

## Types and Functions of Teacher Questions on Thematic Learning of Curriculum 2013 at Primary Schools

Amelia Annis Meida<sup>1✉</sup>, Ida Zulaeha<sup>2</sup> & Siti Alimah<sup>2</sup>

<sup>1</sup> Universitas PGRI Semarang, Indonesia

<sup>2</sup> Universitas Negeri Semarang, Indonesia

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### Abstract

Teachers question is a habitual activity for affect students' thinking skills in thematic learning of Curriculum 2013. The activity is believed able to improve the students' thinking skills. Its levels at primary school, according to Anderson taxonomy, can be grouped into high and low-levels. This research has a purpose of finding out the types and functions of the teachers' question in learning at primary school that impact students' thinking skills. This qualitative descriptive by using *simak* method to collect the data and advance technique to observe at school. Based on the observation, the most frequently used type of questions by the teacher at lower grade was a low-level question, such as a question to understand. For teachers in higher grades, the tendency of the type of question remembered the question. Both types of teacher questions provide a low-level impact on students' thinking skills. The function of the most frequently used question was checking to understand. The function of question inside of learning interaction depended on the context, such as background, situation, purpose, topic, and doers. Good question in the specific context of interaction could be a trigger to motivate students in strengthening their reasoning and learning.

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✉ Correspondence address:

Dr. Cipto, Jl. Sidodadi Timur No.24, Karangtempel,  
Semarang, Jawa Tengah, 50232  
E-mail: [ansis2605@gmail.com](mailto:ansis2605@gmail.com)

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## INTRODUCTION

Habituation is an educational meant (Djamarah, 2002). Learning process at schools is habituation to let the students being able to differ the right things to the wrong one in term of the cognitive domain, to able to judge in the affective domain and to have a habit to do something in psychomotor domain. Those skills of each domain, students can have access to the future-oriented multi-global situation (Zulaeha, 2008).

All activities in the learning process are efforts to habituate toward the students. The same thing goes for question uttered by the teacher in the learning process as habituation. Habituation of questioning is intended to invite the students to critically and constructively think. Posting a question is an oral action in which it is an individual symptom expressed orally through language (Ariyanti, and Zulaeha, 2017).

According to Sun (2012) stated that question is the most effective learning strategy in its implementation. Question posted by teacher facilitates students to improve their language ability even strategic type question can trigger the imagination of students and motivate them to seek new knowledge (Wangru, 2016).

Question is an effort of the teacher to investigate whether the students have listened and understood the given material or not (Shahrill, 2013). Question appearing in learning will challenge knowledge owned by students so they can be directly involved in the learning process (Mphale, and Mhlauli, 2014).

According to Nasution (2010), the question is a stimulus to motivate students to think and learn. The question consists of question word and sentence. Alwi, Darmowidjojo, Lapoliwa, and Moeliono (2003) defines question word as the word used to reveal the question sentence explicitly. The intended explicit is question particle such as *'kah'* and *'kan.'* Ramlan (2005) stated question sentence is a specific functional pattern sentence to ask something. The intonation pattern of-of question sentence has to raise the ending tone.

The level of grades in primary school is grouped into high and low-grades. It is based on

the ability of students' reasoning in which higher graders have better reasoning skill compared to lower grades. Their reasoning skills can be triggered by using qualified teacher questions. According to Cahyani, Nurjaya, and Sriasih, (2015), the quality of teacher questions determines the quality of students' answers. A qualified question will trigger sustainable curiosity of students.

Teacher question in the cognitive domain can be classified into two categories, low and high questions. Based on Anderson, and Krathwohl taxonomy (2001), low-level questions are in C1, C2, and C3, respectively to remember, understand, and apply. Then, in term of C4, C5, and C6, are the standard for higher questions, such as to analyze, to evaluate, and to create. The level of question is based on the taken operational words.

The level of the question in the cognitive domain is based on thinking skills. This research used question types by Anderson, and Krathwohl (2001) because it can notice the quality of teacher questions in thematic learning of Curriculum 2013. By providing meaningful learning using qualified question will make teachers more creative and innovative (Susilo, Zulaeha, and Subyantoro, 2016).

