

AN ANALYSIS OF TEACHER'S QUESTIONING IN READING CLASS

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ABSTRACT

Students of EFL (English Foreign Language) classroom need some tools that facilitate them to develop their reading skills. One of the tools is question. Question belongs to one of the most crucial tools in guiding and extending student's learning (Gattis, 2002:41, as quoted in Sujariati, Rahman, & Mahmud, 2016). This study is descriptive qualitative research. It investigates about questioning in a reading class in one Islamic Senior High School in Bandung. Specifically, it finds out the teacher's question types and the students' opinions towards the questions that asked by the teacher in the reading class. In conclusion, mastering English reading skill can be something difficult for students who learn English as foreign language because they do not use the language in their daily lives. However, a teacher can apply both display and referential questions to students. By applying those question types, the students are encouraged to focus in learning reading material in the class and become familiar with some reading exercises that usually appear in English exam.

Keywords: *Display questions, EFL, reading comprehension, referential questions, students' opinions,*

INTRODUCTION

Reading in English can be difficult for students who learn English as a foreign language. Sunggingwati and Nguyen (2013) declared, "Further, reading in a foreign language like English is more challenging as the community does not speak English, lacks English exposure (i.e., English newspapers and English TV programs), and has the classroom as the only place to learn English." As so, English teachers should conduct their teaching as effective as possible in classrooms to help the students to master the language.

Reading skill is extremely essential to be mastered by students. A current study displayed that the better the reading skills that students master, the better students in gaining knowledge (Akbaşlı, Şahin, & Yaykiran, 2016, as quoted in Ganie, Deliana, & Rangkuti, 2019). Thus, one of the reasons is reading skill facilitates students to know more.

Reading instruction has a meaningful role. It helped students to obtain chances to be seriously engaged with texts to support their comprehension development of English Reading passages (Sunggingwati & Nguyen, 2013).

Questioning was a pivotal aspect in promoting students' learning and long-term reading motivation (Macalister, 2011, as cited in Sunggingwati and Nguyen, 2013). Moreover, Fiftinova (2008) said that teacher's question provides students some chance to show their reading comprehension through speaking and listening to the teacher. Therefore, English teachers should ask questions to students in teaching reading for supporting students' reading skill development.

A lot of studies of teachers' questioning have been done such as studies that conducted by Fiftinova (2008), Vebriyanto (2015), Sujariati, Rahman and Mahmud (2016), Rido (2017), and Febriona, Ginting, and Siregar (2018). However, some of those studies above did not specify their studies of teachers' questioning into particular English skills, especially reading skill. Moreover, most of the studies found that Indonesian Senior and Vocational High School teachers largely used closed or display questions in teaching English. It is interesting to know further whether it also happened in other kinds of Indonesian High Schools like Islamic Senior High School or not. The studies also mostly did not investigate about students' opinions related to teacher's questions. Whereas by investigating them, certain ideas may come from the students. Then by knowing the ideas, the teacher can consider to conduct some improvements for better teaching.

This study is hoped to fill the gaps in existing knowledge related to teachers' questioning in reading class. The study is going to investigate question types applied by an English teacher of one Indonesian Islamic Senior High School in a reading class and students' opinions toward the teacher's questions.

LITERATURE REVIEW

Teacher's Questioning

Cotton (2012) as cited in Vebriyanto (2015) said that the definition of question is any sentence that has interrogative form or function. Question belongs to one of the most crucial tools in guiding and extending student's learning (Gattis, 2002:41, as quoted in Sujariati, Rahman, & Mahmud, 2016). Questioning is a common technique which is used in English language teaching (Xiaoyan, 2008: 93, as cited in Febriona (2018). As early as 1912, Stevens in his book as cited in Melder (2009) wrote that more than eighty percent of teacher's day was spent for asking questions. So, questioning can be recognized as an important tool that usually applied by teachers in teaching.

Further, Donald and Eggen as cited in Xiaoyan (2008) conveyed that the functions of teachers' questions are to investigate students' knowledge and way of thinking about particular topic and to help students to study new knowledge in learning process (Febriona, 2018). For instance, to check what the students know about folklore, a teacher asks her students, "What is the definition of folklore?" And to check how the students think about finding definition of particular word, the teacher gives this question to the students, "If you want to know definition of a word, where can you find it?" While to facilitate the students to study some new information, the teacher asks them, "Do you know that folklores exist in other countries too?"

