

QUESTIONING STRATEGIS USED BY ENGLISH TEACHER DURING
CLASSROOM INTERACTION AT EIGHTH GRADE OF
SMP NEGERI 1 TELUKDALAM

Princess Destrry Laia¹, Senadaman Wau², Restu Damai Laia³, Mohamad Yunus Laia⁴

¹Guru Bahasa Inggris SMP Negeri 1 Maniamolo

^{2,3,4}Dosen Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu

Pendidikan Universitas Nias Raya

(princessdestrrylaia@gmail.com¹, senadamanwau@gmail.com², restudamailaia@gmail.com³
, yunuslaia0785@gmail.com⁴)

Abstract

This research aimed at finding and describing types of questioning strategies used by English teacher. This research was designed by using qualitative descriptive method. The instruments of data collection were observation and interview. After analyzing the data, researcher found that the questioning strategies were used by English teacher during classroom interaction. The questioning strategies used were: (1) procedural question, (2) convergent question, (3) divergent question. Furthermore, the purposes English teacher used questioning strategies were: (1) to make sure that the students were in good health and the students' readiness before starting the lesson, (2) to attract students' concentration, (3) as effort to achieve the learning objectives, (4) as the stimulus to think critically (5) as the effort to provide opportunities to express the ideas. Therefore, researcher concluded that questioning strategies used by English teacher was to know how far students understood about the material and to make sure whether the learning objectives have been achieved or not. Furthermore, the researcher suggests that English teacher could use questioning strategies to elicit students' response during teaching and learning process.

Key words: *questioning; questioning strategies; classroom interaction*

Abstrak

Penelitian ini bertujuan untuk menemukan dan mendeskripsikan jenis strategi bertanya yang digunakan oleh guru bahasa Inggris. Penelitian ini dirancang dengan menggunakan metode deskriptif kualitatif. Instrumen pengumpulan data adalah observasi dan wawancara. Setelah menganalisis data, peneliti menemukan bahwa strategi bertanya digunakan oleh guru bahasa Inggris selama interaksi kelas, yaitu: (1) pertanyaan prosedural, (2) pertanyaan konvergen, (3) pertanyaan divergen. Hasil kedua peneliti menemukan ada tujuan mengapa guru bahasa Inggris menggunakan strategi bertanya (1) untuk memastikan siswa dalam keadaan sehat dan kesiapan siswa sebelum mulai belajar. (2) menarik konsentrasi siswa, 3) sebagai upaya mencapai tujuan pembelajaran, (4) sebagai rangsangan untuk berpikir kritis, (5) sebagai upaya untuk memberikan kesempatan untuk menyampaikan gagasan. Oleh karena itu, peneliti menyimpulkan bahwa strategi bertanya digunakan oleh guru bahasa Inggris untuk mengetahui sejauh mana siswa memahami materi dan untuk memastikan apakah tujuan pembelajaran telah

tercapai atau belum. Selanjutnya, peneliti menyarankan agar guru bahasa Inggris dapat menggunakan strategi bertanya untuk memancing respon siswa selama proses belajar mengajar.

Kata kunci: *pertanyaan; strategi bertanya; interaksi kelas*

A. Introduction

English is one of the international languages which is used by most people. English is taught in Indonesian from elementary school up to level university. English must be learnt in order the students are able to compete in this global era. Mastering English is the expectation of the curriculum. One of goals of curriculum in junior high school level is the students are able to develop skill to communication in English in spoken and written language. All of students are expected to mastery English because English has many relationships with various aspects. As an international language, it is as the primary tool for people in doing some business such as economics, education, industry, and technology. That is reason why English must be learned in school.

Teaching and learning English is expectation of curriculum. Teaching is activity to conveying knowledge from the teacher to students. According to Brown (2007:8) defined that teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. In addition, Schunk (2012:3) stated that learning activity is an enduring change in behaviors, or in the capacity to behave in a given fashion, which acquired from practices or life experiences. Learning is the process of acquiring new understanding, knowledge, behaviors, skill, values, attitudes and preferences. In summary, teaching and learning is the

process by changing an attitude and bring the new skill and understanding.

Teaching and learning process between teacher and students in the classroom need a strategy. Teacher have to apply the strategy to make students relax and active in teaching learning process. In teaching and learning activity, English teacher have to plan a good preparation of teaching as well as possible. Because, the success of teaching and learning English depends on how English teacher is able to process his class as a leader in class. However, a good teaching and learning process in classroom interaction does not only put the teacher as the main speaker but students have to be involved in teaching and learning process. In process teaching and learning, teacher needs to apply a strategy to make students active in during classroom interaction process. A classroom is a room place where the teaching and learning process occur. It means a classroom as a room in a school where lessons happen. Interaction is the ability of two or more objects that influence or give effect to each other. A classroom is a room place where the teaching and learning process occur. It means a classroom as a room in a school where lessons happen. Interaction is the ability of two or more objects that influence or give effect to each other. Brown (2001:165) stated that Interaction is the heart of the communication and communication it self. Classroom interaction is activity that involve discussions that occur in classrooms between teachers and students, as well students with students. Interaction

between teacher and students should be built because good interaction will give a good response. The most important key to creating an interactive language classroom is the initiation of interaction by the teacher (Brown, 2001:169). It can be concluded that the teacher has an important role to creating an interactive class. Classroom interaction requires that students are connected and active in the learning process.

