Teachers' Questioning Strategies in EFL Classroom at Darul Istiqamah Islamic Senior High School in Maros

Strategi Bertanya Guru dalam Kelas Bahasa Inggris pada SMA Islam Terpadu Darul Istiqamah di Maros

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ABSTRACT

The aims of this research were to find out types of questioning strategies used by EFL teachers, describe reasons of the teachers in using questioning strategies, and describe students' perceptions towards questioning strategies used by teachers in the classroom. The researcher applied case study design. The subjects of the research were selected through purposive sampling technique. The researcher used instruments such as observation, audio recording, and interview. The findings showed that the teachers applied four questioning strategies, namely prompting, probing, repeating, and redirecting for several reason as follow. (1) Prompting strategy to stimulate students' process of thinking, activate students background knowledge and provide students with opportunities to give correct responses, (2) Probing strategy to encourage students to provide more information, encourage students to think at higher levels and evaluate students understanding, (3) Repeating strategy to activate the class and to break the silence, make sure each student is listening and understands the question, give them time to think and maintain the students attention, (4) Redirecting strategy to establish a sense of cooperation among students, the inability of the initial student the answer the question, prevent students from being embarrassed, and enhance students' performances,

Keywords: Teachers' Questioning, Question Strategies, EFL

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis strategi bertanya yang digunakan guru kelas bahasa inggris, mendeskripsikan alasan guru menggunakan strategi bertanya, dan mendeskripsikan persepsi siswa terhadap strategi bertanya yang digunakan guru di kelas. Peneliti menerapkan desain studi kasus. Subjek penelitian ini adalah dua orang guru dan lima siswa SMA Islam Terpadu Darul Istiqamah Maros. Peneliti menggunakan instrumen berupa observasi, rekaman audio, dan wawancara. Hasil penelitian menunjukkan bahwa guru menerapkan empat strategi bertanya yaitu prompting, probing, repeating, dan redirecting karena beberapa alasan sebagai berikut. (1) Strategi Prompting untuk merangsang proses berpikir siswa, mengaktifkan pengetahuan latar belakang siswa dan memberi siswa kesempatan untuk memberikan tanggapan yang benar, (2) Strategi Probing untuk mendorong siswa memberikan lebih banyak informasi, mendorong siswa untuk berpikir pada tingkat yang lebih tinggi dan mengevaluasi pemahaman siswa, (3) Strategi repeating untuk mengaktifkan kelas dan memecah kesunyian, memastikan setiap siswa mendengarkan dan memahami pertanyaan, memberi mereka waktu untuk berpikir dan mempertahankan perhatian siswa, (4) Strategi Redirecting untuk membangun rasa kerjasama di kalangan siswa, ketidakmampuan siswa awal dalam menjawab pertanyaan, mencegah siswa dari rasa malu, dan meningkatkan penampilan siswa,

Kata kunci: Pertanyaan Guru, Strategi Bertanya, Kelas Bahasa Inggris

1. INTRODUCTION

Language learning in the classroom goes one way with the teacher as the subject and main source of learning while students as the object of learning only listen and record what is conveyed by the teacher without active participation. Besides, language learning frequently makes students passive and unmotivated in learning because there is no opportunity to develop their abilities (Niza, 2017). Things like this are not able to liven up the classroom atmosphere. If this happens continuously without improvement in the learning process, it will cause a decrease in the quality of learning that will be seen from a decrease in learning outcomes achieved by the students. To solve that problem, the teacher must construct interaction with the students by giving questions. So, those students can express their opinions, statements, reasons, and ideas about the topic being taught.

Kim (2015) stated that open-ended questions have been advocated as stepping stones for enriching vocabulary and creating an atmosphere where students feel comfortable sharing their ideas with their peers and lecturers in class compared to close-ended questions. Teachers always use closed-ended question to engage with the students. Papamitsiou, et al (2014) find that the conscientious students will spend more time to view the questions again and again before saving an answer, and try to assure that they will submit the correct answer. Due to their strong sense of purpose, conscientious students demonstrate a deeper engagement with the assessment activity.

