

FOSTERING STUDENTS' WRITING THROUGH QUESTIONING STRATEGY

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Abstract. Writing was one of difficult skill developed by the students, since they need to do writing as the product of the writing skill. The awareness of students about how important writing skill is neglected, it effects their writing skill to be low. Therefore, the students of this school got many difficulties when the writing lesson was started. The research was aimed to analyze the lecturer's way in implementing the questioning strategy in writing classroom and the advantages of this strategy. The method used was qualitative. The data was collected through interview, observation, and documentation. The findings showed that the lecturer's questioning strategy was divided into three steps, and there were three categories of questioning. The advantages of the lecturer's questioning strategy are the students were able to improve their writing skill, especially descriptive writing.

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

A. INTRODUCTION

To master English, every learner should practice and develop their skills of language, namely speaking, listening, reading and writing. Writing was one of difficult skill developed by the students, since they need to do writing as the product of the writing skill. The awareness of students about how important writing skill is neglected, it effects their writing skill to be low. Therefore, the students had many difficulties when the writing lesson was beginning.

The students at English study program of ABA Dian Cipta Cendikia also thought that writing was the difficult skill in English. Therefore, they were not able to finish the exercise in writing subject, especially to write something in English. 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 questioning strategy was applied in this study. Nugrahani (2014) said, "writing is a process of building larger units from smaller ones". It means that the students use words to make the sentences, the sentences are made to arrange the paragraphs and the paragraphs run to build the compositions with their grammatical ability.

Questioning strategy is one of the most important dimensions of teaching and learning (Gaither 2008). Questioning strategy is the lecturer's way to explain the lesson to his/her students. It is because the good questioning is the way to attract

the students' attention. When the English learning is on process, the questioning strategy is required to apply. Writing descriptive text is one of competencies the students in junior high school. Emilia (2011) states descriptive text is a text which is used to describe a particular person, place or thing or something in writers' mind. The previous study was about lecturers' questioning in the reading lesson that was written by Sunggingwati and Nguyen (2013).

The researchers focused on the investigation of the lecturers' questioning strategies practice in EFL students 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 lecturers 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 students to use their skills. Besides, the school also needs to give the support to them to attend professional development programs to improve their knowledge including the teaching technique. This present research is done to analyze the lecturer's questioning strategy in teaching descriptive text. To explore the students thought, the writer used the following questions: (1) How is the questioning strategy applied by lecturerin teaching writing descriptive text? (2) What are the advantages of lecturer's questioning strategy in teaching writing descriptive text? The goals of this study are to know the lecturers' way while giving the questioning in teaching writing descriptive text at English study program of ABA Dian Cipta Cendikia in academic year 2021/2022and to know the advantages of lecturers' questioning strategy in teaching writing descriptive at English study program of ABA Dian Cipta Cendikia in academic year 2021/2022.

B. METHOD

The source of the data involved two things; documents and interview. The documents cover anything related to the lecturer's strategy conducted by him/her in the process of learning. Besides, the interview is also done to complete the data. The interview goes to the English lecturer who teaches in the classroom that has been observed and five students who study in the classroom when the English teaching writing was processed. In collecting the data, the writer used three techniques. They were classroom observation, documentation, and interview. The data were collected by observing to the lecturer and the students along the learning process. All of the appropriate information was noted. The documentation was used to complete the validity of this research, such as lesson plan. The English lecturer and fifteen students were interviewed. The subject of this study was the students from English study program of ABA Dian Cipta Cendikia in academic year 2021/2022. They consist of 15students.

C. FINDINGS AND DISCUSSION

At the beginning of the lesson, the lecturer gives the instruction to close all of the books on table and do the greeting to the students (condition, date, day and lesson) that is answered together by the students. It was done to recall the students'

