Question Strategies in Reading Class Posted by English Teacher at UIN Raden Mas Said Surakarta

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Abstract: *The purpose of this research is to analyze how do question strategies in reading class activate student of 2rd semester at UIN Raden Mas Said Surakarta Researchers used aqualitative approach with design of ethnography. The researcher collected the data by conducting observation, observation field notes, and interview, The participants of this study were teachers who taught in the Reading course in the second semester of the English Language Education Program at UIN Raden Mas Said Surakarta. For the technique of analyzing data, the researcher used Krippendorff theory. The findings reveal that the teacher use 5 types of questions namely Probing questions, this question is most often used by teachers, this type of question emphasizes Students' critical thinking skills. The second is Rephrasing, repeating the previous question with a different language style. then Refocus, returning the focus of students who were previously distracted by other contexts. The fourth is Redirect, encouraging other students to enter the discussion room. And last Reinforcement with the concept (praising students for what they have done or for taking risks in class and participation. In addition, it is also to directly examine how teachers*

Key Words:*Teacher Question, Teacher Streategies, Reading Strategies, Teacher Question Strategies*

Introduction

Strategy is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. While a strategy is procedural, an approach is axiomatic. There may be several techniques contained in a single approach. (Richard & Rodgers, 2001). A good teacher must be able to choose which strategies are suitable to be applied when teaching in class according to the learning to be delivered. A teacher should be well-versed in effective English language teaching techniques before entering the classroom. Given that the teacher has control over all demands, circumstances, and class culture, it is crucial for teachers to be aware of their thoughts before teaching in a classroom. Then, furthermore, a teacher must also be able to filter what strategies are suitable for students and the material to be taught in class.

Language teaching involves four interconnected skills: speaking, writing, listening, and reading. Writing and speaking are productive skills, while listening and reading are receptive. Reading, as one of the four skills in the foreign language, is by far the most important skill for many students learning English（Zhao Jing, 2017). Smith, et al., (2021) conclude that reading involves the interaction between the skills and cognitive processes of the reader and the linguistic characteristics of a text. A suitable strategy for teaching reading is the questioning strategy, where teachers ask questions to lead discussions and enhance learning. Brualdi (1998) emphasizes that effective questioning is key to good teaching. Strategic questions improve linguistic competence, stimulate imagination, and motivate students to seek knowledge.

According to Smith & Higgins (2006) state that questioningby teacher can controls classroom interactions. Fengbin Zhu (2021) highlights Question-Answering as efficient and user-friendly. According to (Sujariati, 2016: Richard & Lockhart, 1996) stated that questioning is one of the strategies that is commonly used, over half of classroom time involves teacher-student exchanges, enabling participation and language modification for better understanding.

Ellis (1994) identifies two reasons teachers use questions: to elicit student responses and to control class interactions. In reading classes, questions help assess comprehension, build

confidence, and encourage students to articulate their ideas and arguments. Similarly, Scrivener (2012) classifies questions based on the teacher's goals, including real questions (seeking meaningful answers), check questions (testing knowledge), and concept questions (clarifying understanding). Questioning strategies enhance critical, creative, and higher-order thinking skills, positively affecting student achievement. Teachers are advised to adapt questioning techniques to check learning, stimulate thinking, and motivate students when responses are lacking (Mehan, 1979; Wu, 1993; Moritoshi, 2002).

But in reality, students' reading skills remain low, as they struggle with reading comprehension due to limited understanding of texts. Ahmad & Aziz (2009) argue that this issue is partly caused by traditional teaching strategies. Teachers' perceptions significantly influence their choice of teaching methods, highlighting the importance of teachers' self-awareness in addressing classroom needs, environment, and culture.

Research related to existing question strategies has discussed broadly and specifically related to the types and application processes. Rafika Yunion (2020) stated that teachers often use managerial questions to ensure understanding of tasks and open-ended questions to trigger discussions, with 50% use of English in teaching. while Ganesan Shanmugavelu (2020) identified techniques such as attention, tone of voice, pauses, content, and distribution of questions. This study is based on literature without direct observation in the classroom. Nourreddine Menayni (2020) showed that teachers viewed positively the use of questions to encourage engagement and discourse to enhance classroom discussions, then Yulia Ade (2021) finding that educators employed two approaches: scaffolding and question-answer relationships, or QARs on online class when pandemic. And Anjelita (2022) analyzing students' difficulties in reading comprehension and teachers' solutions to overcome them. Difficulties include lack of text comprehension, limited vocabulary, and low learning motivation.

