



Teacher's Questioning Strategy in Teaching Procedure Text for The Tenth Grade at SMAS Primbana Medan

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ABSTRACT

The aims of this research are to investigate the questioning strategy that teacher used and how the teacher applied the questioning strategy in teaching procedure text for the tenth grade at SMAS Primbana Medan. Qualitative descriptive method is the method used in this research to achieve the research objectives. The data were taken by observed the teaching learning process procedure text, interviewed the English teacher, and video recording in order to find out questioning strategy that the teacher used and how the application of the questioning strategy. In the learning process of teaching and learning, teacher actively use question, the research outcomes shown that the teacher use Questioning Planning Strategy 12 times (26%) and Questioning Controlling Strategy 34 times (74%). The teacher applied Questioning controlling strategy when asking individual students. Meanwhile, when asking the whole class or group of students, teachers use a combination of Questioning Controlling and Questioning Planning strategies.

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INTRODUCTION

An effective English class should contain the interaction between teachers and students, students and students (Yang, 2017:158). It is supported by Katty (2008) that interaction is the best method for those beginning to learn English. Interaction in the classroom is categorized as pedagogical interaction, which means the interaction between teaching and learning (Sarosdy et al., 2006). Interactive classroom interaction is crucial in building teaching and learning opportunities in the classroom. Students will get many opportunities to practice and improve their language skills when the interaction occurs. When the students listen to their teacher using language in class, they learn not only about the language but also how to utilize it in a realistic situation (Zulfah, 2015). The interaction can be stimulated by many activities, such as group discussion, pair work, and giving questions (Brown, 2001). For this reason, teaching learning process not only need pedagogical skills but also communication skills.

A common form of classroom interaction is with questions. Questioning activities in the classroom are activities that dominate classroom interaction. Xuerong (2012: 5) states that asking the question is one of the strategies for getting closer to students. Questioning can be defined as a verbal utterance that asks for a response from someone who knows it (Sadiman, cited by Hamzah 2006:170). The answer can be in the form of knowledge of things that result from consideration. The teacher will ask questions during the class, starting from the opening activity, main activity, and closing activity. The core of the interaction is the teacher. It means that questioning plays a crucial part in English class. Without questions, there is no information processing since the teacher asks the student questions before, during, and after the lesson to elicit replies (Jansem, 2008; Phuong & Nguyen, 2017:134). Using questions will create excellent interaction between the teacher and the students. From the explanation above, it can conclude that classroom interaction occurs predominantly in questioning-answering activities.

Wood & Carol (2001:2) clarify that questions are an efficient technique to encourage students' involvement, thinking, and learning. Students' minds can expand through questioning. By asking the right questions, teachers may get feedback quickly, which will help them enhance the quality of teaching. By asking the question teacher can also identify the students' knowledge that they already possessed and also their understanding of specific issues (Irawati et al, 2021:360). Students must ask questions to help them learn the language they can use to continue engaging in the conversation and even adapt it to make it more understandable and relevant to them individually. By using questions in the teaching and learning process, teachers can also control classroom interaction.

However, in providing questions to students, the teacher must pay attention to the use of the language, questioning strategies, and the target of the participant to ask. Teachers should know the types of questions used for different purposes and targets. There

are many questioning strategies teachers can use, but the teacher in the teaching and learning process usually applies not all strategies. Techniques like questioning methods are crucial in teaching since they impact how pupils learn a language unfamiliar to them, like English. Therefore, in giving questions, a strategy is needed to motivate and stimulate students in learning.

In reality, the teacher's explanation and question in English still need to be clarified for the students to understand. The students look afraid to answer the questions which are asked by the teacher. In some questions they understand, they will answer boldly. However, there are some questions that they still need to answer. They tend to be silent, embarrassed, and confused when the question asks. It happens not only when they are asked a question but also when they want to ask.

