

Teacher's Questioning Strategy in Classroom Interaction

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Abstract

This research aimed to find out the questioning strategy used by teacher, the ways of the teacher use the questioning strategy and the ways of the teacher's questioning strategy help students to be more active in learning English at SMP Telkom Makassar. This research applied descriptive qualitative method. The data were collected from the observation by video recorder and interview by audio recorder. The data was taken from an English teacher at SMP Telkom Makassar. The result of this research showed that the teacher employed prompting question and probing question. The teacher applied prompting question and probing question by giving clues or instructions to questions, guiding students to easily answer questions and explore specific questions so that it can help students to be more active and communicative in the learning process. It can be concluded that the questioning strategy used by the teacher, namely prompting questions and probing questions, can help students to be more active and communicative in the learning process.

Keywords: *Questioning, Strategy, Classroom, Interaction.*

1. Introduction

The use of questions by the teacher can be used as an alternative solution to increase the passivity experienced by students in learning.

Frazee and Rudnifski (in Musiran, 2000) state that the reasons for using questions are to: (1) increase student engagement, (2) knowing the level of knowledge possessed, (3) checking understanding, and (4) encourage students' thinking. In asking questions in the learning process, teachers need to using a questioning strategy. The questioning strategy that will be used in asking questions is an important aspect to pay attention to. Through question-and-

answer strategy, students are helped to be active and communicative in learning.

In the classroom, the teaching and learning process between the teacher and the students requires a method. Teachers must employ strategies to engage students in the teaching-learning process; nevertheless, students may not grasp if the teacher has assigned a topic. During the classroom interaction, this study looked into the teachers' questioning tactics in depth.

There are several questioning strategies that teachers need to pay attention to in give questions to students, namely redirection

questions, prompting questions, probing questions, and wait time (Wilen, 1987; Jacobsen, Eggen, & Kauchak, 2009: 179-186). Henniger (Jacobsen, Eggen, & Kauchak, 2009: 172) explains that the application of the strategy of asking questions effectively will significantly increase interaction by broadening understanding students and involve them actively. The use of the strategy of asking questions in learning can affect students' thinking processes and can improve student's participation in learning.

2. Literature Review

According to Erliska Nindi Lestari's research (2018), the results of this study show that teachers in two distinct classrooms use a variety of questions based on the Blosser (1975) and Cunningham (1987) models in the teaching and learning process. Nonetheless, structure questions and factual recall questions are the most common types of questions used by teachers. Based on Ruli Alfi's research (2016) concluded that the questioning strategy Indonesian Language and Literature teachers for class VIII of SMP Negeri 18 Malang is a way to facilitate students in the teaching and learning process. Students are more active and creative in answering questions given by a teacher. In addition, the strategy of asking questions can motivate students' thinking skills.

This research carried out during the covid pandemic, where there is a lot to consider in researching questioning strategy, such as time, student circumstances, teacher conditions and others. That is what distinguishes my research from previous research. The problem that is encountered now is that there are still some students who

are still weak to ask questions for several reasons, including students who are still not brave in asking questions to their teachers, students who are less able to compose sentences of questions they want to ask or students are embarrassed to ask. Therefore, the researchers apply the discussion method to be applied in a lesson, in order to stimulate students' thinking abilities.

3. Research Methodology

This study uses a descriptive qualitative research. This qualitative research is used based on research considerations that provide an overview of what is or without engineering. Sukmadinata (2013: 95) argues that "qualitative research has naturalistic characteristics, namely seeing real situations that change naturally, openly, there is no control of engineering variables". Based on the problem situation under study, the design used in this research is descriptive qualitative. This descriptive research design was chosen because it is in accordance with the characteristics of the research problem, namely the use of questioning strategy in the English learning process that takes place naturally in the classroom.

The goal of descriptive research, according to Arikunto (2002: 245), is to collect information regarding the status of existing symptoms, specifically the state of symptoms at the time of the study. The goal of descriptive research is to provide a systematic and accurate explanation of the facts and characteristics of a population or a specific location. The researchers explored the teacher's questioning method in this study, which is in line with the study's goal of discovering the teacher's questioning approach at SMP Telkom Makassar. The observation sheet and the interview were the equipment employed in this study.

4. Findings and Discussions

4. 1. The questioning strategy used by teacher in English teaching and learning process

Table 1. Questioning Strategies

No.	Times	Questioning Strategies			
		RQ	Prom Q	Prob Q	WT
1	First Meeting		√	√	
2	Second Meeting		√		
3	Third Meeting		√		

The Observation was conducted in three meetings and the duration of observation was 60 minutes each meeting. The researchers observed classroom activities during teaching and learning process. The researchers gained the data based on classroom observation. The result of the observation will be described as follows: Based on the table 1 above, that the result of observation the researchers found one questioning strategy that English Teacher used very often at SMP Telkom Makassar namely prompting question and sometimes teacher also used probing question from four questioning strategies by (Wilén, 1987; Jacobsen, Eggen, & Kauchak, 2009: 179-186). According on the table 1, from the first meeting to the third meeting, teacher often used to prompt question and sometimes teacher used probing question during three meetings. The total number of prompting question that English Teacher used at SMP Telkom Makassar in IX C class was 32 and probing question was 7 questions and responses from students.

