TEACHER'S QUESTIONING STRATEGIES DURING ENGLISH CLASSROOM INTERACTION AT GRADE X STUDENTS OF SMA NEGERI 2 MEDAN

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ABSTRACT

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This research was focused to determine the types of teacher's questioning strategies, analyzed the dominant types of teacher's questioning strategies and found out the teacher's reasons of giving question to students. This research was conducted on an English teacher and with grade X natural science 2 students at SMA Negeri 2 Medan. Descriptive qualitative research design was used as a research method while in data collection, observation, video recording and interview were used in this research. During two meetings in collecting data, it was found that at the first meeting the teacher often used a simplification strategy with a total of 19 questions or equivalent to 51%. Meanwhile, in the second meeting, the teacher still used the simplification strategy more with a total of 20 questions, equivalent to 56%. For the overall of the teacher's questioning strategy namely wait time, repetition, paraphrasing, simplification and probing can be identified in this research. The teacher's reason gave questions to students was to stimulate students' thinking to think critically, improved vocabulary understanding, clarified student speech, attracted students' interest in learning, checked the extent of student understanding and encouraged students to participating in the classroom. With this questioning strategy, it can be seen that students can be more responsive in answering the teacher questions and the atmosphere in the classroom can be more lively created.

Key Words: Teacher's Questioning Strategies, English Classroom Interaction

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I.   INTRODUCTION

The teacher's teaching is very influential in achieving learning objectives in the classroom (Hanifah and Bharati, 2019). When the interaction process of teaching English occurs, every teacher must have a technique or strategy that's mastered so the conditions and responses expected from students can flow clearly. One strategy that teachers can use to involve students in asking and giving responses is by asking questions (Nashruddin 2020).

Questioning skill can be seen as an expression made by the teacher in a stimulus way to bring up and explore a more comprehensive student response. Kholisoh (2021), the questioning strategy raised by the teacher is seen as a form of initiative to build an active classroom interaction. As long as the teacher provides verbal behavior or instructions, the teacher already supports the learning interaction process (Liu, 2021). With the questions and responses obtained, the teacher has begun to direct students to understand the subject matter's content and even provide instructions on what students will do.

As preliminary data, the researcher observed the learning interaction process in grade X natural science 2 students. Based on the observation, a common problem that occurred was that students were still less responsive to the ongoing interaction process, so sometimes, the learning process looked like a passive class interaction. The teacher has often raised some questions to students to see the extent of their understanding, but it is common for students to be silent and feel confused by the teacher's direction. Furthermore, a teacher needs to provide a different type of questioning strategy from the initial question, where the following kind of questions serve to give students a transparent core and understanding.

There were some previous studies that related to this research. The first study was conducted by Annisa Astrid (2019) assumed that teacher's questions were an essential factor for building the classroom interaction, the teacher's questions have to be able to be addressed to the whole class and individuals. With the importance of the role of teacher questions in building an active classroom interaction, the finding showed that the type of questioning strategy in the form of a convergent questioning aimed to ensuring student understanding and attracting students' attention to stay focused on learning. Modi Nur Kholisoh (2021) also discussed the teacher's questioning strategy with students' perceptions of the teacher's questions. The research showed that the questioning strategy of repetition type was the most often used by the teacher in the classroom, while the strategy of asking students to think at a

higher level was the probing type of questioning strategy. The students assumed that with the probing questioning strategy, they were increasingly motivated to give a critical response to the teacher's questions.

Following a brief review of previous studies about teacher questioning strategies in the classroom, the researcher will present research on the types of teacher questioning strategies, the most dominant types of questioning strategies and the reasons the teacher asks questions to students.

II. LITERATURE REVIEW

A. Teacher's Questioning Strategies

The teacher's question is every instruction in the form of a suggestion which is carried out in a structured manner, and the teacher does this at the beginning, middle and the end of learning (Meng, Zhao, & Chattouphonexay, 2012). Based on this fact, it can be seen that asking while lecturing activities can be the most commonly used teaching method until it can take up to half time of the instructional lesson hours that have been set.

In the context of teaching and learning, strategy can be used as an effort or method taken by the teacher to create an interesting learning environment to achieve the learning objectives. Based on Wu (1993), the questioning strategy is all the efforts and ways made by the teacher to get responses from students. The questioning strategy can be emphasized as the most needed dimension for learning achievement which is accompanied by the existence of learning guidelines that have been arranged so that the questioning strategy can be applied in a good way. The theory regarding to questioning strategies can be described by expert, such as Chen (2016) who classifies five types of questioning strategy skills:

1. Wait time

Wait time can be distinguished from post question and post response wait times. Post-question wait time occurs when the teacher's questions and students' answers have pauses so the students can think of the answers and getting responses to the teacher's questions, while the post-response wait time is the time given between student responses and other students who provide ideas or contribute their own opinions.

