

AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION AT SMAN 4 TAKALAR

Nurhidayana Wandasari¹, Munir², Geminastiti Sakkir³

^{1,2,3} Universitas Negeri Makassar

E-mail: nrhdynwndsr03@gmail.com, munir@unm.ac.id*, geminastitisakkir@unm.ac.id

*corresponding author

Abstract

This study aimed to find out the teachers' questioning strategies during the classroom Interaction and the reason why the English teacher used their questioning strategies. The English teachers at SMAN 4 Takalar were the subjects of this study. In this study, the method conducted descriptive-qualitative. The instrument of this study was used observation checklist and interview protocol. Observation and interviews were used to collect data on all activities in the classroom. The results of the study indicate that teachers employed several questioning strategies in the classroom, including rephrasing, simplification, repetition, decomposition, and probing. These strategies were used for various purposes based on the functions associated with each strategy. The reason why teachers used these specific questioning strategies is likely due to the functions associated with each strategy. Teachers may have used rephrasing, simplification, repetition, decomposition, and probing to assess students' comprehension, draw their attention, support their contributions in class, and seek clarification or confirmation. These strategies help teachers gauge student understanding, encourage active participation, and create an inclusive and engaging learning environment.

Keywords— Teachers' questions, questioning strategies, classroom interaction

INTRODUCTION

English has become the most widely used international language in the globalization era. It is important to note that while English has gained significant importance as an international language, it is not the only language that holds value in today's globalized world. Importance of multilingualism and respecting diverse languages and cultures remain crucial for effective communication and understanding among people from different backgrounds. There are several reasons why English is important as an international language. English is used as an international language for communication in every country. It is well-known as a daily international communication tool with people from various countries.

In certain schools, English is one of the most popular topics, yet due to the circumstances in the classroom, other students dislike it. A passive class, where students are unresponsive and perplexed despite the teacher's efforts to provide further explanation, can indeed be a common challenge in the classroom. The students do not pay attention in class because they believe English is difficult to comprehend. As a result, teachers must improve their teaching strategies to assist

students in quickly understanding the information and to entice students to pay attention to the teacher's explanations.

In the context of the teaching and learning process, interaction refers to the reciprocal influence or mutual action between students and teachers. It involves the active engagement and collaboration of both parties as they work together towards a shared goal, which is typically the acquisition of knowledge, skills, or understanding.

Educational interaction refers to the dynamic and reciprocal relationship between teachers and students in the context of the teaching and learning process. It involves various forms of communication, engagement, and collaboration that occur within the educational setting to facilitate learning and promote the achievement of educational goals. Overall, educational interaction is a fundamental aspect of the teaching and learning process, as it facilitates meaningful engagement, knowledge construction, and the development of skills and attitudes necessary for students' academic and personal growth.

This study aimed to find out the teachers' questioning strategies during the classroom Interaction and the reason why the English teacher used their questioning strategies. However, the reason why teacher used the types of the questioning strategies is according to the function of the questioning strategy types.

LITERATURE REVIEW

Questioning strategies

A questioning strategy is an essential tool that can support teachers in eliciting verbal responses from their students. By employing effective questioning techniques, teachers can encourage active participation, stimulate thinking, and facilitate meaningful discussions. According to Guest (1985), in teaching and learning, the teachers employ the questioning method to promote students' achievement and critical thinking. According to Shaunessy (2005), Questioning strategies are essential for the development of critical thinking, creative thinking, and higher-level thinking abilities.

Questioning strategies are methods used by teachers to determine students' abilities and how well they understand the material that has been taught. In summary, the questioning strategy is one of the most important strategies for improving students' abilities. In addition, the teacher can use a questioning strategy to assess students' thinking abilities.

Wu (1993) offered five questioning strategies that teachers can use to elicit verbal responses from students, namely; a) Rephrasing refers to the act of expressing something in a different way, using alternative words or sentence structures while maintaining the original meaning, b) Simplification refers to the process of making something simpler, easier to understand, or less complex, c) Repetition refers to the act of repeating something, such as words, phrases, or actions, multiple times, d) Decomposition refers to the process of breaking down or separating something into its constituent parts, elements, or components, e) Probing refers to the act of asking follow-up questions or seeking additional information to gather deeper insights, clarify understanding, or encourage further discussion.