4. 2. The ways of the teacher use the questioning strategy in English teaching and learning process.

Based on the video transcript data that has been obtained, it can be seen from the way the teacher uses the questioning strategy she uses. The questioning strategy that teachers uses most often during the learning process is prompting questions and sometimes teacher uses probing question. Where at the beginning of learning the teacher first explains about the material being taught.

a. Prompting Question

After the material was explained, the teacher began to ask students to find out students' understanding and provoke students to think, and at that time the teacher used a questioning strategy, namely prompting questions. This prompting question is used when students are less precise in answering questions from the teacher, that's where the teacher provides clues or shadows about the answers to the questions asked. If students cannot answer the question, the teacher replaces the form of the question by using simpler language so that it is easily understood by students. After students find the right answer, the teacher reviews the material that has been taught so that all students remember more about the material. And after that the teacher gives assignments

to students with the allotted time to complete the task.

The example question in the following:

Prompting Question: (08/11/2021)

T: Bisa disimpulkan kalau past continues digunakan untuk apa?

S: untuk masa lampau

T: Jadi past continuous digunakan untuk kegiatan yang sedang?

S: Kegiatan yang sedang berlangsung dimasa lampau

b. Probing Question

It is the same with the use of prompting question that after the material was explained, the teacher begins asking questions to determine whether or not the students have grasped the material. When the teacher is asking questions, he or she may ask a probing inquiry. This probing question was used when the teacher wants to make students to think more about the material that has been taught, the teacher gives questions to students. And after the students answer, the teacher asked again to get more detailed or more specific answers were given by students fairly short. And after the students provide more detailed and specific answers, the teacher will move on the next question.

The example question in the following:

Probing Question: (08/11/2021)

T: Oke, kalau itu fungsinya tadi, kalimatnya. Bedanya dimana?

S: di To Be

T: Bagaimana kalau ditambahkan not? Atau kalimat negatif?

S: They were not talking

T: itu To Be nya, kalau aturannya?

S: S + To Be (was/were) + V+ing

4. 3. The ways of the teacher's questioning strategy help students to be more active in learning English

From the results of interviews with English teacher at SMP Telkom Makassar on 24 November 2021 can be concluded that teachers can help students to be more active and communicative by using a questioning strategy that are applied during the learning process.

As for the way teacher used questioning strategies to help students to be active and communicative in the learning process in the classroom as follows:

a. Giving clue

Giving clues when the teacher applies prompting questions to students can help students be more active in answering questions and can provoke students to continuously answer questions given by the teacher so that students are more active in the learning process. Giving a clue can be given when students have difficulty answering questions.

b. Guiding student

By guiding students in answering the questions given, students can be active in answering questions in a more focused manner. The teacher guides students when students experience problems in answering questions by reviewing a little material that has been presented previously.

c. Exploring question

By exploring questions continuously in order to get more specific and clearer answers, it can help students to be more active in answering the questions given by the teacher, and can stimulate students' thinking in the

learning process. And exploring question used by the teacher when the teacher applied probing question.

In this section, the researchers discussed about the findings of the questioning strategy use by English Teacher at SMP Telkom Makassar that got through observation and interview. The application of effective questioning strategy in the learning process can significantly increase interaction by broadening students' understanding and engaging them actively so that it has a positive impact. The main objective in developing effective questioning strategy is to increase student participation. As explained by Henniger (in Jacobsen, Eggen, & Kauchak, 2009: 172) that the application of an effective questioning strategy can increase interaction significantly by broadening students' understanding and involving them actively. Usually, interaction strategy involves a teacher asking a question and a student volunteering to provide an answer to the question. Often, only a few students answer questions from the teacher. This causes the teacher to direct questions only to a few students who often answer questions and ignore other students who rarely answer.

5. Conclusions

Based on the findings and discussions in the previous chapter, the researchers concluded that the English teacher at SMP Telkom Makassar most often used prompting question and sometimes probing question compared to other questioning strategies. The researchers found that the total number of prompting question used by the English teacher was 32 times and probing question was 7 times in three meetings during teaching and learning process.

Prompting Questions are applied by English teacher if students are less precise in answering the questions given by the teacher, namely by the way the teacher giving clue about the questions given or the teacher uses simple language so that it is easily understood by students or guide students to get correct answer. And probing question are applied by the teacher when the teacher wants to get clearer and more specific answers by exploring question so that students can think more critically.

The prompting question and probing question applied by the teacher can help students to be more active and communicative in the learning process because with these strategies, students are active in answering questions from the teacher and help stimulate students to think.

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