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ARTICLE QUESTIONING STRATEGIES IN READING CLASS ABSTRACT Reading is one of skills that must be mastered by the students. Its purpose is to get the ideas of the writer that is written in the text. To be easy understanding the text, students should comprehend the text. By comprehending the text, students can concentrate and focus about what they read. Moreover, they will understand the meaning of the text easily.

But, understanding a text is not quite easy, many problems are often faced by the students while reading, such as: difficulty to understand an English text, finding main ideas, feeling bored in reading text and the monotonous teaching techniques that are taught by the teachers. Thus, teachers need to make an active class that will improve the atmosphere of reading class become enjoyable and the students are easy to understand the text.

One of teaching reading techniques that can be applied is questioning strategies. Questioning strategies are some questions that are asked to students to check their understanding of the text and make them enjoy in the process of teaching and learning by the following steps: questioning at the beginning, questioning at the middle and questioning at the end.

The aim of this article is to describe the implementation of teaching reading comprehension using questioning strategies. Keywords: questioning strategies, reading

I. INTRODUCTION In language learning, there are four basic language skills that have to be mastered for students who learn English, those are listening, speaking, reading, and writing.

In this basic skill, reading has important role in our life, through reading the learners can improve their knowledge, cultural information, enrich their vocabularies and change their behavior. Linse and Nunan (2005:69) state that reading is a set of skills that involves making sense and driving meaning from the printed word. It means that reading is an activity which needs sense to get the meaning from a passage.

Furthermore, the new curriculum of Indonesia that is led by Nadiem Makariem, the current minister of education and culture of the Republic Indonesia, replaces National Examination (UN) into Competency Assessment Minimum (AKM). This will measure the students' achievement from learning in literation and numeration. Thus, every student should improve their reading in comprehending texts.

According to Nunan (2003: 69), reading is an essential skill for learners of English as a second language. By mastering reading, students will get a lot of information for their learning. They will share information from the text that they have read to the others. In order to know the meaning of the text, students have to comprehend of the text first.

"Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the text, and learning how to abstract meaning from text" (Al Odwan, 2012). So, it reading skill is very important for students who learn English. Then, students are expected to have creative and critical think to solve it.

But there are many problems faced by the students while reading, such as: difficulty in understanding in English text, finding main ideas, unmotivated and easily feeling bored in reading text. In addition, Khoiriyah (2014) stated that the students are reluctant and unmotivated to read EFL reading and think reading is stressful and monotonous activity.

Thus, they get some difficulties in reading comprehension such as: finding literal, inferential, and critical comprehension, for instance: they do not understand to find an important information stated in the text; find the topic, main idea, and content of text; find implied information; and they do not know the meaning of some words in the text.

Recognizing these problems, students need to build a strategy to build their understanding in reading passage by the support of teacher to make it easier for them in learning English. In order to measure their comprehension toward the passage,

teacher can ask several questions which have relation with their knowledge about what they have read.

There are some strategies that can be applied by the teachers in improving students' skill in learning English especially in understanding reading. One of the strategies is a questioning strategy. Questioning strategies are the ways which are used to ask something to the students in acquiring a purpose in teaching and learning process.

Harvey (2000) explains that questioning strategy is most effective when it allows students to become fully involved in learning process. Because the key of this technique is to create learning environment that are more interactive, active and collaborative. Questioning strategy has many benefits. They are; questioning strategy can make the students more active in doing teaching and learning process; improves the communication of teachers and their students because they will have interaction in two ways in reading class; by applying questioning strategy in reading class, it will strengthen the students' knowledge about the text that they have read; students will be more confident to state about their opinions; and teaching reading class using questioning strategy is better than monotonous teaching technique. It is supported by several studies have been conducted by researchers.

First, Amalia and Devianti's study (2016) that stated in their research entitled "The use of questioning strategy to improve students' reading comprehension", questioning strategy is able to improve students reading comprehension of a text that can make them active and work at much higher level. Second, questioning strategy. Qashas et.

al (2016) in his study entitled "English teacher questioning strategies", stated that questioning strategies as a teaching device can be reached by doing and applying the questioning strategies in a good and appropriate way, and make the interaction and communication between teacher and students are more valuable. Third, According to Dewi (2018) also found that questioning strategy encouraged students to build upon their previous knowledge about what they read.

Fourth, Anisah et. al (2019) in their research entitled "Teachers questioning strategies to scaffold students learning in reading", it was found that questioning strategy gives many benefits.

It was elicit the students' answers, the students had an opportunity to hear the teachers' utterances again as to make them confident to respond, the students were more active, focus and it could lead to the conclusion of the lesson. The last, teaching reading class using questioning strategy is better than monotonous teaching technique.