One way for teachers to get students' response is by giving interesting question, which is called by questioning. Willen (1987:9) defined that questioning is the essential component of many instructional methods including, of course, discussion, and recitation. Questioning to students must be applied in teaching and learning process in the classroom by using strategies. Questioning is one of the most common techniques used by teachers. Questioning strategies are the ways of English teacher which are used to ask something to the students in achieve purpose in teaching. Questioning strategies is a questioning strategy used by the teacher to ask students about something for the purpose to achieve the learning objectives. Furthermore, Willen (1987 :120) stated questions are important because question are interrogative sentences that communicate content and direction to the students, and function as instructional cues intended to stimulate thought and speech. It can be concluded that teachers often use question to stimulate the recall of prior knowledge or stimulate and maintains students' interest.

Questioning strategies is the one of the teacher's strategies to explore students' knowledge. Moreover, questioning strategies is the effort's English teacher to

know how far students understood about the lesson through students' response based on the teachers' questioning. Strategy is intended as the effort of the teacher in creating environmental system that allows the teaching process to occur, so that learning objectives can be achieved. According to David (2011:13), strategies are the means by which long-term objectives will be achieved. It can be said that the teacher use strategies to achieve each indicator in their learning objectives.

Shaunessy (2005:5) stated that questioning strategies are essential to the growth of critical thinking skills, creative thinking ability and higher level thinking skills.

Questioning strategies applied in the classroom interaction. Classroom interaction is the essential part of teaching and learning process. The terms of classroom interaction refers to the interaction between teacher and students, and amongst the students in the classroom. Harmer (2007:25) stated that the part of good teacher's creation is the ability to adopt a number of different roles in the class, depending on what the students are doing. In other words, teacher must be able to adapt to the diverse attitudes on students in the classroom.

By conducting this research, it is expected to have significances both of theoretically and practically. Theoretically, it is expected to find out the questioning strategies that used by teacher English as a basic for guide classroom interaction and it could be reference for the next researcher who wants to conduct about questioning strategies with high achievement. Practically, it is expected to have benefit for the teachers, educators, students, and for the new researcher. First for teacher and

other educators this study are expected to contribute a useful they may recognize and identify the questioning strategies. Secondly for students it is expected that the result of this study will give a new insight to the students on questioning strategies by english teacher so that they may practice to enhance their comprehension to get satisfactory result. For the researcher, it can be improved her knowledge about questioning strategies used by teacher as a future teacher candidate, and for the new researcher this study can be their references research.

There are several types of questions which are proposed by several experts. In terms of the purposes there are procedural question, convergent question, and divergent question (Richards and Lockhart 1996:185-187) they are procedural question, convergent question, and divergent question.

a. Procedural Question

Procedural question used by teachers what going on in a classroom. Procedural question are questions which have something to do with the classroom routines. Routine question which the usually occur in classroom such as teachers are checking the assignments have been completed, that instructions of the task is clear, and students are ready for a new task.

Procedural question for enhancing the students' comprehension and classroom interaction. These examples of procedural questions:

- 1) Did everyone bring their homework?
- 2) Do you all understand what I want you to do?

b. Convergent Question

Convergent questions encourage similar student responses, or response which focus on a central theme. Convergent questions

do not require students to engage in higher level thinking but often focus on the recall of previously presented information. These examples of convergent question here :

- 1) How many of you who have a personal computer at your home?
- 2) Do you use it every day?

c. Divergent question

Divergent questions are the opposite of convergent question. They encourage diverse student responses which are not short answers and which require students to engage in higher level thinking. This kind of question encourages students to give their opinion or judgement instead of recall previous information in higher level thinking. The students can respond the question based on their knowledge, experience, and information. It means that the students can answer the question with long answer and more complex sentence. These kinds of questions are examples of divergent questions:

- 1) How have computers had an economic impact on society?
- 2) How would bussiness today function without computers?

Based on the explained above, the researcher wants to provide the objective of this research as follows;

1. To describe questioning strategies used by English teacher during classroom interaction at the Eighth Grade of SMP Negeri 1 Telukdalam
2. To find out the purposes of English teacher used the questioning strategies in during classroom interaction at the Eighth Grade of SMP Negeri 1 Telukdalam.

B. Research Method

This research was conducted by using descriptive qualitative research to analyze the questioning strategies used by English teacher in during classroom interaction at the eighth grade of SMP Negeri 1 Telukdalam.