In addition, "Asking questions keeps students involved with the lesson, and keeps the students on task where they are less likely to lose attention" (Morgan & Saxton, 1991, as quoted in Melder, 2009). Take this case as the example. Two students are talking each other without listening to their teacher who is explaining certain topic. The teacher then asks them, "Can you explain what I have explained before?"

As quoted in Febriona (2018), Richard and Lockhart (1996: 185) delivered that the questions widely used by teachers as teaching technique because of some reasons. The reasons are questions stimulate and maintain students' interest and also encourage students to think and focus on certain lesson content. Moreover, they also said that questions enable teachers to do some acts like: clarifying previous students' utterances,

eliciting particular structures or vocabulary items, checking students' comprehension, and encouraging students to participate in particular lesson.

Questioning in Reading Class

Questioning or asking questions can be a tool to increase interaction in reading class. Fiftinova (2008), in discussing about questioning in instruction of reading skills, mentioned that one of activities that students should conduct is communicating with their friends and teachers through questioning and answering. By applying questioning, interaction between teacher and student can be increased and it is believed that increased interaction promotes student's success in academic field (Rosenshine, 1971, as quoted in Melder, 2009).

Questioning can also be used by teachers to support students' learning in reading class. In some research which was conducted by Shomoossi (2004), it was found that before teachers started working directly on reading, they asked many questions, mostly referential questions. Those questions commonly facilitate the students to warm up for certain task and to be familiar with certain reading topic (Shomoossi, 2004).

Regarding the literatures above, teacher's questioning has some important roles in reading class. Thus, teacher's questioning in reading class is worthy-investigated.

Question Types

One of questioning behavior features is the use of display and referential questions (Nunan, 1990). Display and referential questions are proposed by Long and Sato (1983) as two question types that usually asked by teachers in classroom (Wangru, 2016).

Display question, according to Long and Sato's theory (1983), means a question type which teachers already known the answer and the teachers seem to know more than students about the answer (Lightbown & Spada, 2013, as quoted in Rahmah, 2018). For example, a teacher asks these questions to her students in class: What is the color of my bag? Who is the principle of this school? What is the antonym of catch? Moreover, display questions are delivered for checking students' comprehension of a text (Yang, 2010, as cited in Rahmah, 2018). In this case, the forms of display questions can be such as: Who is the main character of the story?

While referential question means a question type which teachers have not known the answer and it is commonly asked to obtain information from students (Rahmah, 2018). The question may also draw more students' attention because the questions are about things that the students know more (Maley, 2003, as quoted in Rahmah, 2018). For instance, in discussing a text about traditional foods, a teacher asks these questions to her students in classroom: What is your favorite traditional food? Where do you usually find traditional foods? Do you know how to make some traditional food? In addition, Gao (2018) mentioned that referential questions are intended to motivate students to present their opinions. For example, a teacher asks some student in discussing about a legend text, "What you can learn from the legend?"

To analyze question types that applied by teacher in reading class, this study will use the question types which proposed by Long and Sato (1983) to know which question types that used by the teacher in reading class.

Stages in Reading Lesson

Teachers can ask questions to students in various stages in reading lesson. Ibrakhimovna (2016) said that there are three stages in reading lesson. They are pre-reading, while-reading, and post reading stage.

Pre-reading stage contains activities that done by students before they read certain text in detail (Ibrakhimovna, 2016). Activities of pre-reading give a bridge between a reader's knowledge and a text (Tierney & Cunningham, 1984, as cited in Haque, 2010). In other words, pre-reading activities connect certain knowledge that has already known by the reader to the text. Some acts that belong to pre-reading activities were mentioned by Toprak and Almacioğlu (2009). There are discussing author or text type, brainstorming, reviewing familiar stories, etc. In addition, questioning by teachers can also belong to the activities of this stage. The teachers can ask questions to students such as, "What do you think of when you hear the word...?" "What do you know about...?" (Anthony & Raphael, 1987).

While-reading stage includes activities which students are engaged in certain while-reading text (Ibrakhimovna, 2016). While-reading activities, according Anthony & Raphael (1987), should facilitate students to be aware of their failures of comprehension. Take this case as the example. A teacher asks students to read a legend text about Sangkuriang. Then one of the students is asked, "When did Sangkuriang made the boat?" The student then answers, "When he was a baby." The teacher realizes the answer is wrong. So, the teacher can conclude that the student does not understand the text well. This conclusion leads the teacher to take certain act for fixing the student's understanding.