memory that they were in the English lesson. This strategy was also trusted can attract the students' attention at the beginning of the lesson. By answering the lecturer's questions together in the beginning of the lesson, the students were able to encourage their spirit in learning by pulling out the voice. Before beginning the new lesson (descriptive text), the lecturer asks the last lesson; the time is about 5 minutes. The lecturer said "do you remember your material in the last meeting?". The students respond it orally. The second was the lecturer did not allow the students to raise their hand to answer the question, but the lecturer appointed one of them directly to answer it. She said "my brother, can you tell me the expresses of opinion?". When the students do not answer clearly, the lecturer asks to repeat the answer or points the others students. Next the lecturer started to activate students' experience to the new lesson. In this way, the questioning strategy was used to build the students' knowledge in their around environment (name of place, human, flower, animal, and so on). The lecturer gave the instruction to the students that showed to the theme of the lesson. Relating the use of lecturer's questioning strategy, the lecturer showed them the picture and the lecturer self as the instruction of the descriptive text. In main activities, the lecturer asked them to talk about the picture (cat) at the first and their lecturer at the second to dig up the students' experience about the example that showed by the lecturer. In the process of questioning, the lecturer also gave the time to the students to answer. After the students knew the title of the lesson, the lecturer asked them what the means of theme that was descriptive text. The next way was introducing the generic structure. The lecturer 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 lecturer was not only the students were reluctant to answer, but also their pronunciation. The generic structure was found. The lecturer re-explained to strengthen the students' understanding. The lecturer also pointed them to give the example of each point of the generic structure. The question was given to the passive students. The structure of descriptive text was explained after the students got the point of the generic structure. The lecturer asked them to open their worksheet on the theme "descriptive text" and read the written text "cat" slowly. After reading, the lecturer asked them to find the difficult words and may ask them to the lecturer. The lecturer did not answer directly, but asked to another learner or looked for the statement that related to the difficult words. The lecturer identified the structure one by one. The students were hoped could remember the structure every time by this way, because it was the way to arrange the descriptive text. After the lecturer explained it, the lecturer 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 lecturer asked them to do the task in the worksheet in their home. The question in the worksheet was optional questions that totally was 30 numbers and essay questions that was 5 numbers. The students also were asked to write the difficult vocabularies and find the meaning of it on their book. The second topic was the advantages of the lecturer's questioning 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 students remembering of the previous lesson. In the middle of the lesson is to increase the students' power to master 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 lecturers' 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 low ability students. It was in line the researcher findings that the first way in lecturer's questioning strategy in teaching writing descriptive text is giving the question in the beginning of the lesson. Secondly, the lecturer gave some questions related to theme of the lesson in the middle of the lesson to activate the students' 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 lecturer 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 lecturers have to constantly ask questions of it, rather than simply allowing that field to close down. The lecturer's questions in teaching descriptive text along the learning were oral questions, and of course the students 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 in written question. In addition, the lecturer gave the students time to answer. Ma (2008) states when the lecturer asks questions, the students 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 lecturer's questioning strategy in teaching writing descriptive text is also given to the students to give some critics, opinion, and feedback. As Gutierrez (2016) said that the reflective of knowledge development through constructive utterances of opinions and feedback. The first advantage in the beginning of the lesson was to check what the students 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 students' understanding, especially if it is used before starting the lesson. Arising interest of the students to the subject matter was also the advantage of the lecturer's question strategy in the beginning of the lesson in teaching writing descriptive text. Shahrill (2013) concluded that the first question in the classroom is able to stimulate the students thinking. To increase the students' power to master the material was the one of the benefits of the lecturer's question in the process of the learning. Smith (2002) said that the ability of the students was able to express their views and thoughts through the question in the process of learning. Focusing attention on a particular issue or concept was the second advantage of the lecturer's questioning strategy in the middle of the lesson. It was in line with Thalheimer (2014) that the lecturer's questions in the explaining of the lesson help the students focus on the kind of learning material targeted. The controlling of classroom was also the benefit of the lecturer's questioning strategy in the middle of the lesson in teaching writing descriptive text. This benefit was also mentioned by Weimer (2011), if the students were dozing off, texting, quietly chatting, or otherwise not attending to what was happening, the students were able to ask to respond. Giving the evaluation of lecturers' 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 students' responses to one last question and the muddiest point can be submitted

for the lecturers review to address student issues at the beginning of the next class period or review to clarify content.

D. CONCLUSION

The focus of the study by doing teaching writing descriptive text is giving the question related to the previous lesson in the beginning of the lesson. The aim is to help the students' remembering and understanding of the previous lesson that some of them ignore. Applying these questions also make the students have a good ability in their learning, because they start to think their previous lesson before starting the new English lesson. Questioning strategy is able to activate the students' experience in writing descriptive text. The lecturer gave the students some instructions related to the new lesson (descriptive text). The main activity of this study is the students are able to understand the lesson by them self. The lecturer is also hoped that by applying this way, the students have the strong understanding and remembering, so that they are able to conclude what they learn. In the end of the lesson, the lecturer asks the students to think their new lesson in order to understand and giving the time to ask question. The lecturer gives them the time to understand the descriptive text, the structure, the language feature and so on. The time is given to give the opportunity for those who want to ask to strengthen their understanding of the lesson.

The lecturer also gives the reflection and exercise in the worksheet after giving the thinking and questioning time. It is used to give some critics for the students who are inactive and suggestions for those who are active in English class. The lecturer hopes that giving the reflections are able to make the students realize what they do and learn in the classroom in that day. The lecturer 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 lecturer also asks the students to write the difficult vocabularies and their book and look for what the meaning is. Based on all the questions of the new lesson that is writing descriptive text above, all of the students answer the questions orally. When the lecturer asks the questions to them, they directly answer by raising their hand and answer it directly. Applying the oral answer, the lecturer hopes that the students are able to remember what they say, besides it can help the students to increase their speaking in English. In addition, every session of the questions, time is also given to the students. The time is given as an opportunity to the students to think the answer of the questions.

The background of the English study program of ABA Dian Cipta Cendikia in academic year 2021/2022 students is the students from the village that English environment is rarely used, therefore they require the time to answer the lecturer's English question orally. In fact, although the lecturer gives time to answer the question orally, some students could not answer correctly. The questioning strategy used by the lecturer also has some advantages. The advantages of the lecturer's questioning are divided into three parts of the questioning ; checking the students remembering of the previous lesson, and arousing interest in the subject matter are the advantages of the questions in the beginning of the lesson,

increasing the students' power to master the material, focusing attention on a particular issue or concept, and controlling the classroom are the advantage of the questioning strategy in the middle of the lesson, and evaluating the lecturers' teaching quality and the teaching learning process is the advantages of the questioning strategy in the end of the lesson.

E. SUGGESTION

Based on the findings of the research, the writer recommends that the lecturers have to apply the strategy in all steps of the English teaching process, such as applying the questioning in the beginning, in the middle, and in the end of the lesson, and other types of questioning in EFL (English as Foreign Language) classroom. The questioning strategies should be applied based on the lesson and the level of the students to help the learning process run well. The writer's suggestions are: (1) For the lecturers, the writer hopes to the lecturer to do the same strategies in questioning, they are questioning in each session of teaching, repeat the questioning in the same sentence or different sentence but the same meaning. (2) For the students, the students are hoped by the writer to give the attention to the English lesson more. (3) For the other researchers, to be active more in the next different field of the research to get the more findings.

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