



EFL Teacher's Questioning in Classroom Interaction

Pertanyaan Guru Dalam Interaksi Kelas Bahasa Inggris

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ABSTRAK

Penelitian ini membahas tentang pertanyaan guru di dalam kelas. Penelitian ini dilakukan untuk menemukan jenis-jenis pertanyaan yang digunakan guru didalam kelas, bagaimana guru mengaplikasikan pertanyaan didalam kelas, dan bagaimana persepsi siswa terhadap pertanyaan guru didalam kelas. Penelitian ini dilaksanakan di SMK Mutiara Ilmu Makassar. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengumpulkan data dan sumber datanya ada 10 responden. Instrument penelitian yang digunakan adalah, observasi ceklis, video, dan interview. Hasil dari penelitian ini menunjukkan bahwa guru mengalikasikan beberapa jenis pertanyaan didalam kelas diantaranya yaitu; display question, remember question, understand question, and apply question yang dikategorikan sebagai pertanyaan level rendah yang umunya digu nakan untuk mengecek pemahaman siswa, mengingat ulang materi yang telah dipelajari dan mengecek pengetahuan siswa. Referential question, analysis question, dan create question yang dikategorikan sebagai pertanyaan tingkat tinggi umunya digunakan untuk meningkatkan kritikal thinking siswa. Untuk mengontrol pertanyaan-pertanyaan tersebut, guru mengaplikasikan beberapa strategy bertanya seperti choose a volunteer, choose non-volunteer, response to the students' question, reinforcement dan probing. Oleh karena itu pertanyaan guru membuat siswa lebih aktif didalam kelas. Hasil penelitian ini juga menunjukkan bahwa hampir semua siswa memberikan persepsi yang baik terhadap pertanyaan guru didalam kelas karena itu membantu mereka dalam mengingat dan menguasai pelajaran dengan baik.

Kata Kunci: Pertanyaan guru, strategi bertanya, interaksi kelas, persepsi siswa.

ABSTRACT

This research discussed about teachers' questioning in EFL classroom interaction. This research was conducted to discover types of questions that teacher used in classroom interaction, to explore how teacher applied the questioning in classroom interaction and to examine the students' perception on teacher's questioning in classroom interaction. This research was conducted at SMK Mutiara Ilmu Makassar. The descriptive qualitative method was applied to gain the data and the sources of data were 10 respondents. The instruments used in this research were observation checklist, video recording, and interview. The result of this research showed that in classroom interaction, teacher applied eight types of question they are; Display question, remember question, understand questions that categorized as low-level question that commonly used to check students' understanding, recall the previous lesson and check students' knowledge. Referential questions, analyze questions, evaluate questions, and create question categorized as high-level questions that commonly used to increase the students' critical thinking. In applying the questioning, the teacher controls the questioning by using questioning strategies there are choose a volunteer, choose a non-volunteer, respond to the students' questions, reinforcement, and probing. Therefore, the teacher's questioning affected to make the students' more active involvement in classroom interaction. The result also showed that most of the students gave a positive perception of the teacher's questioning such as it can help them to remember and mastered the lessons well.

Keywords: Teacher's questioning, Questioning strategy, Classroom interaction, Students' perceptions.

1. BACKGROUND

The process of teaching is the process of interaction between teachers and students, and between the students themselves. The ways and efficiency of the interaction between the teachers and students or between the students and students, will determine the success or failure of the teaching. Therefore, creating interaction in the classroom is needed because interaction is one important point of successful in teaching learning process. Interaction in the classroom is considered as an activity that provides opportunities for the teacher and students talking each other in the process of teaching and learning. Related with Carter and David (2001) stated that the term classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom.

Building interaction in a classroom however is still difficult. Many problems appeared in developing interaction because students get difficulty in expressing themselves in using English. Therefore, the way of teacher giving students opportunity to develop the language is important. In other words, teacher talk which is aimed to establish and maintain good communicative practice in the complex series discourse, takes a great proportion in the classroom. Thus, teacher need to develop his awareness on using appropriate talks in the classroom.

