

## AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES TO ATTRACT STUDENTS' ACTIVENESS AND CURIOSITY IN THE CLASSROOM INTERACTION

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: July 22, 2022                      Revised: August 9, 2022                      Accepted: August 28, 2022                      Published: April 15, 2023</p> <p><b>Keywords:</b>                      Questioning Strategies,                      Students' Activeness,                      Students' Curiosity,                      Classroom Interaction.</p>	<p>The purpose of this study were to find out (1) what types of questioning strategies the English teachers used to attract students' activeness and curiosity in the classroom interaction and (2) what are students' responses on teachers' questioning strategies at SMP Muhammadiyah Limbung. The results of this research was English teachers of SMP Muhammadiyah Limbung used questioning strategies. They used probing questioning strategy and factual questioning strategy. They used some of classification probing questioning strategy, they were prompting probing question, clarifying question and switching probing question. The teachers used probing questioning strategy, especially for using prompting probing question is to make students more excited to answer the question with some clues from their teacher. And then, using clarifying probing question is to make students remember the material that their teacher had been given them before and next, using switching probing question is to give the chance for the other students to answered the question when their friend answered the question, so they can discuss about their answer and make it conclusion to find the right answer. And also they used factual questioning strategy to require the students to recall specific information students have learned. It can conclude that used questioning strategies was very helpful for the teachers to make their students more active in the class and help them to understand about the material delivered by the teacher.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> <div style="text-align: right;">  </div>
<p>Rahman, A., Abdul, N. B., &amp; Mannong, A. B. M. . (2023). An Analysis of Teachers' Questioning Strategies to Attract Students' Activeness and Curiosity in the Classroom Interaction. English Language Teaching Methodology, 3(1), 59-68. <a href="https://doi.org/10.56983/eltm.v3i1.207">https://doi.org/10.56983/eltm.v3i1.207</a></p> <p><b>Corresponding Author:</b>                      Abdul Rahman                      English Education Department,                      Universitas Muhammadiyah Makassar,                      259 Sultan Alauddin Road, Makassar City, Rappocini90221, Indonesia.                      Email: <a href="mailto:rahman105351109217@unismuhmakassar.ac.id">rahman105351109217@unismuhmakassar.ac.id</a></p>	

### INTRODUCTION

Improving educational quality can be accomplished in a variety of ways, including implementing learning variants, which are anticipated to increase students' cognitive,

psychomotor, and emotional capacities. One of the strategies to accomplish this is to employ various learning models that require students to participate actively in the learning process, where the learning process is centered towards students (student center learning) not teacher centered (teacher center learning). in teacher center learning, teachers provide more subject matter through the method lectures, while students are only passive and listen, so that learning is impressed boring and makes students not active in participating in the learning process because they only listen to the material delivered by the teacher. less variety of teachers in using learning models and media make students have no interest in following learning in the classroom that has an impact on student learning outcomes is low.

In the teaching-learning process there is an interaction between various component. each component affects each other in such a way that educational and teaching goals can be achieved. It is the same with stated by Slameto (2003: 1) learning activities are the most fundamental activities in the educational process in schools. It suggests that the success or failure of educational goals is highly dependent on how students perceive the learning process.

Wildhan et al. (2020) said that without the initiative or efforts of teachers, interaction cannot be produced easily and naturally. Teachers must constantly engage and motivate students to participate actively in classroom interaction. Furthermore, the stimulus provided by teachers at the start of classroom interaction is critical to the development of an interactive language classroom. Developing questioning strategies or techniques is one of the most important methods for teachers to initiate and maintain interaction in the classroom. Teachers' questions provide an important stepping stone for students to join in the classroom interaction because EFL students are generally reluctant to initiate and maintain the interaction.

According to Harvey in Sujariati (2016) said that questioning strategy is when students are totally engaged in the learning process, It is most effective. He claims that it is critical for teachers to consider the types of questions that will be asked of students while arranging the session. as a result, questioning strategies will assist a teacher in properly planning a question and answer session when the teacher plays the questions depending on the students' needs and question kinds to completely engage students' engagement.