### **The significance of the Type of Teachers Question to Student Responses**

The types of teachers question in learning are classified using Anderson's taxonomy. At the level of remembering, the operational verbs used are Choosing, Deciphering, Defining, Waiting, Using tables, Registering, Placing, Matching, Recalling, Naming, Eliminating, Citing, Recognizing, Determining, Declaring. The significance of the results of this study, the operational verbs used by the teacher include Choosing, Defining, Showing, Remembering, Recognizing, and Determining. It gives an impact to students who respond by showing their skill to remember.

At the level of understand, operational verbs in Anderson's taxonomy are Classifying, Maintaining, Demonstrating, Distinguishing, Explaining, Expressing, Expressing, Extending,

Modeling, Describing, Demonstrating, Associating, Interpreting, Estimating, Considering, Matching, Making Disclosure, Representing, Re-Expressing, Representing, Returning, Writing return, determine, summarize, say, translate, describe. The significance of the results of this study, the operational verbs used by the teacher include Identifying, Classifying, Saying, Distinguishing, Explaining, Suggesting, Relating, Writing back, Considering, Restating, and Summarizing. It gives an impact on students who respond by showing their skill to explain and understand.

At the level of apply, the operational verb used is Applying, Determining, Dramatizing, Explaining, Generalizing, Estimating, Managing, Managing, Preparing, Producing, Producing, Selecting, Showing, Sketching, Finishing, and Using. The significance of the results of this study, the operational verbs used by the teacher include Applying, Estimating, Managing, Selecting, Producing, Completing, Using and Preparing. It gives an impact on students who respond by demonstrating the ability to organize, arrange and self-confidence in showing.

At the level of analyze, operational verbs in Anderson's taxonomy are Analyzing, Categorizing, Grouping, Comparing, Distinguishing, Favoring, Diversifying, Identifying, Summarizing, Dividing, Detailing, Selecting, Determining, Showing, and Carrying out surveys. The significance of the results of this study, the operational verbs used by the teacher include Analyzing, Categorizing, Grouping, Comparing, Identifying, Concluding, and Dividing. It gives an impact on students who respond by showing their skill in predicting situations and be brave in expressing opinions.

At the rate of evaluate, the operational verbs used are Respect, Consider, Criticize, Defend, and Compare. The significance of the results of this study, the operational verbs used by the teacher include Respecting, Considering, Criticizing, and Comparing. It gives an impact on students who respond by showing their skill to

make decisions and evaluate attitudes or behavior.

At the level of creativity, the operational verb used is Combining, Combining, Composing, Constructing, Building, Creating, Designing, Designing, Developing, Conducting, Formulating, Making a Hypothesis, Finding, Creating, Playing a role, and Telling. However, the results of this study indicate that the teacher does not use the type of question create in his learning.

### **The Function of Teachers Question**

According to Underhill as quoted by Freahat, and Smadi (2014) stated questions have functioned as knowledge organizer or as a collator of learning achievement and experience. The other functions, by proposing a question is to revise student learning, instead of controlling students' knowledge (Bay, and Hartman, 2015).

The varieties of question functions in learning interaction depend on context, such as background, situation, purpose, topic, and doer (Cooper, and Rofi'udin as quoted by Rahman, Subyantoro, and Mulyani 2018). This opinion aligns with Myhill, and Dunkin (2005) who detailed the function of questions in learning based on the context of question. The function of the teacher's question is presented in Table 1.

Teachers question are used to stimulate students' thinking skills. Each of these questions in learning has its respective functions that impact students' thinking skills. The function of the question has three main roles; they are for class management, understanding, and skills. The function of teachers questions that can impact students' thinking skills are those who have an understanding and skills role.

Based on the explanation above, then the upheld problems of the research are: (1) How is the profile of teachers question in the low and high-grade class at primary school? (2) How do students respond to teachers question at primary school? (3) What is the function of questions used by the teacher that impact students' thinking skills at primary school?

