

An Analysis of Teachers' Questioning Strategies during the Classroom Interaction (A Descriptive Qualitative Research on Smk Negeri 1 Paloh)

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ABSTRACT

A good teaching-learning process involves students and teachers as a single main source in the classroom. Student participation is essential in the teaching-learning process because it allows for good interaction between teachers and students. Teachers' questioning strategies can encourage students to participate more actively in the language-learning process. Teachers must use questioning strategies because they are one of the factors that contribute to an effective teaching and learning process. The purpose of this study was to learn about the types of English teachers' questioning strategies and why they used them in their classroom interactions at SMK Negeri 1 Paloh. In this study, the writer used a descriptive qualitative method. To collect data, the writer conducted classroom observations and recorded audio interviews. The data was collected from two English teachers at SMK Negeri 1 Paloh who teach in grades X and XI to determine the types of questioning strategies used and why they were used during classroom interactions. Based on the observations, the study findings indicate that the teachers asked procedural, convergent, and divergent questions. During the classroom interaction in which they were asked the question, the English teachers actively used question strategies to assess the student's understanding of the previous material, to attract the students' attention, to support the students' contributions in class, and to motivate the students to learn. As a result, the English teacher used their questioning strategies in their teaching-learning process, and the students were more active and confident in their ability to understand and answer questions.

Keywords: Analysis, Teacher's Questioning Strategies, Classroom Interaction

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INTRODUCTION

A good teaching learning process involves the students as well as the teachers as a single main source in the classroom. The involvement of students is essential in any teaching learning process because it allows for excellent interaction between teachers and students. In order to create an interactive classroom, teachers must interact with and involve students by asking questions and interacting with them in order to train their speaking skills and ensure that the students master the concepts.

According to Kuswandari, (2023) that English is an international language that is included in one of the subjects in Indonesian schools, namely English subject. In Indonesia, English subject used to improve foreign language skills which are held at the junior and

senior high school even in lectures in order to balance international language skills and make a good interaction between the teacher and students to create a generation that is good at languages. Students appreciate interactions in language learning between teacher and students in the classroom.

A common issue in the English classroom is that teachers face a passive class in which students are unresponsive and avoid interaction with the teacher. This is especially true when a teacher attempts interaction in a teacher-class interaction, such as by asking class-wide questions and expecting at least one or two students to respond. Naturally, there was occasions when no student can answer, know, or give the answer to teacher questioning. As a result, students are afraid to offer critique. Students do not react directly to the teacher's question and do not participate in class discussion as a group. Most of the class students sat in silence, with little or no facial emotion or gesture. The reason the writer conducted this research was the lack of interaction between teacher and students, students were passive, also the students more silent during classroom interaction on teaching and learning process.

According to Brown (2001), how a strategy is implemented by a teacher is dependent on the approach used and how the strategy is used. Brown defined strategies as special methods of approaching a problem for the purpose of achieving a specific end, planned design for controlling and manipulating specific information. According to Guest (1985) cited in Sujariati et al (2016) , questioning strategy is one of the important tools to extend student's learning, which can help teachers develop their own strategies to enhance the student's work and thinking. Teacher questioning, on the other hand, is critical for both the teachers and the students.

According to Richards and Lockhart. (1994), question and answer exchanges take up more than half of the class time in some classrooms. There are three types of questions. First, procedural questions, such as the following, are common in classrooms when teachers are ensuring that assignments have been completed, that task instructions are clear, and that students are ready for a new task. Second, convergent questions need the responses "yes" or "no" or short statements. Third, divergent questions encourage students to respond with longer answers that require them to engage in higher level thinking. According to the writer observations at SMK Negeri 1 Paloh, the teachers frequently used teaching strategies during the teaching-learning process; procedural questions and convergent questions, and rarely used divergent questions.

METHOD

The research conducted by the writer is descriptive-qualitative research. Qualitative research refers to process-oriented methods used to understand, interpret, describe, and develop a theory of a phenomenon or setting. According to Cresswell (2014), qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Descriptive qualitative research is mostly associated with words, language, and experiences rather than measurements, statistics, and numerical figures. On the other hand, how opinions are

formed is a concern in qualitative research. The writer adopted two teacher-centered approaches to understand the sample experiences and to obtain and generate ideas. In this research, the writer focuses on the types of teacher questioning strategies in classroom interaction used by the English teachers during classroom interaction.

The technique of data collection is the way the writer collects the data in the research. In this research, the writer used three techniques for data collection: observation and interview. Observation is the process of gathering open-ended, firsthand information by observing people and places at the research site (Cresswell, 2014). An interview is a face-to-face or one-to-one meeting in which the writer, who serves as the interviewer, gives some questions to the interviewee to collect data. An interview was used to get deep information about the teachers' strategies for teaching English.

In qualitative research, the data analysis technique is used which was directed at answering the research questions. In the process of data analysis to obtain the result from observation and interview, there are some steps that should be taken by the writer to analyze the data. The first, start with a video recording of the observation and then the audio recording of the interview were transcribed and coded. The data obtained only the transcription of teacher talks consists of the types of questions to be analyzed. This is part of data reduction. Miles and Huberman (2014) explain "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcription."