Previous research has primarily focused on general teacher strategies and question types. However, this study narrows its scope to examining questioning strategies specifically in reading classes. It aims to explore how teachers implement these strategies and their impact on enhancing students' cognitive intelligence in reading comprehension. In particular, this research seeks to answer two key questions: What types of questioning strategies are used in reading classes at UIN Raden Mas Said Surakarta? and How do these questioning strategies activate student engagement in reading classes at UIN Raden Mas Said Surakarta? Through this investigation, the study aims to provide a deeper understanding of the role of questioning techniques in fostering active learning and improving reading comprehension skills.

Research Method

This chapter discusses all things about the research design, participant, instrument, source data, technique of data collection, Trustworthiness of data, data analysis, and technique of data analysis. The explanation of each item would be discussed as follows:

1. Research Design

This is a qualitative research studyqua that aims to understand current phenomena. Qualitative research focuses on words, language, and experiences rather than statistics and measurements. Sugiyono (2015) defines it as a methodology used in natural settings, with the researcher as the key instrument, and data collection through triangulation. This study uses an ethnographic design, which, according to Harris (in John, 2007), involves describing and interpreting patterns of values, behaviors, beliefs, and language within a cultural group. Emzir (2011) describes ethnography as research focused on sociocultural phenomena through field

observations, while Creswell and Creswell (2018) define it as a study of patterns in behavior, language, and actions within a cultural group over time, rooted in anthropology and sociology.

This study focuses on teacher question strategies in the reading class of second-semester students in higher education. It describes the kind of teacher question strategies that used in reading speaking classes at the University Islamic State of Raden Mas Said Surakarta. Due to the purpose of ethnography study is to provide descriptions of social phenomena that happen naturally, the researcher use an observation as a primary data, interview to get secondary data and field notes.

2. Participant of the Study

The participants of this study were teachers who taught in the Reading course in the second semester of the English Language Education Program at UIN Raden Mas Said Surakarta. This study aims to observe and characterize the methods used by teachers to teach students in reading comprehension in 3 different classes.

3. Data and Sources of Data

Data sources in descriptive qualitative research can be people, events or activities, places or locations, objects, various pictures and notes, documents and archives (Sutopo 2002). The researcher needs to record any potentially useful data thoroughly, accurately, and systematically, using field notes, sketches, audiotapes, photographs and other suitable means. The event used to collect data for this study is the teaching and learning activities of a reading class at UIN Raden Mas Said Surakarta. The data can be obtained from the teacher of second semester students. In this study, additional data sources were gathered through field notes during class observations.

4. Research Instrument

There are several research instruments, according to Arikunto (2014) there are 5 instruments in research, namely questionnaire, test, observation, interview, and documentation. In order to collect data, the researcher uses three of them by using observation, interview and documentation, as an instrument.

a. Observation Guidelines

Observation is an activity watching what people do, is a type of correlational (non-experimental) method where researchers observe ongoing behavior. Observation, is a research method characterized by intense social interaction over a long period of time between the researcher and the subject, in the surrounding environment. During this time data, in the form of field notes, were collected surreptitiously and systematically' (Bogdan 1972).

b. Observational Field Notes

Field notes are notes made by researchers in an ethnographic study from the field. Field notes help researchers to record descriptions of important events when the learning process is carried out. Including descriptions of the classroom atmosphere, students' attitudes, and teacher creativity in presenting writing materials.

c. Interview Guidelines

In this research, the researcher used structured interview, it's mean that the interviewer prepared the set of questions before conduct the interview. interviews are an essential tool for ethnographic research. Interview was conducted to support the primary data from observation. Based on Driscoll (2011) interview is an excellent way for writer to learn all information for writer project. the writer will have interview with the teachers about students' reading skill, and what they usually do to improve students reading skill. gathering these data and descriptions can be done in several ways, of which did face-to-face interviews are the most common.

