

AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGIES IN CLASSROOM INTERACTION

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ABSTRACT

The purpose of this study is to analyze the questioning strategies used by the teacher in class interaction and the teacher's preference for using questioning strategies. The approach used in this research was qualitative. The subjects of this study were two English teachers at SMPN 5 Majene. The subjects of this study were determined by using purposive sampling technique : classroom observation, observation checklist, video recording, and interview were the instrument used to obtain research data. The results of this study indicated that the teacher uses knowledge questions and comprehension questions in the classroom. Based on the observation, questioning strategies were crucial, especially the teacher used a questioning strategy to measure the extent of students' understanding and abilities during learning.

Keywords: Analysis, Questioning Strategies, Teachers

INTRODUCTION

In learning, building interactions in a class is required. Interaction is one of the important points successful in the process of learning to teach. Interaction in the classroom is considered an activity that provides opportunities for teachers and students to talk to each other in teaching and learning. Teacher action and teacher interaction are important aspects of active classroom interaction. In other words, having a good interaction in the classroom will help teachers and students to make a collaborative exchange of thoughts, feelings, or ideas that produce reciprocal effects with each other in-class interactions. (Wasi'ah, 2016). It indicates that in interactive teaching and learning involves the participations both Teacher and students.

The teaching process involves the skill of the teacher in conveying the subject material. Skill is not enough for teachers they also need creativity and strategy to make the class fun and alive.

However, building interactions in the classroom is still difficult. Many problems arise in developing interactions because students have difficulty expressing themselves in using English. Therefore, the way teachers allow students to develop the language is important. In other words, the teacher speaks to establish and maintain good communication in the classroom. (Rosyidah, 2018).

In teaching-learning English, there is a process which is called asking or giving questions. It can be from the teacher to the students or the students to the teacher. Questioning to students must be applied in questioning strategies. In the teaching-learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. Furthermore, the teachers have to know the output of the students before or after teaching by giving questions. So there must be an interaction between teacher and students and then followed by feedback from the students.

Interaction can be used to facilitate students in communication in real interactive situations. Through questions, the teacher can engage students actively in the lesson and challenge their thinking. Most of the questions are provided to get an answer, the use of teacher questions will stimulate students to talk while answering questions. At the individual level, questions can be used to build students' confidence to speak. Thus, using questions will help the teacher to stimulate students' talk and thinking by responding to questions. By the intensity of doing questions by the teacher and responding by students or vice versa, the classroom interaction will be created. (Astuti, 2020)

To stimulate students to speak actively, questions are needed in the teaching and learning process. It was Concluded that questions define tasks and express problems and issues. In the teaching and learning process, it is common to find situations in which students cannot answer the teacher's questions. This happens because the students are reluctant to answer or they do not know the answer (Tan, 2007). In the English classroom, it is frequently found that the students cannot answer the questions, not because of the reluctance of the knowledge rather they get difficulties expressing their answer in English. It means that students have insufficient proficiency ability to answer the questions is commonly happened in classroom interaction.

In the preliminary study conducted by the researcher in one school in Majene during the researcher's field practice activity, the researcher conducted a previous interview with the teacher in the school. In English classrooms, a common problem was teachers face a passive class, where students were unresponsive and avoid interaction with the teacher. This is especially when a teacher sought interaction in a teacher's class dialogue, such as asking questions to the class as a whole, expecting at least one student to respond. Obviously, there were times when no student could answer a teacher's questions, know the answer, produce the answer. So, students were rather reluctant to give feedback. The students did not respond voluntarily to the teacher's questions and do not participate in

class discussions. The teacher expected the students to be more positive, active, and overtly communicative in their feedback.

Based on the explanation above, this study aims to investigate the questioning strategies applied by the teacher in classroom interactions. The junior high school in Majene is selected to be the subject of this study. Based on the researcher's previous study this school fulfills the criteria to be a place for conducting research because the problems found are in accordance with the aims of the researcher and the lack of students' participations. Compared with the previous existed research findings, the researched observed the teachers' strategy in the classroom. Accordingly, the researcher conducted research based on the topic by the reason above the researcher would conduct a study entitled "An Analysis of Teacher's Questioning Strategies in Classroom Interaction."