FINDING AND DISCUSSION

After observing and interviewing, and analyzing teachers questioning strategies, the writer found some types of teachers questioning strategies during classroom interaction. The bold sentences indicated in which types questioning strategies were representing. In describing the types of questions used by teachers, Richard and Lockhart (1996) are considered the main reference. Therefore, three types of teacher's questions are used to classify the teacher's questions. In this study, the English teachers used three types of questions during the teaching-learning process. Moreover, this study showed that the teachers mostly used procedural questions and convergent questions rather than a divergent questions. Thus, the writer presented the data in form of description as described below:

a. Procedural Questions

The procedural question was a question that referred to the classroom procedure, classroom routine, or classroom management. In observation, the writer found some questions sentences used by the teacher A and teacher B in teaching-learning process during classroom interaction that described below: The teacher asked students pertinent questions. It means that the questions asked were relevant the student's personal life activities, allowing each of them to respond. **"How are you today?" "Is anyone absent today?" "Why are they absent?" "How about you Rizal where were you go for 'Eid Al-Fitr holiday?" "Where were you go during the last holiday?" "How about you Dani?" "Have you ever had an experience students?" "Do you bring the book,**

students?" "Whose do not bring the book?" "Have you finish?" "Is there anyone will ask a question?" "Do you understand, students?"

In this study, the teachers stated that procedural questions were daily routines or refreshed the students' focus before starting, after explained the material and before class end in teaching-learning process. Thus, a procedural question was effective to check students' condition and make them relaxed while studying.

b. Convergent Questions

The convergent question was the type of question that generated the students to review the previous information. It usually involves students participating during the lesson. In observation, the writer found some questions used by the participants: Based on the interview result, it was used to increase their participation and check their understanding of the material. Here is some sentences of questions: **"What will we learn today?" "What is the specific topic?" "What is the answer, Dina?" "What is to be or auxiliary used in that question?" "What is translate, are you sister twenty years old?" "Have you know about the describing people?" "Who knows the meaning from that sentence?" "What are the meaning of diligent, lazy, short, black hair, and big nose?" "What is her hair color?" "What is the type of her hair?" "What kind of experience you have, Rendy?" "What is the topic of this conversation?" "What is recount?" "What is orientation?" "What is reorientation?" "**

Convergent was used when the teachers wanted to involve students' participation or check on students' knowledge. For the convergent question, it has purposed to stimulate students to be active or involved in the teaching and learning process, and some convergent question also used to review the previous material, check students' understanding, and focus control students' attitude.

c. Divergent Questions

The teachers rarely use the divergent questions it has purposed to stimulate students' to pursue knowledge on their own; however, the teachers very rarely and almost none in using divergent questions. **"What your opinion...?" "Why is... .?" "What is the generic structure of recount text?" "How about event?"**

The students were unresponsive to the divergent question that generated them to higher-order thinking. Based on the interview result, the teachers stated that encouraging students to think higher-order thinking can confuse them and become passive.

Based on the data gathered from the writer's observations, in three classroom meetings with two teachers, the English teachers actively used the questioning strategy during the teaching and learning process. When the teacher began the class, they always said "Hello" or "Hi" to each student and inquired about their status while reviewing the students' attendance records. It means that the teacher asked procedural questions during the classroom activity. The teacher also inquired about the student's prior knowledge to ensure that the student understood the previous material; this indicates that the teacher used both convergent and divergent questions in the classroom activity. Questioning can also be motivating because it increases students' motivation to

learn and their curiosity about how the lesson is progressing. Teachers always ask questions to assess students' comprehension of the material, to draw students' attention, to encourage student contributions in class, and to serve as a confirmation check and clarification request.

CONCLUSION

Procedural questions in which teacher asked questions relevant to students, questions for evidence to support a particular point, follow-up, and probing questions. Furthermore, the teacher used convergent questions in which to allow students to expand on their responses. It means they can include their reasons or opinions in their answer as long as it does not deviate from what is written in the book. Then, the teacher used divergent questions to encourage students to respond with higher-level thinking. It can encourage students to respond to questions based on their knowledge, but students must respond to questions with lengthy responses.

The English teachers actively used procedural questions in classroom interaction that they were asked the question to check on the students' understanding of the previous material, attract the students' attention, support the students' contributions in the class, and motivate the students to learn, the English teachers use their questioning strategies based on the function of the questioning strategy types.

In a pedagogical setting, the use of questioning strategies assisted the teachers in managing and controlling the class as well as stimulating student's responses and critical literacy. As a result, teachers must be aware that questioning strategies have a significant impact on student's learning. They should plan the use of questions that encourage students to participate. It is also preferable for the teachers to pose the questions to the volunteer students so that the other students can respond. Following that, the students in this case English Education students, should be taught questioning strategies that will help them in their future teaching careers and encourage student engagement in the classroom.

To minimize the negative impact of student responses, teachers should be aware of and understand how to deliver the question in a good way. The teacher should be aware of the appropriate time to ask a question as well as the appropriate question to ask. More research on this topic should be included in future studies so that we can reach the general conclusion that teacher's questioning strategies could be used as a teaching strategy in the classroom. Because each student has a different level of understanding and courage, the teacher should be aware of being patient when delivering learning materials and asking questions to the students. Aside from that, students should be more attentive when the teacher explains the learning material in front of the class.

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