5. Techniques of Collecting Data

The data collection of this research were observation, interview and documentation fieldnotes. Furthermore, observation guidelines and list of questions used as the instrument in doing the classroom observation and direct interview with the English teacher.

a. Observation

Sukmadinata (2010) observation is a techniques or ways to collect data by making observations on ongoing activities. The researcher observed the research subjects, namely teachers and students in class. Researchers observed the teacher's teaching and learning process using the question strategies method and how students participated in responding to the teaching and learning process of reading in class.

b. Interview

Interviews are formal discussions used to gather information on opinions, beliefs, and feelings. Researchers conducted direct interviews with English teachers to explore their questioning strategies in class.

6. Trustworthiness of Data

Trustworthiness of data is the degree to measure accurately and represent what is supposed to. Ensuring data accuracy and credibility is vital. Using qualitative descriptive methods, this research validated data from observations, documents, and interviews to establish trustworthiness. According to Patton (in Sutopo 2002) there are four types of triangulation. Namely triangulation of sources or data, triangulation of investigators, triangulation of theory, and triangulation of methodology.

In qualitative research, triangulation used by researcher to ensure the credibility of the data that has been collected. Triangulation is a multi-method used by researchers in collecting data based on an understanding of the research phenomenon in order to get a better truth. In addition, according to Creswell (2013), triangulation is verifying data using two or more data collection methods in research. Triangulation is a tool to check the data that has been obtained, to ensure that the data obtained is credible. The triangulation that will be used by researcher in this study is as follows:

a. Triangulation of Method

The triangulation approach involves doing many data comparisons. Researchers will compare data from observation and interviews to determine the veracity of the data. The researcher will cross-check the data after making observations in the classroom in order to match it with information from interviews and theories.

b. Triangulation of Data Sources

In conducting research, researchers will obtain information using different methods and data sources. In this research, researchers plan to use observation, interviews and documentation methods. These various approaches will result in distinct data and offer distinct insights on a behavior that has been witnessed.

The researcher came to the conclusion that using a triangulation strategy requires assessing the coherence of results generated by several methods of gathering data. It clarifies several facets of the same phenomena that are connected. Qualitative research frequently sparks a lot of curiosity and yields the most insightful information from the collected data

7. Data Analysis Techniques

After collection, data were analyzed qualitatively by describing teaching and learning situations, focusing on student behavior, attitudes, enthusiasm, and participation during lessons.

According to Krippendorff (2004) about content analysis, analysts must have these six elements in order to get from text to results:

a. Unitizing

Unitizing is the process of systematically differentiating various segments of text, images, or other material to be analyzed.

b. Sampling

Sampling is the process of selecting a sample to be researched and restricting observations to encompass all sorts of currently available data in order to simplify the study that will be conducted. In qualitative research, as is the case in this study, the quotes and examples presented in this paper serve as a sample.

c. Recording or Coding

A recording or coding activity that is often carried out to create long-lasting records of temporary phenomena so that they can be analyzed at a later time. Data recording captured class activities, teacher questions, student responses, and feedback to ensure accurate analysis and conclusion drawing. The aim of recording the data is to facilitate the process of describing and drawing conclusions.

d. Reducing

Data reduction is a filtering technique that is done throughout the analysis process to eliminate improper data and ensure that the data studied is in line with research goals. It is done to make the representation more efficient. This is done so that the data is easy to understand and easy to conclude.

e. Inferring

Inference allows researchers to Examine texts' meanings, references, intentions, provocations, and causes by going beyond their descriptive explanations. Abductive inference is the kind of inference employed in content analysis, and it needs warrants backed by proof. In this research, the foundation is based on theories related to teacher strategies in teaching English using the research question strategy.

f. Narrating

The researcher must retell the answer to the research question so that the results can be understood by others. This is accomplished in this study, for instance, by providing an explanation of the data results gleaned from the papers under analysis. The researcher presented findings clearly, supported by relevant theories, and offered practical recommendations or suggestions for future research.