Shomoossi (2004) states that students who are less likely to participate are usually encouraged, or forced, to speak when asked to speak. Questions are also a means at teacher's disposal to distribute turns fairly among all the learners. Some students are less confident or shy but they can also participate when the teacher allots them a turn. Hakimi,et al (2011) found that as conscientious learners are believed to responsibly do their academic tasks and improve their performance. Extroverted people are more likely to be impetuous, impulsive at solving problems, talkative, distracted and externally-motivated, and thus they are more prone to lower academic achievement.

Accordingly, questions help the teacher/lecturer build up the students' motivation for interacting in the classroom. This research focuses to see the influence of teacher's questioning in the learning process. Then, this research can show whether using the questioning strategies will make students better understand the material provided by the teacher in the teaching and learning process. Based on the explanation above, the researcher concludes that there are several opinions about the questions. The first researcher focused on the types of teachers' question in inquiry-based classrooms and traditional classroom settings. The second researcher focused on the effect of personality traits and students' performance during computer-based testing. The third researcher focuses on the effect of teachers' questioning behavior of elf classroom interaction. The fourth researcher focuses on the relationship between personality traits and students' academic achievement.

The equation researches above with this research are all the research aim to improve students' learning outcomes. Besides that, some of them use descriptive research method same as this research. Shomoossi also do his research in the classroom interaction. While the differences of this research are the place of the research and some of them focus on questioning and combine some of the component to elicit in the classroom in the learning process. Therefore, the researcher will focus on teachers' questioning of learning process in EFL Classroom.

Considering the research background above, the researcher formulated some questions that focused on analyzing teachers' questioning strategies in the classroom which needed to be answered. Therefore, the researcher attempted to formulate research questions which could be stated as follow:
1) What are the types of questioning strategies used by the teachers in teching EFL classroom?
2) What are the teachers' reasons of using questions strategies in teching EFL classroom?
3) How are the students' perceptions towards questioning strategies used by teachers in EFL classroom?

2. LITERATURE RIVIEW

2.1. Definition of Question

A question is something important to do in a learning activity. It can be done by someone who conducts the activity. It is an instruction in an interrogative form which is applied to some purposes. The skills of questioning are as old as the instruction itself. They are

the basis of the method of the teaching developed by Socrates in the fifth century B.C. Despite this long history of the use of question it is surprisingly difficult to define precisely what a question is. Brown (1975) has given a general definition of question. He states at a question can be any statement which tests or creates knowledge in the learner. According to Wingg and Brown (2001), the question is an essential element in the design of instruction and facilitation learning.

In another statement, Leng & Sato (1983) states that question is a linguistic expression used to make a request for information, or the request made using such as expression. So, the information requested maybe provided in the form of an answer. Farmer (2006) stated that question is a skill to badge the unknown to known knowledge route. That is why asking question in used to raise a verbal response. It is meant that question also needs to be applied in a classroom setting to stimulate students to respond to the learning activity. In class room settings, Linch (1991) defined that question is a command or interrogative expression used to elicit information and response or to test knowledge. In another statement, Seime (2002) stated that a question is related to the statement that a question is related to the statement that is used to raise a verbal response. It is meant that question also need to be applied on a classroom setting to stimulate students to respond the learning activity.

In classroom settings, question is something popular to be used in teaching and learning. This method can be implemented by a teacher to do purposes. One of the stimulate students in interaction by asking questions, teachers hope that it will help student store view, check comprehension, stimulate critical thinking, encourage creativity, emphasize a point, to control classroom activities and to cut down on disruptive behavior, help determine grades, encourage discussion, discourage inattentiveness, other reasons, and purposes (Blosser, 2000). The statement indicates that question can be done by a teacher or students from any purposes.

From the explanations above, it can be generalized that question is someone's idea which needs a response from other people (audience/listener). It can be used by someone to ask something or to get something. Question is also related to the relation between students and teachers. It takes place as a tool in interactive learning among them. Especially for the teacher, he / she could identify students level knowledge or understanding by using questions.