**Table 1.** The function of Teachers Question

The function of teachers question	Definition
Class management	Related to behavioral and task management
Factual elicitation	Re-asking a fact or information
Cued elicitation	Giving instruction or sign to answer
Building on content	Collecting information related to learning topic or there
Building on thinking	Facilitating students to think about new ideas or concepts but not checking their understanding or looking back to previously discussed ideas.
Recapping	Remembering already learned materials and relating to current learned material
Practicing skills	Training or practicing about a strategy or understanding
Checking prior knowledge	Checking possible and relevant knowledge and experience toward the learning material
Developing vocabulary	Testing or clarifying understanding of words
Checking to understand	Understanding and checking students' understandings about the on-going learned material
Developing reflection	Facilitating students to think about how they study and what strategy to use

Generally, the purposes of the research are to analyze the quality of the types and functions teachers question that impact students' thinking skills in thematic learning of Curriculum 2013 at Primary School.

## METHODS

The data of this research is question occurred inside of thematic learning process between teacher and student. The data source is teacher question in thematic learning of Curriculum 2013 at primary school.

The data of the research was obtained by *simak* method with advanced technique, *Simak Bebas Libat Cakap* technique (SBLC) (Sudaryanto, 2015). The method was done by reading or observing the investigated data (teacher questions and students' answers). Besides that, the recording technique was done by recording the classroom interaction. The recording was done by using a *camera* and *voice recorder* in *handphone*.

The method to analyze the data was an interactive model developed by Miles, and Huberman (1992). The model covers three processes: (1) reducing the data, as selecting process and simplification of raw data written on the field, (2) presenting data, presented in the form of narrative text using logic and systematic sentences, and (3) drawing conclusion/verification, started by drawing temporal conclusion, conclusion of current developed theories, then theoretically concluding.

## RESULTS AND DISCUSSION

The discussion of questions covers from types and functions of questions inside of Curriculum 2013 thematic learning based on its context.

### Types of Question

The observation results of four primary schools in Paguyangan district, Brebes in the learning, consisted of 498 questions in the learning. The questions were grouped into two types: low and high-level questions.

### Low-level Question

The low cognitive level question was used to trigger the reasoning ability of students to be higher. According to Koizumi (2013), the low-level question had a repeating question to relate previous learning material to the subsequent learning. Based on Anderson, and Krathwohl (2011) taxonomy, the low-level question was in remember (C1), understand (C2), and apply (C3). Here is the interaction of teacher and students of the low and high-grade class, showing the use of a low-level question.

### Remember Question (C1)

This question demanded students to be able to express again their previous knowledge about facts, events, definition, etc. (Sunardi, 2016). This question is a question tended to expect simple answer or response with natures to be memorized or remembered upon the already learned materials by students.

Context: Teacher (P1) asked a student (P2) about previous material

P1 : **Who else made it yesterday? There were chef, tailor, and what else?**

P2 : Chef

P1 : It was chef. What else?

P2 : Painter

The bolded question was remember type with the operational word “remember.” The teacher's question demanded the student to remember again the already learned material previously. Low-grade class students were not required to share an opinion or to judge a certain problem.

Context: Teacher (P1) asked a student (P2) about previous material

P1 : **What is a natural resource?**

**Let's, who can, who still remembers, what is a natural resource?**

**'Yesterday I read, but I forgot,' let's! Levina?**

**What is a natural resource, Lulu? It is everything.**

P2 : In nature

P1 : Can be used for?

P2 : Society . . . Eat . . .

P1 : All of our needs.

Let's give applause (*All students gave applause*)

The fourth-grade teacher used to remember type question with the operational word “define.” From the dialogue, the teacher helped the student to define “natural resources” by using the previous material. Some students had not been able to answer yet, so the teacher provided clues to answer.

### Understand Question (C2)

This question is the ability to understand what is being communicated, delivered by the teacher about the learning material. The question was one level higher than remember type question. Therefore, it needed more reasoning of the students to answer.

Context: Teacher (P1) described the material about parts of the plant toward students (P2)

P1 : **From all of these, coconut tree has its benefits. The trunk can be used, as well as the fruits, what are the benefits?**

P2 : For beef, sir

P1 : Which part?

P2 : (*the coconut pulp*) Shredded

The bolded utterance in the dialogue was an understandable question. It happened due to teacher used the operational word “explain.” In posting the question, the teacher of low-grade class students was aided by pictorial media. By observing and understanding the picture, the student could explain the benefits of coconut.

Context: Teacher (P1) asked a question to get information from students (P2)

P1 : When I was a kid, it was called four healthy five perfect, but now it has been changed just like on your book? What is it?

