

Teachers' Questioning Strategies in Classroom Interaction

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Abstract

This research aimed to find out the questioning strategies in teaching EFL classroom. This research employed qualitative research. The participants of this research were two English teachers of SMP NEGERI 40 MAKASSAR. The data of this research were collected by employing audio recording, observation notes, and interview. The result of this research revealed that the teacher used Question-Planning Strategy (ask question relevant to the students, used closed question, used follow-up question, used yes/no question, used display question) and Question-Controlling Strategy (Repeat the question, modified the question, call on students' name to answer the question) as the strategy to ask the question in EFL classroom interaction. The teachers used the questioning strategy in order to check about students understanding, to attract student's attention, to recall back students' memory and as an intermezzo to make the students not feel bored. By seeing to the student's response, the students give more positive responses (yelled at the same response, answer correctly, enthusiastic when answering and respond the question spontaneously) than negative response (did not give response/ keep silent and give the wrong answer) for the teachers' questioning. Therefore, the use of questioning strategy in the classroom interaction are very important in order to affect the students' learning process.

Keywords: EFL Classroom, Questioning Strategy, Classroom Interaction

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INTRODUCTION

The interaction between teachers and learners is one of the most important activity in the classroom. Whether helping learners to acquire basic skill or a better understanding to solve problems, or to engage in high-order thinking such as evaluation, questions are crucial. For teachers, questioning is a key skill that anyone can learn to use well. Similarly, ways of helping teachers develop their own ability to raise and formulate questions can also be learned. Raising questions and knowing the right question to ask is an important teaching skill that teachers need to be taught.

According to (Kathleen, 2015) there are difference between question and questioning; question is any sentence which has an interrogative form or function, while questioning is an action of asking questions. In most classrooms, questioning remains the common strategy for eliciting responses from students during the whole class teaching. Therefore, questioning may be identified as one of the most popular instructional strategies in the classroom. Questions are the most common form of interaction between teachers and students in classroom teaching and learning process.

Questions raised by teachers and students replied, this is an important component of the teaching learning process which enables teachers and students to communicate (Rauf. W, 2017). Asking and answering questions create an interaction in the classroom and this interaction has been considered a significant means of teaching and learning. Good questions are directed toward learning and evaluative thinking, rather than determining what has been learned in a narrow sense.

Based on the statement above it can be summed up that the aims of this research are to find out into teachers in classroom interaction especially in asking the questions. The teachers should understand that asking question in EFL classroom is not an easy task and it is an essential thing to do by every teachers in teaching. That is why in achieving the goal of teaching, teachers' questioning strategies must be viewed and applied because teachers' questioning strategies in interaction is one of the factors that should be considered by the teachers to make an effective process of teaching and learning. From the background above, the researcher formulated the questions : What are the strategies used by the teachers in questioning at SMP Negeri 40 Makassar ?

LITERATURE REVIEW

One thing that teachers should not ignore and pay attention is the role of teachers' questioning strategy in English teaching process because questioning strategies are very important in order to affect the students' learning process. That is why in achieving the goal of teaching, teacher's questioning strategies must be viewed and applied because teacher's questioning strategies in interaction is one of the factors that should be considered by the teachers to make an effective process of teaching and learning.

(Ruby, 2012) did research on teacher questions in second language classrooms. He found that the types of questions asked, in many cases, determined by the pedagogical purposes the teachers want to achieve. However, to facilitate students' second language development, teachers, especially secondary school teachers, should not just ask

questions that elicit only brief responses such as the yes/no questions. They should also ask questions that require elaboration and elicit longer and more syntactically complex responses.

(Meng & Chattouphonexay, 2012) conducted on teacher questions in a content-based classroom for EFL young learners. They found that the teacher asked questions in class had some uniqueness because the students were young learners. Both teachers and young learners could benefit more from teacher questions because the act of asking questions helped teachers keep students actively involved in lessons and stimulate them to keep thinking.