METHOD

In conducting this study, researcher applied the qualitative method. The researcher used descriptive qualitative in the study design, one of the most "theoretical" research methods, because it focuses on a specific area of interest and searches for particular interactions with contexts. The unique attraction is the teacher's questioning strategies. The researcher observed the phenomena and make conclusions from them. Additionally, the researcher identified and reported the findings of a study on teachers' questioning strategies.

This research data were question sentences used by the teacher when teaching procedure text for the 10th grade. The source of data was an English teacher at SMAS Primbana Medan who teaches English in grade 10. In the learning process, SMAS Primbana has conducted an entire offline class. Therefore, this research conducted in SMAS Primbana Medan.

Data analysis techniques applied in this study was the theory of Miles, Huberman, and Saldana (2014:12), which say that qualitative analysis has 3 points: data condensation, data display, and drawing or verifying conclusion. The determining indicator of this research is the Xuerong theory (2012) which explains that there are two teacher questioning strategies, namely Questioning-Planning Strategy and Questioning-Controlling Strategy. The three steps from the theory by Miles, Huberman, and Saldana: 1) Data Condensation, 2) Data Display, 3) Drawing Conclusion.

FINDINGS

A. Questioning Strategies Used by the Teacher

During the investigation, the researcher found that the questioning dominates the interaction in the classroom. The data were taken throughout the whole time of teaching, it is about 45 minutes including the interview section. The video recording began from the teacher opened the class until the teacher closed the class. To make it easier for researcher to analyze the data, researcher provides codes for each questioning strategies.

Based on the data analysis, it was found that there were two questioning strategies that teacher used in teaching procedure text. The two strategies are Questioning-Planning Strategy (QP) and Questioning-Controlling Strategy (QC) by Xuerong (2012). The result of all classifies of questioning strategies were presented in the following table:

Table 4.1 Percentages of Questioning Strategies

No	Questioning Strategies	Total	Percentages (%)
1	Questioning-Planning Strategy	12	26
2	Questioning-Controlling Strategy	34	74
TOTAL		46	100

From the table 4.1, the percentage shown the most dominant questioning strategy is Questioning-Controlling strategy with the 34 questions (74%). Whereas, Questioning-Planning Strategy only 12 questions (26%). Based on the result of observation it shown that the teacher more often used Questioning-Controlling Strategy that asked to all students and encourage students' participation.

b. The Application of Questioning Strategies Used by the Teacher

Questioning is a teacher's favorite methodology, in this research questioning took more than half the interaction in the classroom. It supported by Young (1992) explains at least 60% of classroom talks are questions, and the teacher asks almost all questions. The researcher conducted direct observation in the classroom, recorded the teaching-learning process, and interviewed the teacher to find out how the teacher applies the questioning strategies in the classroom.

1. The Application of Questioning Strategy to an Individual Student

In the teaching and learning process observed, the researcher found that the strategy applied by teacher to individual student was the Question Controlling Strategy, especially on the characteristic "Calling on specific student to answer question". When the teacher asked a question and there is no response there, the teacher chooses to appoint one of the students and repeated or modified the previously asked question. The following dialog is the proof of the statement above:

- MM : What is procedure text? (Point a student)
MM : What is goal? (Point student Ss)
MM : What are the characteristics of Procedure text? Sh, please?
MM : In your opinion, how many generic structures of procedure text?
MM : What are they? (Point a student Ss)
Ss : Goals
MM : Okay one goals. good. What is goal? (Point a student Ss)

On the other hand, it can be seen on the result from interviews conducted by the researcher with the teacher, the line with the teacher which describe as follows: "*Tapi kalau udah ke individu saya biasanya nanyain pertanyaan yang spesifik sambil nyebut nama siswa biasanya*". 'But if I ask an individual student, I usually ask a specific question while mentioning the student's name'.