2.2. Types of Questions

Erlinda and Dewi (2014) reveal that basically questions are grouped into three categories in terms of the purpose of questions in classrooms. They include procedural, convergent, and divergent questions as suggested by Richards and Lockhart (1996). These types of questions are presented as follows:

1) Procedural Questions
Procedural questions have to do with classroom procedures and routines and classroom management as opposed to the content of learning. For example, Richards and Locharts (1994) statethat the following questions occurred in classrooms while teachers were checking that assignments have been completed. That instructions for a task were clear, and the students were ready for a new task Procedural questions are designed to engage students in the content of the lesson to facilitate their comprehension and to promote classroom interaction.

2) Convergent Questions
Convergent questions encourage similar student responses or responses which focus on a central theme. They do not usually require students to engage in higher-level thinking to come up with a response but often focus on the recall of previously presented information. In general, convergent questions may expect the student to repeat some conventional wisdom Richards and Lockharts (1994) recommend the following questions as convergent used by a teacher in introducing a reading lesson focusing on the effects of computers.

3) Divergent Questions
Divergent questions encourage student responses which are not short answers and which requires students to engage in higher level thinking. They encourage students to provide their own information rather than to recall previously presented information. Anderson (2012) claims that divergent questions encourage students to respond with a longer and more complex answer. n. Divergent questions are the opposite of convergent questions. They encourage

students to provide their own information rather than to recall previously presented information.

2.3 Teacher's Questioning Strategies

One thing that teachers should not ignore and pay attention is the role of teachers' questioning strategy. In English teaching process, questioning strategies are very important to affect the students' learning process. That is why in achieving the goal of teaching, teacher's questioning strategies must be viewed and applied because teacher's questioning strategies in interaction is one of the factors that should be considered by the teachers to make an effective teaching and learning.

According to Sadker, Sadker, &Zittleman (1982), 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 can know what the students know and what they do not know. Questions help teachers and learners in teaching learning process. There have been some studies about teachers' questioning strategy.

With questioning strategies, teachers pose questions skillfully, so as to fulfill some teaching aims, that is to motivate class interaction, elicit from learner's mole appropriate responses, and utterances of higher quality, to set a lively student-centered class environment and to promote L2 language competence of learners. Teachers' questioning strategies include prompting, probing, repeating, and redirecting.

1) Prompting

According to Kerry (1982) Prompting implies that a pupil cannot give a correct response-the question is beyond him. The teachers must prompt or help him by going back two or three steps, and by making his/her prompting questions simpler. Then, Perrott (1982) listed the characteristics of prompting strategy "The teacher asks a question. The pupil replies with I do not know' or provides a weak reply. The teacher goes on to give him a hint to guide the pupil to a better answer to the initial question." Prompting can be further divided into several other strategies, such as paraphrase, giving examples, decomposition, simplification, prolonging wait time and description.

2) Probing

Probing involves a series of questions or comments usually addressed to one student that is designed to elicit a more complete or more adequate answer. Frequently, teachers probe to encourage students to think at higher levels, to support their statements- the main function of probing is 'why'"" (Hunkins, 1995).

3) Repeating

Repeating strategy means repeating the question after posing one question and before anyone responds to it or when no volunteers or no one is nominated to answer a proposed question. Teachers repeat the original question for the following purposes: 1) to make sure all the students are listening to the question, 2) to check if students have understood the question, 3) to encourage students to express their opinions, 4) to break the silence and activate the class, 5) to leave more time for students to think.

4) Redirecting

Perrott (1982) defines redirecting means to direct the same question to several students. It is also named as shifting interaction. If a student's response is incomplete or incorrect, the teacher should try to prompt that student first. If the prompting is not productive, the same question should be redirected to a second or even a third student.

The strategy of redirecting questions to other students is also used when the teacher wants other students to illustrate more or to provide more examples. For example, the teacher may say "Jim, do you agree with Lucy?" or "Can you say something more to your desk mate's answer?" By doing it, interactions between students will be enhanced.

Eble (1988) 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) 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.

5) Questioning in the beginning of the class

Addressing questions before teaching and studying material is effective for students with low/ high ability, and/or known to be interested in the subject matter.

Some teachers apply questioning in the classroom early to help the 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.