In the field of education, questions play an extremely essential function. One of these

functions is as a tool for determining the efficiency of teaching and learning. these questions can be used to determine the extent to which learning objectives can be accomplished, as well as if the methods and subject matter chosen are appropriate for the teaching and learning environment. Asking is a verbal request for a response from the individual who is being subjected to this query. the response can take the shape of knowledge about the items that are the subject of consideration. as a result, asking is a good stimulation for improving ability to think. moreover, the teacher's questions can be utilized to determine the scope of the material delivered to students. With the use of questions, the material only provides information subject matter that may be expanded by the teacher, ensuring that students' knowledge is not solely focused on the subject matter lesson at the end of the day.

A good teaching learning process involves both students and teachers. Student involvement benefits every teaching learning process because it allows for good contact between teachers and students. teachers must support students by interacting with them and involving them in order to improve their speaking skills and ensure that they learn the concepts in an interactive classroom. the teachers' support, as well as the results of that support, will be clearly visible in a spoken cycle that includes the teacher's talk and the students' talk or speaking performance.

English is the first international language that is formally taught from elementary school, junior high school, senior high school, and all the way through university. students must learn English because the language serves an important purpose, particularly in Indonesia. Teaching English has different goals based on the materials utilized and the difficulty level. English instruction in junior high school is primarily designed to introduce English as a foreign language. students must have a basic understanding of English. When it comes to learning English, the students are generally beginners, but some have been doing so for some time.

According to Toni & Parse in Marasita (2021) stated that teachers should encourage students to ask questions, create opportunities for them to think critically, increase student engagement, and strengthen their listening skills in language education. According to Dillon (1981) stated that teachers' questioning encourages students to talk because teachers are more likely to speak in questions than students are in responses. Therefore, when answering the

teachers' questions, students can practice speaking English appropriately. furthermore, by replying to the questions, their speaking ability will increase.

In fact, the students are still perplexed by the teachers' explanations in English. As a result, students do not pay attention to the lesson because they believe English is difficult to understand. teachers' questions do not always successfully elicit responses from all students. This issue could be caused by a variety of factors. One of the factors is that English is still a foreign language for the majority of students in Indonesia, particularly in rural areas like the one where this study is being conducted. It will be difficult for them to understand the lesson if they do not understand the meanings of the words. As a result, asking unclear questions will cause students to become more confused and silent. teachers should devise or employ strategies for questioning students. They must be cautious about the methods they use to deliver questions.

Teachers can employ a range of strategies to assist students in comprehending the material. Questioning strategies is one of the strategies that encouraging students to participate in a learning activity by asking them questions. The use of questions is one of the most effective teaching strategies that countries have utilized. There are teachers and students in the field of education. students and teachers must work together to produce a superior generation of national youth capable of competing on the international level. In the classroom, a teacher must be able to design the appropriate method or strategy for learning. In a certain learning environment, strategies are the ways chosen to impart learning processes.

The process of learning Several issues were discovered, either by students or teachers. if there is active interaction between the teacher and the students, the learning process will be very effective. However, if the students are uninterested and do not respond to the teacher, the learning process in the classroom will be ineffective. As a result, a teacher's job is to create learning methods that are both intriguing and capable of arousing students' passion and opening their minds. As a result, the teacher's responsibility here is to figure out how to come up with a solid learning method and questioning strategies in the classroom is one of the methods that teacher can used.

This research was conducted based on the experience of the researcher during P2K at SMP Muhammadiyah Limbung. Because many students still do not respond to questions posed by the teacher, the teacher's strategy has not been fully utilized. So the purpose of this

research is to learn about the teacher's questioning strategy in order to make students more active in answering questions. Aside from that, understanding the variety of questions posed by the teacher in classroom teaching and learning interactions.

## RESEARCH METHOD

In this research, the researcher used descriptive qualitative method. Process-oriented methodologies used in qualitative research to comprehend, interpret, describe, and construct a theory on phenomena or settings. In this research, the subject were the English teachers and students at eighth grade of SMP Muhammadiyah Limbung. The eighth grade of SMP Muhammadiyah Limbung was consisted of eleven classes and the researcher used two classes, they were class VIII.1 and VIII.6. The research subject consisted of 2 English teachers and each 3 students from class VIII.1 and class VIII.6 of SMP Muhammadiyah Limbung.