2. The Application of Questioning Strategy to the Entire Class

Not only ask questions to student individually, the teacher also applied questions to the entire class. In the observation conducted by researcher, asking questions throughout the class is the most frequent questioning strategy carried out by teacher. In asking questions to the entire class, there is a combination of questioning strategies that the teacher applied. The combination can be seen from the dialog below:

- MM : Any steps to make it? (QP)

S: Iya ada
S: Yes
MM : So, what do we want to learn today? (QC)
S: Procedure text, Maam.
MM : So, I want to ask, in your opinion, how many generic structures of procedure text? (QP)
S: (Silent)
MM : Thre..? (QP)
S: Three
MM : What are they? (Point a student Ss) (QC)
Ss : Goals
MM : Okey one goals. good. What are they? (Point a student Ss) (QC)

From the dialogue above, it can be seen that there is a combination of strategies used by the teacher when asking the whole class. The line "In your opinion, how many the characteristics of procedure text?" indicates QP because the question is an open-ended question. After asking the QP question, then the teacher asked again to the entire class with QC question, it can be seen in the line "What are they? (Point a student Ss)" the line shows an indication of the QC question because at the time the teacher appointed a student to respond to the question. Something similar happened on the next line "What is a goal? (Point a student Ss)". In this study it was also found that teachers several times repetition questions with the same language and also modified repetition. This question repetition occurs when the teacher asks the whole class a question but there is no response from the students. Repetition of this question is included in the Questioning-Controlling strategy. The dialog below is the data identified.

MM : Now, what is the goal of the text?
S: (Silent)
MM : Apa tujuan dari teksnya, class?
S: (Silent)

3. The Application of Questioning Strategy to the Pair of Students or Group of Students

During the teaching and learning process which was dominated by questioning activities, all participants in the class must be involved, as well as student pairs or student groups. In this study, it was found that the questioning strategy used was similar to the questioning strategy applied to the entire class. Questions given to student pairs or groups of students take the form of assignment that are done in groups or in pairs. This activity began with the teacher gave instructions for the assignment and then asked the students to answered the questions in pair or groups. Below is the example dialog:

MM : Well, if there isn't. Your job is to create a procedure text with a healthy menu context. So, you make a healthy menu recipe, it's up to you to want food or drinks that are important that the recipe is a healthy menu. Also written the structure of the text, what is the title, what is the purpose, what are the ingredients or materials and what are the steps. Any questions?

This description supported by the teacher's statement through the interview conducted as follow:

R : Are there different kinds of questions asked to the entire class, group of students, and individual?

MM : Emmm, kalau pertanyaan ke grup sama whole class sih *gaada beda ya, pasti hal*

yang general yang saya tanyakan kalau ke kelompok gitu saya biasanya kasi soal tertulis, tapi kalau udah ke individu saya biasanya nanyain pertanyaan yang spesifik sambil nyebut nama siswa biasanya.

‘Emmm, if the question to the group is the same as the whole class, it's not different, yes, it must be the general thing that I ask, with group I usually give them question in written form. But if it's to an individual I usually ask a specific question while mentioning the student's name usually’.

Based on the data above, it can be seen that the questioning strategy applied by the teacher to the group of students is not much different from the application of the strategy of asking the whole class, the difference is the form of the question given, in the group of students usually the teacher gives questions in the form of written questions with a QC strategy and then the teacher applies QC verbally.

CONCLUSION

The questioning strategy that used by the teacher in teaching procedure text for the tenth grade are Questioning-Planning strategy and Questioning-Controlling Strategy. The most dominant strategy is Questioning-Controlling (74%). Meanwhile, the Questioning-Planning Strategy only used 12 time (26%). The total of questions produced by the teacher were 34 times Questioning-Controlling Strategy and 12 times Questioning-Planning Strategy. The teacher applied the Questioning-Controlling Strategy to ask individual student. The most activity that the teacher did call on specific student to respond the question, it showed that Questioning-Controlling strategy applied to individual student. Meanwhile, the teacher applied combination of Questioning-Planning and Questioning-Controlling strategy to ask the entire class. The strategies were applied to the entire class and a group of students was same, the differences are 1) the form of the question given; to group of students the teacher prefer to give written questions. 2) the activity of repeating questions or modifying questions only occurs when the teacher applies the questions to the entire class.

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