

English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu

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ABSTRACT

The objectives of this research were to find out the teacher's questioning strategies, the reasons of using the questioning strategies, and the effects of the questioning strategies on student's learning activities. The samples of this research were the teachers of senior high school in Gowa (SMAN 1 Bontomarannu). The approach employed in this research was qualitative one. The type of this research belongs to discourse analysis. Data collection of this research was conducted through recording, observation, and interview. The data gathered were analyzed through conversation analysis which were used in analyzing teacher's questioning strategies, the reasons and the effects on students learning activities in EFL classroom. The research findings showed that the teacher used questioning strategies by applying some type of questions and performing the type of questions in each session of teaching. The open/closed questions and display questions were the dominant, it depends on the material that the teacher transferred to the students. Otherwise, the recall and referential questions, it used only a few times by teacher. The teacher also was applying other strategies, it was repeated the questions, emphasis the question, translated into Bahasa Indonesia or mixed the questions, get closer to student, and gave reward to the students. The research finding showed the positive effects from the use of questioning strategies which were applied by the teachers in EFL Classroom. It was proved by many responses from the students. Moreover, it was proved by the observation that both the teacher and the students did a good interaction through questioning strategies.

Key words: English teacher's questioning and Strategies

INTRODUCTION

In teaching learning English, there is a process which is called asking or giving questions. It can be from the teacher to students or the students to the teacher. Questioning to students must be applied in questioning strategies. Questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. Furthermore, the teachers have to know the output of the students before or after teaching by giving questions. So there must be an interaction between teacher and students and then followed by feedback from the students.

In teaching learning process, sometimes a teacher only teaches without questioning. It can be caused by many factors namely; they are in a hurry, they do not understand well the material, they do not care about the students, or they are lazy. All the cause make negative effects and can affect the students' achievement and the quality of teaching. Therefore, to avoid the negative effects of students and the teaching-learning process, a teacher should apply questioning in the class teaching, the teachers must become actively familiar with the whole range of question forms in English. Furthermore, one thing that teachers should not ignore and pay attention to the role of teachers' questions and technique or strategy in English teaching process because questioning strategies are very important in order to affect the students' learning process in studying English which is still quite unfamiliar with them. Regarding the statement above, teachers should be aware of questioning strategies and types and how they can be used for different purposes to make the interaction between the teacher and students go well. It may depend on how teacher's questions are contributed. Teacher's questions play an important role for the students to learn the target language. Furthermore, the success of TEFL in the classroom refers to the application of questioning strategies by the teachers.

According to Gattis (2002:41), a question is one of the most important tools in guiding and extending students' learning. It can help the teachers to develop their own strategy to enhance the students work and thinking. Therefore, it will be effective when it allows students to become fully involved in the learning process. In terms of lesson planning, teachers significantly think about the types of questions for students. The teachers likewise need to clear the goals of questions to their students. Therefore, through this process, lesson plan will help teachers to plan good questions along with effective answers session.

Recent research on questioning in teaching English based on teacher's questioning strategies in the classroom interaction by Chaudron (1988) states that "the tendency for teachers to ask many questions has been observed in many investigations". It is presumed that the students likely show high interests and attention towards the teaching activity which utilizes questioning strategy. Following this, questioning strategies used by the teacher then can stimulate students to be much involved in language learning process. That is why in achieving the goal of teaching, teacher's questioning strategies must be viewed and applied because teacher's questioning strategy in interaction is one of the factors that should be considered by the teachers to make an effective process of teaching and learning; thereby, it was urgent to do the research relate to implicated questioning interaction in classroom. It must be applied in a good way as a teaching device in teaching-learning interaction. It required knowledge of type's questions, strategies, and the art of questioning skill.

Therefore, taking this into account, the aims of this research was to look into how teachers asked questions, their questioning strategies, and types of teacher's questions that was often asked by teachers.

LITERATURE REVIEW

Definition of Question

Question is a sentence, phrase, or gesture that seeks information through a reply. It means that question is when the teachers say something like words, phrase or sentences which are needed to replay by the interlocutor or listener. Some definition of vocabulary is proposed by some experts. According to Linch (1991) states that question is a command or interrogative expressions used to elicit information or a response or to test knowledge. In other words, when the people produce sentences to other people when it involves command and interrogative expression to get any information or responses means a question

Long & Sato (1983) states that question is a linguistic expression used to make a request for information, or the request made using such an expression. So, the information requested may be provided in the form of an answer. Cotton, K. (1998) defines question as any sentence which has an interrogative form or function. In classroom settings, teacher's questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are going to do and how they are going to do it. It focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation.

