



Teacher Questioning Strategies in English Classroom Interaction at SMA Negeri 1 Percut Sei Tuan

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ABSTRACT

The rapid development of Artificial Intelligence (AI) has significantly transformed various sectors, including education. One of the most promising AI tools is ChatGPT, which provides interactive, contextual, and adaptive learning experiences for students. This study aims to analyze the influence of ChatGPT as a learning medium in the English Culture in ELT course at Universitas Negeri Medan. Using a mixed-methods approach, data were collected from 50 English education students through observation, interviews, and questionnaires. The questionnaire results revealed that 78% of respondents agreed and 16% strongly agreed that ChatGPT assists them in completing academic tasks effectively. Furthermore, the average mean score across all items was 2.85, indicating a generally positive perception toward ChatGPT use. Most students reported that ChatGPT enhanced their understanding of English culture and provided innovative ideas for lesson planning. However, some respondents noted limitations such as dependence on AI and insufficient critical thinking stimulation. Overall, the findings demonstrate that ChatGPT positively contributes to learning engagement, comprehension, and creativity. It can serve as an effective supplementary tool for independent and culturally contextual English learning, provided that its use is accompanied by proper pedagogical guidance and digital literacy awareness.

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INTRODUCTION

Classroom interaction is considered one of the most important aspects of the teaching and learning process, particularly in English as a Foreign Language (EFL) classrooms. Through interaction in classroom, students are provided with opportunities to practice language, exchange ideas, and develop communicative competence during classroom activities. Brown (2001) defines interaction as a collaborative exchange of thoughts, feelings, and ideas between two or more participants that creates reciprocal effects among them. Similarly, Walsh (2011) states that classroom interaction plays a crucial role in language learning because it allows learners to negotiate meaning and actively participate in communication.

In classroom interaction, the teacher plays an important role in facilitating communication and encouraging students' participation. Harmer (2007) explains that effective language classrooms are characterized by active interaction between teachers and students, where learners are encouraged to communicate and express their ideas. One of the most commonly used strategies to maintain classroom interaction is questioning. Richards and Lockhart (1996) state that questioning is a fundamental instructional strategy used by teachers to control classroom discourse, check students' comprehension, and involve students actively in the learning process. Shen (2012) state that questions can encourage students to participate actively during the lesson, maintain their attention, develop critical thinking skills, and assess their understanding of the material being taught. Therefore, questioning can be considered an effective tool for teachers to build interaction and engagement with students during the teaching and learning process.

Teacher questioning becomes particularly important in EFL classrooms, it where students often experience difficulties in using English actively during classroom interaction. Many students have limited vocabulary, low confidence, and insufficient background knowledge in English, which may reduce their willingness

to participate during lessons (Pramadanti, 2025). Brown (2001) argues that teachers should carefully consider the clarity, difficulty level, and purpose of questions in order to facilitate students' understanding and participation. In line with this, Walsh (2011) also explains that the effectiveness of classroom interaction depends greatly on how the teachers manage questions and responses during the lesson. Therefore, teachers are required to apply appropriate questioning strategies that can help students understand questions more easily and encourage them to respond actively.

Wu (1993) proposes several questioning strategies that can be implemented by teachers to facilitate students' responses during classroom interaction. The questioning strategies namely rephrasing, simplification, repetition, decomposition, and probing (Wu, 1993). Rephrasing refers to restating questions using different wording to make them easier to understand. Simplification is used to reduce the complexity of questions through simpler vocabulary and sentence structures. Repetition helps emphasize important information and provides students with additional time to process questions. Meanwhile, decomposition involves breaking complex questions into smaller and simpler parts. Last, probing encourages students to elaborate and develop their responses more deeply. According to Wu (1993), these strategies are effective in helping students comprehend questions and participate more actively in classroom interaction. In EFL classrooms, questioning strategies are particularly useful because they reduce students' confusion and create a more supportive learning atmosphere.

Several previous studies have investigated teacher questioning strategies in EFL classroom interaction. Putri and Trisanti (2025) found that questioning strategies such as prompting, probing, redirecting, and repetition were effective in encouraging students' classroom participation. Their study showed that questioning strategies were implemented throughout the teaching process to maintain interaction and stimulate students' responses. Similarly, Sari (2024) reported that questioning strategies such as rephrasing and probing significantly increased students' activeness during classroom interaction because students became more willing to answer and express ideas. In addition, Nasir et al. (2023) found that teachers frequently used rephrasing, simplification, and

repetition to help students understand questions more effectively in EFL classrooms. These studies indicate that questioning strategies play an important role in creating interactive classroom communication and supporting students' participation.

