Questioning Strategy Used by EFL Teacher in Teaching Descriptive Text at State Junior High School

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Abstract
Specifically, the purpose of this study to determine what types of questions teachers ask when they are teaching descriptive text. A single-case study was conducted for the purpose of this analysis. SMPN 1 Wonoayu's class VIII-I, which had ten students and one EFL instructor, participated in this study. Observation and interview were the instruments used in this study. Analysis of instructor use questioning strategy in descriptive text on classroom teaching and learning process; analysis of teacher interview statements; and analysis of student interview statements comprised three sections of the findings. An important goal was to get a better understanding of how teachers approach teaching descriptive literature, why they choose this kind of inquiry, and how students respond to the questions they are asked. It was designed to help students remember what they had learned in the previous session, and to get the class started off on the right foot. Lecture-based questioning was utilized to keep students engaged and ensure they understood what was being spoken. In order to assist students to develop their ideas, only thinking-based questions were utilized in this course. Lecture-based questions were utilized in the classroom to keep students engaged and to ensure that they understood the material. That the teacher used questioning strategies because she thought that talking with her students would make it easier to teach descriptive text, and that the students thought the teacher was good at using questioning in the classroom can be found out.

***Keywords:** English teacher, teacher question, questioning, strategies, descriptive text*

INTRODUCTION

To be ready for a writing class, you need to be able to ask questions that are focused on writing and the problems that students have while writing. Because writing is learner-centered, taking into account goals, expectations, objectives, learning styles, abilities, and knowledge, Durga and Rao (2018) say that writing is an important part of learning a new language. Rabbawany (1921) said that writing is both a process and a product. Writing is both a process and a product. To sum up, good writing isn't just about being able to speak and write the English language well. It also requires creativity, knowledge, and foresight.

Many kids can't communicate well in English. Many kids are said to have trouble in writing. Students often have linguistic and non-linguistic problems when they write. Indonesian EFL students have a lot of problems with grammar, vocabulary, content structure, and mechanics when they write (Divani, 2018) when students can write down what they heard and read, they are more likely to do writing projects. For example, Abdulkareem (2015) found that Malaysian students struggle with vocabulary register, idea organization, grammar, and spelling, whereas Huy (2015) found that Vietnamese students struggle with grammar and vocabulary competence, as well as a lack of motivation, when it comes to their writing. Teaching and learning descriptive text writing necessitates a teacher's ability to maintain order in the classroom. The teaching-learning process may be monitored, steered, directed, and encouraged by asking pupils (Nashruddin, 2020).

We can now see the common issues that students confront during the writing process. According to an interview with their English instructor, Mrs. Sundari S.Pd., the students' writing talents in teaching descriptive language are not immaculate. Some kids are still having difficulty putting what they have heard or read into words. As a result, pupils seldom engage in writing activities in school, let alone at home. As a result, the kids develop an aversion to writing. Even if the information is wrong, students usually engage in writing activities because it is simpler for them to express themselves by writing what they have heard and read.

Another issue mentioned by Mrs. Sundari S.Pd is the difficulty in mastering vocabulary. Because they don't know what some of the words mean, the students have limited vocabulary. Students are more likely to look up words in a dictionary when translating. As a result, it is hard for them to remember words. People who write in English have a hard time, especially when they write in the text genre. A writing class should have an instructor who can get students to use their imaginations as well as their language skills in order to write high-quality work. There are four sorts of composition: piece, argumentation and portrayal. Narrating is likewise a kind of composition. It's the most normal kind of composition: "painting" a subject with words (Lair, 2013). Subsequently, the analyst expresses that without decisive reasoning, even an understudy with great language abilities would struggle with transforming his considerations into clear, graphic composition. Accordingly, perhaps the main things for EFL educator to do when they show this kind of composing is to assist understudies with further developing their decisive reasoning abilities. As a specialist, you can concoct explicit thoughts for research, similar to educator based hypothesis studies, composing, unmistakable composition, and discernment. How do Sadker, Sadker, and Zittleman (2011) ponder and assess this Talk based or instructional, reality based, and thinking-based questions are the three kinds of inquiries that the three analysts concocted. As the author found, there are five ways that inquiry can help students improve their descriptive writing (Abdulkareem, 2015). There are three people who say that Etemadzadeh is right: Seidi and Far. (2013) teachers who employ the questioning method in the learning process can help students enhance their descriptive writing skills by 17 percent.