Definition of Questioning Strategy

Guest (1985:2) states that "Questioning strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking". It means that we cannot ignore that questioning strategies are very important for teachers and students.

Harvey (2000:8) states that questioning strategy is most effective when it allows pupils to become fully involved in the learning process. He states that while the lesson is planning, it is absolutely vital that teachers think about the types of questions will be asked to students. It also needs to be clear on what the intended outcomes of the questions/answer session should be. It means that the questioning technique will help a teacher to plan questions and answers session effectively when the teacher plays the questions effectively based on the students need and the question types to be involved fully students' interaction.

According to Fries Gather. J. (2008:4), questioning strategy is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. It means that through questioning, the teachers able to know what the students know and what they do not know. Questions help teachers and learners in teaching learning process.

Why Questioning Strategy is used

Many reasons why teachers should give some questions to their students Either the questions are addressed to an individual student or the whole class in their classroom. The teachers used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited vocabulary. The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process.

Different researchers provide various reasons why this is so. For example, Ellis (1992) proposes two reasons why teachers ask questions in their classrooms. First, questions require responses and, therefore, they serve as a means of obliging learners to contribute to the interactions. Learner's responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted. It has been found that questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior (Young 1992., Richards & Lockhart 1994). It means that teacher's questions are not only a means of obliging teacher-talk to guide the students' attention but also adjudge students to be more active and focus on a particular topic, so we can check and control the students' understanding.

Adler (1982: 88-89) said, "Teachers pose questions to students in order to engage them and elicit deeper-level thinking about the subject under discussion to the art of asking questions is one of the basic skills of good teaching". Therefore, in exercising the craft of good teaching, an educator must reach into the learner's hidden levels of knowing and awareness in order to help the learners reach new levels of thinking. It means that through the art of thoughtful questioning, teachers can extract not only factual information, but also aid learners in connecting concepts, making inferences, increasing awareness, encouraging creative and imaginative thought, aiding critical thinking processes, and generally helping learners explore deeper levels of knowing, thinking, and understanding.

In addition, teachers use questions to stimulate thinking about a concept and challenge students to attend to higher levels of thinking appropriate to the content and learning outcomes. Using instructional of questions can be accelerated during questioning related to facts and decelerated for more complex material and open-ended questions. Teachers can allow more wait-time for students' responses for more meaningful learning. It means that instructional classroom can be as a question; furthermore, teachers should plan the question to stimulate thinking about a concept and challenge the students to attend to higher levels of thinking appropriate to the content and learning outcomes.

Questions serve to develop students' interest in a topic and to motivate students to become involved in lessons supporting their construction of meaning. Teachers often use questions as a means to evaluate students' preparation or lack thereof. Additionally, questions are used to review and summarize previous lessons and assess achievement of instructional goals or objectives. Most importantly, teachers use questions to develop critical thinking skills and nurture insights by exposing new or related relationships. The purposes are generally pursued in the context of classroom recitation, defined as a series of teacher questions, each eliciting a student response and, on occasion, a teacher reaction to that response (Dillon, 1982).

How to Apply the Questioning strategy?

There have been some studies about teachers' questioning strategy. Durkin (1979) reveals that most teachers asked students questions after they had taught. Another study conducted in the late 1990s (Pressley, et al. 1998) revealed that despite the abundance of research supporting questioning before, during, and after teaching to help comprehension, teachers still frequently used questions in post teaching to comprehend the material.

Eble (1988), in additions, 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.

1) Questioning at the beginning

Addressing questions before teaching and studying material is effective for students who are low/ high ability, and/or known to be interested in the subject matter. Some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparation (Eble: 1988).

In the beginning of a class, giving questions as opening questions in a conversation can make it easy for the students to answer, and does not force them to reveal too much about themselves. The questions before teaching can be in written as a quiz or oral questions. In this session, questions play an instructional role which focuses on the role that questions play in helping students learn new material and integrating it with the old one. This 'questions' session can also be motivational for encouraging students' motivation to learn more and increase students' curiosity with the lesson is going. Furthermore, this session is essential to remind the previous lesson before entering to the new material so it will be easier for students in learning and getting the purpose of the course. The question in this session can provide some sample questions to help students write meaningful questions. These questions can then be submitted (a good way to take attendance) and randomly addressed at the beginning of the class period or used to develop exam questions. In this session, the teacher can use recall question to recall or remain anything has done. In other words, the questions used to keep students mind in remembering the lesson which has been taught. Furthermore, the questions are very useful to stimulate students before getting a new material; all at once it used to measure the input in mind.

