

## TEACHER QUESTIONING STRATEGIES TO ELICIT STUDENTS VERBAL RESPONSES IN CLASSROOM INTERACTION

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### ABSTRACT

*Questioning strategies have long been known as one of the most significant tools in teaching and learning-process. Questioning strategies can assist teachers extend their own strategies to enhance the students work and thinking. So the teacher can find out students' understanding about the material. The main purpose of this research were to know the english teachers questioning strategies in the classroom interaction and the students' responses towards the teacher question. The participants of this research was the one of English teacher and 26 students' at X MIPA 1 class in the 2019/2020 academic year at SMAN 2 Wajo. This research used descriptive qualitative method. The data collected by recording the interviewing with the English teacher and giving the questionnaire to the students'. The transcript of Interview were made. Based on the research findings, the English teacher at SMAN 2 Wajo usually used yes/no question, short answer question, and display question in classroom interaction, the findings also show the students responses towards the teacher question. The students at SMAN 2 Wajo prefer to answer : Yes/No question, Short Answer question, and Display question more than the other type of teacher question. Also this research shows, most of the students agree if the teacher question not easy to answer, and also the students prefer to silent if the teacher asked the question because of the students feeling panic, confused, nervous, and horrified.*

**Keywords:** *Teacher Questioning Strategies, Types of Question, and Students Responses.*

### ABSTRAK

*Strategi Bertanya telah lama dikenal sebagai salah satu alat penting dalam proses belajar mengajar. Strategi bertanya dapat membantu guru mengembangkan strategi mereka sendiri untuk meningkatkan pekerjaan dan pemikiran siswa. Sehingga guru dapat mengetahui pemahaman siswa tentang materi pelajaran. Tujuan utama dari penelitian ini adalah untuk mengetahui strategi bertanya guru bahasa Inggris dalam interaksi di kelas dan respon siswa terhadap pertanyaan guru. Peserta penelitian ini adalah guru bahasa Inggris dan 26 siswa di kelas X MIPA 1 pada tahun akademik 2019/2020 di SMAN 2 Wajo. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dengan merekam wawancara dengan guru bahasa Inggris dan memberikan kuesioner kepada siswa. Transkrip Wawancara dengan guru dibuat. Berdasarkan temuan penelitian, guru bahasa Inggris di SMAN 2 Wajo biasanya menggunakan pertanyaan ya/tidak, pertanyaan jawaban singkat, dan menampilkan pertanyaan dalam interaksi kelas,*

*temuan ini juga menunjukkan tanggapan siswa terhadap pertanyaan guru. Para siswa di SMAN 2 Wajo lebih suka menjawab: pertanyaan Ya/Tidak, pertanyaan Jawaban Singkat, dan pertanyaan tampilan lebih dari pada jenis pertanyaan guru lainnya. Penelitian ini juga menunjukkan, sebagian besar siswa setuju jika pertanyaan guru tidak mudah dijawab, dan juga siswa lebih suka diam jika guru mengajukan pertanyaan karena siswa merasa panik, bingung, gugup, dan takut.*

**Kata Kunci:** *Strategi Bertanya Guru, Jenis Pertanyaan, dan Respon Siswa.*

## **Introduction**

towards teaching and learning process the ability of teachers to manage the classroom is the highly significant skill. One of the most important in the classroom is the Interaction between teachers and students. For teachers, questioning is one of the skill that anyone can learn to use well. Using questioning strategies to teach the students is the great strategies that has been applied for centuries.

In fact, teachers' questions do not always effectively stimulate students to respond their teacher questions, because in Indonesia, English still remains as an unfamiliar language for students. Because of that the English teachers in Indonesia should find or use some of strategies to ask the students. Through questioning strategies it can give guidance for teachers in giving questions to students.

Using questioning strategies in giving questions for students is highly important to help teachers elicit students' verbal responses in a lesson. Questioning strategies appropriate some technique how to make students understand about teachers' questions. Students are silent because they probably do not understand what have been their teacher asked, how to answer the question, or the students feel shy. By applying this strategies, the teachers can solve these problems.

On this reseach the researcher also will conduct a research at Senior high school of SMAN 2 Wajo about teacher qestioning strategies to elicit students verbal responses. Also, in this reseach, the researcher will use the types of teacher questioning strategy to know teacher questioning strategies at SMAN 2 Wajo and to know students responses when through questioning strategies in Classroom Interaction.

## **Research Question**

1. What are the types of teacher questioning strategies do the teacher usually use in classroom interaction?
2. What are the students responses towards the types of teacher question in classroom interaction?

### **Definition of Question**

Questions are sentences, phrases, or cues that seek information through replies and sentences that have an interrogative form or function. In a learning activities, teachers question are interpreted as the cues of instructional or stimuli that can convey tthe students to be learned and guide for what they are wanted to do it and how they are wanted to do it.

### **The Importance of Questioning**

Learning tools are the material that the teacher should be more prepared before manage learning. The planning of learnings be planned by syllabus and lesson plan that pont to standart of content. There are 4 learning tools such as: syllabus, the lesson plan, worksheet of the students and the assessment of instrument.

### **Type of Questioning Strategy**

According to EFL classroom, teachers employ variant question types to create the powerful of teaching and enhance students ability in the target language. One of the best-known classifications of teacher's questions is based on Wajnryb (1992). Wajnryb have categorized the type of questions into six types, that are: yes or no question, short answer question, imaginative question, display-questions, referential-questions, and open-ended questions.