2. Repetition

This strategy is used by the teacher to repeat the same question to get a response from students. Example:

Teacher: Have you ever gone by the train?

Student: *(Silent)*

Teacher: Have you ever gone by the train?

3. Paraphrasing

This questioning strategy used by changing the question's sentence in a simpler way so that students are able to understand the teacher's questions more easily. Example:

Teacher: Why is petroleum as a significant asset for human life?

Student: *(Silent)*

Teacher: Can you tell me why the petroleum is so needed by humans?

4. Simplification

Simplification is used when a question is too complex to be answered by students so that the question should be divided into several questions. Example:

Teacher: How was your homework? Have you finished it?

Student: *(Silent)*

Teacher: Finish..?

5. Probing

This probing questioning strategy is used by the teacher by means of the teacher's questions are followed by other questions but still have the same relationship. Example:

Teacher: *Do you agree* that the sun belongs to the planet?

Student: *No*

Teacher: *Why do you* think the sun doesn't belong to the planet?

Student: *(Answer)*

Teacher: *Can you* give me the other opinions about this?

In the process of the English classroom interactions that occur in a class, questions from the teacher can be seen to be a strategy to make learning process look more effective. The teacher asking questions to students certainly has a clear purpose and even reasons, whether it is aimed at knowing the students' abilities or even to involve students as a whole to act actively during the learning process. Based on Gall in Richard and Lockhart (1996) there are several reasons that make teachers ask questions to students during the learning process.

1. To stimulate and maintain student's interest

   A teacher can creates an idea to make the students have an interest in the subject matter being discussed. Example:

   (The teacher shows the picture of Rumah Bolon in front of the class)

   Teacher: Look at this picture! Can you give me your opinion about this?   Or what do you think about our lesson topic today?

   Students: (*Giving response)*

2. To encourage students to think and focus on the content of the lesson

   The questioning strategy can be one way for teachers to involve students to be involved during the learning interaction so that in the end there will be effective classroom interaction.

   Example:

   Teacher: Now I will ask you one by one about our material today. Student B, can you mention again what is the generic structure of descriptive text?

   Student: *(Giving response)*

3. To clarify what the student has said

   The function of the teacher's questions is to clarify or provide feedback on student answers. So, for the further students can elaborate the good answer according to the teacher's question.

   Example:

   Teacher: You said before that this sentence was included to the type of declarative sentence, so I want to ask you what's the reason of you to say that?

   Student: *(Giving response)*

4. To elicit particular structures or vocabulary items

   When the teacher teaches in class, it is not uncommon to find that the teacher mixes languages so that students can understand. On the other hand, students can also provide answers by combining two languages so that the vocabulary of students and other students can increase.

   Example:

Teacher: One of the language features in descriptive text is use action verbs such as run or *berlari*, can anyone mention the other examples of action verbs?

Student: *Melompat* ma'am?

Teacher: Of course, jump

5. To check students' understanding

With the questioning strategy carried out by the teacher in the classroom, so the teacher can measure and know how far the students understanding of the material being studied.

Example:

Teacher: So far, is it clear to you? Can you understood about our topic today?

Students: Yes, we can understand ma'am

6. To encourage student participation in a lesson

With good questions derived from teacher, students will be able to participate well in the learning process.

Example:

Teacher: Can anyone give other examples other than what student B has said? Anyone want to try?

Student: *(Giving response)*

B. English Classroom Interaction

The interaction that occurs between teachers and students is the basic thing in the learning process that is closely related to classroom interaction. When the learning interaction occurs, it can be seen how each individual's attitudes, forms, and treatment in the classroom. Loewenberg & Forzani (2009) argue that during the learning interaction process, the teacher's role is very dependent on the continuity of the class or in other words, the teacher is the key to determining the achievement of learning objectives. Based on Harmer (2001) as quoted by Pasaribu (2019), when this classroom interaction occurs, there are several types of interactions that can be distinguished by who and with whom someone is communicating in class. Here are the types of classroom interaction when the learning process takes place:

1) Teacher-learner

In this type, the teacher will dominate the learning process that takes place, whether it is explaining the material, giving instructions and other roles that can be performed by the teacher.