2) Questioning at the middle of the class

Questioning at the middle is very effective in producing achievement, it gains more than instruction carried out without questioning students. Students perform better on lesson item previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitable used for during class teaching and on learning process because it is more effective in fostering learning than are written questions. Questions which are focused student attention on salient elements in the lesson result in better comprehension than no questions. Asking questions on during class teaching learning process is positively related to learning facts. Based on the functions, the questions in this session can be as confirmation check and clarification request. It also can be motivational for students in increasing their power to mastering all the material. Furthermore, increasing the frequency of classroom questions during the class does not enhance the learning of more complex material. Students and readers or listener tend to focus only on material that will help them to answer the questions if these are posed before the lesson is end. In this session, teachers can use yes/no question or display question, or other type question which is needed by teachers. For instance, teachers want to ensure their self that the students have understood before move to other explanation or other sub topic. It also gives students chance to make clarification with an ambiguous meaning of the learning process. Questioning students during the class can motivate students to learn more.

3) Questioning at the end of the class

Questioning students at the end of class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Open/closed questions, or other type question can also be used by teachers in completing the target learning. Teacher can use both oral questions and written test. Based on the functions, the teacher gives questions in this session as a diagnostic tool or comprehension check when teacher needs to check students understanding and the quality of learning. Furthermore, questioning students at the end of teaching can help students synthesize the information and draw conclusions. Their responses to one last question and the muddiest point can be submitted for teachers review to address student issues at the beginning of the next class period or review to clarify content (Eble, 1988).

METHOD

Design and Research Subject

This research applied qualitative method especially conversation analysis. Gay (2006: 159) stated that descriptive qualitative method used to determine and describe the way things are test analysis. The research subject was 4 English teachers of senior high school students at SMAN 1 Bontomarannu. They teach the science and social classes. They were observed in two meetings and interviewed once.

Instruments and Procedures

The present research was aimed at investigating the teacher's questioning strategies which were used by teachers, to know the reasons and the effects of the use the questioning strategies. In this research, there were three instruments used by the researcher. Those were: classroom observation/classroom recording, video recording, and interview. The researchers did observation in the class to collect the data by using recording and a little note. The researchers also did interview as the instruments to collect the data.

In this research, the observer observed four teachers. For doing this activity, the observer did several steps. Firstly, the observer sat in the class from beginning to the end of each session to record the teacher's teaching and all activities in the classroom. Secondly, while the observer recorded the teaching EFL classroom process, the observer also took note anything which related to this research.

After the data have collected, the researcher transcribed all the recording and analyzed the data and categorized the teacher’s questioning strategies based on the types of question theories. The last step, after the data have been analyzed and categorized, the researcher provided the data analysis in a table of data display which was related to the questioning strategies. Finally, this data was additional data from interviewing data.

The researchers interviewed the teachers who teach in the classroom that has been recorded. Then the researchers gave questions for interviewee related to the research questions of this research Such as: the types of questioning that the teachers like to used, the reasons why they used the questions, and the effect of the questions to the students, and other questions that still related to questioning strategies. Furthermore, after the data from interview had been collected, the researcher analyzed the results based on the questioning strategies theory. Finally, this data was additional data from recording data.

Data Analysis

To examine the questioning strategies distribution, the researcher took data recording by using recorder and followed the teaching learning process in the classroom; the researcher got data from the observation and video recording. The data that writer got had been transcribed into written transform, and then had been identified, selected, and also classified or extracted based on the analyzing needs which were relevant to the topic of this research. The transcription had been analyzed by using questioning strategies analysis through the categorizing the type of questions. The instruments that used in analyzing of teacher’s questioning strategies was for classify of the teacher’s types question categories. The categories followed by at least three more categories as shown in the following table:

Table 1. The Teachers’ questioning strategies distributions

Questioning Strategies	Question’s Type	Teacher’s Questions	The Functions	The activities
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Interview was used in gaining the more information about questioning strategies which were used by the teachers, there were some questions that researcher gave to the teachers such as: the reasons and the effects of teachers’ questioning strategies which were used in the classroom and so on.

Interview did through voice recording by using recorder (hand phone or video recorder) as media. Furthermore, the data were analyzed based on the question's strategies theory.