6) Questioning in the middle of the class
Questioning in the middle is very effective in producing achievement. It gains more than instruction carried out without questioning students. Students perform better on lesson if they were previously asked with recitation questions than on items they have not been exposed to before an oral question is suitable during class teaching and in learning process because it is more effective in fostering learning than are written questions.

7) Questioning in the end of the class
Questioning students in the end of class 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 it had run well or not. Based on the functions, the teacher gives questions in this session as a diagnosis tool or comprehension check when teacher needs to check students understanding and the quality of learning

2.4. The Reasons Why teachers ask questions
One of the reasons why questioning has been considered the essence of effective teaching 1s because of the multiple purposes questions serve. Supporting this view, Ross (1860) suggest to main purposes of teacher's questions The purposes are (1) to ascertain whether students remember and understand what has been taught and (2) to have students apply what they have learned.

2.5. The Concept of Perception
Perception derives from Latin word *'perception'* means receiving or gathering. Perception is identification, organization, and interpretation of sensory information to represent and understand the environment. Based on the Digital of Collin English Dictionary, '*perception*' defines as the process of perceiving something with sense. These senses include sight, hearing, touch, smell, and feel, as well as taste. Still based on this dictionary, perception can also be defined as the act of effect perceiving insight or intuition gain by perceiving the ability or capacity to perceive. In line with Robbins & Judge (2018) assert that perception is a process by which individuals interpret and organize their sensory impressions for giving meaning to their environment. Perception could be defined as the process by which extract meaningful from physical stimulation.

3. RESEARCH METHODOLOGY

3.1. Research Method
This research used a qualitative approach. This approach deals with data in the form of words, sentences, or image. Therefore, it did not include calculations and numerical analysis. Creswell (2012) claimed that qualitative research was inquiry that explores a social or human problem. The researcher builds a complex, holistic picture, analyzed words, reported detailed views of informants, and conducted the study in a natural setting. It could be said, qualitative research was research which related with human behavior that produced the data in the form of written or spoken. The type of study was a case study design. According to Yin (1984) case study is an empirical inquiry that investigates a contemporary phenomenon within its real context; when the boundaries between phenomenon and context were not clearly evident; and which multiple sources of evidence were used.

3.2. Location and Participants
This research was conduct her study at SMA Islam Terpadu Darul Istiqamah Maros, in South Sulawesi . In choosing the participant, the researcher used a purposive sampling technique. In purposive sampling, the researcher intentionally selected individuals and sites to learn or understand the central phenomenon.

In selecting a sample, the researcher conducted preliminary research because the sample chosen must be in accordance with the characteristics of the population. The researcher met five students from the school and made small interviews to find out teachers to be participants of the research. As regards to it, the researcher then selected two teachers through purposive sampling who called as T1 and T2. They were selected for some recommendations from students as active teachers in class and several personal reasons related questioning strategies from the researcher.

3.3. Research Instruments

1) Observation Sheet

The researcher used the observation checklist to observe the teaching learning process to get temporary data regarding the forms of questioning strategies used by the teachers.

2) Interview

In this research, the researcher used interview in which the researcher asked the questions to get deeper data about the variable to pursue an idea in more data to interview teachers and students for obtaining data regarding the teachers' reasons and students' perception about strategies in EFL.

4. FINDING AND DISCUSSION

4.1. Types of Questioning Strategies Used by the Teachers in Teaching EFL Classroom

The discussions of this research deals with the interpretations of the findings in which the data were collected through interview and observation. In thus part the main points that will be explained are the questioning strategies employed by the teachers in classroom interaction, the reasons why the teachers use questioning strategies and students ' responses towards the teachers ' reasons on using those questioning strategies.

1) The Types of Teachers Questioning Strategies

The researcher had collected, analyzed the data and elaborated them in findings. From the data collected through audio recording and class observation that lasted for two meetings the researcher had done for each teacher it is indicated that both of the English teachers actively used questioning strategies in the classroom. What follows is the discussion of each strategy used by the teachers during their teaching and learning process.

The questioning strategy initially identified from the teachers was prompting strategy. The first teacher investigated prompted her students by giving a hint to guide them to a better answer since the students gave a weak reply. The hint then led students to the correct answer. Meanwhile the second teacher applied prompting strategy when there was a student did a mistake related to word choice. The teacher then prompted the student by asking questions that clarified his word use until he realized that he used the wrong word. The illustration from both teachers is in

line with Kerry's (1982) statement that prompting represents a condition where the students find it difficult to provide a correct answer and that the teachers are required to prompt the students by giving hints.