2) Learner-learner

In the process of interaction between learner and learner can usually be found in a group discussion. Teacher in general can make a learning method that suitable to the needs of the students in the class.

In the process of learning to teach English, the role of a teacher in conveying learning is needed. The teacher's role is a part that must be structured in accordance with the provisions of the teacher's role in predetermined classroom interactions. In relation to the teacher's role in the ongoing learning interaction process, Jarolimek and Foster (1981: 56) as quoted by Astuti (2011) assert that the teacher's role can be divided into two types, namely:

1) The teacher's role on psychological performance.

In this psychological role, the teacher can play the role of a social model in the classroom such like build morale, act as a group leader, replace the role of parents while at school, target frustration, and act as a friend.

2) The teacher's role as instructional performance

This type of role can be seen clearly with the teacher in facilitating the learning and teaching, and evaluating the course of learning and teaching in the classroom.

III.   RESEARCH METHODOLOGY

This research was conducted by using qualitative descriptive research. The researcher chose this research design because the qualitative research method could explore and be able to comprehend the social phenomena where this research was carried out. Based on Pratama (2015), qualitative research aims to explain and describe in absolute terms an event that is defined clearly and precisely. The data in this research came from video recordings of two meetings in English learning interactions and interviewing with an English teacher who taught in that school. Meanwhile, the data sources that have supported this research came from an English teacher and one class in grade X Natural Science 2, consisting of 32 students.

To achieve the objectives of this research, there were techniques for collecting data carried out by the researcher, namely based on observation, video recording and interview.

Technique of analyzing data is very necessary part to find out how the results of research conducted by the researcher. In this research, the data that was analyzed based on the transcripts of video recordings during the English learning interaction process. The data analysis technique used in this research has followed the data analysis procedured by Miles and Huberman (2014:31) as quoted by Zalukhu (2019), which included several procedures, namely: data collection, data condensation, data display and conlusion drawing/ verifying.

IV.   DISCUSSION

After conducted a research entitled "Teacher's Questioning Strategies during English Classroom Interaction at Grade X students of SMA N 2 Medan", the researcher finally arrived at this discussion section. In this research, researcher collected data through the observation, video recordings and conducting interview with an English teacher. The data contained in this research were video recording of an English teacher who was teaching in two meetings in grade X natural science 2. There were three research questions in this research, namely: the type of questioning strategy by the teacher during two meetings in grade X natural science 2, the most dominant type of teacher's questioning strategy and the last was the teacher's reason for giving the question to the students.

In the first question contained in this research, which was about the type of teacher questioning strategy in the interaction of learning English in grade X was analyzed based on the theory of Chen (2016), it was shown that at the first meeting the teacher applied 4 of the 5 types of questioning strategies proposed by Chen, namely: repetition, paraphrasing, simplification and finally probing. The questioning strategy that was not included in this first meeting was the wait time questioning strategy. On the other hand, at the first meeting, the teacher brought introduction learning material that was applied in practical form to students, then when students came to the front of the class to introduce themselves, the teacher also asked questions about students' self-identity who had belonged to the four theories in this research. In the second meeting in conducting this research, the researcher found out 5 theories of the questioning strategy (wait time, repetition, paraphrasing, simplification and probing). All the strategies given by the teacher were still in introduction learning material to students but for the second meeting, the teacher had taught in the form of theory or lectures.

The second question was the most dominant questioning strategy used by the English teacher in the classroom. With the analysis that has been carried out by the researcher, the

findings showed that in the first meeting the teacher used more simplification-type of questioning strategies, while at the second meeting the teacher also used the simplification-questioning strategy. The following is a comparison table of the two English learning interaction meetings.

Table 4.2 Types of Teacher's Questioning Strategies

	Wait Time		Repetition		Paraphrasing		Simplification		Probing	
	M1	M2	M1	M2	M1	M2	M1	M2	M1	M2
Teacher	-	3	8	8	5	3	20	19	6	1
	-	9 %	21%	23%	13%	9%	51%	56%	15%	3%

Based on these findings, at the first meeting the results of the data analysis conducted by the researcher showed that the type of simplification questioning strategy was more dominantly used by teachers with a percentage of 51%. Meanwhile, at the second meeting the teacher was still focused on using the type of simplification questioning strategy with a percentage of 56%. In both meetings, the teacher taught the introduction learning materials in grade X while the researcher was conducting research. It was clear that the simplification strategy could build students' interest in being involved in the learning process. This can be seen from the students who can provided answers or responses to the teacher's questions so that through this questioning strategy has dominated the answers of students and seen to be responsive to the direction of the teacher. Then, when students were invited to continue to communicate, indirectly the teacher has helped the students in growing their confidence in expressing what's on the students' minds. In addition, this simplification questioning strategy allowed students to be more careful in understanding the intent of teacher's questions using simpler sentence.