Based on the researcher's preliminary observation at SMA Negeri 1 Percut Sei Tuan, the English teacher frequently used questioning strategies. The teacher use questions during the teaching and learning process to encourage students' participation and to maintain classroom interaction. During the classroom observation, the teacher was found actively asking questions, repeating important points, simplifying difficult questions, and guiding students step by step in answering questions. The researcher also observed that many students tended to be passive and less confident when responding to questions in English. Some students remained silent or answered briefly because they had difficulty understanding the questions or expressing ideas in English. To overcome these problems, the teacher often used Indonesian, repeated questions, and provided follow-up questions to help students respond more confidently. For example, the teacher asked questions such as "What is goal? Apa arti goal?", "Why do we need procedure text?", and "Can anyone make it more complete?" to stimulate students' responses in the classroom. These classroom conditions indicate that questioning strategies play an important role in facilitating interaction and supporting students' participation in English classrooms.

Based on these considerations, this study aims to analyze the implementation of teacher questioning strategies in English classroom interaction at SMA Negeri 1 Percut Sei Tuan. This study focuses on how the teacher implements questioning strategies proposed by Wu (1993), which are rephrasing, simplification, repetition, decomposition, and probing, during the teaching and learning process. The findings of this study are expected to contribute to the understanding of questioning strategies in EFL classrooms and provide useful insights for teachers in creating more interactive and meaningful classroom interaction. Therefore, this study focuses on the implementation of teacher questioning strategies in English classroom interaction at the eleventh grade of SMA Negeri 1 Percut Sei Tuan.

METHOD

This study uses a qualitative descriptive research design. Qualitative research is used to describe and analyze phenomena that occur naturally in a particular setting (Creswell, 2014). This study aimed to analyze the implementation of teacher questioning strategies in English classroom interaction. Therefore, a qualitative approach was considered appropriate because it allowed the researcher to obtain detailed information about how questioning strategies were implemented during the teaching and learning process.

This study was conducted at SMA Negeri 1 Percut Sei Tuan. The subject of this study was an English teacher who taught eleventh-grade students. Meanwhile, the object of this study was the teacher's questioning strategies used during classroom interaction, particularly the strategies proposed by Wu (1993), namely rephrasing, simplification, repetition, decomposition, and probing.

The data of this study were collected through classroom observation. The researcher conducted direct classroom observations to identify the questioning strategies used by the teacher during the teaching and learning process. During the observation, the classroom interaction was recorded using video recordings as the instrument of data collection to obtain accurate and detailed data.

In this study, the data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing. First, the researcher selected and categorized the data related to teacher questioning strategies obtained from classroom observations and interviews. Second, the data were displayed in the form of descriptions and tables to make the findings easier to understand. Last, the researcher drew conclusions based on the analysis of the implementation of teacher questioning strategies during classroom interaction.

FINDINGS

Data

The classroom interactions were collected during the teaching and learning process at SMA Negeri 1 Percut Sei Tuan, involving one teacher and 30 eleventh-grade students in one classroom. The data were gathered from classroom observation during English lessons. All interactions that occurred between the

teacher and students, from the beginning until the end of the learning sessions, were recorded using video and audio recordings. After the data were collected, the recordings were transcribed to identify the teacher's questioning strategies during classroom interaction. The teacher's utterances and students' responses were carefully analyzed to find the implementation of questioning strategies proposed by Wu (1993), namely rephrasing, simplification, repetition, decomposition, and probing.

Data Analysis

According to Ghosh (2017), data analysis refers to the process of organizing, describing, evaluating, and interpreting data to achieve the objectives of a study. In this research, the data were analyzed to address the research questions. The data were analyzed to identify the implementation of teacher questioning strategies in classroom interaction. The analysis focused on the questioning strategies proposed by Wu (1993), namely rephrasing, simplification, repetition, decomposition, and probing. The researcher identified and classified the teacher's questions from classroom interaction during the teaching and learning process.