REVIEW OF LITERATURE

Definition of Classroom Interaction

The term "interaction" is made up of two morphemes, namely inter and action. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain a conversation, teach or interact with participants involved in teaching and learning in the classroom. Interaction occurs every day in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of action that occurs as two or more objects has an effect upon one another. Classroom interaction can be defined as the whole interaction occurring inside the classroom between teacher and students or among the students themselves. Classroom interaction will make the students interested in communicating in the classroom. Classroom interaction is an interaction between teacher and students in the teaching and learning process where the teacher determines the interaction that happens in the classroom. (Mustiatin, 2017). There is a reciprocal process in the class between teachers and students.

Definition of Questioning Strategies

Questioning strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking (Sujirati, Q, & M, 2016). On the other hand, teacher questioning is very important for teachers and students. In further, Sujirati & M defined Questioning is one of the techniques most commonly used by teachers and serves as the principal's way in which the teacher controls classroom interactions.

Type of Questioning Strategies

There are many different kinds of questions and that each is important. All of the kind questions must balance to create an effective questioning process in the classroom learning activity. Some researchers have simplified the classification of questions into lower and higher cognitive questions.

Lower cognitive questions (fact, closed, direct, recall, and knowledge questions) involve the recall of information. Higher cognitive questions (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) involve the mental manipulation of information to produce or support an answer. Regardless of the classification, traditional wisdom holds that the higher cognitive questions lead to higher-quality answers and increased learning and achievement. However, the research has mixed conclusions in this area. Some studies found that higher-level questions did indeed produce deeper learning, while others found that not to be the case (Tarigan, 2018).

Definition of Teacher Question

Teacher questioning is one of the most commonly used skills by teachers, and it is the main way for teachers to control classroom interaction. Teachers' tendency to ask many questions has been observed in many surveys. In some classrooms, more than half of the class hours are occupied by questions and answers. Teachers' questions have attracted widespread attention from language classroom researchers (Prasetyawati, 2015). This is intended to gain responses from students and to stimulate their critical thinking. What strategies of teachers used in asking questions to students would be observed and analyzed in this study.

METHOD

Research Design

This research design is a qualitative method. The type of this research is descriptive qualitative. According to Creswell in 1988, the qualitative approach is an approach to inquiry that begins with opinions, world view, possibly a theoretical lens, and the study of research problem exploring the individual or groups to describe a social or human problem.

Research Schedule and Location

This research was conducted in the junior high school of 5 Majene. English teachers were the subject of this research. The researcher chose the teacher based on the researcher's previous study in the junior high school of 5 Majene, during the researcher field practice activity, the researcher did previous observation in the learning process in the classroom, then researcher found the lack of students and teachers' interaction, then researcher made this as the main reason to choose two English teachers as the subject of this study. The researcher conducted the research from July to August 2021.

Research Instrument

To achieve the objectives of this study, the necessary data were collected through some instruments such as an observation checklist, interview. The researcher observed the teachers' strategies in interacting to the students and the teachers were interviewed.

Data Validity Test Technique

To analyze the data, in this study, the researchers used triangulation as a technique to check the validity of the data. Triangulation is a technique to check the trustworthiness of data by checking or comparing data with things that exclude the data (Moleong, 2000). There are several types of triangulation, namely: (1) Triangulation using sources; (2) Triangulation method; (3) Triangulation with researchers; (4) Triangulation theory; (5) Triangulation of time (Bachri, 2010). Different techniques can be used for triangulation. The triangulation of data sources is used to collect data to provide truth, gaining confidence in the data by comparing data obtained from different sources, and controlling the same data from the same source in different situations.

Data Analysis Technique

There are several steps conducted in analyzing the data collected in this study since the data were also collected through several instruments. To analyze the data about types and techniques of questioning, the researcher completed the following steps: Transcribing the data, coding the data, counting the number of each type and techniques of questioning, summarize the data.

