

Tan (2007) also indicated that when wait time is insufficient, students hardly engage in conversation, or they fail to provide a response to the question. Therefore, adequate wait time is essential needed to encourage high cognitive responses in reading comprehension.

b) Repetition

Repetition involves repeating a question without replacing any words. Teachers can use repetition strategy by repeat frequently or many times their questions without changing the original form; thus, students can get the point and understand what the meaning is.

c) Paraphrasing

Paraphrasing refers to the process of expressing a question in another manner by changing or simplifying the wording. Paraphrasing means changing an original the form of questions into another way. When students do not understand what question are posed, teachers can give the question again by make question into simple words and easier for students. Teachers may use another common word or in different structure (Dumteeb, 1996 as cited in Isfara, 2007).

d) Simplification

Simplification is used when a question is too complex to answer in one step; simplification often involves dividing a question into simpler questions and answering each one separately. According to Wu (1993), simplification is the most effective of these strategies assisting students in responding to questions which they consider complicated and difficult to answer.

Simplification strategy is almost similar to the paraphrasing, but teachers will change the sentence structure to focus the meaning. Teacher will focus on the certain matter which cannot be understood by students and give them another view or ask them into different ways.

e) Probing

Probing is a questioning technique that teachers use to scaffold or mediate students' thinking, which facilitates the comprehending of student toward reading text. Probing refers to the process by which a question is followed up by one or more supplementary questions that enable the teacher to elicit additional responses from a student.

III. RESEARCH METHODOLOGY

A. The Research Design

Research design was needed in conducting the research. Research design is plans and the procedures for research to be detailed methods of data collection and analysis (Creswell, 2009). Therefore, this research was conducted by using descriptive qualitative design because this study was focused on the analysis of the teacher's questions during teaching learning process. Ary (2010) states that the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. In line with this, Bogdan and Biklen (1982) state that qualitative research is descriptive which data is collected in the form of words or pictures rather than numbers. Based on these explanation, data can be in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications were used to present the findings of the study.

B. The Data and Source of the Data

The data in this research was in the form of descriptive qualitative data and use qualitative data procedure for the data analysis. The data were the sentences that consist of questions posed by teachers in teaching reading comprehension and the result of the teachers' interview.

Source of the data refers to a subject where we get the data (Arikunto, 2017). If the researcher uses a questionnaire or interview in data collection, the data source was called the respondent, namely the person who responds to or answers the researcher's questions, both written and oral questions. If the researcher uses the observation technique, the data source can be in the form of objects, motion or something processes (Arikunto, 2017). The source of the data of this study were the two English teachers namely KP and RS. KP has been an English teacher in SMA N 1 Sumbul for

20 years and now she teaches English subject in class X and XI. Moreover, RS becomes an English teacher for 7 years.

C. The Instruments of Collecting Data

In order to fulfill the objectives of this research, the instruments were used to obtain the data. Instrument is the tools that are required to get information. Sugiyono (2010) states that in qualitative research, the instrument was the researcher themselves. It means that everything is controlled by the researcher. As the main instrument, the researcher planned the research, collected the data, classified the data, analyzed the data, and finally reported the result of the research. The supporting instruments of data collection in this research were video recorder, question sheet, and voice recorder.

1. Video recorder

This instrument was used in data collection carried out by observation. Researcher use the video to hear and to see the atmosphere in the English classroom interaction

2. Voice Recorder

Voice recorder was used in data collection carried out by interview. The advantage of using a voice recorder was collected the actual data from conversations between researcher and respondent studied, as well as conversational data among respondent in conducting activities, and data obtained can be re-analyzed after the event and after the reflection phase again

D. The Techniques of Collecting Data

Sugiyono (2010) states that the technique of collecting data refers to the most strategies step in doing the research, because the main purpose of the research was getting the data. Therefore, in this research the researcher used the technique for collecting data by video recording and interviewing.

1. Video Recording

Video recording was done to record the teacher-students' activities during learning process. According to Creswell (2009), such as a researcher is a non-participant observer. It was applied as the technique for capturing natural interaction between teacher and students during learning process in detail. The researcher

recorded the process of teaching and learning English in order to get the accurate information about the questions used by the teachers during teaching reading comprehension. The data were the recording transcription of teachers' and students' utterances during learning process.

2. Unstructured Interview

An unstructured interview was used in this research. An unstructured interview is an interview that aims to find non-standard information or no single information (Nugrahani, 2014:127). In unstructured interview was chosen to scrape the information to get the data. It means the researcher freely ask the questions without being tied with the draft of questions. The questions was spontaneously occur appropriate with the interview situation. The teachers were interviewed to discover deeply about the reasons why do the teachers use the questions the way they do. An audio recorder was required to record the interview activity in order to save the real information related to the teachers' answers and were converted it into transcription.