### **Method**

In this research, the reasercher hasused descriptive qualitative approach

## Analysis Data

### 1. Data from Questionnaire

To analyze the data obtained after delivering questionnaire for students, and the researcher used the percentage formula system as follows:

$$P = \frac{f}{N} \times 100\%$$

### 2. Data from Interview

To analyze the data from the interview, the researcher created a summary or transcribed the data from the informants. After all the data from the voice recorder and interview were collected, after that the researcher analyzed the data in order to find out the answer about the type of teacher questions that the teacher usually used in the teaching and learning process in the classroom.

## Findings

The result of data analysis indicated there were types of question utilized by teacher, and the students' responses towards the types of teacher question.

### 1. The types of teacher question do the teacher usually used in classroom interaction

#### a. Result of Interview Session

The researcher interviewed one English teacher at SMAN 2 Wajo face to face after the teacher teaching in the classroom. Six questions were asked related to the teachers' questioning strategies in classroom interaction. In order to answer the research questions, the analysis of the interview was focused on the types of teacher question do the teacher usually used in English classroom.

According to the result of interview, the researcher found that the teacher used some types of question in English classroom. Based on the interview the teacher preferred to pose Yes/No question, Short Answer question, and Display Question in teaching and learning process.

### 2. The students' responses towards the teacher question in classroom interaction

Related to the type of teacher question, most of the students preferred if the teacher asked Yes/No question rather than Short Answer question, Display question, Referential question, Imaginative question, and Open-Ended question. Based on their answers in the questionnaire, it showed that up to 80% of the

students were Strongly Agree and Agree if their teacher asked about Yes/No question, meanwhile up to 50% of the students Strongly Agree (SA) and Agree (A) if their teacher used Short Answer question, and the next more than 40 percent of the students Strongly Agree (SA) and Agree (A) if their teacher asked this type of teacher question : Display question. It can be seen from the interviewed with the teacher said that the students more active in answering if the teacher used Yes/No question, Short Answer Question, and Display Question. That was why the teacher asked this type of teacher question more frequently rather than Imaginative question, Referential question, and Open-Ended question.

## **Discussion**

This section presented the discussion based on the findings of the research. The result of this research dealt with answer of the problem statement which aimed to know the type of teacher questioning strategies do the teacher usually use in classroom interaction and the students responses towards the type of teacher question.

1. The types of teacher questioning strategies do the teacher usually use in classroom interaction

After analyzing the result from the interview with one of the English teacher who taught in X MIPA 1 at SMAN 2 Wajo, the researcher found that the teacher mostly used the type of teacher question by Wajnryb (1992) Yes or No question, Short answer question and Display question. It showed that teachers at SMAN 2 Wajo prefer to use Yes or No question, Short answer question and Display question than any other types. The teachers want to make her students active in the classroom and she also wants to make interaction in the class. By using Yes/No question the teacher will know how well her students understand about question which are asked by the teacher. Especially because they are the first level or grade in the senior high school. Nadya (2019) in her study with title "An Exploration Of Teachers' Questioning Strategies In Efl Classroom". This thesis described about the types of teacher questions used by the English teachers especially in MTsN Model 1 Banda Aceh. She revealed that Short Answer and Display Questions is the frequently used by the teacher in English classroom,

but based on my interviewed with the teacher indicated that the teacher in SMAN 2 Wajo mostly used 3 types of questioning strategies were Yes/No question, Short Answer and Display Questions.

2. The students responses towards the type of teachers question in classroom interaction

This question was answered by using questionnaire. The result of this research showed negative result. Most of the students were agree with the questions asked by the teacher were not easy to answer. Meanwhile, the majority of students were never feel sure enough about their answer of the question asked. The others factor that cause them remain silent of the teacher asked question were feeling panic, confused, nervous, and horrified. According to Erianti, A., Akib, E., & Baso, F.A. (2018) found that the students are like answering the teacher ask but some of them also dislike, based on the response the students afraid if their teacher asks because they not confidently about the correctness of their answer.

## **Conclusion**

Based on the result of finding and discussion, it can be conclude from the problem statement *“What are the types of teacher questioning strategies do the teacher usually used in classroom interaction?”* and *“What are the students responses towards the type of teachers question in classroom interaction ?”*.

1. I found that based on the interview, the teacher at SMAN 2 Wajo used type of teacher questioning strategies in the classroom interaction. The teachers used several types of questions in teaching in English classroom. In the conclusion, The teacher mostly used Yes/No question, Short Answer question, Display question rather than Imaginative question, Referential question, and Open-Ended question. The teacher used Yes/No question to measure how well the students understand about question which are ask by the teacher. Teacher also used Short Answer question to know how the students pay attention to the lesson, because if the students listen to the material given by the teachers they will answer the question easily. The last type that the teacher mostly used were Display question, the teacher used Display question to know whether the

students' listening and paying attention in the class or not when the teacher explained the material.

2. I found that based on the questionnaire, the students responses towards the teacher question in classroom interaction very diverse. Based on the questionnaire most of the students agree if the teacher question not easy to answer, and also the students prefer to silent if the teacher asked the question because of the students feeling panic, confused, nervous, and horrified. Related to the type of teacher question the students prefer to answer : Yes/No question, Short Answer question, and Display question more than the other type of teacher question.

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