

TEACHER'S QUESTIONING STRATEGY IN ENGLISH CLASSROOM INTERACTION

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ABSTRACT

This research aims to analyze Teacher's Questioning Strategy and Student Response in English Classroom Interaction of Grade VIII at SMP Imelda Medan. The subject of this study were two teachers and two classes of Grade VIII at SMP Imelda Medan. This research used descriptive qualitative design as a research method. The data were collected by doing observation to the classroom, interview to the two English teachers, and record English teaching learning process. The study focused on analyzing the three research questions in this study, they are the teacher's way in apply questioning strategies in English classroom interaction, teachers' reason in the use of questioning strategies in English classroom interaction, and how the student's response to teacher questions. Using Xuerong theory where questioning strategy is divided into 2, namely Question-Planning Strategy and Question-Controlling Strategy, findings of the observation, interview and video

recording showed that the two English Teachers in SMP Imelda Medan mostly used Question-controlling Strategy. The researcher also analyzed student's responses in two classes of grade VIII. Based on the observation in the classroom and video recording, most students were silent when teachers were asking them. Only some students were active in giving responses, those mostly used cognitive in answering the question from teachers. Based on the interview with the teachers, the both teachers have similar purposes, they want to know students understanding, involving in teaching learning process and make the learning atmosphere comfortable and interesting. In addition, teacher 1 is more dominant in giving questions to all students in the class while teacher 2 gives questions to students individually.

Keywords:

Teacher's Questioning Strategy, Student's Response, English Classroom Interaction, Classroom Interaction, Xuerong Strategy

INTRODUCTION

In teaching and learning process, especially in English subject at Junior High School level, there are still many cases of the students who are passive or unable to understand the English material given by the teacher. To achieve the objectives of learning English, teachers

need to be critical in using strategies, for example using a questioning strategy.

A question is a tool that is used by the teacher to stimulate student's critical thinking (Kipper T, 2010). Asking question is the most important thing in teaching and learning process especially in reading skill, teachers who are well aware of questioning skills can motivate their students to ask a question and to provide the response. Richard and Lockhart (1996) states that questioning is one of the most common techniques used by teacher and by giving question teacher can take control in classroom interaction. Questioning strategies are aimed to give students more chance to think and to understand what the teachers ask and also to give them time to answer the questions. Therefore, there will be an interactive communication between teachers and students in classroom interaction. Esther Fusco (2012) explains that the teachers who use question strategy effectively can testify to the fact that students become more curious and actively involved with learning when they feel free to demonstrate their thinking skills and when they can question, examine, and argue about the different aspects of the topic at hand.

The goal of giving question is to check the students understanding about what the students have learned, to improve student's involvement and to enhance student's creative thinking skill in classroom interaction. By applying questioning strategy, the teachers know what they are going to ask the students at a classroom learning activity. Based on the researcher experience when doing a teaching practice in SMP Imelda Medan, most of the student did not respond when the teacher gave the material in reading skill. After the students read some material in the textbook, then the teacher asks what the problem points were in the text but most of the students did not respond and just looked at each other. Only 1 or 2 students understand about the material. Therefore, the teacher always uses a

questioning strategy to ensure whether the material is understood by the students. The researcher wants to describe how the teacher applies the questioning strategy and the reasons for choosing this strategy in classroom interaction.

Based on the researcher preliminary observation from 18th October-25th November 2021 by interview the English teacher, because Junior High School students are still in the early stages of learning English, they tend to not respond when the teacher provides learning materials. There is a fear because English is considered a difficult subject to learn. Therefore, the teacher always asks to make sure at least the students understand what the teacher is saying. After those explanations, the researcher is interested to conduct study about Teacher Questioning Strategy, describing the purposes of the teachers questions are appear in classroom interaction process and how the students response to the questions given by the teacher. The researcher decided to conduct the study to two English teachers at SMP Imelda Medan for VIII Grade.

METHOD

This research was conducted by using a descriptive qualitative method. Based on Cohen (2007), descriptive research looks at individuals, groups, institutions, methods and materials in order to describe, compare contrast, classify, analyze and interpret the entities and the events that constitute their various fields of inquiry. According to Best and Kahn (1993), qualitative methods as the name indicates are methods that do not involve measurement or statistics. In addition, qualitative research usually take place in naturally occurring situations, as contrasted with exhibits control and manipulation of behaviors and setting (McMilan,1992).

The qualitative method is used to describe, analyze and interpret teacher questioning strategies, and investigate the teacher's strategy in delivering material in SMP Imelda Medan.