Result and Discussion

1. Kind of Question Strategies in Reading Class

Kind of question strategies that utilized by the teacher in classroom are explored to answer RQ1. Results are obtained from the observation, field notes, and transcript interview. The context of the result is to explain what kind of teacher question strategies strategy that teacher used in the classroom, there are:

Table 1. Questioning Content

Theme	Sub-theme	Quote
Questioning Strategies Methods	**Question Strategies Types**	In answering questions, students are also respond to several questions asked by the lecturer outside of the material (N4.T1.St1.FN2.P2)
		The lecturer does not immediately confirm the student's answer, but also throws the question to another student (N5.T1.St1.FN2.P3)
		"mahasiswa harus jawab urut atau saya akan ee manggil aja dari presensi." (N11.T1.St1.TI1.P1)

|		
		"mengkaitkan contoh itu dengan sesuatu yang kontekstual di sekitar mahasiswa." (N16.T1.St1.TI1.P1)
		"Oh iya semuanya itu pasti dipakai(jenis pertanyaan) karena tujuannya kan beda-beda" (N28.T1.St1.TI1.P1)
		"ya kalau yes no ya untuk meyakinkan biasanya hal yang sederhana, kalau panjang ya description." (N29.T1.St1.TI1.P1)
	Purposes of Questioning Strategies	"peranan pertanyaan dalam proses pembelajaran itu penting, ya memang harus nanya menurut saya ya." (N19.T1.St2.TI1.P1)
		"Satu-satunya cara untuk mengetahui yang dipikirkan yang dikerjakan otaknya para mahasiswa kan nanya ya" (N20.T1.St2.TI1.P1)
		"Penting (question strategies) untuk mengetahui minat mahasiswa mengetahui semangatnya mengetahui sejauh mana tema yang akan kita bicarakan itu" (N22.T1.St2.TI1.P1)
		"Nah untuk mengecek sejauh mana memang dia paham terhadap permasalahannya itu, atau tidak itu dengan bertanya" (N24.T1.St2.TI1.P1)
		"Kenapa harus questioning? yang karena prosesnya di otak. Saya gak bisa kasih penilaian itu diotak gitu ya harus dikatakan. Sedangkan kalau menulis terlalu lama waktunya, lalu harus Jawabannya tulis dan tidak efektif menghabiskan waktu." (N31.T1.St2.TI1.P1)

2. Implementation of Teacher Question Strategies in Reading Class

The second question proposed in this research is "How do question strategies in reading class actived student of UIN Raden Mas Said Surakarta?" The findings are displayed in the table below.

Theme	Sub-theme	Quote
Implementation of Teacher Question Strategies in Reading Class	**Implementation at Class**	students are also respond to several questions asked by the teacher outside of the material, (N12.T2.St1.FN2.P1)
		Students who did not answer or were not sure about the answer, the teacher automatically threw the question to other students. (N14.T2.St1.FN2.P3)
		Several times students scrambled to answer questions that their friends could not answer. (N22.T2.St1.FN3.P3)
		"Eh strateginya itu kalau saya cenderung mengkaitkan contoh itu dengan sesuatu yang kontekstual di sekitar mahasiswa. jadi contoh itu mereka real alami ya itu menjadi sangat mudah untuk berinteraksi ya" (N30.T2.St1.TI1.P1)

		"apa yang saya tanyakan di awal itu pasti sifatnya untuk knowing their knowledge ya, untuk mengetahui sejauh mana Mereka tau terhadap satu tema topik" (N31.T2.St1.TI1.P1)
		"lalu kalau pertanyaan-pertanyaan sepanjang during the classroom itu pertanyaan standar saja sih," (N32.T2.St1.TI1.P1)
		"Jika ada yang tidak selalu bisa (menjawab pertanyaan) kan Iya Nah itu seperti itu yang lalu saya kejar pertanyaannya maka pertanyaan jadi lebih panjang." (N34.T2.St1.TI1.P1)
Influence of Question Strategies	**The Effect of Question Strategies**	"lalu mahasiswa dari pemahaman itu bisa menyelesaikan masalah." (N36.T3.St1.TI1.P1)
		"mau tidak mau kan (mereka) harus paham." (N38.T3.St1.TI1.P1)
		"mahasiswa seperti ini caranya izin menjawab juga bagus, jadi memang Kayaknya seperti ee sudah terlatih untuk mengungkapkan jawaban ya. Jadi mohon maaf Miss ee izin ee menanggapi boleh? Nah itu he eh." (N50.T3.St1.TI1.P1)
	Challeges in Implement ation Question Strategies	"karena mas awal ya Mbak itu enggak ada" (N28.T3.St2.TI1.P1)
		"Ee Ada-belum ada," (N29.T3.St2.TI1.P1)
		"tidak semua mahasiswa itu yakin dan percaya diri dengan keterampilannya kemampuannya jadi walaupun bisa mereka kadang tuh enggak berani jawab" (N42.T3.St2.TI1.P1)
		"tidak semua mahasiswa itu punya self confidence yang sama ya toh? Kita tuh tahu jawabannya mahasiswa tapi enggak PD ada." (N44.T3.St2.TI1.P1)
		"padahal juga gak apa-apa kita selalu bilang, gak apa-apa salah kan dicoba." (N46.T3.St2.TI1.P1)
		"itu pasti ada dan itu itu itu melulu orangnya iya iya itu itu melulu dan rata-rata memang." (N49.T3.St2.TI1.P1)

