

AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION AT SMAN 4 MAKASSAR

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ABSTRACT

This research was aimed to find out the questioning strategies that the English teacher used and the reason why the English teacher used their questioning strategies during the classroom interaction at SMAN 4 Makassar. This research applied descriptive qualitative method. The data were collected from the observation by video recorder and interview by audio recorder. The data was taken from three English teachers at SMAN 4 Makassar in order to find out what are the questioning strategies that the English teacher used and the reason why the English teacher used their questioning strategies during the classroom interaction. The result of this research showed that the teacher employed were Question-Planning Strategies and Question-Controlling Strategies. The English teacher actively using questioning strategies in the classroom interaction that they were asked the question to check about the students understanding about the previous material, to attract the students' attention, to support the students to contributions in the class and also to motivate the students to learn. And the reason why the English teacher used their questioning strategies is according to the function of the questioning strategy types.

Keywords: *Questioning Strategy, Classroom Interaction, Descriptive Qualitative Method*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi pertanyaan yang digunakan guru bahasa Inggris dan alasan mengapa guru bahasa Inggris menggunakan strategi pertanyaan mereka selama interaksi dalam kelas di SMAN 4 Makassar. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dari observasi dengan perekam video dan wawancara dengan perekam audio. Data diambil dari tiga guru bahasa Inggris di SMAN 4 Makassar untuk mengetahui apa saja strategi pertanyaan yang digunakan guru bahasa Inggris dan alasan mengapa guru bahasa Inggris menggunakan strategi pertanyaan mereka selama interaksi dalam kelas. Hasil penelitian ini menunjukkan bahwa guru yang digunakan adalah Strategi Perencanaan Pertanyaan dan Strategi Pengontrolan Pertanyaan. Guru Bahasa Inggris secara aktif menggunakan strategi tanya jawab dalam interaksi kelas sehingga mereka ditanyai pertanyaan untuk memeriksa tentang pemahaman siswa tentang materi sebelumnya, untuk menarik perhatian siswa, untuk mendukung siswa untuk kontribusi di kelas dan juga untuk memotivasi siswa untuk mempelajari. Dan alasan mengapa guru bahasa Inggris menggunakan strategi pertanyaan mereka adalah sesuai dengan fungsi dari jenis strategi pertanyaan.

Kata kunci: *Strategi Bertanya, Interaksi Kelas, Metode Deskriptif Kualitatif*

Introduction

A good teaching learning process does not only put the teachers as a single main source but also involve the students in that process. The involvement of the students is an important thing in every teaching learning process as there will be an excellent interaction among the teachers and the students. In creating an interactive classroom, teachers need to provide supports, which can be in the form of questions, to students by interacting and involving them in order to train their speaking skill also to ensure that the students master the concepts. The support given by the teachers and the result of them will clearly be seen in a spoken cycle through teacher's talk and students' talk or students' speaking performance.

In fact, the students are still feeling confused in understanding the teacher's explanation in English. Consequently, the students do not keep attention to the lesson because they feel English is difficult to be understood. Thus, the teachers have to improve teaching strategy to help the students to understand the materials easily and attract students to pay attention for teachers' explanation.

Teaching and learning process between teacher and student in the classroom need a strategy. Teachers have to apply strategy to make student enjoy and active in teaching learning process, unfortunately sometimes student do not understand whether topic was given by the teacher. This study thoroughly examined the teachers 'questioning strategies during the classroom interaction.

This study aims to describe the teacher's questioning strategy during interaction in the classroom. In this case, students are still confused about the topic given by the teacher, students are embarrassed to ask questions and sometimes students feel very silent when the teacher explains the topic. Based on the background of the problem above, we need to analyze the teacher's questioning strategy during interaction in the classroom.

Questioning Strategies

Harvey (2000) in Sujariati (2016) said that questioning strategy is most effective when it allows pupils to become fully involved in the learning process. He states that while the lesson is planning, it is vital that teachers think about the types of question will be asked to students. So questioning strategies will help a teacher

to plan questions and answers session effectively when the teacher plays the questions effectively based on the students need and the question types to be involved fully students' interaction.