The function of question

Chaudron (2015) highlights the importance of teacher questions in facilitating both target language production and meaningful content-related responses from students. By utilizing well-

designed and purposeful questions, teachers can create a language-rich environment that supports students' language development and content understanding. Additionally, effective questioning techniques encourage students to think critically, express their ideas, and actively participate in the learning process. As a result, teacher questions become an invaluable tool for promoting language acquisition, fostering meaningful communication, and facilitating students' overall learning and growth.

According to Kauchak & Eggen (2014), the specific functions of teacher questions in the classroom can explain their widespread use. These functions are classified into three categories; a) Teacher questioning serves as a valuable diagnostic tool, providing insights into students' understanding, thought processes, and existing knowledge structures, b) Questions also serve an important instructional function. The instructional function of questioning is crucial in supporting students' learning and integration of new material with previously learned content, c) The last function of classroom questions is motivation. Using questions effectively for engaging students in the learning process and promoting active participation in the classroom.

Types of question

Some specialists had looked into the different forms of queries. There are other varieties of questions, but the focus of this research will be on the following few categories of questions. Several experts have suggested different types of questions. There are procedural, divergent, and convergent questions in terms of purposes Richards & Lockhart (2012). Procedural questions are those that have to do with the classroom routine. Divergent questions elicit students' opinions or judgments rather than requiring them to recall previous information.

Brown (2001) expanded the range of questions that teachers can use by incorporating the ideas presented by Long and Sato (1983) and Bloom's Taxonomy. Bloom's Taxonomy is a widely recognized framework that categorizes different levels of cognitive skills involved in learning and understanding. There are six question categories ranging from display to referential, with typical classroom question words associated with each, such as; a) Knowledge questions, b) Comprehension questions, c) Application questions, d) Analysis questions, e) Synthesis questions, f) Evaluation questions.

The reasons why teachers ask questions

There are several compelling reasons why teachers should ask questions to their students. Asking questions serves as an effective instructional strategy that promotes engagement, interaction, and communication in the classroom. Some of the key reasons for using questions as a teaching tool include; a) Questions encourage students to actively participate and engage with the lesson. By asking questions, teachers create opportunities for students to share their thoughts, ideas, and perspectives, fostering a collaborative learning environment, b) Questions provide a platform for students to practice and develop their communication skills. By answering questions, students have the chance to express their ideas, articulate their thoughts, and improve their ability to communicate effectively, c) Through questions, teachers can establish a rapport and build closer relationships with their students. By showing genuine interest in their responses and actively listening, teachers demonstrate that they value their students' contributions, d) for students with limited vocabulary or difficulties expressing themselves, questions can serve as a scaffold to aid in their language development. By providing prompts and opportunities to express their thoughts, students can practice using language in a meaningful context, expanding their vocabulary and

language skills, e) Questions enable teachers to assess students' understanding and monitor their learning progress. By asking targeted questions, teachers can gauge how well students have grasped the material, identified misconceptions, and provided timely feedback or clarification.

Overall, the strategic use of questions in the classroom facilitates active engagement, encourages communication, and supports students' learning and language development. It promotes a student-centered approach to education, where students become active participants in their own learning journey.

According to Ellis (1992), there are two primary reasons why teachers use questioning strategies in their teaching sessions. The first reason is that questions elicit responses from students, encouraging them to actively participate in the learning process. By posing questions, teachers create an interactive environment where students are prompted to think, analyze, and provide answers or opinions. The second, questions are used to control the progression of the interaction in which a lesson is enacted. It means that teacher questions are not only a means of obliging teacher talk to guide students' attention, but they also adjudge students to be more active and focused on a specific topic, allowing us to check and control students' understanding.

Classroom interaction

Classroom interaction refers to the dynamic exchange of ideas, information, and communication that takes place between teachers and students, as well as among students themselves, within a classroom setting. It involves verbal and non-verbal interactions, such as discussions, questioning, responding, collaborating, and sharing thoughts and opinions. Effective classroom interaction plays a crucial role in the teaching and learning process. It promotes active engagement, enhances understanding, and facilitates knowledge construction. Classroom interaction is the process by which students participate in activities such as writing, reading, discussion, or problem-solving that promote analysis, synthesis, and evaluation of class content. In classroom interaction, teachers and students engage in dialogue, ask and answer questions, share thoughts and perspectives, and collaborate on academic tasks. It involves both the transmission of knowledge from teachers to students and the construction of knowledge through active engagement and interaction among students.