Moving to probing strategy, both teachers employed this strategy almost in same way. The first teacher was found to probe her students by posing a series of questions. Those questions are related to the initial question which was answered by the student briefly. The teacher did this to obtain in - depth information. Similarly, the second teacher probed his students by asking follow – up questions since the answer to the mutual question that the student provided was not complete. As the first teacher did, the second teacher intended to encourage his students to give more information in other words both teachers encouraged their students to think harder As Hunkins (1995) remarked that probing aims to elicit a more complete or more adequate.

The third questioning strategy found implemented by the teachers was repeating strategy, which simply means repeating the question already posed. The first teacher reflected from the findings repeated the question she already posed after there were two students interfered with the teaching and learning process. It was aimed to get the students ' attention back to the question. On the other hand, the second teacher decided to repeat the question due to students being silent or not responding. He repeated the question right after he asked the students about its clarity. Subsequently, a student showed up and answered the question. The situation both teachers were in represents the purposes of repeating a question: 1) to make sure all the students are listening to the question : 2) to check if students have understood the question : 3) to encourage students to express their opinions 4) to break the silence and activate the class: 5) to leave more time for students to think.

The fourth questioning strategy, which was found to be employed by the teacher was redirecting strategy through which a teacher directs a question to another student after prompting does not work. From the findings previously explained, the first teacher redirected a question to another student. The teacher intention was to invite another student to provide a more complete answer since there was something

missing from the first student's answer. Meanwhile, the second teacher applied redirecting strategy because the student could not answer the question even after being prompted. Then, the second student to which the question was directed answered the question correctly. In other words, it is a shifting interaction, which leads to interactive classroom environment. The last questioning strategy that used by the teachers is translating strategy. Previously on the findings it shown that the teacher asked the question and then translated it to help the students understand the question better. It assumed that the teacher wanted to give the same chance to every student in the class, who has different ability in English.

2) The Reasons of the Teachers Use Questioning Strategies

The data related to reasons of the teachers on using questioning strategies was collected through interview. The reasons are in accordance with questioning strategies investigated consisting of prompting probing, repeating, and redirecting strategies. The teachers' reasons on using each strategy are discussed below. In terms of applying prompting strategy, the first teacher wanted to stimulate her students' process of thinking. She also considered this strategy helpful in activating students' background knowledge to make them answer a question easier and effectively. Meanwhile, the second teacher applied prompting strategy to provide students with opportunities to give a correct response and could benefit slow pace students to keep up with other students. As Kipper and Rüütmann (2010) remarked that prompting include hints and clues to aid students in answering questions or to assist them in correcting and initial response a prompting question is usually a rewording of the original question with clues or hints included.

Responding to the use of probing questioning strategy, the teacher considers probing strategy significant in terms of encouraging students to provide more information and leads students to being responsible for their answer by proposing supporting statements. On the other hand, the second teacher posed probing questions to find out students' understanding of the topic. It provides the teacher with useful information about their students ' understanding he can use for evaluation. Moreover, probing strategy is of great importance when it comes to improve the students' level of thinking. It is supported by Boaler and Brodie's

(2004) statement that prompting aims to articulate elaborate or clarify ideas in essence it encourages students to think at higher levels.

The third questioning strategy to which the teachers gave their response is repeating strategy. The first teacher argued that she repeated a question for specific reasons. It is to break the silence or activate the class or the students sometimes do not focus on the question, so she must repeat it. In addition, it is to make sure that no one misses the question and that the students know what the question is about. The second teacher on the other hand used this strategy when there is no response from students. He adds that that it can encourage students to express their ideas and opinions and give them time to think of the answer. This is in line with Wangru (2016) who suggests reason on repeating a question. 1) to make sure all the students are listening to the question. 2) to check if students have understood the question. 3) to encourage students to express their opinions, 4) to break the silence and activate the class and 5) to leave more time for students to think.