FINDINGS AND DISCUSSION

Findings

Questioning Strategies were Applied by the Teacher during Classroom Interaction

Teacher A

Based on the result that the researcher found in the observation process during the teaching-learning process by teacher A, the researcher found out that there were 2 questioning strategies applied by the teacher in the teaching-learning process, namely knowledge question, and a comprehension question. The knowledge questions were the questions used by the teacher in this study to know the students' ability to recall the material studied. The comprehension questions that the teacher used to know the extent to which students understand the material given. In the teaching and learning process, the researcher obtained the first observation on 28th July 2021. During this observation, the teacher began the lesson by greeting all the students and asking them about their condition. Also, the teacher ensured there were no problems with students in daily lives apart from problems at school, and then the teacher checked students' attendance lists and homework. Before starting the lesson the teacher explained in advance about the lesson they will learn, the lesson learned in the class was about an English lesson with the theme "I am so happy". The teacher asked some questions, to know their previous understanding.

When starting the lesson the teacher asked the students: "what is happy? "Anyone know the Indonesian word of 'happy'?" then some students responded to the question by raised their hands and

answered correctly: “*bahagia bu*”. The next question was "what is ‘I am’ and ‘so’?" and a student answered: “I am saya bu dan so is sangat”. Then the teacher said “good” to respond and appreciated the student’s answer. So far, students have been quite active in answering questions from the teacher. The question that the teacher used was the type of **Knowledge Question**. After that, based on the students' answers then the teacher asked them to conclude the meaning of ‘I am so happy’, so anybody wanted to conclude the meaning of I am so happy? ‘Jadi ada yang bisa menyimpulkan apa arti dari kalimat I am so happy?’ Then students answered it by saying ‘saya sangat bahagia bu’ the students answered correctly. In this section, the teacher used **Comprehension questions**. So far the classroom interaction is quite good, the students gave pretty good responses at the beginning of the lesson. After that, the teacher explained the basic competencies of the material to students. The teacher explained in the lesson they would learn about Greeting Cards. The teacher then asks a question "Anyone knows what the card is?" in this section **Knowledge question** that used by the teacher showing that students not responding, then the teacher gave a clue so that students can find out how to answer the question. The teacher continued to explain the material to the students, and the students listened to the material given by the teacher well. After explaining the material and giving examples of text greeting cards to students, the teacher allowed students to ask questions. But there were no questions from the students, the teacher gave the students a paper containing a text greeting card and ask students to make greeting cards based on the examples that have been given and you can also see on the paper that I have shared “Can you make a greeting card based on the example that you have given and you can also see it on the paper that you have shared?”. This question or asking sentence is also a part of **Comprehension Question**, to ask the students doing assignments based on their knowledge and ability. After doing the task given by the teacher, the teacher explained the lesson by giving conclusions from the material they had learned.

Teacher B

Based on the result that the researcher found in the observation process during the teaching-learning process by teacher B, the researcher also found out that there were 2 questioning strategies applied by the teacher in the teaching-learning process, namely knowledge question, and a comprehension question.

In the second observation on 30th July 2021, in the teaching and learning process the teacher started the lesson by greeting the students by saying "good morning class, how are you today?" and students enthusiastically answered, "fine *bu*" and the teacher continued to attend to students. After attending to students, the teacher conveyed the lesson that would be learned today, namely about "Daily Activity", the teacher then explained to students the meaning of 'daily activity' using Indonesian, after that the teacher asked students using **Knowledge Questioning** “So Daily Activity

is?" with certainty and enthusiasm students answered "kegiatan sehari-hari bu". After that, the teacher explained the daily activity by giving examples in Indonesian "Saya pergi ke sekolah setiap hari". Then the teacher asked the students How to say in English of each word of the previous example sentence? "apa bahasa inggrisnya saya?", "pergi bahasa inggrisnya?", "bahasa inggrisnya ke? sekolah apa?" dan yang terakhir yaitu setiap hari bahasa inggrisnya apa?" The type of question used by the teacher is **Knowledge Questions** students could answer the teacher's questions well with the help of the teacher. After that, the teacher asked the students to interpret the example sentences based on the answers they answered before "I go to school every day". After students understand the teacher asked students to make daily activity sentences using their sentences according to the activities students do every day. "Can you make the sentence of daily activity according to the activities you usually do both at home and school, such as washing dishes every day, etc.?" this is included in the type of **Comprehension Question**.