After the researcher analyzed the data from recording and interview, the researcher presented the data by showing the data transcription. The data transcription consisted of teachers' questions, students answer or student's responses. Moreover, the interviewing data consisted of teacher's responses of the researcher entire question. After the data from recording and interview were transcribed, the data coded then classified based on the types and the functions. Finally, the researcher put the data into extract to overcome the research questions of this research. From this presented data, the researcher hopes that the result of this research can be easy for the reader to know the content of this research. The following chapter discussed about the data that the researcher found and the result of analyzing data.

FINDINGS AND DISCUSSIONS

Teacher's Questioning Strategies

This study has revealed seven points related to the questioning strategies, namely:

- 1) The teacher used some types of question in questioning the students
- 2) The teacher was questioning the students in all session of teaching
- 3) The teacher used wait time when she/he was questioning the student
- 4) The teacher repeated the question in different or the same sentence
- 5) The teacher translated the question or mix the question into bahasa Indonesia and emphasized the question when the students seemed confuse.
- 6) The teacher get closer to students when they could not answer the questions until three time
- 7) The last, the teacher gave reward as reinforcement for students who answered the questions correctly.

Teacher 1

In this research finding, the first subject as the first teacher was Mrs. Siti Rahmawati, she was an English teacher who taught at class X IPS 5.

When she was questioning her students to know the students news, she used open/closed question, for example she said: *How are you class?* (apa kabar). The questioning was applied in the beginning to refresh the students.

The question included of open/closed questions because the answer can be more than one answer or the students could respond by saying whether they were fine or not.

When the teacher wanted to review the lesson, she said: *'Do you still remember the material last meeting?'*. The questions used to remind them what they had gotten from the previous lesson. The students responded it with correct answer. Then she continued questioning by saying: *'So, who knows what is present perfect tense?'*. The teacher emphasized the question with certain topic which was about present perfect tense which had been taught last meeting. Moreover, she repeated the question by saying: *'Present perfect tense adalah?'*. So, the questions here included recall questions. Furthermore, she continued questioning by saying: *'What? Masa lampau or masa sekarang?'*. She seemed surprised because the students' answer was not really clear, then she tried to repeat the question in Bahasa Indonesia to evaporate the students mind.

When the teacher was questioning students about the definition of the topic discussed, she used referential question. She said: *'What is physical appearance? Apa itu physical appearance?'*. Before the teacher explained more about the topic, she used the question whether the students had much information about the topic.

When the teacher needed answer about the second star of the text, she used display question again. She said: *'What about the character? What is his attitude?'*. Because the response was inappropriate answer, it means that the students could not differentiate between arrogant and selfish, so, the teacher was questioning again and emphasized it as clarification check as the functions of display questions. She said: *'Really?' He is arrogant or selfish?'*

When the teacher asked students about their work, she used yes/no questions. She said: *'Have you finished?'* Then she repeated again the questions in different sentences but have the same meaning. She said: *'Have you finished writing and answering the questions?'*. Those questions showed that it only needed respond yes/no answer from the students.

Teacher 2

For this research, the second teacher taught Class X1 IPS 3. Her name was Mrs. Rahma Rajab.

When the teacher opened chance to students to make passive sentence, she used open/closed questions. She said: *'Who can arrange passive sentence?'*. It means that any students could do it so the questions included open/closed question. Then she continued open/closed question by saying: *'What does it mean of your sentence? Is it correct?'*. The answer of the questions could be more than one response, so, it was called open/closed questions.

When the teacher recalled back the previous lesson on the students mind, she used recall questions. She said: *'Do you still remember about that?'* Because no respond, so she repeated the question in different sentence. She said: *'What is in your mind when we talk about passive voice? Apa yang berhubungan dengan passive voice?'* She repeated and emphasized the question in bahasa, by using the questioning strategy, the students can be easy to catch what the question means.. Then she continued with other sentence but still recall question, she said; *'Bagaimana bentuknya? How to form passive?'*. Those questions are functioned to recall back the students' memory about the lesson.

When the teacher needed to know the meaning of the passive sentence, she asked the students through display question. She said: *'What does it mean of your sentence?'*. The questions functioned as comprehension check which was used to measure the students understanding of the passive sentence. So, the question could be display question.

When the teacher wanted to check student's reference, she use referential question. The question were given by the teacher: *'why television is not effective in learning?'* then followed by: *'why is not good?'* *'but why?'* *'tapi kenapa?'* The questions applied as referential questions because the answer of the questions was not simple, otherwise it needed longer sentence. The teacher did the strategy of emphasis the question and translated it in Bahasa Indonesia.