Marzona and Astria (2019) in their research entitled "The effect of questioning strategy and students' motivation toward reading comprehension of narrative text at the eleventh grade social science of SMA Negeri 1 Talamau Pasaman Barat", students who were taught by questioning strategy had better reading comprehension than students who were taught by conventional strategy. II.

READING COMPREHENSION In English language teaching, reading skill is involved in receptive skills where the students learn to get information from the passage and comprehend it. Reading is beneficial since students will get a lot of information from the passage that they read. Harmer (1998: 68) states that reading is useful for other purpose too, any exposure to English (provided students to understand it more or less) is a good thing for language students. Therefore, students should comprehend a reading passage.

Moreover, reading comprehension is an ability of understanding and interpreting in a text correctly. Snow (2002: 14) states that reading comprehension as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. By reading a written language in the form of a passage, students will get a lot of information. It makes reading comprehension becomes important.

In addition, Oakhill (2014: 1) states that reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. It means that in order to master or have success in reading. Students need to understand whole passage by understanding the word first and so on. Then, students can be said success to comprehension a text by fulfill the indicators, as follows: students are able to identify the topic of the text, students are able to identify the main idea of paragraph, students are able to find detail information of the text and students are able to understand the meaning of vocabularies used in the text.

So, it can be concluded that reading comprehension becomes important because it helps students to discover new things by educating them in any area of life they are interested and to do their own thinking. It helps develop the mind and imagination and the creative side of a person. It improves their communication both written and spoken. It is not just for understanding the text bur for broader learning, and success in education. III.

TEACHING READING COMPREHENSION Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2014). However, the

result of the teaching depends on the students itself. But, teachers as the facilitator of teaching must give best effort for guiding students to make them get the best result.

In the other hand, reading comprehension successfully in gaining what the author means on the text. Reading comprehension is a process to understand a text. For example, students have to read a text carefully and comprehend its meaning. In other words, teachers should motivate the students to read a text and make them to comprehend the meaning about the text they have read.

So, by teaching reading comprehension, students are expected to be able to comprehend the text. Teaching reading has some stages. It usually organizes each other to success the teaching and learning process in reading class. Brown (2001) states that there are three stages of teaching reading, they are: a.

Pre-reading Students spend some time in introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. They can bring the best of their knowledge and skills to a text when they have been given a chance understand a text easier. b. During-reading Students should sense the purpose of reading rather than just reading.

There may be certain facts or rhetorical devices that students should take note of what they read. c. After-reading Comprehension questions are just one form of activity appropriate for post-reading. Also consider vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow up writing exercise.

However, sometimes students still have difficulties to comprehend what they read in English, so teacher must help them to comprehend the text by using a strategy that makes them easier to get the information of the text. It is like questioning strategy that can help students to comprehend the text. So, teaching reading comprehension is the process of helping, facilitating, guiding students to comprehend the text and providing students with many opportunities to practice it to make them can acquire the meaning and information from the author on the text. IV.

CONCEPT OF QUESTION Questions in the language classroom play a significant role in promoting learner's language proficiency. They are employed to check students' comprehension, to see if they have acquired the knowledge imparted, to focus their attention and involvement in the lesson, to control behavior, and to encourage the students to use the target of language for communication (Tsui, 1995).

Teachers employ different type of questions to make teaching effective and enhance learners' proficiency in the target language. As it has been explained by Richards and Lockharts (1994), there are three types of questions. They are procedural, convergent, and divergent. First, procedural questions have to do with classroom procedures and routines and classroom management as opposed to the content of learning.

For example; Did everyone bring your homework?; Do you all understand what I want to do?. Second, convergent questions encourage similar student responses or responses which focus on a central theme. These responses are often short answers, such as "yes" or "no" or short statements. For example; Do you use it every day?; How many cats do you have at home?.

The last is divergent questions that encourage student responses which not short answers and which require students to engage in higher level thinking. For example; What are the best way to take care cats?. Furthermore, according to P.E Blosser (1975) the type of questions is divided into some categories, they are: Closed questions used to check retention or to focus thinking on a particular point.

For example; Did you find it?; Have you done this before?; Is this easy for you?. Open questions used to promote discussion or student interaction. For example; What would you expect happen next?; Where did you find the answer?; What do you think about that?. V. CONCEPT OF QUESTIONING STRATEGY In teaching and learning process, there are some strategies that can be applied by the teachers in improving students' motivation in learning English. One of the strategies is a questioning strategy. A question is any sentence which has an interrogative form or function.

In classroom settings, teacher's questions are defined as instructional clues or stimuli that convey to students the content to be learned and directions for what they are to do and how they are to do. In other words, when the people produce sentences to other people when it involves command and interrogative expression to get any information or responses means a question.

According to Wilen as cited in Esther (2012), the purpose of asking questions might be to stimulate student participation to initiate discussion of a topic, issue, or problem based on previous learning and to evaluate students' preparation for a later learning task. Then, the formulation of a good question is also a creative act, and at the heart of what doing science.