Thus, teacher need to develop his awareness on using appropriate talks in the classroom. As stated by Cullen (2002) it is important to the teachers on realizing how much they talk, and what kind of talks should be performed. Furthermore, the teachers must know the output of the students before or after teaching by giving questions. Therefore, using questioning is one of the ways that can be used by the teachers to build the interaction in the classroom. Like Carter and David (2001) stated that descriptions of classroom interaction focused initially on the language used by the teacher, especially teacher questions and the learner responses elicited, teachers' feedback and turnallocation behaviour. By the time students respond to the teacher's questions, the classroom interaction will be created. In addition to improving students' critical thinking skills, high-level questioning stimulates students' active participation and facilitates learning (Redfield and Rousseau, 1981).

Therefore, the aim of this research is wanting to analyze the types of questioning that teacher used and want to know about the students' perception on teachers' questions in teaching and learning process.

2. LITERATURE REVIEW

2.1. The Concept of Questioning

Questioning are the ways which are used to ask something to the students in acquiring a purpose in teaching and learning process. This statement is supported by Brown and Edmondson (1985) who stated that teachers use questioning fundamentally to check understanding and knowledge to aid teaching, to diagnose students' difficulties, to recall facts, to test knowledge, to direct attention and to maintain control. In the others word Harvey (2000) defined that questioning strategy is most effective when it allows students to become fully involved in the learning process.

Using questioning in teaching process have several advantages and purpose. Cotton (1998) stated that the purpose of teachers' questioning is: to develop interest and motivate students to become actively involved in lesson, to evaluate students' preparation and check on homework or seatwork completion, to develop critical thinking skill, to review and summarize previous lessons, to assess achievement of instructional goal and objectives and to stimulate students to pursue knowledge on their own. Thus, the remaining percentage of teachers' questions when we exclude recall and management questions is surprisingly small. Consequently, other functions associated to teachers' questioning such as encouraging students to think, arousing interest and curiosity, developing students' reflection and stimulate students to ask questions of their own are not frequently found on classroom questioning.

2.2. Types of Questioning

Richards and Lockharts (1994) explained, there are 3 types of questions there are: First is procedural questions. Procedural questions have to do with classroom procedures and routines and classroom management as opposed to the content of learning. This question type usually occurs in a classroom to check students understanding or check student's assignment. Second, convergent questions are questions which is designed to engage students in the content of learning. It can also facilitate the students

thinking and promote the classroom interaction. This question type usually engages students' responses which focuses central topic. The responses are often short answer, such as yes or no, or short statements. In other words, convergent question does not require students to engage in higher level thinking to come up with a response but often focus on recall of previously presented information. Third, Divergent questions encourage students' responses which are not short answer and which require students to engage in higher level thinking. It requires students to express their own information rather than to recall the previous information. In other words, divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes.

Additionally, Long and Sato as cited by Khotimah (2019), stated that there are two types of question that may be used by teachers in classroom interaction. First, display question is the type of question that used by the teachers that they already know the answer of the question therefore the one can display their knowledge. This type used to check the students understanding about the material that have been learn. Second is referential question, this type refers to the question that teachers used in classroom that they do not know the answers. This question may have many responds by the students because this question not only focus on meaning but also give the opportunity to the students to express their ideas without any restriction and develop output in target language.

Judged by their syntax, Feng (2013) classified the questions into four types, there are yes/no questions, either-or questions, tag questions, and wh- questions. Yes/ no questions are primary used to seek new information and clarify information. Where, wh- questions are used to elicit kinds of information and commonly this question begins with wh-.

2.3. The Implementation of Questioning

Accordingly, teachers should know how to apply the questions so that the teacher's questions working well and will create a good classroom interaction. There are 3 steps to apply the questioning. First questioning at the beginning for prepares students before the lesson started. The second is questioning at the middle of the class for control the student in English teaching. The last is questioning in the end of the class for evaluated the student about the material have been taught.

According to Eble (1988), teachers' questions can be applied in to three sessions, first questions play at the beginning, second questions play at the middle of teaching, and the last questions play at the end after teaching in the classroom.

Besides, the teachers need some skills when implementing the questioning in the classroom interaction, therefore they can manage and control their questions during classroom activities. Ma (2008) proposed some skills of controlling for questioning they are:

1. Nominating after the Question

The way of questioning is asking questions first, giving students time to think and then ask nominating student to answer. If the teacher nominates students before asking the question, there will be just the nominated student thinking this question, while the other students consider not involved.