When the teacher wanted to finish the lesson, she asked the students by using the yes/no question. She said: *'Any questions? Who are still confused?'*. The questions stated by *'Any question?'*, it was yes/no question because it must be answered by 'yes'. The next question *'who are still confused?'*, it could be yes/no question . Then she continued questioned again by yes/no question, she said: *'Do you understand?'*. This question was included yes/no question, because the answer must be yes or no. *'Masih ada lagi? Any else?'*. So, it was also yes/no question.

Teacher 3

The name of the third teacher is Mr. Rustam. He is an English teacher for class X IPA 2.

When the teacher commanded the student to make an example sentence dealt with the lesson, he pleased any students to make it. He said: *'who can make it?'*. The example question got many responses from the students. Then, he continued to please student by saying: *'any else?'* and it was repeated *'anyone else?'*. All those questions are open/closed questions.

When the teacher wanted to know the students' perception of the material, he used display question to maintain it.

He said: *'how do you say permission to your parent when you want to go?'* because there is no respond, he repeated the question by saying: *'anybody knows?'*.

Then he emphasized the question in Bahasa Indonesia. He said: *'kalian tahu ask permission?'*. All those example question functioned to check the students' understanding of the material.

When the teacher wanted to check the students experiences through the yes/no questions. He said: *'have you needed something from other people? Do you know how to do it?'* The example questions was very clearly showed that it was yes/no questions because it only needed answer yes or no.

Teacher 4

In this part, the findings of observation/recording were taken from the fourth teacher. Her name was Mrs. Aprianty. She was an English teacher at SMAN 1 Bontomarannu too. She taught the class X1 IPA 1. She always applied questioning in every class meeting.

When the teacher pleased the students to answer and gave comment to the stated questions. She said: *'who can answer number one?'* then she continued by saying in Bahasa Indonesia: *'bisa kira-kira kelompok satu dulu?'*. The example question showed was very clearly open/closed questions because the answer could be more than one, and the teacher could not guess that how much the answer would be coming.

When the teacher tried to remind the students about the previous topic of the lesson, she used the recall question. She said: *'what expression?'* this example question tried to explain that the last topic was about expression and the teacher had already known the answer. So, she checked the students' memory how far the students could save the lesson in the last meeting.

When the teacher asked to check the students' understanding of the answer, she used display question. She said: *'who wants to resign to the company?'*. Because no respond, so she repeated the question: *'what does it mean?'* *'what the question means?'*. The answer of the questions exactly stated on the text so the teacher just wanted to measure the students understanding of the text. Finally there was a respond and it was correct.

When the teacher asked the students more about the lesson, she used referential question. She said: *'what is the reason of chief president to resign from Omnicable Company? What is in your mind?'*. Then she emphasized again the question. She said; *'what is the meaning of reason?'* those example questions created students to think deeply. So, it was called referential question. Then the question was repeated in different sentence by her to clarify the question.

When the teacher asked Andi Marifat, she said: '*are you ok?*'. The students said: '*Finish, Bu*'. The answer should be yes or no.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This research described the use of questioning strategies in teaching classroom through applying some types of questions and using them in mostly session in the teaching. It was found that the teachers applied more than one type of questions. Open/closed and display questions were applied frequently in all session of teaching. Meanwhile, recall and referential questions were applied only a few time by each teacher, where it should be applied in much time by every single teacher to refresh the students' mind, all at once to measure the students output of the lesson. Based on the research findings, the teachers should repeat their questions to clarify the meaning sense of the questions, and translate it into Bahasa Indonesia when the teachers find difficulties on students in understanding the question.

It can be concluded that the objective and the aims of the use questioning strategies as a teaching device can be reached by doing and applying the questioning strategies in a good and appropriate way, and make the interaction and communication between teacher and students are more valuable.

Suggestions

In this research, the researchers recommend that teachers apply many questioning strategies in all sections of the teaching such as applying open/closed questions, recalling in the beginning, addressing referential questions in the beginning or at the end of teaching, or displaying after explaining the lesson or during task working, and other types of question in EFL classroom. Furthermore, the questioning strategies should be applied based on the lesson and the level of students to make the learning process run well.

This research suggests to all teachers to do the same strategies in questioning, they are question in each session of teaching, repeat the question in the same sentence or different sentence but the same meaning, emphasize the question to clarify the meaning, translate or mix the question into Bahasa Indonesia, when the students seemed confused, and try to be closer to the students to know their weakness or their problem in learning.

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