There are two types of instruments used for collecting the data, namely video-recording, and interview guideline – audio recorder. The data was analyzed in qualitative. In this study, the researcher used technique of data analysis based on Miles, Huberman and Saldana (2014), there are three steps: data condensation, data display, and conclusion.

RESULTS AND DISCUSSION

The discussion of this study is based on the interpretation of the findings above. According to the results of the classroom observation and interview, the researcher elaborates three points to answer the research questions of this study.

The first research question is how the teachers apply questioning strategies in classroom interaction at SMP Imelda Medan. Based on the analysis of the researcher, it showed that the teachers used Xuerong's Theory which is Question-controlling Strategy: Based on the classroom observation, it showed that English teachers in SMP Imelda Medan prefer to use Questioning Strategy by Xuerong which is Question-controlling Strategy. In the interview, Teacher 1 said that she applied the questioning strategy by asking questions to each student individually or in groups, as well as giving questions to all students in the class. While teacher 2 explained in his interview that he used a questioning strategy by giving direct questions to students individually and even having students do practice questions on the board, on the grounds that students would be easier to respond. Teacher 2 also explained that he often uses the names of students in class as an example in spelling material so that students feel more interested.

The second research question is What are the teacher's reason in the use of

questioning strategies in classroom interaction at SMP Imelda Medan. Based on the data from interview session, Teacher 1 explained that the main reason for using the questioning strategy was to ensure whether her students could clearly understand the material presented. While teacher 2 explained in the interview that the reason for using the questioning strategy was so that the atmosphere in the classroom was more comfortable and could easily get responses from students. He also added that using an appropriate questioning strategy will minimize students' boredom in learning English where for them English is quite a difficult lesson. It means by giving question student can involve to the classroom activities. After done the classroom observation, the researcher found that teacher 1 achieved her purpose, her students understand about the topic that teacher already explained when the teacher 1 asked "apakah kalian sudah paham/mengerti?", and then the student answered in Indonesian "sudah mam, tentang Past Tense dan bagaimana membuat kalimatnya". Meanwhile in classroom who handled by teacher 2, to make sure the students understand, teacher 2 calls the students individually forward to do the exercises on the board, and the students are able to do the exercises properly and correctly. The researcher found that the students at grade VIII A & VIII B quite active in classroom interactions with teachers and gave quite good and very diverse responses, although there were still some students who did not respond and remained silent.

The third research question is how the student's response to the teacher questions do. Based on interview with the two teachers, the teacher 1 said that the students used their cognitive to respond the teacher's question. It is proven when the teacher asked questions to students and they can answer the questions well based on their understanding. For example, teacher 1 asked students at VIII A about the topic that teacher already explained.

Some students answered the question based on their own understanding even though they used Indonesian. The same thing also happened at class VIII B, they come forward when asked by the teacher and are able to solve the problem given by the teacher on the board about Past Tense sentences. It can be concluded that students understand about the topic taught so that the student is able to solve the questions given. They answered the teachers' questions based on their knowledge. The researcher found that students fear in answering the questions from teachers by using English become a new problem. In interview session the teachers said that their students are afraid to express their opinion in English. Both teachers added they have way in enhancing student's responses. The teachers said that motivating is important strategy to increase their student's responses in the classroom. Teacher 1 often tells students not to be afraid to answer questions given by the teacher, even though being wrong will not reduce students' grades in learning. That is why some students dare to try to answer the teacher's questions even though they are not necessarily correct. While teacher 2 often brings material by inserting some jokes to reduce students' fear both to the teacher and to English lessons.

CONCLUSIONS

Based on the research's findings, it is obtained some conclusions as follows:

1. The way teachers applied the questioning strategy based on Xuerong Theory is Question-controlling Strategy, which is:
 - Phrase the question, then call on the students. (Teacher 2)
 - Ask questions of the entire class and try to encourage all students to participate. (Teacher 1,2)
 - Call on specific students to answer Question. (Teacher 1)

- Repeat the question when there is no response. (Teacher 1)
 - Modify the question when it is not understood. (Teacher 2)
2. The teacher's reason and purposes in asking question is to ensure the students understanding about material presented (Teacher 1), the atmosphere in the classroom can make the students comfortable and could easily get responses from students and minimize students' boredom in learning English (Teacher 2).
 3. Mostly of the student's responses the question by using Indonesian, they answered based on their understanding it is called cognitive. The teachers said that students are afraid to respond the questions from teacher if use English. Teacher 1 also motivates students to increase student's responses. Meanwhile Teacher 2 inserting some jokes to reduce students' fear both to

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