2. Nominating Non-volunteers

Students become distracted easily or do something by their own. When teachers ask questions, they can ask silent students deliberately, it can let students pay attention to your class. Non- volunteers will think they are taken seriously when teachers ask a question to them. And they will feel very well and they will participate in classroom instructions after that, and they will feel spunky.

3. Probing

Probing is another important questioning skill. Probes are based on student responses. The initial response of students may be superficial. The Teacher needs to use a questioning strategy called probing to make students explore initial comments. Probes are useful in getting students more involved in critical analysis of their own and other students' ideas. If the student does not provide a complete answer, he or she may know a partial answer.

4. Increasing Wait-time

An important dimension of teacher's questioning skills is halting time, or wait time, that is, the length of time the teacher waits after asking the question before calling on a student to answer it, rephrasing the question., directing the question to another student, or giving the answer.

3. RESEARCH METHODOLOGY

3.1. Research Design

The design of this research is descriptive qualitative, where researcher presents data on to words and descriptive form. Like Gay (2016) stated that descriptive qualitative method used to determine and describe the way things are test analysis. The purpose of qualitative study is to describe the empirical reality of the phenomenon in depth, detailed, thorough. This research used qualitative method, it means that the data collected is not in the form of number, but the data gained from interview manuscripts, field note, video recording, and observation checklist.

3.2. Research Instrument

In this research, there are three instruments that used by the researcher; they are observation checklist, video recording, and semi structure interview (interview guides). The researcher observed the class to collect the data by using observation checklist and video recording. According to Dewalt (2002), observation can be used to help the researcher to answer the descriptive research question and to build theory. The researcher also conducted the interview by used interview guide. Like Marriam (2009) stated that when the writer cannot observe behavior, feeling and how people interpret the word around them, interview is used. The researcher uses interview by giving the several questions that related with the research.

3.3. Data Analysis

The researcher will use theory of Miles, Huberman & Saldana (2014) concept, where the data analysis can be defined as consisting as four current flows of activity that is data collection, data reduction, data display, and conclusion.

4. FINDINGS AND DISCUSSION

4.1. Findings

Based on the all of observation, the researcher found there are several types of questioning that used by the teacher. In this research, the researcher classified the types of teachers' questions into two levels, low level question and high-level question. In the following highlights, the researcher found the findings related to the use of questions by the teacher in classroom interaction. According to Long and Sato as cited by Khotimah (2019), there are two types of questions,

called display and referential questions. Based on the observation and video recording, the researcher found both of this type used by the teacher in classroom interaction.

1. Display Question.

Display question can used by the teacher to ask the students that the answer is known by the teacher. From the video recording, the researcher found that the teacher used tih question to ask the students about meaning of the word (vocabulary) and something else. The use of display questions can be seen in some extracts between teacher and students below:

Extract I:

T	: apa artinya title?
S	: judul
T	: apa artinnnya introduction?
S	: pendahuluan / pembukaan

2. Referential Questions

Referential question is one of types of question that used by the teacher where the answer is not known by the teacher. This type of question can use by the teacher to know information from the students and is usually used by the teacher before starting the lesson. The use of reverential question can be seen in the extracts below:

Extract 3:

T	: Misal apa manfaat dari video ini. Apa kira-manfaat untuk viewersnya?
Ss	: untuk memberi tahu bagaimana cara mencuci canvas shoes.
S	: supaya sepatu awet.

Then, based on the levels of question, the teacher used several levels based on the taxonomy blooms' theory, they are:

a. Low Level Questions

1. Remember Questions

In remember questions, the teacher can refresh or recall the information from the students about the materials that have been taught. From the observation and video recording, the researcher found that the teacher used knowledge questions to know or ask simple things such as, mention some things and to begin the class.

2. Understanding Questions

Understanding question can be applied if the teacher wants to ask the students to explain something which related the materials that have been taught by the teacher. Besides, this question also used to ask the students to translate, illustrate, classify, and describe. Therefore, the students must use their own words to explain something.

3. Apply Questions

Applying question encourage students to apply information heard or read to new situation. Applying or application question refers to use a concept in a new situation or unprompted use of an abstraction. Based on the video recording that had been watched, the researcher found that the teacher used applying question in some situations.

b. High Level Questions

1. Analyzing Questions

Analyzing question can used by the teacher to enhance students' critical thinking skill. This question encourages students to break material into parts, describe patterns and relationship among parts. The key words of this question are analyzing, differentiate, distinguish, explain, and relate. This question categorized as high-level thinking questions.