Moving to the next strategy investigated, redirecting strategy, both teachers had their standpoints. The first teacher remarked that she redirected a question to another student to establish a sense of cooperation between students. In this case students solve problems independently by relying on each other's knowledge that will result in a more active classroom environment. Meanwhile, the second teacher stated that he redirects a question to another student if the initial student cannot answer the question even after being given time to think to avoid the first student's self-esteem being injured. She concludes that this strategy creates a harmonious environment for teaching and learning. In this case, as Yang (2017) argued that redirecting also can not only create an effective interaction between teachers and students, but also promote students to enhance their performances.

3) The Students' Perception towards their Teachers Questioning Strategies

The discussion of the data on students' responses that have been presented earlier in the research results is presented below.

In relation to prompting strategy the students gave various responses. They argued that teachers using this strategy helped them answer a difficult question

effectively since there were clues provided by their teacher. The added that this strategy is efficient or does not take much lesson time only for a question. Moreover, the effectiveness of this strategy used by teachers lies on its ability to activate background knowledge due to the presence of hints or clues. In this case, the students could recall their background knowledge related to the initial question that made them answer the question correctly and effectively.

Moving to the teachers probing strategy, the students' responded that it could help them evaluate their knowledge about the topic being questioned. It also encouraged them to give more opinions to the question. Furthermore, students believed that teachers using this strategy encouraged them to think at higher levels and to support their statements. In other words, teachers when using this strategy elicited more complete or more adequate answers. The next questioning strategy employed by the teachers that the students responded is repeating strategy The students stated that teachers were required to repeat their question if there were students not paying attention or not ready for the question. Furthermore, they found this strategy helpful in a way that it made them understand a question better and encouraged them to show up answering the question. In addition, they argued that this strategy was used by the teachers when they wanted to make sure that the question was clear.

Then, redirecting strategy is the next questioning strategy used by the teachers that the students responded. The students stated that this strategy provided each student with opportunities to express their ideas or opinion. As a result, they added, the teaching and learning process would be more efficient since a question did not consume much time for the answer. Furthermore, the teachers through this strategy did not make the students feel intimated or embarrassed to create positive vibes in the classroom. Finally, the students believed that this strategy would create collaborative atmosphere as they worked as a team by combining their ideas with their friends.

Referring to the discussion above, Yang (2017) suggested that teachers should create real events or real scenes for students in teaching so that the students can understand events and construct meaning independently in the process of exploring or solving problems and they can really learn knowledge

eventually. Therefore, the teachers can guide students to take part in classroom teaching actively through effective methods. Effective classroom questioning can effectively stimulate students thinking inspire the students interests in learning, and enhance the interaction of students and teachers, which brings teachers ' leading role and students ' main body effect into full play.

In addition to the above mentioned, Kipper and Rüütmann (2010) elicit at redirecting strategy is the next questioning strategy used by the teachers that the students responded. The students stated that this strategy provided each student with opportunities to express their ideas or opinion that an effective teacher plans questions before the class session de signing them to lead students to higher order thinking. Questioning sessions in classrooms ought to be constructive and cheerful experiences in which students' opinion are respected their interests stimulated and their minds challenged. Questioning is a valuable tool for ensuring instructional equity.

5. CONCLUSION

Based on the findings and the discussion in the previous section, the researcher describes that there were four types of questioning strategies applied by the teachers. They were prompting, probing, repeating, and redirecting strategies. The teachers employed the four questioning strategies for several reasons. Prompting strategy is used for stimulating students' process of thinking, activating students' background knowledge, and providing students with opportunities to give correct respondent. Probing strategy is used for encouraging the students to provide more information and supporting statement, evaluating students' understanding and encouraging students to think at higher levels.

Repeating strategy is used for breaking the silence or activating the class, making sure each student is listening to and understands the question, getting the students attention back encouraging them to express their opinions and give them time to think. Redirecting strategy is used for establishing a sense of cooperation between students, creating a more active classroom environment, the inability of the initial student to answer the question preventing students from being embarrassed, creating effective interaction, and enhancing students' performances. Regarding

students' perception about the use of questioning strategy can make the material more comprehensible and more comfortable in class.

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