Based on the classroom observation conducted at SMA Negeri 1 Percut Sei Tuan, the researcher found that the teacher implemented all five questioning strategies during classroom interaction. These strategies were used to help students understand the material, encourage participation, and maintain interaction during the lesson.

Teacher Questioning Strategies

Table 1: Teacher's Questioning Strategies in Classroom Interaction

Questions Strategies	Frequency	Percentage
Rephrasing	15	17.6%
Simplification	14	16.5%
Repetition	12	14.1%
Decomposition	24	28.2%
Probing	20	23.6%
Total	85	100%

As shown in Table 1, with total 85 questions used by the teacher, decomposition became the most dominant strategy with 24 questions (28.2%), followed by probing with 20 questions (23.6%). Meanwhile, rephrasing appeared 15 times (17.6%), simplification 14 times (16.5%), and repetition 12 times (14.1%). These findings indicate that the teacher frequently guided students step by step and encouraged them to develop their answers more deeply during classroom interaction.

The percentage of questioning strategies was calculated using the formula proposed by Sudijono (2012):

$$= \frac{100\%}{-}$$

Explanation:

P = Percentage

f = Frequency of obtained data

n = Total number of data

100% = Constant value

The implementation of questioning strategies used by the teacher during classroom observation can be described as follows:

a. Rephrasing

According to Wu (1993), rephrasing is a strategy where the teacher restates a question using different wording to make it easier for students to understand. This strategy is commonly used when students do not immediately respond or appear confused by the teacher's original question.

Data 1:

Teacher : "Alright, before we continue, I want to check your attendance first. Is everyone here today? *Apa ada yang tidak hadir hari ini?*" (Is anyone absent today?)

Student : "*Tidak ada sir, semua hadir.*" (No, Sir. Everyone is present).

Data 1 shows that the teacher implemented rephrasing strategy during classroom interaction. The teacher first asked the question in English by saying, "Is everyone here today?" and then restated the same question in Indonesian, "*Apa ada yang tidak hadir hari ini?*" to ensure that students clearly understood the meaning of the question. The teacher did not change the purpose of the question, but only changed the wording and language used. This strategy helped students understand the teacher's intention more easily and encouraged them to respond confidently during classroom interaction.

Another example of rephrasing strategy can be seen in the following question:

Data 2:

Teacher : "Have you got your lunch? *Udah makan siang semuanya?*" Student : "Yes, Sir. *Sudah Sir*"

In this interaction, the teacher first used the English and then immediately

restated it in Indonesian. This strategy was used because some students still had difficulty understanding English vocabulary directly. By rephrasing the question into Indonesian, the teacher helped students connect English vocabulary with their first language. As a result, students could answer the question more easily and participate actively in the discussion. The teacher often combined English and Indonesian when asking questions to make the material more understandable for students. The implementation of rephrasing indicates that the teacher adjusted the questioning strategy according to students' level of English proficiency and classroom conditions.

b. Simplification

According to Wu (1993), simplification is a questioning strategy where the teacher modifies questions by using simpler vocabulary, shorter sentence structures, or easier expressions so that students can understand the questions more easily. This strategy is commonly used in EFL classrooms because students often experience difficulties in understanding complicated English sentences or unfamiliar vocabulary during classroom interaction.

Data 3:

Teacher : " Why do we use sequence words in procedure text? Student: "..."

Teacher : "Sequence words *itu contohnya* first, second, next, last. *Jadi kenapa kita pake kata itu?*" (So why we use that words?)

Student : "*Oh, supaya langkahnya jelas dan berurutan gitu sir.*" (To make the steps clear and in order, sir).

The data 3 show that the teacher implemented simplification strategy during classroom interaction. Initially, the teacher asked the question, "Why do we use sequence words in procedure text?" However, the students did not immediately respond because

they seemed confused about the term “sequence words.” To help students understand the question more easily, the teacher simplified the explanation by giving familiar examples such as “first, second, next, last.” Through this strategy, the teacher reduced students’ confusion by using simpler and more understandable explanations. As a result, students were able to understand the meaning of “sequence words” and participate more actively during the discussion.

c. Repetition

According to Wu (1993), repetition is a questioning strategy in which the teacher repeats questions, keywords, or important information to emphasize meaning and provide students with additional time to process and understand the question. This strategy is commonly used when students do not respond immediately, appear confused, or need more time to think before answering. In EFL classrooms, repetition is important because students often require repeated exposure to vocabulary and instructions in order to understand the lesson more effectively.