2. Evaluate Questions

Evaluate question used to ask the students to make judgments about the value of ideas or materials. This question also believed can enhance students' critical thinking because this question type required the students to make judgment or make decision of the material that have been learned.

3. Create Questions

Creating question is the question that categorized as high-level thinking and the high level of taxonomy bloom questions. This question required the students to assemble part of knowledge into a whole using creative thinking and they can combine concept to build new ideas for new situation.

For the implementation of questioning, the researcher found several ways that teacher used in applying questions, there are: choosing a volunteer, choosing non-volunteer, probing, response to the students' answer, and reinforcement. Besides, the teacher also used questions in three sections, in the beginning, in the middle, and in the end of the class.

The last findings showed that the students' perception on teacher's questioning in the class mostly gave the positive perception. The students believe that the teacher's question help them to remember the material, make them active in teaching process, stimulate their focus and evaluate their learning.

4.2. Discussion

1. Teacher's questions in EFL Classroom

The result showed that the first types of questions that teacher used is display question. This type was in line with the Long and Sato's (1983), cited in Ligh bown and Spada (2013) theory it proves that the display question is the most common type of the question asked by the teacher during the teaching and learning process. This question type refers to the question that the answers are already known by the teacher. Commonly, this question used to check the students understanding and asked the students to translate some words. The other types of questioning that teacher used based on the video recording is referential question. This question types also related with Long and Sato's theory (1983 cited in Khotimah) stated that referential question is a question where the answers are not known by the teacher. Common purpose of this question was to give the opportunity for the students to express themselves and to activate their schemata (Simsek and Kuru-Gonen, 2020). This question elicits the long response from the students, but this question is not only focus solely on the form but also based on the meaning.

Additionally, the finding showed the teacher used several levels of question, first remember question to recall the previous material to ensure are the students still remember the lesson that have been tough or not. Related with the Dhainje, et al. (2018) statement that this question as the beginning level of the hierarchy. It is a level where the students memorize facts or recall the knowledge that has been learned. Second is understanding question, Bloom (1956 cite in Dhainje et al., 2018) described understand questions level as capacity to interpret, translating, classifying, explaining to grasping the meaning of information. Therefore, in understanding question the teacher should ask a question that the students can answer in their own words by stating facts or by identifying the main idea. Based on the bloom's taxonomy this question classified as the low-level question. Third is apply question, this question aimed the students can apply the information of the material that have been learned in new and concrete situation. From the

findings the teacher used the apply question to ask the students to explain steps in washing a canvas shoes based on the video that have been watched. Based on the Anderson & Karthwohl (2001) mentioned that applying question related to or refers to situations where learned material is used through products like models, presentation, and practice.

Fourth, the teacher used analyze question, where analyze question is the question that require the students to breaking the materials into a part. The key words of this question are analyzing, differentiate, distinguish, explain, and relate. According to Dhainje et al. (2018), this question level stimulates the students to breakdown information into simpler parts and analyze each of it such as drawing a relationship, assumptions, distinguish or classifying the parts. The five, teachers used the evaluate question in teaching process, where this question aimed to evaluate the students' learned. Teacher implemented this question to give the opportunity to the students to mention their opinion or make a judgment based on the material. From the findings the teacher applied this question to ask the students to find and mention the new information that their got from the video and to ask the students to make the conclusion from the video. Based on the Anderson & Krathwohl (2001) mentioned that evaluating question refers to making judgment based on criteria and standards through checking and critiquing. The last is create question this type is the last type of the question by Bloom's taxonomy theory that categorized as high-level question. In this level teacher require the students to use their knowledge to create something that related with the material. Related with the Anderson and Karthwohl (2001) statement that creating question in teaching process is require the students to use or put parts together in a new way, or synthesize parts into something new and different creating a new form or product.

2. The Implementation of Questioning

The first questioning strategies that applied is choose a volunteer. Choosing a volunteer when giving a question or calling on students to maximize participation to avoid confusion as to who was called upon and help create a positive climate where students feel you know them as individual. Next, questioning strategy that teacher used is choose non-volunteer. This way is the opposite of the previous way. Where, in way the teacher does not choose a

volunteer or not choose a student personally to answer the question with the aim that all students can participate in the learning process. Related with Ma (2008) statement that choose non-volunteer make students become distracted easily or do something by their own.