The most effective questioning strategy when allowing students to be fully involved in the learning process. Where when the lesson is planned, it is very important for the teacher to think about the types of questions that will be asked to students. So, the questioning strategy will help the teacher to plan a question and answer session effectively when the teacher plays questions effectively based on student needs and the types of questions that will be fully involved in student interaction.

Xuerong (2012) classified questioning strategy into question-planning and question-controlling strategy. Question-planning strategy refers to types of questions used by the teachers in the classrooms. The functions are to elicit response and identify problems, better understand students' knowledge, and invite for further discussions. Question-planning strategy consist of asking question relevant to students, asking open-ended question, and follow-up question. This also includes asking for supporting data. Meanwhile, question-controlling strategy refers to ways or procedures used by teachers to ask question in the classroom. The function to distribute turn-taking and encourage participation.

Using strategies in giving questions for students is important to help teachers to know how the students' responses and it can make the students attentive the lesson and engaged the students in the teaching-learning process. Questioning strategies provide way show to make students clear about teachers' questions. Sometimes students are quiet because they probably do not understand what has been asked by the teacher, how to answer it or feel shy. So, by applying questioning strategies, teachers can solve these problems. It can encourage students to answer and help them to arrange utterances, so they are motivated to speak confidently.

Classroom Interaction

Classroom interaction is about the students having an active discussion during the class. Interaction occur both between students with lecturer present, and with the lecturer who probes student thinking among the whole group. Interaction

is the heart of communication and communication itself. Whether it is oral or written, is the central goal of the foreign language learning. In order to achieve that goal, the learners or the students need to cooperate and interact among themselves, between them and the teacher, or between them and someone else who are aware of language learning. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987) in Musdalifah (2016)

Conceptual Framework

In the conceptual framework, the teacher and students have significance relationship, especially in classroom interaction. During teaching-learning process, teachers and students interact in the classroom. Classroom interaction is defined as the way of teacher used to make an interactive between teachers and students by questioning. In this case, a role model of class, the teacher have question strategies for direct their students in order to express their opinion. The class is more interactive and effective when there are communicate between them. The use of questioning strategies also to balance the interaction between communicant and communicator.

Research Design

The researcher used descriptive-qualitative research in this study. Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on phenomena or setting. It is a systematic, subjective approach will be used to describe life experiences and give them meaning.

Descriptive qualitative research is mostly associated with words, language, and experiences rather than measurements, statistics, and numerical figures. In the other hand, qualitative research is concerned at how opinions are formed. The researcher will adopt a person-centered to understand the sample experience and to obtain and generate their ideas. In this study, the researcher investigated the teachers' questioning strategies, it was along with the objective of this study was to know the strategy of the question that the teacher used.

Research Subject

The subjects of this research were the English teachers at SMAN 4 Makassar. The subjects of this research consisted of three English teachers, and the

researcher took all of the English teachers as a sample of this research. There were three English teachers at SMAN 4 Makassar and every English teacher handled one generation consisting of 11 classes, that Teacher A as the first teacher who teaches on grade X, Teacher B as a second teacher who teaches on grade XI and Teacher C as a third teacher who teaches on grade XII. So, each teacher taught a different class.

Research Instrument

The instrument were observation and interview. The techniques for analyzing the data was descriptive. The way it could be use observation and interview as an instrument of the research to collect the data and validate the result.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing and places at a research site. The researcher only observed the teacher questioning strategy during the learning and teaching process in the classroom. In this research, the researcher used non-participant observation in which the researcher didn't participate in the activity being observed. Using non-participant observation was easier to record information and observations if the researcher didn't participate so that the researcher could record the data more easily. So, a recorder was placed in the classroom while the class is in the process.

2. Interview

The interview is a further instrument to gather the data in this research; the interview adopted semi-structural interview technique which utilized the question guideline but allows the interviewee to provide clarification and elaboration based on the question that given. This kind of interview was also known as an in-depth interview, wherein technically it was more flexible than the structured interview. The interview was a tool for the researcher to add data deeply about the reason of the teacher.