Regarding post-reading stage, it involves activities which are done after while-reading activities are completed (Wahjudi, 2010). Post-reading activities should give more opportunities to students to re-practice what has been learned from particular text (Anthony & Raphael, 1987). In relation to questions in this stage, comprehension question is proper for this stage (Deyuan & Yufen, 2006). For instance, "Do you understand about this text?" "What does the text tell us about?" and so on.

There have been many studies conducted related to stages in reading lesson such as studies that were done by Haque (2010), Akkaya and Demirel (2012) and Han and Choi (2018). It can be said that the classification of stages in reading lesson is common to use and to relate to other subjects in research of reading.

Finally, the classification of stages in reading lesson is helpful for this study to know whether teacher's questions appear in proper stages in reading class or not.

METHOD

The current research is categorized as descriptive qualitative research because the research intends to describe and classify question types that used by a teacher in reading class. In addition, the research also aims to compare and classify students' opinions toward the questions that asked by the teacher in the reading class.

An English teacher of Islamic High School in Bandung and her students become the participants of this study. They are going to be observed to find out question types applied by the teacher of Indonesian Islamic Senior High School in reading class and the students' opinions toward the questions that asked by the teacher in the reading class.

Video recording will be held as the observation form of this research. The process is employed to gain more specific utterances and behavior of the participants in reading

class. Taking notes is also applied to write down particular occurrence in the class which are not recorded well by the video recorder.

A structured interview will be employed too after the end of the reading class. Specifically, eleven of the students are going to be asked some questions to find out their opinions about the questions that asked by the teacher in the reading class. The questions for every one of the students are similar in order to the opinions are easier to compare and classify. Moreover, some audio recorder will record the interview to make some transcription of the interview.

FINDINGS AND DISCUSSION

Question Types Applied by the English Teacher

Data which were obtained through the observation and taking notes revealed that the English teacher applied both display questions, which were defined as questions that the answers have been known by the teacher, and referential questions, which were defined as questions that the answers have not known by the teacher. Those questions were spread in pre-reading, while-reading, and post-reading stage.

Display questions

Display questions refer to questions which teachers already know the answer and the teachers seem to know more than students about the answer according to Long and Sato's theory (1983) (Lightbown & Spada, 2013, as quoted in Rahmah, 2018). In this study, display questions were used more by the teacher than referential questions. The similar finding can be found in studies conducted by Fiftinova (2008), Wangru (2016), and Yusriati and Tarigan (2019).

In pre-reading stage, when the students had been divided into five groups and sat together with their own groups, the teacher asked the students about some types of text. This teacher's act is in line with a statement of Toprak and Almacioğlu (2009) which mentioned discussing text type as one of pre-reading activities. Regarding display questions that delivered by the teacher in this stage, see this following table:

Table 1. Display Questions in Pre-reading Stage

Topic	Question
Text type	What is the definition of recount text? What is narrative text? In recount text, is there conflict? What is the purpose? What is the purpose of recount text? Because it talks about...? How about the time? Last one? Give the background information about what you...?
Text structure	How about language features or characteristics of recount text? The first orientation, event, and? Reorien...? Okay, how about the orientation? What is event?
Tenses	What is tense that we use if we want write recount text? We have to use past tense. Why? What kind of verb that used simple past tense? Verb number...?
Personal experience	We are still close to the time of the last holiday, right? We have experience too, right?

The table shows about topics of the teacher’s display questions and examples of oral utterances that the teacher used in asking display questions to the students. The display questions’ topics in this stage included text type, text structure, tense, and personal experience. In addition, the teacher in this stage rarely asked a display question to one student only. She delivered more display questions to all of the students in front of the class. Generally, the students responded to the questions well. They tried to provide proper answers of the questions.

Next, in while-reading stage, when the students were working in groups to analyze and understand five recount texts, the teacher approached every group one by one. She gave some explanations and questions to every group. One of the teachers’ roles in this stage is to help students to comprehend specific content (Deyuan & Yufen, 2006). Meanwhile display questions that used by the teacher in this stage are summarized below.