The teacher also managed the classroom interaction by responding to the students' question. This is the one of crucial things that should be pay attention in increasing the interaction in the classroom. Responding to the students' question will make the students feel appreciated. According to Goodwin (1986) stated that in responding the students' question, there are several ways that can be used by teacher such as, answer the question by the own self, redirect the question to the class, this way helps to encourage student-to-student interaction, the next way is attempt to help the student answer by their own question.

Another one of questioning strategy that teacher used based on the finding is reinforcement. The teacher can reinforce they are in a positive way student responses and questions to encourage future participation. In this way the teacher can reinforces by giving a positive statement or positive feedback to the students' answer or the students' question. According to Almeida (2010) stated that, when a teacher asks the students several questions giving feedback is important, where the feedback from the teacher revolves primarily around responses such as "right", "good", "yes" or "no". The last is applied probing strategy. This strategy used when the teachers need to use a question to make the students explore initial comments and to make the students more involved in critical thinking analysis of their own or their friends' ideas. According to Ma (2008) probing is the use of further questions to force the student to put together their partial knowledge into a more complete answer. In other function, probes can be used to analyze the students' statement and help the students to deduce relationships.

3. Students' Perceptions on Teacher's Questioning

In this research, the researcher interested to know the students' perception on teacher's questioning in classroom interaction. The findings data showed several kinds of students' perception on teacher's question in classroom interaction.

The first students' perception is teacher's question help the students to recall and remember the previous material. Based on the researcher and students' interview, almost the students' answer that teacher's question helps them to recall and remember the lesson. This students' statement related with the function of questioning itself. In the line with Cotton (2012) mentioned variety some purposes from teacher's question they are: to stimulate the students to pursue knowledge on their own, to review and summarize previous lessons, and to evaluate the students' preparation on check on homework.

Based on the students' answer of the interview, it is showed that the students also believed that the teacher's question can make them more active and involved in classroom interaction. Supported by Ma et al. (2008) stated that questioning is one of the common techniques used in English language teaching, where the goal of this technique is to check the students' understanding, to enhance the students' involvement in teaching process and to promote students' creative thinking in classroom interaction. The students also said that the teacher's question can evaluate the students' learning. Evaluate students' learning means that questioning used to evaluate and assess the students' achievement, the teacher used questioning to know is the materials delivered goodly or not. To evaluate the students' learning, the teacher commonly applied the questioning in the end of the class. Therefore, the teacher can see what kinds of material that mastered by the students and what kinds of materials do not understanding by the students.

5. CONCLUSION

Dealing with the types of teacher questions, it was discovered that the teacher applied certain types of questions. Teachers applied several questions from the low-level questions until high-level questions. Display question, remember question, understand questions, and apply question that categorized as low-level question that commonly used to check students' understanding, recall the previous lesson and check students' knowledge. Referential questions, analyze questions, evaluate questions, and create question categorized as high-level questions that commonly used to increase the students' creativity in solve problem and critical thinking like make a conclusion, clarifying, judgments and create new something different. However, the drawback of this research is

that the teacher who teach in the classroom almost 100% used Indonesian language. It would be better if the teacher could use 80% English in class, especially in English class.

Dealing with the how the teacher implemented the questioning in EFL classroom interaction, it can be seen in the findings that teacher applied into three sections, in the beginning of the class, in the middle of the class, and in the end of the class. Besides, teacher also used some strategies in controlling the questioning like choose a volunteer, choose non-volunteer, response to the students' question, reinforcement, and probing. Choosing a volunteer used to pointed the student to answer the question, choose non-volunteer used to make all of the students participate in answer the question, responses to the students' question used to make the students feel comfortable and increase students' interest to asking a question, reinforcement used to give a good responses to students' answer and probing used to use a question to make the students explore initial comments and to make the students more involved in critical thinking analysis of their own or their friends ideas.

Dealing with the students' perception on teacher's questioning in EFL classroom interaction, the majority of the students' showed the positive result. Generally, the students believed that teacher's question can help them in recall and remember the lesson specially questions that gave in the beginning of the class. Besides, several students also believed that teacher's question make them more focus and pay a good attention in teaching process, make them interest in learning process, and make them more understand the lesson because the teacher usually evaluate their lesson by giving some questions.

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