P2 : \*

P1 : That is it. Was the title?

P2 : Balance Nutrition

P1 : **Nah, balance nutrition, what is it?**

P2 : Nutrition needed by the body

In the dialogue, the teacher used the textbook to let the students understand a certain topic. The purpose of the teacher to ask the question was to get information from the students with the operational word “differ.”

### Apply Question (C3)

This type of question was about the use of question to the ability of students to use the already learned material into a new and concrete situation (Igbaria, 2013). The intended apply are rules, methods, concepts, principles, laws, and theories. In Anderson's Taxonomy, the question type was in third stage (C3), a final stage of low cognitive level.

Context: The student (P2) was asked by the teacher (P1) to explain planting procedures

P1 : **What are the first steps to put in the pottery?**

P2 : Seed

P1 : Really?

P2 : Rock

P1 : Rock, isn't it too big?

P2 : The small ones

P1 : The stones are changed by pieces of tiles

The bolded question of low-grade class teacher was apply type question with the operational word “organize”. Teacher posted a question to let the student explain about planting procedure.

Context: Teacher (P1) pointed one of the students (P2) to demonstrate how to create a demonstrative medium

**P1 : Now, one of your friends will present how to make breathing device of a human. Who? (alias showed herself to present) Yup, Alisa? Please come forward. Please don't be shy, speak louder.**

P2 : Guys, I will present how to make breathing device demonstration.  
*(the student demonstrated)*

The teacher of fifth grade posted the question to direct the students to be confident in demonstrating the ways of creating a demonstrative medium. The bolded question was to apply type question with the operational word “producing.”

From the conversation, it can be seen that teacher questions at a low-level have an impact on students' thinking skills, in low and high-grade class. The impact can be seen from students' answers. For further results on the impact of teacher questions at low-levels on students are presented in Table 2.

**Table 2.** The Impact of Teacher Questions at A Low-level on Students' Thinking Skills

Grade class	Teachers question type	%	Situation	Impact
Low (1,2,3)	Remember (c1)	36	This question is used by the teacher at the beginning of the learning activity, to enter the new learning theme	Learners do low-level thinking activities to remember previous learning
	Understand (c2)	53	This question is used after the teacher gives a lesson, to examine students' understanding of the lesson	Students use their speaking abilities to be able to explain what they have understood
	Apply (c3)	2	This question is used by the teacher when discussing, the procedure on how to make the planting media	Students showing their ability to organize or arrange materials for planting media
High (4,5,6)	Remember (c1)	45	The teacher uses this question at the beginning of the learning activity	Students can show their memorizing abilities
	Understand (c2)	33	The teacher uses this question when giving lessons	Students can distinguish something by understanding the definition
	Apply (c3)	1	The teacher uses this question in demonstration activities	Students are more confident in demonstrating

Based on Table 2, the impact that students have on the teacher's questions at a low-level is that they can show the ability to remember, understand, organize, and demonstrate. Students at low-grade class more often respond to understand questions. While students at high-grade class respond more often to remember questions. Therefore, the teacher uses a lot of these two types of questions.

### High-level Question

This question needed higher reasoning level, involving a more complex cognitive process started from “understanding, manipulating, handling abstractly of a certain notion activity” (Diaz, Whitacre, Esquierdo, Ruiz-Escalante, 2013). This question involved students to analyze, to evaluate something, and to be more creative in constructing. In Anderson and

Krathwol's taxonomy, high-level type question was in analyze (C4), evaluate (C5), and create (C6). Here are the interaction of student – teacher of low and high-grade class students, showing high-level type questions.

### Analyze Question (C4)

The question directed to elaborate a certain problem or object into its elements and determined how the relations among the elements (Widodo, and Pujiastuti, 2006). The question needed higher thinking skills than the previous types (remember, understand, and apply). It was due to analyzing type question needed content to understand and structural form of material. Then, this type of question was in a higher stage of cognition in Anderson's Taxonomy.

Context: Teacher (P1) explained a concept of solving to students (P2)

P1 : Rabbit eats a carrot. How many carrots are here?