(Qashoa, 2013) did research on effects of teacher question types and syntactic structures on EFL classroom interaction. He found that display questions are used more frequently than referential ones, and high frequencies of wh questions were found in the three investigated classes.

(Nurhaya, 2015) also did research about the questioning strategy used by English Teachers and the result showed that the teacher mostly used wh question and yes/no question. In application the question in the class, the students's attitude toward the question, they got spirit to answer the question if they can answer the question but the student low spirit if they cannot answer it. Eble (1988) cited by (Sujariati, 2012) , argues that teachers' questions can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom. The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used. Furthermore, the questions are applied in each section based on the functions.

(Xuerong, 2012) classified questioning strategy into question-planning and question-controlling strategy. Question-planning strategy refers to types of questions used by teachers in the classrooms (Sardi et al., 2017). The functions are to elicit response and identify problems, better understand students' knowledge, and invite for further discussions. Question-planning strategy consist of asking open-referential, close-display and follow-up questions. This also includes asking for supporting data. Meanwhile, question-controlling strategy refers to ways or procedures used by teachers to ask questions in the classrooms. The functions are to distribute turn-taking and encourage participation.

Questions can be classified into many types, but in this study the focus will be on the following five types of question: Open/ closed question, referential questions, display question and yes/no question. It is describe each of these below:

1. Open and Closed Questions

Tsui (2010) cited by (Ruby, 2012) classifies the category of open and closed questions according to the kind of response elicited. The former can have more than one acceptable answer while the latter can accept only one answer. A closed question can be answered with either a single word or a short phrase. An open question is likely to receive a long answer. Referential Questions

(Nunan & Lamb, 1996) define referential questions as "those to which the asker does not know the answer. Teachers should ask referential questions because (a) learners tend to give longer answers than they do to display questions and (b) learners will be less willing to answer questions if their purpose is always to test knowledge.

2. Display question

For display questions, Tsui in (Ruby, 2012) defines the display question as one designed to test whether the addressee has knowledge of a particular fact or can use a particular linguistic item correctly. Teachers ask display questions not because they are interested in the answer, but because they want to get their learners to display their knowledge of the language. On the contrary, for referential questions, the asker does not know the answer.

3. Yes/No Questions

The yes/no questions are categorized according to the grammatical form of the question. Yes/no question is a question whose expected answer is either yes or no.

An effective question motivates student engagement by providing the right words and enough response time for students to compose a response. Great questions are crafted with attention to voice inflection, word emphasis, word choice, timing, the audience's (students') prior knowledge and needed challenges, the goals of a lesson, and the context in which the questions are raised (Mayberry & Hartle, 2003). Teachers' reasons for asking questions of their students in classrooms are often rather different from those in everyday conversation.

More importantly, (Feng, 2013) and (Sardi et al., 2022) stated that in classroom instruction, questioning is regarded as one of the most popular teaching modes and also it is one of the most frequently used instructional strategies. Questions can elicit students' responses which can range from simple recall of information to abstract processes of applying, synthesizing, and evaluating information. What is even more important is that the act of thinking is often driven by questions. Therefore, EFL teachers can use questions to help students build understanding and think critically and creatively.

RESEARCH METHOD

Qualitative research was used in this study. The study involved two English teachers from SMP NEGERI 40 MAKASSAR as participants. This study's data were gathered through interviews, audio recording, and observation notes. The study's findings demonstrated that teachers employed two strategies when it came to asking questions in EFL classroom interactions: question-controlling (repeat the question, modify the question, call on students' names to answer the question) and question-planning (ask relevant questions, use closed questions, follow-up questions, yes/no questions, display questions). Teachers employed the asking technique as a means of gauging pupils' comprehension, grabbing their attention, refreshing memories, and acting as a break to prevent boredom.

When teachers ask questions, students respond to their questions with greater enthusiasm and positive responses (yelling at the same response, answering correctly, and responding to the question spontaneously) than negative responses (not responding at all, remaining silent, and giving the incorrect answer). As a result, using questioning techniques in class interactions is crucial to influencing how well students learn.