The third question in this research discussed the reasons for the teacher to carry out this questioning strategy. The findings in this research indicated that during the two meetings of teacher teaching in grade X natural science 2, the 6 types of teacher's reasons asked questions based on Gall in Richard and Lockhart (1994) can be found in every questions given by the teacher. The six reasons, starting with the most often teacher's reasons did in the class for the first meeting, namely to stimulate students to think critically in class, clarified what students have said, asked all students to participate when studying in class, hone students'

vocabulary, checked students' understanding of what they have been said and the last provided questions to attract students' interest in learning. Meanwhile, in the second meeting, the teacher gave questions to students with reasons to invite students to think critically, hone vocabulary skills, attracted students' interest in learning, checked students' understanding, invited students to participate in class and clarified the answers spoken by students. Overall the reason for the English teacher to ask questions to students was to invite students so that they are able to think critically and provide responses or answers that were in accordance with the teacher's expectations.

In line with the previous research conducted by Modi Nur Kholisoh (2021) which aimed to analyze the teacher's questioning strategy and also how students perceive. The similarities that can be seen clearly between previous research and this research were to analyze the questioning strategies carried out by English teachers. Then, the previous research used the theory of questioning strategies from Chen (2016) and in this research also used the same theory. Next, the previous research was conducted by the researcher at the high school level and it also happended in this research for conducted the research in a high school level. Furthermore, both of this researchs also used the descriptive qualitative research design.

Apart from the similarities that can be seen in these two researchs, for the differences that can be seen clearly namely, the previous research observed the questioning strategies carried out by two English teachers with two different classes. In this research there was only one English teacher and one grade X students in senior high school level. Then, previous research also focused on analyzing how students' perceptions were related to the teacher's questions in the classroom, but for this research the limitation of the research was only to analyze the questioning strategy of teacher and analyzed the reasons of the teacher gave questions to students. The previous research was conducted in one of the high schools level in Semarang, but this research was conducted in one of the senior high schools in North Sumatra. In general, the results of the research indicated that in previous research, both teachers mostly used the repetition questioning strategy, meanwhile for this research, the simplification questioning startegy was more dominantly used by the teacher. Furthermore, it can be clearly seen that similarities as well as differences can be found from previous research with this research.

Based on the research results that have been obtained in this research, the application of the research results to the teaching and learning English in Indonesia was the results can be a source of reference for teachers or even prospective teachers who want to create a responsive classroom learning atmosphere. With the types of questions which attracted students to respond, the teachers can developed or applied these types of questioning strategies in the classroom. For more details, the simplification questioning strategy can be a reference so that students gave more participation in the process of learning English. With the types of questions that were easier for students, students can more easily grasp the meaning and the purpose of the teacher's questions.

V.   CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the discussion of the research that has been done regarding to the teacher's questioning strategies during English classroom interaction at grade X students of SMA Negeri 2 Medan, it can be concluded based on the research focus as follows: The English teacher who taught in grade X Natural Science 2 at the first meeting used four of the five types of questioning strategies namely repetition, paraphrasing, simplification and probing. Meanwhile, at the second meeting, the English teacher was able to use all types of questioning strategies used in this research. Then, during the two meetings, the English teacher was more dominant in using the simplification type of questioning strategy when teaching English in the classroom. For the first meeting there was 51% of simplification strategy and the second meeting was 56%. The last, the English teacher assumed that with the questioning strategy, students can be stimulated to make a critical thinking, helped students to clarify what they have said, improved students' vocabulary understanding, asked students to participate fully in class, checked students' understanding and the last was to attract students to be enthusiastic and willing to learn English.

B. Suggestions

Based on the discussion of this research regarding to the teacher's questioning strategies during English classroom interaction that has been described, the suggestions of this research can be conveyed, namely as follows: To teacher, researcher suggests to the teacher so that when studying in the class, she can pays more attention to give the types of questions to each students. With the clear questions, the students can also get a better participation in

providing the expected response. Next to students, when the teaching and learning process has occurred, especially when the teacher asks questions, the students must be more active in responding. Then to other researchers, the researcher hopes that the result of this research can be useful for other researchers who want to conduct research about the teacher's questioning strategies. On the other hand, the researcher also hopes that other researchers can analyze the teacher questioning strategies with more than one teacher.

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