Data 4:

Teacher : "*Siapa yang mau bertanya? Who wants to ask a question?*"

Student : "Sir... how to say "*menumis*"?"

Teacher : " Good question. "*Menumis*" is "saute"

Student : "okay, thank you sir"

The data show that the teacher implemented repetition strategy during classroom interaction by repeating the question in two languages, namely Indonesian and English. The teacher first asked, "*Siapa yang mau bertanya?*" and then repeated the same question in English, "Who wants to ask a question?" This repetition helped students understand the meaning of the question more clearly and encouraged them to participate during classroom interaction. Through repetition, the teacher gave students additional time to process the question and respond confidently. As a result, one student actively asked about the English word for "*menumis*," and the interaction continued effectively during the learning process.

Another example of repetition strategy can be seen in the following question: Data 5:

Teacher : "Can you explain what is procedure

text?" Teacher : "What is procedure text?"

Student : "Procedure text is text about how to make something,

Sir" Teacher : "Good"

In this interaction, the teacher repeated the question during the discussion session to check students understanding of procedure text and encourage students to respond. The teacher repeated important concepts and questions when students seemed less focused or did not answer immediately. This repetition helped students better understand the topic being discussed and maintain their attention during the lesson. Based on the observation, repetition was frequently used during explanation sessions, reflection activities, and classroom discussions. The teacher often repeated important terms, instructions, and questions to ensure that students clearly understood the material being explained. The implementation of repetition also helped students who had limited English proficiency because they could hear the same information several times before responding

d. Decomposition

According to Wu (1993), decomposition is a questioning strategy where the

teacher breaks down a complex question into several smaller and simpler questions to guide students step by step in answering. This strategy is commonly used when students have difficulty understanding complicated questions or organizing their ideas during classroom interaction. Through decomposition, students can answer gradually without feeling confused or overwhelmed by difficult questions.

Data 6:

Teacher : " What is the structure of procedure

text?" Student : "Goal, materials, steps"

Teacher : "Good. What is

goal?" Student : "Goal is

tujuan, sir"

Teacher : "Yes. Very good. What about material?"

Student : "*Materials itu bahan-bahan atau alat yang dibutuhkan sir.*" (Materials refer to the ingredients or tools needed, sir").

Teacher : "Correct, For

example?" Student : "Noodles,

egg, oil"

Teacher : "Good. Then, what are steps?"

Student : "*Steps adalah langkah-langkah untuk membuat sesuatu.*" (Steps are the instructions or procedures for making something).

The data show that the teacher implemented decomposition strategy during classroom interaction by dividing one complex question into several smaller and simpler questions. Initially, the teacher asked the main question, "What is the structure of procedure text?" After the students answered, "Goal, materials, steps," the teacher did not stop the interaction immediately. Instead, the teacher continued by asking more specific follow-up questions such as "What is goal?", "What about material?", and "Then, what are steps?" to guide students in explaining each part of the procedure text structure separately.

The teacher also asked students to provide examples by saying, "For example?"

after the student explained the meaning of materials. Through these smaller questions, the teacher gradually guided students to develop and organize their understanding step by step. Rather than asking students to explain everything at once, the teacher simplified the discussion into several connected questions that were easier for students to answer.

This strategy helped students participate more actively because they could focus on one point at a time without feeling confused or pressured by difficult questions. In addition, decomposition supported students in understanding the lesson more deeply because the teacher guided them systematically from identifying the structure, explaining the meaning, and providing examples. As a result, classroom interaction became more interactive, and students were able to answer the questions more confidently during the teaching and learning process.

e. Probing

According to Wu (1993), probing is a questioning strategy where the teacher asks follow-up questions to encourage students to elaborate, clarify, and develop their answers more deeply. This strategy is commonly used after students provide short, incomplete, or unclear responses. Through probing, the teacher encourages students to think critically and express their ideas in more detail during classroom interaction.