P2 : One

P1 : **One. Eaten by the rabbit... Yum... Yum... Yum... (Marking the part of a carrot being eaten by marker) Now, how many carrots are left?**

P2 : A half

The bolded question of the teacher was analyzed type question. The purpose of the low-grade class teacher was to invite students in reasoning. This reasoning is a logical thinking process to gain a conclusion (Lida, and Zulaeha, 2017). The question used was similar to “What will happen?” In explaining a certain concept on mathematics content learning, a teacher needed to provide an example and invite the students to analyze the concept to be easily understood.

Context: Teacher (P1) invited students (P2) to sing a song titled “Aku Anak Indonesia,” “I am Indonesian Children.”

P1 : **Who wants to answer again why you are proud to be Indonesian children? Yup, Ken?**

P2 : Because of many islands

P1 : Because it has many islands. Great

P2 : Because of the dance and the foods

P1 : Yup, the dance, special culinary, traditional clothes, yup, great.

The fourth-grade teacher posted the question to find out how the understanding level of the students about a song titled “Aku Anak Indonesia.” The question word used was “Why” because the teacher had the purpose to let the students share their opinions. From the conversation could be seen various answers by the students, based on their own opinions. It showed the type of question was opened nature question, demanding further answers from one into unlimited.

### Evaluate Question (C5)

This question was related to the ability of students to evaluate based on specific and standard criteria for specific purposes. In Bloom’s taxonomy, evaluate level was the highest

cognitive level. But it was revised by Anderson, evaluate became fifth level or C5.

Context: Teacher (P1) introduced the concept of multiplication to students (P2)

P1 : **So, according to Fina, 5 x 6 is 6 plus 6 plus 6 plus 6, with total 5, and it is 30. Correct or not?**

P2 : Correct

P1 : Correct, give applause!

P2 : (PD applause)

The bolded question by a low-grade class teacher was evaluated type question. It was since the question was used to invite students in assessing or correcting their peers’ works.

Context: Teacher (P1) asked the opinion of the student (P2) about a certain occurring event in the class

P1 : **According to you, there is your friend while being asked by a teacher he pretends to have finished. Who thinks it is allowed?**

P2 : I disagree with friends who have not finished their tasks.

P1 : **So it was pretending to have finished ya, is it allowed to do so?**

P2 : No

The bolded question of a high-grade class teacher was evaluated type question. The teacher posted the question to find out the students’ judgments toward the current situation faced in the class to be used as a learning example. The students were trained to criticize a certain problem or action.

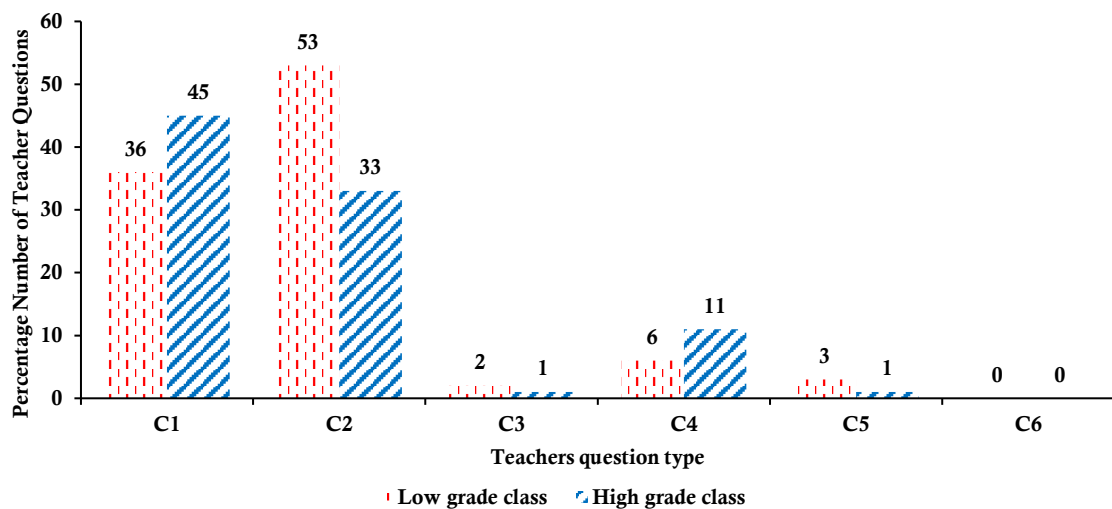
From the conversation, it can be seen that teacher questions at a high-level have an impact on students’ thinking skills, in low and high-grade class. The impact can be seen from students’ answers. For further results on the influence of teacher questions at high-levels on students are presented in Table 3.