Based on the result of the researcher finding an observation process by teachers A and B, There were two kinds of questioning strategies were found by the researcher, namely knowledge question and a comprehension question.

The Teachers' Reasons in Applying the Questioning Strategies

Teacher A

In the interview, the teacher explained her preference for using questions. The teacher never categorized the questions she gave the students and what questions were asked. The teacher used their questions, which are also related to conditions and materials. The condition in question is the condition of the students, whether the students are enthusiastic or shy, or have understood the lesson, and the teacher also asks questions depending on what lessons are learned that day. She has never clearly classified the type of questioning strategy, it is just based on the condition of the classroom interaction and also based on the students' responses. And ask students' knowledge and understanding.

Teacher B

In the interview, the teacher explained her preference for using questions. It can be concluded that the teacher asks questions to measure students' understanding, the teacher uses questions to find out how far students can understand the lesson. Here the teacher uses questions as well to measure student focus so that the teacher can conclude what to do during class after seeing the condition of students in class. Teacher B also does not classify the types of questions she uses, it appears based on student responses, the atmosphere of the student's classroom learning. So, it can be concluded that a teacher never clearly classifies the types of strategies, the teacher only asks based on conditions and is also related to the subject matter. Based on the result of this study, the use of these questioning

strategies applied by the teachers it can measure the students' understanding. It can be seen from the students' answers and responses, that they were enthusiastic about the teachers' questions. Also, the use of two kinds of questioning strategies namely knowledge and comprehension questions were both interests the students.

Discussion

Questioning Strategies were Applied by the Teacher during Classroom Interaction

The finding showed that two English teachers in SMPN 5 Majene used a similar strategy in asking questions in classroom learning activities. They used two types of questioning strategies during the teaching English process namely knowledge questions and comprehension questions as focused on this study proposed by Bloom. In conclusion, the results of class observations showed that two English teachers at SMPN 5 Majene used the teacher's questioning strategy while teaching English. However, knowledge was more dominantly used, while comprehension is used after students understand the material. In contrast to the research conducted by (Anisah, Fitriati, & Rukmini, 2019) which shows that the teacher uses all variants of the key tactic questions. The most frequently used strategies are listening for replies and responding tactics. Knowledge question is the most frequently ask questions that used by the teacher, because this type of question is a type of question that only expects answers that are rote in nature or students' memories of what they have learned.

The Teacher's Reasons in Applying the Questioning Strategies

In this research teacher A uses the knowledge question and comprehension question that does not have a specific type of question the question depends on the material being taught, the teacher gives the students question when ask their condition. That is the first question to them when the teaching-learning process. And after that, the teacher asks them about their learning before how far they can understand, how far they know about the lesson before, the material before. The teacher asks the students to understand the lesson the teacher teaches them. And the last when the teacher asks them again how far they understand the lesson after giving them the lesson/exercise. And teacher B used knowledge questions and comprehension questions to give questions that can measure how far students understand the material and about the lessons learned. Because it's easier to tell if this one understands and this one pays attention, so questions are given so that the others can listen because sometimes there are students who play around. So we as teachers must understand the situation and condition of the class so that students can focus on listening to today's learning material.

CONCLUSION

Based on the result of the research, the researcher draws the conclusions that have been described as follows:

1. Teachers of SMPN 5 Majene used questioning strategies. They used knowledge questions and comprehension questions.
2. The researcher found that the teacher used a questioning strategy during the learning process. The teacher uses questions to determine the extent of students' understanding and knowledge. And also the teacher does not categorize the types of questions used, the teacher gives questions according to the conditions and material being studied.

Based on the result of the research and conclusion above, the researcher also gives the suggestion that will be useful for all people related to English teaching. The researcher hopes, it can at least become an input in determining the appropriate teaching. The suggestions are as follows:

The researcher suggests that English teachers should apply various teachers' questioning strategies in the teaching process to create active and effective teaching and learning process. The researcher suggests all English teachers do not focus on students' answers, but on how it questions would motivate the students in learning English.

About the study program of English Education, the researcher suggests that this study can be used to contribute a positive impact for English teaching models, particularly for the better and the more effective questioning strategies. And for the next researcher, it is expected that this thesis will be a guide as a good previous related in the next research.

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