Data 7:

Teacher : "Which part is difficult for you in today's lesson?"
Student : "Steps, Sir."
Teacher : "Why are steps difficult?"
Student : "Because must be in correct order. *Kalau salah urutan, procedure-nya jadi salah.*"

The data show that the teacher implemented probing strategy during classroom interaction by asking follow-up questions to encourage students to explain their answers more deeply. Initially, the teacher asked, "Which part is

difficult for you in today's lesson?" and the student answered briefly, "Steps, Sir." Instead of directly accepting the short response, the teacher continued with another question, "Why are steps difficult?" to encourage the student to elaborate the answer further.

After receiving the follow-up question, the student explained, "Because must be in correct order. Kalau salah urutan, procedure-nya jadi salah." This interaction indicates probing strategy because the teacher attempted to explore the student's understanding and reasoning more deeply through additional questioning. The teacher encouraged the student not only to mention the difficult part of the lesson but also to explain the reason behind the difficulty. Through probing, the teacher stimulated students' critical thinking and encouraged them to express their ideas more clearly during classroom interaction. This strategy also helped the teacher understand students' learning difficulties more specifically.

DISCUSSION

The findings of this study revealed that the teacher implemented all five questioning strategies proposed by Wu (1993), namely rephrasing, simplification, repetition, decomposition, and probing during classroom interaction. These strategies were used throughout the teaching and learning process to facilitate students' understanding, encourage participation, and maintain interaction in the English classroom. Among the five strategies, decomposition and probing were found to be the most dominant strategies used by the teacher.

The dominance of decomposition indicates that the teacher frequently guided students by breaking down complex questions into smaller and simpler questions. This strategy was commonly implemented during classroom discussions and explanation sessions, where the teacher gradually guided students to understand the topic step by step. This finding is in line with Wu (1993), who states that decomposition helps students respond more effectively because difficult questions are divided into manageable parts. Likewise, Rahman, Rahman, and Irawan (2024) found that decomposition strategy supports students' comprehension and reduces confusion during classroom interaction. In the present study, decomposition helped students participate more actively because the teacher guided them

systematically during the learning process.

Besides decomposition, probing was also frequently implemented during classroom interaction. Through probing questions, students were encouraged not only to provide short responses but also to explain their opinions and reasoning more clearly. This finding supports Wu (1993), who argues that probing is important to stimulate students' thinking and develop deeper responses. Similarly, Putri and Trisanti (2025) state that probing questions can increase students' participation and support more interactive classroom communication. In this study, probing strategy helped students develop their answers, express their ideas confidently, and participate more actively during classroom interaction. Furthermore, the findings also showed that rephrasing, simplification, and repetition were used as supporting strategies to improve students' comprehension during the lesson. Rephrasing was commonly implemented by restating questions in Indonesian after asking them in English, while simplification was applied through the use of simpler vocabulary and sentence structures. Repetition was used to emphasize important information and provide students with additional time to process the questions. These findings are consistent with Brown (2001), who explains that teachers need to adjust their language according to students' level of proficiency in order to facilitate understanding. In EFL classrooms, strategies such as rephrasing and simplification are important because students often experience difficulties in understanding English questions directly. The findings are also supported by Nasir et al. (2023), who found that teachers frequently use rephrasing, simplification, and repetition to maintain classroom interaction and help students understand instructional questions more effectively.

In addition, the implementation of various questioning strategies created more interactive classroom communication between the teacher and students. The teacher adjusted questioning strategies according to classroom conditions and students' responses during the lesson. This finding is consistent with Kholisoh and Bharati (2021), who found that questioning strategies are used dynamically throughout classroom interaction to encourage students' participation and create active learning environments. Similarly, Walsh (2011) emphasizes that effective

classroom interaction depends greatly on how teachers manage questions and develop students' responses during the learning process. In this study, the implementation of questioning strategies successfully encouraged students to participate more actively, answer questions confidently, and engage in meaningful classroom interaction during English learning activities.

CONCLUSION

Based on the data analysis, it was found that there were five questioning strategies used by the teacher during classroom interaction in English learning at SMA Negeri 1 Percut Sei Tuan, namely rephrasing, simplification, repetition, decomposition, and probing. Among the five questioning strategies, the strategy most frequently used by the teacher was decomposition with 24 occurrences (28.2%), while the least frequently used strategy was repetition with 12 occurrences (14.1%). The implementation of these questioning strategies helped students understand the lesson more easily, participate actively during classroom interaction, and respond to the teacher's questions more confidently during the teaching and learning process.

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