Based on Table 3, the impact that students have on the teacher’s questions at a high-level is that they can show the ability to predicting, make a decision, arguing, and evaluate. Students in low and high-grade class, both of them more often respond analyze the question. Therefore, the teacher uses a lot of type of question to analyze.

**Table 3.** The Impact of Teacher Questions at A High-level on Students' Thinking Skills

Grade class	Teachers question type	%	Situation	Impact
Low (1,2,3)	Analyze (c4)	6	This question is used when the teacher explains a concept	Students showing their ability to predict a situation
	Evaluate (c5)	3	This question is used by the teacher when students do the task	Students can make decisions between answers 'right or wrong.'
High (4,5,6)	Create (c6)	No data	No data	No data
	Analyze (c4)	11	The teacher uses this question after singing the song 'aku anak indonesia'	Students can argue without hesitation
	Evaluate (c5)	10	The teacher uses this question to evaluate friends.	Students can evaluate an attitude or behavior, then label it with 'right or wrong.'
	Create (c6)	No data	No data	No data

To find out the comparison of the percentage of teacher questions in the low and high-grade class are presented in Figure 1.



**Figure 1.** The Used Low and High Type Question by Both Low and High-Grade Class Teachers at Primary School

Based on Figure 1, it is known that the question most often used by low-grade class teachers was an understanding. Meanwhile, teachers use more high-level questions at the analyzing level. On the other hand, high-grade class teachers tended to use low-level questions, such as remembering. For high-level type questions, there is a tendency to use the analyzing questions. Thus, between the low-level or high-level questions that the teacher uses more is the low-level question.

The results of this study are similar to the research conducted by Shahrill, and Mundia (2014). The teacher uses more low-level questions with a percentage of 79%, compared to high-level questions with a percentage of 21%. For the types of teacher questions found in this study, it has

similarities with the research conducted by Oktaviana, Hidayati, and Wibowo (2016). The teacher uses more types of questions to remember and understand, than the types of questions that apply, analyze, and evaluate. For the types of questions create, not found in two studies as in this study.

#### Functions of the Questions

The functions of teachers' question in the classes were identical to check students' understanding. However, there were some other functions of the used questions in which were not only to check to understand. It was adjusted to on-going learning context. Thus, a function of question did not depend on the types of questions. The functions of the teacher's question in



thematic learning of Curriculum 2013 at Primary School are presented in Table 4.

**Table 4.** The Functions of the Teachers Question in Thematic Learning

Question functions	Class	%	The operational verb
Class management	Lc	4	Comparing, correcting
	Hc	8	
Factual elicitation	Lc	3.5	Remembering, explaining
	Hc	14	
Cued elicitation	Lc	3	Showing, mentioning
	Hc	2	
Building on content	Lc	1	Remembering, predicting
	Hc	6	
Building on thinking	Lc	0	Explaining
	Hc	0.5	
Recapping	Lc	3	Remembering, understanding
	Hc	11	
Practicing skills	Lc	9	Reading, speaking, demonstrating, giving an example
	Hc	0.5	
Checking prior knowledge	Lc	8	Observing, estimating
	Hc	3	
Developing vocabulary	Lc	2	Reading, spelling
	Hc	1	
Checking to understand	Lc	5	Understanding, observing
	Hc	15	
Developing reflection	Lc	0	Showing, appreciating
	Hc	0.5	

## CONCLUSION

According to the discussion, it could be concluded that the most frequent types of question used by both low and high-grade class teachers were low-level type question, with the purpose to construct low thinking skills of students as well. Meanwhile, for high type level question was rarely found. It was only limited to certain materials. The most frequent appearing question function was questioned to improve students' understandings. Then after that, the function of questions used by teachers about class management, understanding, and skills. The types of questions were related to students' reasoning abilities in both low and high-levels. The function depended on learning context and was not based on the type of the used questions. Therefore, both of them had an indirect correlation.

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