E. The Techniques of Analyzing Data

Miles, Huberman, and Saldana (2014) portray that there are three activities to analyze data in descriptive qualitative research. Those activities are data condensation, data display, and conclusion drawing or verification.

1. Data condensation

This technique refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in written-up field notes or interview transcript. Here, the data were selected and the transcription of record observation in teaching learning process was identified.

2. Data display

This technique was the second activity. A display was an organized, condensed assembly of information that allows analytic reflection and action. Designing a display deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells are analytic activities. This research was designed by table to arrange the data of sentences that consist of teachers' questions in the form of table and show into the clearly

explanation. The aim to see clearly what types of questions used by the teachers in teaching and learning processes.

3. Conclusion drawing and verification

These technique was the last process. In qualitative research, the characteristic of conclusion was temporary. It can change if the researcher does not discover strong evidence to support the next collecting data. So, the researcher made conclusions from data display.

In short, the steps in analyzing the data were: (1) the researcher collected the data through observation and interview. Then, the researcher selected, identified, and focused on the data by referring to the formulation of the research problems; (2) after selecting the data, the researcher displayed those data into table form; (3) after displaying the data, the conclusions were drawn.

IV. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

After analysis of the data obtained above, there were some findings found in this research. The findings in this research were as follow:

In regards with the first problem of the study, types of questions used in teaching comprehension in English classroom interaction it was found that both teachers bring up literal question, reorganization or reinterpretation question, inference question, evaluation question and personal response question. Specifically, 7 (9.86%) for literal questions, 19 (26.76%) for reorganization or reinterpretation questions, 9 (12.68%) for inference questions, 4 (5.63%) for evaluation questions and 5 (7.04%) for personal response questions. It also found that there were 27 (38.03%) other types of questions used by the two teachers, namely questions related to knowledge, vocabulary and students' experience.

In regards with the second problem of the study, the ways of using questions in teaching reading comprehension in English classroom interaction it was found that teacher KP used wait time, repetition, paraphrasing,

simplification and probing when asking when teaching reading comprehension. While teacher RS only use the way or technique of wait time, repetition, paraphrasing and simplification when asking when teaching reading comprehension.

In regards with the third problem of the study, the reason of the questions used as the way the teachers do based on the interview with the teachers it was found that there were 3 reasons that affect both teachers when giving questions as the teacher does, namely teachers' experience, teachers' formative and teachers' personal attributes.

B. Discussion

This research discussed the questions used by the teachers in teaching reading comprehension in English classroom interaction. Reading is not only read the text but also need comprehension to understand the text. Getting the meaning from the text is called comprehension. Reading comprehension is the ability to draw meaning from the printed page and interpret the information appropriately (Grabe and Stoller, 2002). Reading instruction literature suggests that questioning strategies can be taught to students to enhance reading comprehension (Hudson, 2007). Richard & Lockhart (1994) stated that questioning is one of the most common techniques used by teachers. Teacher have to pay attention to the types of question which are used especially in teaching reading comprehension.

The study aimed to examine the types of questions used by teachers in teaching reading comprehension, investigate how teachers used questions in teaching reading comprehension and analyzed the reasons that affect the teachers to ask questions.

In analyzing the types of questions used by teachers, this study used Nuttal theory (1982) which states that the types of questions in teaching reading comprehension are Literal questions, Reorganization or reinterpretation questions, Inference questions, Evaluation questions and Personal Response questions. Then in analyzing the way or technique used by teachers in using questions in this study using Chen's theory (2016) which states teacher's questioning techniques for

facilitating the elicitation of students' reading comprehension namely wait time, repetition, paraphrasing, simplification, and probing. Then for the third problem was analyzed by using Gage (2009) which states that there are three factors that affect teacher behavior in asking questions, namely teacher's formative experiences, training experience and teachers' attributes.

In this study, two English teachers at SMA N 1 Sumbul were chosen for the participant. The data was obtained from the results of video recording transcripts during teaching reading comprehension and the results of transcripts of interviews with both English teachers.

Based on the results of the study, it was found that the teachers used all the questions' type that proposed by Nuttal (1982). It was also found that there were other types of questions used by both teachers, namely questions related to student's experience, student's vocabulary, and student's knowledge.