Table 2. Display Questions in While-reading Stage

Topic	Question
Text structure	Where is orientation?
	Where is reorientation?
	What is the generic structure of the second paragraph?
Text content	What is the suitable title for this text?
	What is the comment?
	The person felt lucky. Why?
Vocabulary	Does ‘run’ belong to action verb?
	How about ‘eat’?
	How about ‘sleep’?
	What is ‘last week’ in Indonesian language?

The table tells us that the teacher in this stage asked display questions about text content. Besides that, the table also shows that the teacher also asked display questions about text structure and vocabulary. The examples of display questions about those topics are shown in the above table too. Sometimes when some students seemed had some misunderstandings of text structure, the teacher provided certain explanations to them about text structure. The teacher’s act could be stated as helps for the students to comprehend certain knowledge.

In post reading stage, when the students had finished working in groups to analyze and understand the five recount texts, the teacher asked some display questions which are listed below.

Table 3. Display Questions in Post-reading Stage

Topic	Question
Text structure	So where is the event from the text?
	Where is the orientation from this text?
	In the first?
	How about the event?
	How about the reorientation?
	Okay, what is that?
Text content	What is the content of the text?
	What is the suitable title for this text?
	What is the main idea of the reorientation in the last paragraph?
	The suitable title is...?
	Is happy or not?
Vocabulary	Because?
	What is the meaning of ‘went’?
	Verb number...?
	What is happy?

Topic	Question
	What is the verb one from 'saw'?
	What is the verb one of the word?
	What is movie?
Tenses	What is the tense that we use if we want to make the recount text?
Text type	What is the meaning of the recount text?
	Recount text is telling you about...?
	How about the purpose?
	How many generic structures?
	It is what we have experienced in the past, right?
	Not now?

In this stage, first the teacher asked some questions to every group. Generally, topics of display questions that the teacher asked to every group were structure and content of certain text. Besides that, almost all of the groups were also asked about vocabulary. Then, the teacher asked a student to explain about recount text. After the student answered it, the teacher delivered display questions about some topics that had been taught in the pre-reading stage such as text type and tenses. Anthony and Raphael (1987) stated that post-reading activities should provided more opportunities to students to re-practice what has been learned from particular text. However, display questions about text content were asked lesser by the teacher in this stage than display questions about the other topics.

Display question became the question type that used more by the teacher than referential question in all of the reading stages. The teacher's display questions tend to require the students to show their knowledge text type, text structure, text content, tenses and vocabulary. The phenomenon is common because Erianti, Akib, and Baso (2018) revealed that display question mostly found and applied in ELT (English Language Teaching) classroom to measure students' capability of certain material. On the other side, other several display questions from the teacher tend to require the students to confirm about personal experience. Wright (2016) revealed that display questions require students to show their knowledge of comprehension, confirmation or clarification.

Referential Questions

Referential questions refer to questions which teachers have not known the answer and it is commonly asked to obtain information from students (Rahmah, 2018). This study found that besides display questions, the English teacher also delivered referential questions. However, referential questions were lesser applied by the teacher than display questions in the class. Studies conducted by Vebriyanto (2015) and Erianti, Akib, and Baso (2018) also revealed such finding.

In pre-reading stage, when the students had been divided into five groups and sat together with their own groups, the teacher asked some questions. Among the questions, there were referential questions such as shown in the following table.

Table 4. Referential Questions in Pre-reading Stage

Topic	Question
Making example	Would you like to make the example?
	Would you like to make the example about recount text?
Personal experience	Where is the place that you visit on your holiday?
	Have you own some experience?
Having question	Any question about the recount text?
Comprehension	Do you understand about that?

The table conveys about topics of the teacher’s referential questions and instances of sentence that the teacher used in asking referential questions to the students. Topics of the referential questions in this stage included making example, personal experience, having question, and comprehension. In this stage, the teacher reviewed stories related to a student’s experience by asking referential questions about personal experience like where is the place that you visit on your holiday? The teacher also asked all of the students, “Have you own some experience?” Toprak and Almacioğlu (2009) stated that reviewing familiar stories is one of the examples of pre-reading stage activity.

Meanwhile in while-reading stage, when the students were working in groups to analyze and understand five recount texts, every group was approached by the teacher. The teacher applied several referential questions that can be seen in the table below.

Table 5. Referential Questions in While-reading Stage

Topic	Question
Comprehension	Do you understand what the text tells us about? Have you understood?
Having question	Do you have question?
Activity in class	Have you translated it? Finish?