Data Collection

There were two steps in collecting the data, the first one was observation in the classroom by video recorder, the researcher could get the data from the real situation. In the observation process, played the role of the observer as a participant in which the role of the researcher was known by the participant. Then through the interview, this interview process conducted after finishing the classroom observation by the audio recorder. The use of an audio recorder intended to help the interviewer to gain more detailed data during the interview.

Data Analysis

In qualitative research, the data analysis technique used was clear, which was directed at answering the problem statement. In the process of data analysis to obtain the result from observation and interview, there were some steps that must be taken by the researcher to analyze the data. The first began with a video recording of the observations and then the audio recordings of the interview transcribed and coded. Because of the large amount of data obtained, only the transcription of teacher talks consists of the types of teacher questions to be analyzed. This was part of data reduction. Miles and Huberman (1994) explain "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions." Not only the data needed to be condensed for the sake of manageability, they also had to be transformed so they could be made intelligible in terms of the issues being addressed.

The results from the transcription of a video recording, the transcription of the teachers' talks was given a T code, while the students' talk was given an S code. Then, the researcher could identify the types of teacher questions posed in the classroom employed the questioning strategies by Xuerong (2012). Then from the results of the transcription of the interview, the researcher was given the different code while transcribing and coding the data from the interview. The researcher given I symbol as the code of the interviewer and T symbol as the code for the interviewee. After that, the researcher analyzed the data in order to find out the answer about the teacher reasons in uses the types of teachers questioning strategy in teaching learning process during the classroom interaction.

Findings

1. The kinds of Teachers' Questioning Strategies used by the English teachers during teaching learning process.

There are two kinds of questioning strategies were found by the researcher, namely, question-planning strategies and question-controlling strategies as focused on this study proposed by Xuerong (2012)

a. Question-Planning Strategies

In question-planning strategies there are the teachers in giving some questions, namely, would focus several indicators:

- 1) Asking question relevant to students
- 2) Asking open-ended question
- 3) Asking follow-up question
- 4) Asking for evidence to support a particular point
- 5) Asking another type of question (probing)
- 6) Asking another type of question (display question)
- 7) Asking another type of question (prompting)

b. Question-Controlling Strategies

In question controlling, strategies there are the teacher in giving some question would focus several indicators:

- 1) Repeat the question when there is no response
- 2) Modify the question when it is not understood
- 3) Call the students' name when asking a student to answer question
- 4) Asking question of the entire class and try to encourage all students to participate

Based on the observations, it's found that most of the teaching and learning activities of teachers always use strategies in asking questions. That is why it is said that the teacher uses question strategy because he fulfills the criteria in this questioning strategy, which is question-planning strategies and question controlling strategies. Sometimes, teachers need to repeat their questions when there are no answers or they need to modify their questions to make students easy to understand about questions, teachers also need to use several types of questions in asking.

2. The reason why the teacher used questioning strategy during the classroom

Teacher A

In the interview, the teacher gave her reason and explain preference in using her question. Actually, the teacher never classified how many kinds she gave the students question and what kinds of the question have been asked. She just asked related with how the function of that question itself. The teacher used their question it's also related with the condition and material. She never clearly classified the types of questioning strategy, it just run based on the condition of the classroom interaction and also based on the students' responses. She just asked the students to follow up the material that how far the students' comprehension. And asked the students about their knowledge and understanding.

Teacher B

In the interview, the teacher gave her reason and explain preference in using her question. Actually, the reason why the teacher gave the question to know the comprehension of the students about the lesson, the teacher guess that it was easy to measure how the students understand and pay attention to the teacher's explanation. The gives questions with other reasons so that they can listen, because sometimes there are students who play around. So, the teacher thinks that they as teachers must understand the class situation, so that students can focus on listening to today's learning material.

So, it can be concluded that the teacher asked the question to measure the students' comprehension, she used the question to know how far the students can get the meaning of the lesson. Here, the teacher used the question also to measure the students' focuses, so the teacher can conclude that what has to do during the class after seeing the condition of the students in the class. The teacher really assesses how students listen to the learning material in class, so that the teacher knows how to position himself how he should be able to attract the attention of students to learn. So, the second teacher also does not classify the types of questions he uses, it appears based on student responses, the student's classroom learning atmosphere. So, it can be concluded that the teacher never clearly classified the

types of strategy, it just runs away based on the condition and also related to the material of the lesson.