In the classroom, all students respond to the descriptive text in a variety of ways. During the classroom discussion, many students give positive feedback. Then there are the numerous questions that students can ask the teacher in the classroom. Students lacked adequate language knowledge, making it difficult for them to understand the question, and they did not react to the professors' inquiry (Suartini, et al., 2020). The value of a questioning method is that it may increase learning, boost students' capacity to think critically, result in clear concepts, ignite students' imaginations, and drive them to act. Additionally, it is one of the ways in which professors aid pupils in increasing their knowledge more quickly. In conclusion, the researcher is interested in analyzing the teacher's questioning strategies when teaching descriptive text for a variety of reasons, including the fact that the teacher should employ questioning strategies that enhance students' thinking abilities and infuse the classroom with positive energy.

As a result, the researcher investigated the teacher's questioning tactics when teaching descriptive text at SMPN 1 Wonoayu. The following are the research questions:
1. What tactics do teachers use to elicit student responses while teaching descriptive text?
2. What are the objectives of employing questioning tactics in the classroom while instructing students on how to write descriptive text?
3. How do students assess the teacher's tactics for questioning while teaching descriptive text?

METHOD

A single-case research approach was used in this investigation. One case study, as defined by Yin (1994), was used to explore and investigate one specific instance of the research subject, teacher questioning in the context of instructing students on how to write descriptively about their experiences. In the study, the words: During the descriptive writing learning process, teachers asked questions in the classroom, which is called teacher questioning. Descriptive text is text that talks about people, places, or things in some way. SMPN 1 Wonoayu in East Java was the site of the investigation. Semambung is located in the district of Sidoarjo. One thousand forty-two kids attend SMPN 1 Wonoayu, which houses them in 29 classes, with 35 of them being in the eighth grade. Both an EFL teacher and students took part in this study.

To collect data, the researcher used two instruments: (1) observation and (2) interview. The researcher must follow the steps in collecting data during the data collection process (Frastiwi & Sari, 2020). The following approach was used to collect data:

1. The researcher acted as an observer in the subjects' class.
2. The researcher took notes in the observation field while observing
3. The researcher spoke with the teacher.
4. The researcher conducted in-depth interviews with a few of the pupils

According to Miles, Huberman, and Saldana, the interactive model was used to do the data analysis, which is what happened (2014). Steps were taken during the data analysis as shown in the following table: Data Consolidation, Data Display, and Conclusions are the three main steps in this process. There are a lot of things that need to be done before you can analyze something.

RESULTS AND DISCUSSION

A description of respondent data aids in understanding the backgrounds of the respondents who are the study's subjects (Frastiwi & Sari, 2020). The description of the respondent's data can be used to establish whether or not the sample selection was in accordance with the population and sampling technique (Frastiwi & Sari, 2020). There are three main components to this section's results summary, which follows the responses to the study questions: First, how the teacher thinks about questioning in the context of teaching descriptive literature; second, why the teacher used the questioning method; and third, how the students think about the teacher's questioning strategies. First, researchers looked at how teachers talked about teaching and learning in the text that describes what happens in a classroom. They also looked at how teachers talked about themselves when they were interviewed. The questioning strategy included prior-knowledge based questioning, lecture-based questioning, fact-based questioning and thinking-based questioning.

Data extract 1
Teacher: "Good morning, how are you students?"
Student: "Good morning Mrs. Sundari, I'm fine and
you?"
Student: "Good morning Mam"

In comments on responding to the class the teacher started the class by saying "Good Morning" and the students give responses. The teacher used prior-knowledge based questioning and the students responded to their teacher direction demonstrated that they returned the teacher greeting. Students respond with order thinking. It was used to draw the teacher attention to the fact that the kids were present in class. This is also a sign that students are well-behaved in class.

Data extract 2
Teacher: "Did you learn yesterday?"
Student: "Yes mam"
Student: "Yes mam, I learn yesterday"

After starting the class, the teacher engaged the students into discussion whether they studied yesterday. They said "Yes mam". This shows that students respect their teacher even by responding to the teacher question. The teacher used prior-knowledge based questioning and students respond with order thinking

Data Extract 3
Teacher: "So today we will have new material, what is the material? We have learnt about narrative text, are you still confused with narrative text?"
Student: "No, Insyaallah"
Student: "No, mam"

The teacher engaged the students into discussion whether they confused with material. They said "No, Insyaallah and No, mam". This shows that students respect their teacher even by responding to the teacher question. The teacher used probing question and students responded with order thinking.

Data extract 4
Teacher: "Ok. Now we will go to new material which is a descriptive text.
What is descriptive text?
Student: "Hmmmm… a text that explains something".
Student: "Text describing people or objects".

The code shows that the students considered that the question is a method of assessing their comprehension of a teacher topic. They said "Hmmmm… a text that explains something and Text describing people or objects". The teacher used lecture-based questioning and students respond with order thinking.

Data extract 5
Teacher: "Ok students, can you differentiate between narrative text and descriptive text?"
Student: "Yes, mam. We can".