FINDINGS AND DISCUSSION

From the data collected through audio recording and two meeting classes observation for each teacher that the researcher had done, it is indicated that both of the English teacher actively using questioning in the classroom. When the teacher started the class, they always said greeting to all students and asked about the students' condition. The teacher also always asked about the students' previous knowledge in order to check about students understanding about the previous material.

In the middle of the class, the teachers also always asked the question in order to check about students understanding about the material, to attract students' attention, to support students' contributions in the class and to motivate students to learn.

In the end of the class the teacher also always asked the question in order to know students' understanding, to assess students' learning, to test students input and evaluate teaching quality and the teaching learning process whether have been running well or not.

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).

Table 1 List of Questioning Used by Teachers

No	Questioning Strategy	Teachers' Question
1	Question-Planning strategy	
	- Ask Question relevant to students	- How are you this morning? - <i>Tidak adaji masalah?</i> - <i>Kemarin-kemarin, aman?</i>
	- Ask closed question	- What did you study on Wednesday? - <i>Jadi underline berarti?</i> - <i>Tanda apa ini?</i>
	- Ask follow-up question	- <i>Kapan terjadi ini? Now, last, past, or in the future?</i> - <i>Ini Mousdeer cerita apakah? Apakah novel, Fable, Cerpen or another kind of text?</i> - <i>Kita sudah belajar tentang apa?</i> - <i>Yang pertama tadi cerita apa?</i>

- Ask another type of question (Yes/no question)	- Do you understand what I mean? - Have you done? - <i>Masih ada yang mau ditanyakan terkait materi hari ini?</i> - <i>Tau underline?</i>
- Ask another type of question (display question)	- What is the meaning of analyze? - Based on the text, siapa yang tiga jam tidurnya disini? Adalah? - What is tired? - What is fable? - <i>Apa itu under?</i> - <i>Apa itu below?</i>
2 Question-Controlling strategy	
- Repeat the question	- Once again, how are you this morning? - When this activity happens? <i>Kapan terjadi?</i> - What kind of text? <i>Ini teks bentuk cerita apa?</i>
- Modified the question	- Have you done? Have you look at? Did you get it?
- Call students' name when asking a student to answer question	- Chelsea, talking about what?
- Call on specific students to answer the question	- <i>Coba kamu, apa yang sudah dipelajari hari ini?</i>

Question-Planning Strategies applied by the teacher in which the teacher asked the question relevant on the students, they asked the question by using open-referential question, closed-display question and follow-up question. Furthermore, Question-Controlling Strategy applied by the teacher in which they asked the question by call

on specific students to answer, ask students to the entire class, repeat the question when there is no response, and they modify the question when it is not understood.

CONCLUSION

The questioning strategies that the teacher employed were question-planning strategies, question-controlling strategies. Question-Planning Strategies applied by the teacher in which the teacher asked the question relevant on the students, they asked the question by using open-referential question, closed-display question and follow-up question. Furthermore, Question-Controlling Strategy applied by the teacher in which they asked the question by call on specific students to answer, ask students to the entire class, repeat the question when there is no response, and they modify the question when it is not understood.

The English teachers actively using questioning in the classroom, they were asked the question in the beginning of the class to check about students understanding about the previous material, in the middle of the class to checked about students understanding about the material, to attract students' attention, to support students' contributions in the class and to motivate students to learn, and in the end of the class to know students' understanding, to assess students' learning, to test students input and evaluate teaching quality and the teaching learning process whether have been running well or not.

There are some students' response of using the questioning strategies in the classroom, they are positive response and negative response. Positive response here means that the students give a good response to the teacher's questions, such as yelled at the same response, answer correctly, enthusiastic when answering and respond the question spontaneously, and negative response such as did not give response/ keep silent and give the wrong answer) for the teachers' questioning.

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