Observation Data
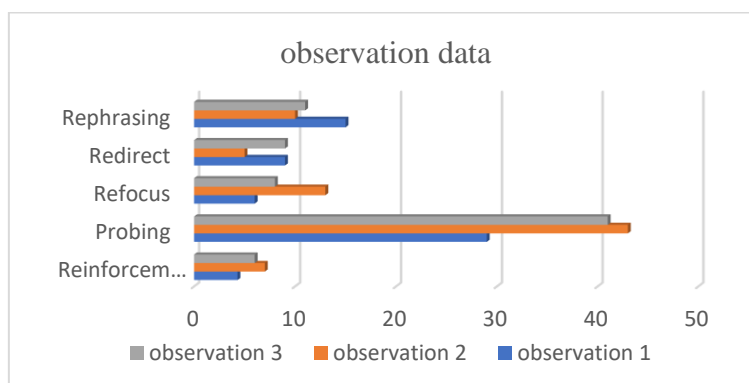
Question Type	Obs. 1	Obs. 2	Obs. 3	Total
Reinforcement	9	7	6	22 (9,96%)
Probing	29	43	41	113 (51.13%)
Refocus	6	13	8	27 12.26%
Redirect	9	5	9	23 10.45%
Rephrasing	15	10	11	36 16.20%
Total Question	68	78	75	**221**

Discussion

This section discusses the research findings in relation to existing theory and previous research, focusing on two main aspects:

1. Kind of Teacher Question Strategies

The use of teacher question strategies aims to improve the quality of learning to be more active with two-way discussions. According to the teacher's statement:

"Penting (question strategies) untuk mengetahui minat mahasiswa mengetahui semangatnya mengetahui sejauh mana tema yang akan kita bicarakan itu" (N22.T1.St2.TI1.P1)

By getting used to the question and answer teaching process, it will help grow students' confidence and experience in discussing. Therefore, this strategy is chosen by English teachers in Reading classes.

Compared to other strategies, such as writing or reading alone, the questioning strategy is considered more capable of improving students' critical thinking. Then it can train students' reading comprehension and speaking ability skills together. This is evidenced by the teacher's statement:

"Oh iya semuanya itu pasti dipakai. karena tujuannya kan beda-beda setiap setiap jenis pertanyaan itu kan pasti e tujuannya beda-beda" (N28.T1.St1.TI1.P1)

Then more clearly, the teacher has also accustomed students from the first meeting to continue answering questions or spontaneous questions from the teacher, in accordance with the teacher's statement that:

"mahasiswa harus jawab urut atau saya akan ee manggil aja dari presensi." (N11.T1.St1.TI1.P1)

Each student must answer at least one question at each meeting, for the types of questions used by the teacher are divided into 5 types of questions, which were put forward by Goodwin et al. (1990), namely:

a. Probing question

This question is used to dig deeper into students' thinking, it is useful to ensure students' confidence in their answers and to know the reasons behind the answers given. Students' critical thinking skills are sharpened by this kind question. Probing questions are very essential in question strategies in class, this is proven by the fact that 51% of the questions in the class as a whole are probing questions. For example questions given by teachers in class:

"But kenapa menjadi unjustify? Anyone can answer? Why this is unjustify"

Teachers do not only accept students' answers raw, but also explore information and students' understanding of the answers they give. Providing reasons as a form of student

responsibility for their answers and training students to get used to thinking deeply. This is in line with the statement of Ayed & Magthwi (2015) who define probing questions as questions that are made to improve students' thinking skills, as well as a benchmark for students' understanding of in-depth questions through an analysis.

b. Rephrasing question

This question is a question with a different language style from the previous one, which is used to clarify the intent and context of understanding. To ensure that student understanding is in accordance with what the teacher means. For example questions given by teachers in class:

"*Do you always believe what person or writen say in expressing or impreting opinion? Apakah kalian selalu percaya?*"

The change of language from English to Indonesian as a marker of re-explanation by the teacher to students to make it easier to understand. This falls into the category of rephrasing questions because it does not change the core of the question to another context or require a more in-depth answer, the context asked is still the same.

c. Refocus question

This question is used to refocus the attention of students who have previously shifted to other topics that deviate from the main discussion. This question is to avoid students' concentration being disturbed, for example if they are involved in small talk when discussing examples of material that can be found in everyday life. For example questions given by teachers in class:

"*Okay guys, take a look at the second sentence till to the end, itu semua are akademic evidence right?*"

The teacher asks students to reread the sentences in the questions so that students' focus returns to the material that has been discussed. Which previously the discussion in class was dominated by several different problem contexts.

d. Redirect question

This question is redirected from one student to another to encourage more participants to be involved in the discussion. This can train students' ability to think quickly and agilely, inviting other students to join the discussion room so that they get used to it. For example questions given by teachers in class:

"*Bisa di cek gitu ya? Anyone, you have different answer? Ada yang jawab opinion ga?*"

Teachers use the questioning technique known as "redirecting" when they pose a similar topic to several students, allowing them to elaborate or provide more insightful responses that build on their peers' earlier responses. (Ismalinda, et. al. 2023).

e. Refoincement question

This question is used to reinforce students' understanding or correct answers. It is usually accompanied by positive reinforcement to motivate them. Mandah and Gbarato (2016) state in Siti Ismalinda et al. (2023) that teachers use reinforcement as a technique to positively affect their students' behavior. After receiving an appropriate response from a question, the teacher should reinforce the response. This practice has a strong effect on classroom interaction. Rewards and praise encourage student participation. for example questions given by teachers in class:

Miss BA: apa kamu yakin, udah yakin banget?
Students: yes miss
Miss BA: okay very good! I agree, its is exactly opinion, okay gitu ya, okay very good

It can be seen from the results of observations in the field, it is shown that teachers use this question as a form of reinforcement for the courage of students who are willing to answer and are sure of their answers. Telke Ayano (1993) stated that teachers must be able to provide a comfortable space for students by providing motivation for what they have done and for encouragement to try harder. Reinforcement by teachers is one of the motivational factors that does not require costs but provides a satisfying effect on students.

2. Implementation of Teacher Question Strategies in Reading Class
a. Implementation in Class

The use of questioning strategies in class according to the attached data above is divided into 3 sessions, namely opening, discussion of material, and closing. The first is the opening session until the intermezzo of the material to be discussed, in this phase the teacher opens the class with questions about the students' daily lives or the agenda that the students previously did, such as:

"Apakah kamu agak ngantuk lalu menyemangati diri biar tidak ngantuk. Belum pada makan kenapa ya?"

In addition to explaining the material, the teacher also has the task of being able to build a comfortable atmosphere for the teaching place. By asking some light questions, students become more comfortable to participate in class discussions.

Then in the second stage, where the real class begins, in the field notes the learning method used by the teacher is group formation, this is in accordance with the field notes in the form of:

The lecturer then divides student groups (N2.T2.St1.FN1.P1)

At this stage, students have started to enter the material by answering questions in groups on the question sheet. Which will then be appointed by the teacher in turn to answer the questions. Students are also asked to respond to several questions asked by the teacher outside of the material, (N12.T2.St1.FN2.P1)

In addition, in accordance with the fieldnotes statement above, the teacher still includes several questions outside the material but remains relevant to the questions that have been discussed previously, so that students are aware and understand the conditions or circumstances

of their surroundings. That way, the goal of training students' critical thinking skills can also be achieved. This is directly proportional to the teacher's statement in the form of:

"Eh strateginya itu kalau saya cenderung mengkaitkan contoh itu dengan sesuatu yang kontekstual di sekitar mahasiswa. jadi contoh itu mereka real alami ya itu menjadi sangat mudah untuk berinteraksi ya. contoh mengkritis berpikir kritis, berpikir evaluatif itu pakai contoh dulu harus dari yang eh kontekstual dari yang eeh.. empiris terlihat ter dialami oleh mahasiswa. jadi itu gampang banget untuk entry-nya nanti ya untuk entry ke materi itu ya, untuk untuk membawa ke tema. untuk lebih komunikatif kan gampang banget toh menanya ketika siswa dalam mengajar."(N30.T2.St1.TI1.P1)

The strategy used by the teacher is used to find out the students' thinking skills, how far they understand the material even though they work on the questions in groups. Dividing students into several groups also aims to train students' ability to work together with each other.