From the table, we can see that the topics of referential questions that applied by the teacher in this stage included comprehension, having question, and activity in class. One of the teachers’ roles in while-reading stage is to facilitate students to understand specific content (Deyuan & Yufen, 2006). Unfortunately, some of referential questions that delivered by the teacher and seemed to help the students to comprehend particular content were less and not so specific such as, “Have you understood?” and “Do you have question?”

In post reading stage, referential questions about comprehension, having question, and condition were delivered by the teacher. The questions of those topics are summarized below.

Table 6. Referential Questions in Post-reading Stage

Topic	Question
Comprehension	Do you understand about the recount text? Do you understand about this?
Having question	Any question about this? Any question about the recount text? Any question? Are you sure?
Condition	Are you ready?

The table above shows that the teacher asked referential questions to the students related to comprehension. In addition, referential questions about having question and condition were also asked by the teacher in this stage. According to Deyuan and Yufen (2006), comprehension question is proper for this stage. However, the teacher’s referential questions about comprehension in this stage were lesser than referential questions of condition and having question.

Referential question was the question type that used lesser by the teacher than display question in this study. This could be a proper step if teaching-learning in the class was aimed to check students’ understandings and to confirm or clarify particular issue than to discover students’ opinions related to certain material. According Wright (2016),

display questions require students to show their knowledge of comprehension, confirmation or clarification. Moreover, Gao (2018) stated that referential questions are intended to motivate students to present their opinions.

Students' Opinions toward the Teacher's Questions

Eleven of 30 students joined the interview session in this study. One of the students was selected by the researcher because the student was engaged actively in joining the class. Moreover, two others of the students were also chosen by the researcher randomly. Meanwhile the rest of the selected students would join the interview after they were asked by the teacher. It is a must for a researcher to discover participants who experience particular studied-phenomena and who want to speak about their experiences ("Participant Selection in Qualitative Research: Part 1," 2017). The interview was conducted after the reading class. Basically, every student gained two questions from the researcher. The questions and the student's answers are summarized below.

Table 7. The Students' Interview about the Teacher's Questions

Questions from The Researcher
1. Do you think that the teacher's questions help you to comprehend the reading passages? What is the reason?
2. Any other benefits that you gain from the teacher's questions? What is that?

Answers from The Students
1. Yes. Through questioning that done by the teacher, we are encouraged to find out what the texts tell us about so that we become know about the texts. Moreover, if an English test is held, some of the teacher's questions usually appear in the test.
2. Yes. The teacher's questions were useful for testing. Questions about definition, purpose, and example make us knowledgeable too.

The interview results revealed that generally many of the students agree that the teacher's questions helped them to comprehend particular texts that they were learning. The opinion was supported by a student which stated that the questioning done by the teacher encouraged students in the class to find out the meaning of particular texts so that they became knew about the texts. In other words, the teacher's questions in the reading class supported the students to focus more in learning the texts to know what the texts discuss about. In addition, another student conveyed that the questions from the teacher commonly exist in exam. The student also admitted the teacher's questions were useful for testing. So, it can be said that the teacher's question can be a helpful tool for the student in practicing for English tasks for dealing with English exam.

Finally, the teacher's questions were recognized by the students as useful things for them in learning texts. Asking questions that conducted by the teacher in the reading class had encouraged the students to more focus in doing certain activities they should do in the learning and help them to be familiar with some questions in English exam.

CONCLUSION

This research aims to reveal the EFL teachers' reflection toward voices and challenges that faced in teaching English through online learning systems to EFL students of the rural area during the COVID-19. Based on the research findings and discussions showed several points. The result findings revealed the challenges faced by EFL teachers in conducting online

learning come from the technological challenges and students' self-regulated learning. Technological challenges are primarily related to the unstable of internet connectivity, quota, and electronic devices. Lack of self-regulation skills that related to the students' motivation in online learning. Besides, the participant also suggested possible solutions in facing online learning. The teacher has to have creativity, using certain methods and certain learning strategies to deal with the challenges that occur. All of the possible solutions are expected to give the most effective way to create strategies in conducting online learning so that all students could continue their education. The EFL teachers' reflection toward voices and challenges faced by EFL rural in teaching English through an online learning system to EFL students of rural areas during COVID-19 will help education institutions to determine and develop strategies that can help students learn the materials.

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