In this research, English teachers as main sample and for addition, to make sure the results of observations in the class, the researcher wanted to know the opinions of students related to the questioning strategy carried out by the teachers while in the class by interviewing several students from eight grade, in which each class of researcher took 3 students to be interviewed. The researcher used purposive sampling technique. Purposive sampling is strategy for sampling based on a certain opinion. there are two teacher's criteria that the researcher chosen, namely of course the teacher was an English teacher because according to the background of the researcher which was from the English department, then the teacher used questioning strategy during the learning process in the classroom. And for the criteria of students selected by the researcher to be interviewed were students who were not actively speaking in class such as students who are shy, quiet, and not confident in the class.

To get an accurate data, this research used some instruments, they were classroom observation with field note and interview. In this study, the researcher analyzed the teachers' questioning strategies and the students' responses about teachers' questioning strategies. And the purpose of this study is to find out what types of questioning strategy that the teacher used in the class and the students' responses about teachers' questioning strategies.

## RESULT AND DISCUSSION

### Result

The result of this research found that both of the English teacher in SMP Muhammadiyah Limbung used questioning strategies, they are probing question dan factual question.

1. The types of teachers' questioning strategies in the classroom.

a. Probing questions

The result of classroom observation in the class, the teacher 1 used two probing questioning strategies, they are prompting probing question and clarifying probing question.

The first is prompting probing question. When the teacher 1 came in the class, her students ready to do greetings before she started the lesson. After that, the teacher started the lesson. Before she explains the material. The teacher just writes the tittle of material in the whiteboard. And then, she asks all of the students. Before she delivered the material, she wants to hear the students' opinion about the material.

The second was clarifying probing question, in the observation, the teacher used this questioning strategy. the teacher checked the students' understanding regarding the material at the last meeting and some students were able to answered, but some students just silent.

And then for the teacher 2, the result in the observation in the class, the researcher knows that teacher 2 used probing questioning strategies in the teaching and learning process, they are prompting probing question and switching probing question.

The first was prompting probing question. The teacher started the lesson with tell the material and the material that they will learn is about asking and giving. After he tell the title of the material, he asked all of the students, but all of the students did not know about the material and the situation in the class was silent. Then, the teacher tried to give some clues about that material and some students look more excited after their teacher give clues and they tried to answer the question.

And the second strategy that teacher 2 used was switching probing question. when the teacher mention one student to answer his question but the students just silent because they did not know the answer, he switched the other student to answer the question. And other case when the teacher asked the student and the student giving an answer, the teacher asked the other student to know that they agree or disagree with the answer from their friend. if they agree or disagree, they can tell their opinion.

b. Factual question

Another questioning strategy that used by English teachers in SMP Muhammadiyah Limbung was factual question. Both of them, teacher 1 and teacher 2 used that strategy. When in the class, they discussed the material they have given to students in the last meeting. Then, after the teachers explain the material again, they checked students' understanding by asking students questions related to the material. The purpose is to make students to do not forget the material that has been given previously and to measure the extent to which students understand related to the material.

However, when the teachers asked and pointed to some students, especially for students who were often silent in the class, they could not answer the teacher's question. Then, the teacher gave them a chance to read the material in their book. After they have read a few minutes, the teachers did retest the students by giving some simple questions related to the material they have read and these questions require factual answer where the answers are already in the book and some of them finally responded with the answer that they have learned from the book.

## 2. The students' responses on teachers' questioning strategies

The result of the interview, some students who were afraid of being wrong to answer questions from the teacher, thereby reducing their confidence when the teacher asked him to answer questions related to the material they were studying, then some students prefer to be silent during the learning process of English lessons because they think that English lessons was difficult to understood, thereby reducing their interest to participating in learning in the class, but the other side students tried to answered the question. whether they give the right or wrong answer, it was just their opinion from their mind what they understood about the material. And also there some feelings that they feel when the teacher asked them, they felt nervous, shy or not confidence, scared or afraid, shocked, and pressured. The basic reason why they feel like that were ignorant of the material and afraid to give wrong answer.