After discussion the teacher Brains storming the students about the material that will explain at the day. And the students said "Yes mam, we can". The teacher used fact-based questioning and students respond with order thinking.

Data Extract 6
Teacher: "Do you already understand with material?"

Student: "Yes, we do".

After that the teacher Engaged the students into discussion. They said "Yes, we do". This shows that students respect their teacher even by responding to the teacher question. The teacher used thinking-based questioning and students respond with order thinking.

Data extract 7
Teacher: "As you get the text, it is about my grandmother. From the title, what kind of text is it?"
Student: "Descriptive text".
Teacher: "So, what is descriptive text? a text which inform the readers about famous place or thing other. So, for example I want to describe my mother wearing batik dress and black shoes. So, what is my purpose?"
Student: "To describe".
Student: "To inform about describe the people".
Teacher: "To inform whom?"
Student: "To inform the readers".

The teacher Checked student's understanding and Assessed student's understanding. The teacher used factual recall question and the students' responses to their teacher direction demonstrated that they returned the teacher. Next, the students responded the question with order thinking response.

Data extract 8
Teacher: "What is the difference between descriptive text and narrative text?"
Student: "The descriptive text, is that which aim to describe a certain object. By object, as well as people, animals, events, that can be described by one person to another".
Teacher: "Then what make it different with narrative text?"
Student: "The narrative text which make a story progress, it makes interruptions in history, a character, a place, an object, in short".

Here, students used order thinking respond the assessed and review the previous study. They said "The descriptive text, is that which aim to describe a certain object. By object, as well as people, animals, events, that can be described by one person to another" and "The narrative text which make a story progress, it Makes interruptions in history, a character, a place, an object, in short". The teacher used thinking-based questioning.

Questioning strategy used by the teacher in teaching descriptive text
When it comes to teaching descriptive text, a teacher's use of the questioning method is examined in this section. Teachers are evaluated in part through the use of classroom observation (Grossman, J, M, & Brown, 2014). When compared to the various approaches now in use to evaluate educators, an observational instrument is designed to offer a thorough description of instructors' instructional practices (Asking students about teaching: Student opinion surveys and their implementation, 2012). They therefore provide a solid foundation for supporting instructors' formative input (Allen, et al., 2011)

In this study, the researcher's observations of classroom activities in SMPN 1 Wonoayu have shown numerous aspects of the questioning technique, including: Teacher: Mrs. Sundari

The topic of this study was an English teacher who taught classes VIII-I. The observation was held on 5th and 6th March 2020 at SMPN 1 Wonoayu. During classroom observation, the following are the questioning approach, question type, teacher question, function, and activities. The results of the classroom observation describe the use of teacher questions and answer techniques in learning activities in the English classroom through the application of several questions strategy, which is used for the majority of the season during the teaching process. The sections that follow explain how the teacher used the four questioning strategies to teach descriptive writing in an EFL classroom.

a. Prior Knowledge-based Questioning

To conduct an inquiry based on prior knowledge, teachers ask students to discuss or explain something they've already studied (Sadker & Zittleman, 2011). These examples show how the instructor used this questioning strategy when teaching descriptive literature in an EFL classroom. We may conclude that teachers employ prior knowledge-based questioning when they wish to know how well their students understand the material from the previous session.

b. Lecture-based Questioning

Use of the lecture-based questioning method means that you ask students a question every now and then during a class discussion of material that is taking place in the classroom (Sadker & Zittleman, 2011). During the class, the teacher used a lecture-based questioning method to make sure the students understood the explanations and directives the teacher gave them. In reality, the instructor almost never gives an answer to a question during the teaching and learning process for descriptive text.

c. Fact-based Questioning

What happens when a teacher uses fact-based questioning? They ask a question that is meant to get facts; the teacher's feedback is usually given in the form of "good," "correct," or "no." This is called "fact-based questioning" (Sadker & Zittleman, 2011). An instructor used a questioning method to teach students how to read text that was more detailed than others.

d. Thinking-based Questioning

In the classroom, asking a question that fosters teacher-student or student-teacher interaction and discussion is referred to as utilizing thinking-based inquiry (Sadker & Zittleman, 2011). The following examples show how a third-grade teacher used a questioning strategy to teach descriptive literature.