In regards with the first problem of the study, types of questions used in teaching comprehension in English classroom interaction were found 7 for literal questions, 19 for reorganization or reinterpretation questions, 9 for inference questions, 4 for evaluation questions and 5 for personal response questions. It also found that there were 27 other types of questions used by the two teachers, namely questions related to knowledge, vocabulary and students' experience. The most dominant question's type that used by both teachers was other types questions that relate with students' knowledge, students' vocabulary and students' experience. Based on teachers' interview, the teacher mostly asked the questions that relate with students' vocabulary because they saw that students did not know or did not master the vocabularies. They had perception that the most students master the vocabularies, the students were easy to comprehend the text. In asking the question that relate with students' experience, the teachers' reason was because they want to make the class condition became active and gave the humour.

In regards with the second problem of the study, the ways of using questions in teaching reading comprehension in English classroom interaction

were found that teacher KP used wait time, repetition, paraphrasing, simplification and probing when asking when teaching reading comprehension. While teacher RS only use the way or technique of wait time, repetition, paraphrasing and simplification when asking when teaching reading comprehension. The teacher used these techniques when the questions could not be answered directly by the students. The teacher applied those techniques to help the students.

In regards with the third problem of the study was analysed based on the results of an interview with teachers. Based on theory, there are three reasons that influence the teacher's behaviour in asking questions when teaching reading comprehension. Teachers stated that the first reason was the teacher's formative experience that relate with the condition that teachers faced when using the questions during teaching reading comprehension. The second reason was teachers' training experience which was related to the teachers' education background. Both teachers had different educational backgrounds where KP used to major in English education while studying meanwhile RS majored in literature. Different educational backgrounds lead to different ways of teaching in asking questions when teaching reading comprehension. The third reason was teachers' personal attributes that relate to the personality of the teacher. Based on the results of the interview, the things contained in the teacher's personal attributes that underlie the teacher's actions were the same as when asking questions in teaching reading comprehension, namely the perceptions and beliefs possessed by the teacher.

In finding of the first problem, it was found that the most question used by teachers was other types of questions that relate with students' knowledge, students' vocabulary and students' experience. Meanwhile, for the least was the evaluation question. Based on teachers' interview, the reason that make both teachers used a few of evaluation questions because they thought that this questions only used at the end of lesson that aimed to evaluate the students' comprehension about the text. Meanwhile, when compared with research

conducted by Daeli (2020) who also examined the types of questions based on Nuttal's theory, it was found that the most dominant was the personal response question. However, it was also found that the similarity of the findings of this study that the least question was the evaluation question.

V. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of questions used by the teachers in teaching reading comprehension and interview the teachers to investigate the teachers' reason that affect the teachers' way in asking the questions in this research, it can be concluded as follow:

1. There were five questions' type used by teachers in teaching comprehension in English classroom interaction namely: literal question, reorganization or reinterpretation question, inference question, evaluation question and personal response question. Specifically, 7 (9.86%) for literal questions, 19 (26.76%) for reorganization or reinterpretation questions, 9 (12.68%) for inference questions, 4 (5.63%) for evaluation questions and 5 (7.04%) for personal response questions. It also found that there were 27 (38.03%) other types of questions used by the two teachers, namely questions related to knowledge, vocabulary and students' experience.
2. The ways of using questions in teaching reading comprehension that was applied by teachers was in accordance with the theory. Teacher KP used wait time, repetition, paraphrasing, simplification and probing when asking when teaching reading comprehension. While teacher RS only use the way or technique of wait time, repetition, paraphrasing and simplification when asking when teaching reading comprehension.
3. There were 3 reasons that affect both teachers when giving questions as the teacher did, namely teachers' formative experience, teachers' training experience and teachers' personal attributes.

B. Suggestions

Based on the conclusions outlined above, here were suggestions for the field of English studies, for students, and for other researchers.

1. English Teacher

Teachers are advised to pay more attention to the types of questions used when teaching, especially in teaching reading comprehension. Because by asking various questions in teaching reading comprehension will help students become more active, improve speaking skills, increase confidence and most importantly will making it easier for students to understand the text being read, teachers are advised to provide more inference and evaluation type questions. Teachers should be more aware of using techniques in asking questions. It is also important to think about how to use questions, so that students are not confused or do not understand the questions asked by the teacher.

2. Student

Students should be more active and courageous in answering questions and expressing opinions. In learning to understand a text it is recommended to students to use various answers when the teacher gives a question, the student is more active in responding to the question. With this, students will be better trained in understanding a text.

3. Other Researchers

This research is limited to one school and two teachers with the same class level. This research in the future can still be developed further, researcher hopes there are other researchers who will develop similar research with different types strategy in teaching reading comprehension or even media available in an era that was already growing rapidly that related to students' comprehension.

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