Overall, classroom interaction is a fundamental aspect of the teaching and learning process. It facilitates the exchange of knowledge, the development of communication and collaboration skills, and the creation of a vibrant and engaging learning community within the classroom.

METHODS

1) Research design

In this study, the researcher conducted descriptive-qualitative research. Descriptive-qualitative research is a methodological approach commonly used to understand, interpret, and describe phenomena or settings. It is a systematic and subjective research method that focuses on gaining in-depth insights and understanding of the experiences, perspectives, and meanings associated with a particular phenomenon.

2) Research variable and operational definition

A research variable is an attribute of an object or a person that differs from one object to

another or from one person to another. The researcher variables are anything that the researcher defines to study in order to gather information and then draw conclusions. In this research, it has use single variable that is questioning strategies by the teachers at SMAN 4 Takalar.

3) Research subject

In this study, the subjects were the English teachers at SMAN 4 Takalar. Specifically, the researcher focused on three English teachers as the participants in the study. The choice to include all English teachers at SMAN 4 Takalar as the sample is known as a whole sampling technique or sometimes referred to as a census approach.

4) Research instruments

The research instrument refers to the tool or method used to collect data in a research study. In the case of investigating the questioning strategies of English teachers at SMAN 4 Takalar, several research instruments could have been used such as observation checklist and interview protocol.

5) Techniques of data collections

Observation

The researcher conducted direct observations of the English teachers' classroom interactions and activities. During these observations, the researcher carefully observed and recorded details of the questioning strategies by the teachers. This could include noting the types of questions asked, the timing and frequency of questions, the responses and interactions of students, and any other relevant observations related to questioning practices.

Interview

Following the observation phase, the researcher conducted interviews with the English teachers. The purpose of these interviews was to gain further insights into their questioning strategies. The interviews have been structured, allowing the researcher to ask specific questions related to the teachers' intentions, approaches, challenges, and perceived effectiveness of their questioning strategies.

6) Techniques of data analysis

Data Collection

The researcher was moved from data collection to data analysis by referring to the formulation of the research problem. Following the conclusion, the next step is verification via field notes, with argumentation and review.

Data Reduction

Observation and interviews were used to collect data. As a result, data reduction is required to ensure that the data is clear and easy to use. The first step is the researcher then focused on data that are directly related to this research, while words that are not related to this research were removed.

Data Display

Data display is a well-organized, condensed collection of information that allows for conclusion drawing and action. This research used a table.

Conclusion Drawing

The final step in the data analysis process is to conclude the findings and discuss the research findings. The researcher presented some findings from the research that are related to the research objective.

FINDINGS AND DISCUSSIONS

Based on the information provided, it seems that a research was indeed conducted to explore the various types of questioning strategies employed by English teachers during classroom interactions. By using both observation and interviews as data collection methods, the researcher aimed to obtain a comprehensive understanding of the types of questioning strategies used by English teachers and the underlying factors influencing their selection and implementation. The research took place on Monday, November 11, 2022, at SMAN 4 Takalar.

1) Types of questioning strategies

Table 1. Types of teachers' questioning strategies

No	Questioning strategies	Practice Checklist	
		Yes	No
1.	Repetition	√	
2.	Rephrasing	√	
3.	Simplification	√	
4.	Decomposition	√	
5.	Probing	√	

Repetition

Repetition strategy simply means asking the same question again. It was intended to refocus the student's attention on the question. The teacher opted to repeat the question since the students remained silent or did not react. She asked the students to explain the question, then asked it again. Following that, a student arrived and responded to the question. There are strategies of repetition; 1) Asks questions, 2) Try to say it, 3) Repeat again when the students understand or not. Extract 1

T: *Why can he be famous?*

S: (silent)

T: *Why can he be famous?* Kenapa dia bisa terkenal?