The teacher purpose of using the questioning strategy in teaching descriptive text

For this semi-structured interview, the instructor was asked why he or she used the questioning method to teach descriptive text. A qualitative data collecting approach is used in an interview where the researcher offers a series of predefined

yet open-ended questions to the interviewees. Earlier information-based addressing was utilized to help understudies to remember the past example and to begin homeroom collaboration with them; address based addressing was utilized to push homeroom communication along and to really take a look at understudies' understanding; truth-based addressing was utilized to assist understudies with fostering their thoughts; and thinking-based addressing was simply used to assist understudies with fostering their thoughts. Each issue in a point will be inspected exhaustively by the analyst to find a reasonable solution. Just a single individual took an interest in this review. SMPN 1 Wonoayu has just a single English educator.

a. Prior knowledge-based questioning; to remind students of the previous lesson and to begin classroom interaction with them

In teaching descriptive text, the teacher used a questioning technique that was based on students' previous knowledge to remind them of the last class and start a conversation with them in the classroom. This is what the teacher said during the interview. At the start of the meeting, Researcher asked the teacher these questions to help her get the students involved in the class. A teacher-student interaction in the classroom was thought to be a good thing because this question was asked at the start of the meeting.

b. Lecture-based questioning; to maintain classroom interaction and to check students' comprehension

The teacher interview statement assuming this is covered in the excerpt below. (I believe it was my teaching style.) When I'm teaching a concept, I usually ask students a few questions and have them participate in a debate about whether they understand what I'm saying.

c. Fact-based questioning; to help students develop their ideas

Assuming this is covered in the following passage, here is the interview statement: There was a sense among the students that the teacher was aware of their challenges in writing a descriptive text. The teacher asked a few questions about the people, things, and places the students were writing about in order to help them with the project. On the other hand, the essays were based on what the students said when they were asked the question. A fact-based questioning strategy can be used in the classroom when teaching descriptive literature, says this study.

d. Thinking-based questioning; to help students develop their ideas

Assuming this is covered in the following passage, here is the interview statement: Teaching descriptive content, the instructor uses a thinking-based questioning method to aid pupils in developing their ideas. After writing a statement regarding descriptive content, the majority of pupils became stuck. To assist the pupils, the teacher posed a series of probing questions about the people, things, and places they had written about. They continued to write descriptively as a result of students' replies to the questions. When instructing students on how to write descriptive texts, teachers may use a questioning strategy centered on eliciting students' creative thinking.

Students perception on the teacher questioning in teaching descriptive text

Researchers interviewed ten students in semi-structured interviews on how they saw teacher inquiry in the context of teaching literary descriptions. Throughout the process of teaching and studying descriptive writing, students' responses to interviews reveal a singular point of view on the instructor's question. When asked how the teacher's questions influenced their understanding of descriptive writing, one student said that it forced them to think critically, while three others said that it helped them organize their own descriptive writing projects. Professors' interrogative technique in teaching descriptive texts has a positive impact on the pupils, according to the findings.

a. ***The Teacher's Questioning Helped them comprehend the concept of descriptive writing.***

The comments made by the understudy in the accompanying sections show this. The teacher's scrutinizing of the understudy was seen by the understudy as a positive instead of negative insight. While educating and learning is unmistakable writing in school, the instructor habitually asked understudies inquiries intended to assist them with getting the thought. The prior sample of student interview replies shows that the class would have a harder problem understanding the learning topic without the teacher's inquiries. It is as a result that students are able to obtain an idea of how their instructor uses the questioning strategy in the classroom while teaching descriptive literature.

b. ***The Teacher's Questioning Engaged the Students' Critical Thinking***

Two of the children interviewed stated that their teacher's grilling pushed them to think critically. The following chapters discuss the statements made by pupils that imply this. The teacher's interrogation may assist students in developing their descriptive writing assignments. According to the report, two of the children surveyed claimed that their instructors aided them in developing an outline for their descriptive writing assignments. As previously said, many students struggled to develop their thoughts when writing descriptive texts; thus, the teacher attempted to assist them by brainstorming questions regarding the people, objects, and settings they were writing about. The professors' efforts appeared to be beneficial. In fact, the two pupils questioned stated that the teacher's interrogation assisted them in honing their descriptive writing abilities. As seen by the preceding excerpt, the students' interview comments indicate that their responses to the professor's questions were essentially a template for what they were meant to write in order to make an excellent descriptive essay. Descriptive writing instruction and classroom learning can be categorized in this way. Finally, the kids will benefit from the teacher's inquiry. One might conclude that students prefer a teacher who uses a questioning method in the classroom to teach descriptive literature.

CONCLUSION

Question planning strategies implemented by the teacher asks question relevant to students, asking questions for evidence to support a certain point questions asked using open-ended and follow-up questions, and they also ask other types of questions that are probing encouraging questions and inquiries. Furthermore, question control a strategy implemented by teachers in which they ask

questions via interview on certain students to answer, ask students to the whole class, repeat questions when there is no answer, and they modify the questions when there is no answer, and they modify the questions when it is not understood. Using a questioning method in class interactions, teachers actively teach English descriptive literature using questions to verify students' comprehension of the prior subject and to pique their interest. Attention, to support students to contribute in class and also to motivate students to learn and the reason why English teachers need to implement this strategy.

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