Questions help students to make sense of the world and to construct meaning from data and information. It can be a tool for thinking as it help to explore and scaffold

ideas, steer thinking in certain specific directions, and can advance students' understanding of scientific concept and phenomena. Questioning strategy is the question that is asked by the teachers to motivate the students in a learning activity.

Guilford's in Shaunessy (2005) states that questioning strategies is structure of the intellect distinguishes divergent and convergent thinking. The former is the ability to discover many potential answers or solutions to a problem, and the latter is defined as the ability to find the single best solution to a given problem. Questioning strategies is important to students to enhance their explaining ability and solve their problem on reading comprehension activity.

It can be concluded that questioning strategy is a strategy in teaching and learning process to find out what students know and understand about the material, achieve the goal of lesson and involve students to be active in the process of learning. According to P.E Blosser (1975) there are several questioning strategy that can be applied by the teacher during the class, such as probing question, factual question, divergent question, and higher order question. Probing question is a series of question which require students to go beyond the first response.

Here is the example: "Well, what is metamorphosis?" Factual question is question which requires the students to recall specific information students have learned. For example: "What is an octopus do if it faces its predator?" Divergent question is questions that allow students to arrive at a variety of unique response not completely determine by known and remember information.

Here is the example: "What might happen if the lizard cut its tail?" Higher order question is questions which require students to figure out answers rather than remember them. For example: "What similarities and difference between descriptive text and report text?" VI. IMPLEMENTATION OF QUESTIONING STRATEGY According to Eble cited in Sujariati, Rahman and Mahmud (2016) the steps in implementing questioning strategy can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom. The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used.

Furthermore, the questions are applied in each section based on the functions. 1. Questioning at the begining In the begining of a class, giving questions as opening questions in a conversation can makes easy for the students to answer, and does not force them to reveal too much about themselves. The questions before teaching can be in written as a quiz or oral questions.

In this section, questions play as instructional which is the question focus on the role that questions play in helping students learn new material and integrating it with the old one. This questions session can also be motivational for encouraging students motivation to learn more and increase students curiosity with the lesson. The following are the questions that can be applied at the beginning of lesson: a. "Do you still remember the previous material last meeting?" b.

"I bring a picture of animal, can you describe this animal?" c. "Can you guess what the material will we discuss?" 2. Questioning at the middle Asking questions during class teaching and learning process is positively related to learning facts. Based on the functions, the questions in this session can be as confirmation check and clarification request.

It also can be motivational for students in increasing their power to master all the materials. Furthermore, increasing the frequency of classroom questions during the class does not enhance the learning of more complex material. Students and readers or listener tend to focus only on material that will help them to answer the question if these are posed before the lesson is end.

In this session, teachers can use yes/no question or display question, or other type question which is needed by teachers. For instance, teachers want to ensure their self that the students have understood before move to other explanation or other sub topic. It also gives students chance to make clarification with an ambiguous meaning of the learning process.

Questioning students during the class can motivate students to learn more. The following questions can be the example of questioning at the middle of learning process: a. "So, what is the purpose of descriptive text?" b. "What is the animal described in the text?" c. "Can you mention the characteristics of animal in the text?" 3.

Questioning at the end Questioning students at the end of class teaching is mostly used by teachers because it is essential to know students understanding, to assess students learning, to test students input and evaluate both teachers teaching quality and the teaching learning process whether have been running well or not. In this section, it is essential for teacher to apply recall question, a referential question to check students understanding.

Open/closed question, or other type question can also be used by teachers in completing the target learning. Teacher can use both oral questions and written test.

Based on the functions, the teacher gives question in this session as a diagnostic tool or comprehension check when teacher need to check students understanding and the quality of learning. Furthermore, questioning students at the end of teaching can help students synthesize the information and draw conclusions.

Their responses to one last question and the muddies point can be submitted for teachers review to address student issues at the beginning of the next class period or review to clarify content. The following are the example of questioning at the end of class: a. "Do you understand about the material today?" b. "What is the material we have learned?" c. "What is the conclusion of today's meeting?" VII.

CONCLUSION Questioning strategy has many benefits for the students' reading comprehension. It is proved that questioning strategy is very important. Because questioning strategy can be alternative strategy to help students when doing reading comprehension activity and help the teacher to make students interest in reading activity. So, questioning strategies applied by the teachers to teach the students in reading class is run well.

The teacher and the students generally gave positive perceptions toward questioning strategies. REFERENCES Al-Odwan, T. A. A. 2012. The Effect of the Directed Research Thinking Activity through Cooperative Learning English Secondary Stage Students' Reading Comprehension in Jordan. Internasional Journal of Humanities And Sosial Vol.2 No.16 The World Islamic Sciences and Education University. Amman, Jordan. Amalia, A. R. and Devianti, Y. M.

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