S: Aaa...karena dia terkena kasus pembunuhan berencana

The extract above shows that the teacher asks the students the same questions twice to ensure that they understand. The teacher is seen asking the same question as the previous one. When the teacher asks a question and receives no response, they ask the same question again in the hopes of eliciting a response from the students. The goal is for students to be able to respond to questions from the teacher.

In Moritoshi's study (2002), the most commonly used strategy was repetition, which accounted for 82% of the observed strategies. Specifically, participants engaged in 18 repetitions

on average. This finding suggests that repetition was perceived as an effective strategy for language learning in the context of the study.

Rephrasing

Rephrasing questions by expressing them in different ways is a strategy used by teachers to help students better understand the questions being asked. By repeating questions using different wording or phrasing, the teacher aims to enhance students' comprehension and facilitate their engagement in the learning process.

Extract 2

T: *Do you know about tourism place?*

S: (silent)

T: *Have you been to Bantimurung? Or to Topejawa Beach?*

S: Yes, mam.

T: Nah, biasanya disebut apa?

S: Oh...tempat wisata mam.

In extract 2, when teachers asked, "Do you know about tourism places?" children do not react since they do not grasp what their instructor is saying. So, the teacher tries to change the sentence, but the meaning does not change, for example, "Have you been to Bantimurung? Or Topejawa Beach? Apakah kalian pernah mengunjungi salah satu tempat tersebut?", students easily understand the intent of the question. That is why rephrasing strategies play an important role for teachers in building classroom interactions. There are several rephrasing steps; 1) Starting the first sentence. Starting the first sentence by introducing context, which is then followed by the final part of the original sentence, which is then followed by facts such as important information mentioned but in a different order. 2) Selection of synonym. Synonyms are phrases or words with the same meaning that change the word in other words but not the meaning of the word. 3) Change sentence structure. The teacher must modify the sentence structure during the learning process. The active voice in the original sentence can be changed to the passive voice. An active sentence begins with the subject or thing that acted. The passive voice is used when the object or something that receives the action is at the beginning of a sentence.

4) Split information into separate sentences. If the original quote consisted of two sentences that could be combined, the teacher could have played with several words to create different sentences, in one long sentence that was then broken into two, or vice versa.

According to Milawati and Suryati (2019), rephrasing is a questioning strategy used by teachers to elicit correct answers by rewording the question. This approach is often employed when the original question is not clear or when the teacher wants to provide students with another opportunity to understand and respond correctly.

Simplification

The simplification questioning strategy is similar to rephrasing, but the teachers simplified the meanings of their questions in simplification. Teachers would use a variety of methods, such as providing examples, clues, and focusing words, in this strategy to make the previous question more specific, clear, and understandable for students.

Extract 3

T: *So, do you know personal information?*

S: Tidak tahu, mam.

T: *for examples nama, tempat lahir, address, gender, and others. Jadi, kalau kita bahas tentang perjalanan hidup, kira-kira apa saja contohnya?*

S: Ooo...masa kecil, riwayat pendidikan, kisah percintaan, karir.

In extract 3, the teacher used a simplification strategy by mixing the question with the Indonesian language, which seemed to generate the students' verbal responses. It can be concluded that such questions are difficult for students to answer. Inadequate language skills or other factors are to blame. Knowing that no students have responded, the teacher simplifies the question by providing examples and replacing the question with "Jadi, kalau kita bahas tentang perjalanan hidup, kira-kira apa saja contohnya?" to make it easier for students to respond.

Decomposition

The decomposition strategy was useful in eliciting verbal responses from students. They create new questions based on the initial ones. It may provide enough opportunities for students to express their own opinions or arguments. There are several strategies of decomposition; 1) Recognize the issue at hand, 2) Break it into small pieces, then break it again until the student understands which solution to use, 3) Merge the minor issues until they are complete.

Extract 4

T: *Last week we discussed about?*

S: About correlative conjunction mam.

T: *Ok, what is correlative conjunction?*

S: Pasangan konjungsi.

T: *Good. Coba sebutkan contoh correlative conjunction?*

S: Either-or, neither-nor, both-and, not only-but also, whether-or.