Teacher C

In the interview, the teacher gave her reason and explain preference in using her question. Actually, the reason why the teacher gave the question for the students, because he thinks the questions asked can be used as one to stimulate students' minds in communication and can function to encourage students and also be involved directly as discussed at the time. The types of questions that teachers often use are questions that ask for examples or facts in order to develop or train students' thinking power towards learning material. And also questions that ask students to compare with a view to practicing students' reasoning power in a case, and also questions classically, personally. According to him the questions raised by the teacher are very important in order to create a more meaningful learning atmosphere. Therefore, in every learning, whatever learning model he uses, asking is an activity that is not separated from each other.

So, it can be concluded the teacher thinks an educator who asks questions effectively will educate students positively to think actively in the learning process and the teacher also never clearly classified the clearly types of strategy, the teacher asked the question related to the material and to stimulate students' minds in communicating and can function to encourage students and also be directly involved as discussed at the time.

Discussions

1. The questioning strategies employed by the teacher

The researcher had collected and analyzed the data and elaborated them in findings point. The data of the research were collected at SMAN 4 Makassar. From the data collected through the recorder and one meeting teaching class for each teacher that the researcher had done, it is indicated that all the English teacher actively using questioning strategy during the teaching learning process in the classroom. When the teacher started the class, they always said greeting to all the students and asked about the students condition the checking the

students' attendance list. The teacher also asked about the students' previous knowledge in order to check about the students' understanding about the previous material.

In asking question, the teacher did not only address their question to all students, but they also addressed the question only for some students. Sometimes the teacher called on specific students to answer the question. The questioning strategies that mostly employed by the teacher in the classroom were Question-Planning Strategies and Question-Controlling Strategies which was proposed by Xuerong (2012). Those strategies almost appeared in each extract. Question-planning strategies applied by the teacher, which the teacher asked the question relevant on the students, ask for the evidence question, then asked the question by using closed question, display question, follow-up question, probing question and prompting question. Furthermore, Question-controlling strategies applied by the teacher in which they asked the question by call on specific students to answer, ask the question with give the students enough time to think before answering the question, ask the students to the entire class to encourage all the students to participate, repeat the question when there is no response, and they modify the question when it is not understood.

2. The teacher's reason in using Questioning Strategies

In the interview, the teachers explained in general reason why they need to use questioning strategies in teaching learning process. The teachers argued that they gave the question to the students based on the students or the class condition, and how the students can got the teacher's explanation. The teacher also used question to measure the students' comprehension, because the teacher wanted to know how far the students can got the meaning of the lesson. Here, the reason why the teacher used the question it's also to measure the students' focuses, so the teacher can conclude that what have to do during the class after see the condition of the students in the class.

The reason also was supported by Sadker (2011) that questioning strategy is one of the most important dimensions of teaching and learning, it gives tutors the chance to find out what students know and understand, and it

allows students to seek clarification and help. It means that through questioning, the teachers able to know what the students know and what they do not know.

Another explanation the reason why the teacher gave questioning before entering a new material because they wanted to review the previous lesson, how far they understand to the material, all at once to refresh the students mind before entering a new lesson. It was used to attract the students' attention. Furthermore, it was also used to know whether the students learned it back at home or not.

The teachers said that they need to used questioning strategy in order to measure about students' comprehension and to check about students' understanding. Relation with this supported by Nunan and Lamb (1996) that the teachers' question function is to check learners' understanding, to elicit information, and to control their classroom. So, the researcher found that the teachers' reason for using questioning strategies in teaching learning was for check about the students' understanding, and the teacher also need to know whether their class went well or not, whether the students understand about the teachers' explanation, about the material or not.

Conclusions

Based on the findings and discussion in the previous section, the researcher concluded that the English teachers actively using questioning strategies in the classroom interaction that they were asked the question to check about the students understanding about the previous material, to attract the students' attention, to support the students to contributions in the class and also to motivate the students to learn. And the reason why the English teacher used their questioning strategies is according to the function of the questioning strategy types.

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