## Discussion

This research had described two important issues. The first one was about the types of questioning strategies that used by English teachers at SMP Muhammadiyah Limbung and the second was the students' responses on the teachers' questioning strategies. The result of this research was both of the teachers used questioning strategies. They used probing questioning strategy and factual questioning strategy.

In conducting classroom interaction, giving question to the students is very good way to increase the students' activeness in the classroom. Questioning is one of the most common techniques used by teacher and serves as the principal way in which teachers control the classroom interaction and make the situation in the class more effective because there is interaction between teacher and students. Students can be more active to speak and increase their curiosity about every material their teacher gave and make students actively ask and answer every question given by the teacher.

#### 1. Types of questioning strategies

The result of this research found that both of the English teacher in SMP Muhammadiyah Limbung used questioning strategies, they are probing question dan factual question.

The probing prompting question learning model is one of the cooperative learning models. Based on the origin of the word, probing means investigation, examination while prompting means encouraging or guiding. The Probing Prompting learning model deals with questions known as Probing questions and Prompting questions.

This strategy used when the teacher finds the students answer questions correctly but lacks depth. Then the teacher asks the students to provide more in-depth information to make sure the answer is comprehensive and thorough.

Through this probing process, the teacher tries to make the students justify or at least explain further about their answers, thereby increasing the depth of the discussion. In addition, this technique also helps students to avoid answers that are shallow and without more corroborating explanations. In essence, as a teacher must provide many opportunities for students to process the information they catch.

The function of this probing is to provide an opportunity to support or intellectually defend the views and opinions stated simply. By defending their opinion intellectually, students will gain experience in dealing with high-level tasks and achieving the desired learning goals.

Factual question is question which requires the students to recall specific information students have learned. This strategy is modelling simple exploratory question to gather information. In this type of questioning strategy teacher used several types of question, such

as what, who, where, when and why to set out simple information gathering response base on the information provided.

The advantage of this questioning strategy is to encourage students to rehearse enquiry and comprehension, can extend into reasoning and hypothesis. And also, it will create an inquisitive disposition and thinking or self-reflective approach to learning.

## 2. students' responses on teachers' questioning strategies

The finding of students' responses from the observation and interview. From the observation in the class, the researcher saw that there were some students just silent when their teacher gave a question and also some students active to respond the question from their teacher.

From the interview, the researcher took the 3 students each class. 3 students from class VIII.6 and 3 students from VIII.1. The researcher took the student who met the researcher's criterias. Almost all of the students said that the questioning strategies was very helpful because the teachers always asked them about the material from last meeting. So, it makes them to be more diligent to study before the class started. But some students said that when their teacher asked them, they felt shock, nervous, and afraid of being wrong. They felt like that when they did not know the answer from the teacher's question, because they did not study at home. And other side, when they study at home or at class before their teacher come, they felt confident and more ready to join the learning process at class.

## CONCLUSIONS

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

1. English teachers of SMP Muhammadiyah Limbung used questioning strategies. The first, they used probing questioning strategy. For the teacher 1, she used prompting probing question and clarifying question. And then for the teacher 2, he used prompting probing question and switching probing question and the last, both of them used factual questioning strategy.
2. The teachers used probing questioning strategy, especially for using prompting probing question is to make students more excited to answer the question with some clues from their teacher. And then, using clarifying probing question is to make

students remember the material that their teacher had been given them before and next, using switching probing question is to give the chance for the other students to answer the question when their friend answers the question, so they can be discussed about their answer and make it conclusion to find the right answer. And also, they used factual questioning strategy to require the students to recall specific information students have learned.

3. The students had some respond when their teacher asked them a question. there were some students just silent when their teacher gave the question, but the other side students tried to answered the question. whether they give the right or wrong answer, it was just their opinion from their mind what they understood about the material. And also, there some feelings that they feel when the teacher asked them, they felt nervous, shy or not confidence, scared or afraid, shocked, and pressured. The basic reason why they feel like that were ignorant of the material and afraid to give wrong answer.

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