In extract 4, teachers inquire about what was discussed the previous week. The teacher wanted to know the students' assignments from last week, so she asked a question to check the students' assignments. So, based on the extract above, it is possible to conclude that the teacher posed a decomposition questioning strategy. Teachers attempt to elicit a response from students by asking, "What is a correlative conjunction?" and then "Coba sebutkan contoh correlative conjunction?" so that they can understand the teacher's question. According to Dykema and Schaeffer's study (2006), the purpose of repeating a question through decomposition as a questioning strategy is to enhance accuracy, comprehension, critical thinking, thoroughness, and the expression of opinions among students.

Probing

The findings of observations made during research on the learning process show that teachers use probing question strategies when posing questions to students. The probing questions strategy is said to be used when the teacher asks questions that allow students to express their opinions while also increasing student participation in the process. There are strategies of probing; 1) A series of questions were posed by the teacher to her students. Those questions are related to the initial question, which the student briefly answered. The teacher did this to gather detailed information, 2) The teacher probed her students by asking follow-up questions. The teacher's intention was to encourage her students to provide more information.

Extract 5

T: Now we get into the material. This time we are going to discuss a very viral person

S: Yes, mam

T: *Let's try to think first about who is famous now. Who is that?*

S: Bunda Corla mam.

T: *Ok, what do you think about Bunda Corla? Is she famous?*

S: Famous

T: *Why Bunda Corla be famous?*

S: Because she often lives on Instagram, her person is funny, likes to dancing so many like her.

According to the data above, the teacher asked someone who went viral and was watched by students. The teacher then continues to ask questions based on each student's response. This is in addition to improving recall when asking students questions and implementing the probing questions strategy. The material studied is about a famous person, but the teacher asks introductory questions about the artist or celeb on Instagram several times in a row to test the student's memory. A statement made by Esther in 2012 regarding probing questions. According to Esther, probing questions are used to search for additional information in order to enhance students' thinking skills. Wangru (2016) categorization of questioning strategies into prompting, probing, repeating, and redirecting provides a useful framework for understanding different approaches to questioning in the classroom. When a student is unable to respond to a question, the teacher must provide prompts or give clues to the student. The teacher's strategy for controlling the questioning was probing. During this time, the teacher asks a series of questions to the students in order to elicit a complete response.

Sujariati, Rahman, and Mahmud (2016) investigated "English Teachers' Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu." This study discovered that the teacher employed questioning strategies by posing various types of questions throughout each teaching session.

Additionally, this research found that the teacher applied a variety of strategies while posing the question, such as repeating the question, emphasizing the question, translating the question into Bahasa, simplifying the questions, getting closer to the students, and rewarding the students. Furthermore, this study demonstrated the positive effects of questioning strategies used by EFL Classroom teachers. Many responses from students demonstrated this. The observation also showed that the teacher and the students had outstanding engagement through the use of questioning strategies.

2) The teachers reasons in using questioning

In the study conducted at SMAN 4 Takalar, the researcher observed three classes taught by different English teachers. These observations were likely part of the data collection process to understand the questioning strategies employed by the teachers in their classrooms. The interview was recorded for the researcher's use, and information about teacher questioning strategies was obtained. In this study was described, each teacher was interviewed once, providing an opportunity for them to share their perspectives, arguments, and perceptions related to their questioning strategies. The findings of the study can indeed be supported by the information gathered through these interviews.

Teacher A

Based on the information provided, it seems that during the interview, the teacher explained their reasoning and preference for using a particular question without explicitly classifying the types of questioning strategies used. The teacher focused on the function of the question itself, its relevance to the situation and material being discussed, and its role in assessing the students' comprehension and knowledge. The teacher said that the discussion method is an effective method to be applied in the classroom because the teacher can know the opinions of the students, and what their character is, it is also more effective if there is a question and answers session so that students can think critically, the teacher can also know the potential of the students. In addition, the discussion method also makes students more participating or enthusiastic because they use their own opinions.

According to the teacher, she frequently clarifies questions given to students in Indonesian because most students do not understand the meaning of teacher questions if the teacher uses full English. As a result, in order to facilitate learning, the teacher sometimes used two languages: English first, followed by questions in Indonesian.