Then the last one is closing, of course this session is the closing of the class that has ended to be continued in the next meeting.

"Okay, for exercise 456 nanti kita minggu depan sudah langsung mengerjakan. Heeh langsung mengerjakan cepet gitu ya? Karena kita agak, agak lambat"

b. Efect of Question Strategies

The effect of question strategies in class certainly causes several effects, and in this case it has a positive impact on the teaching process. The teacher conveys the positive effects that arise, in the form of:

"pengaruhnya tuh untuk saya pikir ya untuk dua pihak, untuk saya sendiri pengaruhnya itu untuk meyakinkan saya bahwa apa yang sudah saya sampaikan, saya jelaskan ke mahasiswa itu memang, satu bisa dipahami, lalu mahasiswa dari pemahaman itu ee bisa menyelesaikan masalah." (N36.T3.St1.TI1.P1)

With the teacher question applied by this teacher, there is an advantage that teachers can more easily assess students' daily progress regarding each child's reading comprehension progress, students who are truly trained will show significant improvements in both the speed of answering, the quality of the answers and their courage to express their opinions in class or in the discussion room. This is in line with the statement of Imroatus S. & Teguh B. (2019) In their research, which states that when students articulate their abilities and understanding, it enables them to pinpoint areas they need to improve, whether in knowledge, skills, attitudes, or values. This is indicated by the teacher's statement, namely:

"mahasiswa seperti ini caranya izin menjawab juga bagus, jadi memang Kayaknya seperti ee sudah terlatih untuk mengungkapkan jawaban ya. Jadi mohon maaf Miss ee izin ee menanggapi boleh? Nah itu he eh kalau menurut saya begini, bagaimana yaee memang sudah sudah sudah kayak sudah terlatih." (N50.T3.St1.TI1.P1)

The effectiveness of these question strategies has also been conveyed by Nicholl & Tracey (2007) who stated that effective questioning is one of the most important teaching techniques and plays a crucial role in creating an effective learning environment. So besides being a means of delivering material by teachers, of course this strategy also has a range of benefits that are useful especially for students. However, besides the many positive effects produced by the questioning strategy, in its application there are still some difficulties that are generally encountered by teachers who teach. This is in accordance with the statement of the English teacher in the reading class in the interview that has been conducted, namely:

"tidak semua mahasiswa itu yakin dan percaya diri dengan keterampilannya kemampuannya jadi walaupun bisa mereka kadang tuh enggak berani jawab" (N42.T3.St2.TI1.P1)

This problem is common, especially for students who have no previous speaking experience, no background that supports children to be able to show their abilities in front of the audience, this is the teacher's job to make changes. There are many things that teachers can do, one of which is inviting or persuading students who feel embarrassed to join in discussions together. This is in line with the teacher's statement in the form of:

"padahal juga gak apa-apa kita selalu bilang, gak apa-apa salah kan Dicoba kan gitu nah itu biasanya itu Jadi kalau yang seperti itu ya bikin gemes kadang ya." (N46.T3.St2.TI1.P1).

Conclusion

This study aims to explore the types of questions used by English teachers in the Reading Class of 2nd semester students at UIN Raden Mas Said Surakarta. To summarize the results, this study found that there are 5 types of questions used by teachers when teaching, namely Probing questions, this question is most often used by teachers, this type of question emphasizes Students' critical thinking skills. The second is Rephrasing, repeating the previous question with a different language style. Then Refocus, returning the focus of students who were previously distracted by other contexts. The fourth is Redirect, encouraging other students to enter the discussion room. And last Reinforcement with the concept (praising students for what they have done or for taking risks in class and participation. In addition, it is also to directly examine how teachers process classes with questioning strategies and student responses to questions that arise.

The existence of questioning strategies has a positive impact on Students' critical thinking skills, honing speaking skills, and creating an interactive but conducive classroom atmosphere. However, the participants in this study were only limited to 1 English teacher, so the findings obtained were still limited. It is recommended that further research provide a larger and more diverse space for more complex analysis that has the potential to produce deeper findings in reading classes.

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