Teacher B

During the interview, teacher B's opinion was also the same as that of Teacher A, namely using the discussion method in the classroom. However, of course for different reasons. Teacher B said that if she uses the discussion method, the classroom atmosphere becomes more fun and students are interested in the material presented by the teacher. Although there are also some students when asked just be silent or embarrassed to have an opinion. The solution so that students are not awkward or embarrassed to have an opinion is to approach them to find out the cause or problem that makes them that way, through the approach, they will tend to feel more comfortable with the teacher so that there is no feeling of tension during learning.

Teacher C

Based on the interview with the teacher, some of the reasons teachers use questions are to know the extent of students' understanding. One way to find out is to provide stimulation through questions, after that it just enters the material, if at the end of the learning, it must be closed again by the question, only the purpose is different. If at the beginning the goal is to know where the background knowledge is if the end is to know they understand what they have explained. If there are students in class whose response is only laughable or silent, the teacher will give the same question, but change the context or in a different way.

Based on the information provided, it appears that the teacher holds the belief that effective questioning by educators can promote active thinking and engagement among students during the learning process. The teacher's strategy of asking pertinent questions about the content being taught and engaging students' thinking is consistent with excellent instructional approaches. By posing questions that directly relate to the content being covered, the teacher helps students make connections, deepen their understanding, and apply their knowledge.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research result above, it can be concluded as follows:

- 1) Based on the results of the study, it was found that the teachers in the observed classrooms used specific types of questions in the majority of their teaching sessions. Additionally, it was discovered that teachers used more than one type of question, indicating a varied and diverse approach to questioning strategies. The Wu taxonomy is used to categorize question types such as rephrasing, simplification, repetition, decomposition, and probing.
- 2) English teachers actively use questioning strategies in classroom interaction to check students' understanding of previous material, attract students' attention, support students' contributions in class, and motivate students to learn, according to Kauchak and Eggen (2014).

Suggestions

- 1) For teachers, according to the findings of this study, in addition to these strategies, it is important for teachers to incorporate other types of questions as well, depending on the instructional goals and student needs. By utilizing a range of questioning strategies, teachers can create a dynamic and engaging learning environment, promote active participation, stimulate critical thinking, and assess student understanding effectively.
- 2) For future researchers, hopefully, the next researcher will be guided by this thesis as an excellent related to the next research.

REFERENCES

- Brown, H. D. (2001). *Teaching by Principle an Interactive Approach to Language Pedagogy*. Pearson: Longman.
- Chaudron, S. et al. (2015). *Young children (0-8) and digital technology: A qualitative exploratory study across seven countries (528pp)*. JRC 93239. Joint Research Centre, European Commission.
- Dykema, J., & Shaffer, N. C. (2006). *Using Decomposition as a Questioning Strategy to Improve The Accuracy of Reporting About Events And Behaviors*.
- Ellis, R. (1997). *The study of second language acquisition*. Oxford: Oxford University Press.
- Esther, F. (2012). *Effective Questioning Strategies in The Classroom: Step By Step Approach to Engaged Thinking and Learning*. Columbia University: Teachers College.
- Guest, (1985,P.2). *The case study method: Critical thinking enhanced by effective teacher questioning skills*. The 18th Annual International Conference of the World Association for Case Method Research & Application.
- Kauchak & Eggen. 2014. *Introduction to Teaching: Becoming a Professional*, 5th edition. University of Utah Paul Eggen. University of North Florida.
- Miles, M.B., & Huberman, A.M. (1992). *Analisis Data Kualitatif*.
- Moritoshi, P. (2002). *Teacher Questioning, Modification and Feedback Behaviors, and Their Implications for Learner Production: An Action Research Case Study*.

Richards and Lockharts. 1994. *Reflective Teaching in Second Language Classroom*. USA: Cambridge University Press.

Shaunessy, E. (2005). *Questioning strategies for teaching the gifted*. PRUFROCK PRESS INC.

Sujariati, Rahman Q & Mahmud. M. 2016. *English Teacher's questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu*. Makassar: ELT Worldwide. Vol. 3, No.1 2016.

Suryati, N. & Milawati. (2019). *EFL Teachers' Oral Questioning: Are Her Questions And Strategies Effective?*. DINAMIKA ILMU, 19(1), 1411-3031.

Wu, K. (1993). *Classroom interaction and teacher questions revisited*. RELC Journal, 24(2), 4968.