Qualitative research involves collecting data and analyzing non numerical data to understand concepts, opinions or experiences. According to Gay, Mills, Airasian (2012:7) qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non numerical) data to gain insight into a particular phenomenon of interest. Qualitative research relates to ideas, perceptions, opinions or beliefs of the person being studied and all of them can not be measure by number. Qualitative research includes data collected through observation, interview, and recording.

This research was conducted at SMP Negeri 1 Telukdalam divided in six class at the eighth grade. The subject of this research was two classes, kalabubu (b) and kalabubu (c) class. In this research, the researcher observed in the classroom to get the data of questioning strategies used by English teacher during classroom interaction. Then, the researcher interviewed the English teacher to get the purpose of teacher used questioning strategies.

There were some techniques in analyzing the data (Gay, Mills, and Airasian 2012:467-468) namely reading/memoing, describing, and classifying.

1. Reading/Memoing

The first step in analysis the data is reading/memoing. In this step, the researcher read and wrote all about the data to find out information about

questioning strategies used by English teacher at eighth grade of SMP Negeri 1 Telukdalam. The data was read here were documentation, all field notes through observation and the transcript of field notes was recorded during observed the class.

2. Describing

The second step in analysis the data was describing. The goal of this step is to examine the data in depth to provide detailed description of the setting. In this step the researcher described the data to get the types of questioning strategies used by English teacher at SMP Negeri 1 Telukdalam through interviewed teacher to get more data detail so that the researcher have result collected data.

3. Classifying

Classifying is a step that researcher need to analysis the data. Classifying is a process categorizing and coding the data referring to the result from observation and interview. The data was taken by the researcher was classified and categorized it in smaller unit of more general before. In this step the researcher was classified what teachers' questioning strategies during classroom interaction. Through the interviewed, the researcher analyzed the teacher's answered of interviewed result to find out what purposes of English teacher used the questioning strategies.

C. Research Finding and Discussion

There were found out kinds of questioning strategy used by English teacher in classroom interaction between English teacher and students in second Kalabubu class and third Kalabubu class. There were also the purposes of questioning strategies used by English teacher in the teaching and learning process.

1. Questioning strategies used by English Teacher at the eighth grade of SMP Negeri 1 Telukdalam.

a). Procedural question

There were some types of questioning strategies that used by English teacher on teaching and learning activity posed by English teacher from first meeting up to third meeting. There were two examples:

1) How are you this morning?

2. Did you bring your dictionary?

These questions above were the examples of procedural question because teacher always used these questions in every meeting for all students. The question *"how are you this morning"* asked by teacher for the purpose to check how the condition of students, how students' readiness and prepare themselves to follow the class. The second questions *"did you bring your dictionary?"* to check how complete the students prepare their learning equipment. There were several questions that were included in the procedural questions written in appendix.

b) Convergent question

There were some types of questioning strategies that used by English teacher on teaching and learning activity posed by English teacher. There were two examples here namely:

1) In the four types of expressions that we have learned, have you ever used it in your daily lives?

The teacher asked this question for the purpose to test how far students were able to apply what they have learned in the daily life.

2) What example of expression to check if we are understood?

The questions above were the types of convergent question because students only needed to remember the previous material and answered the questions asked. The questions aimed to test how strong students' memories to identify types of expression that have been discussed in previous meeting. It purposed so that the students were able to distinguish the social function of each expression they used in every day.

c) Divergent questions

There were some types of questioning strategies which used by English teacher in teaching and learning activity posed by English teacher during classroom interaction. There were two examples:

1) Who can borrow pen in English?

The question purpose to motivate students to think critical deeply where students able to communicate the expression they learned. It is one of teacher's strategies to test students by require students to make a good sentence in English how to borrow pen, of course this made students to think hardly to compose the right sentence.

2) What do you think, why should you learned to how getting attention, expression of to show appreciation to others?

The questions *"what do you think?"* and *"why should you learn expressions of getting attention, expression of how to show appreciation to others?"* asked by teacher as criteria to achieve the learning objectives, that is the students were able to find the reasons why they should learn something. Those questions made students think broadly of why they should learn and what benefits of the topic learned in order that when

students knew what benefits what they learned, they tried to master all the lessons given because she knew how important it was.

2. The Purposes of English Teacher Used Questioning Strategies

The researcher conducted interviewed with 15 questions. After conducting the interview with English teacher and obtaining teachers' answer, the researcher made transcription of the interview and analyzed them to get the result the purposes of teacher in using questioning strategies. Here were the results of interview to the English teacher. Third, the teacher's job was to plan and implement the lesson. The teacher used a questioning strategy as an effort to achieve the learning objectives existed in the teacher's lesson plan and as an opportunity for the teacher to evaluate the topic that has been discussed, to find out what things that have not understood by students.

opportunities for students to be able to express their ideas, being involved in the learning process, so that teacher was able to assess students' abilities, ascertain whether the indicators in the learning objectives have been achieved or not.

D. Closing

Based on the result of the data analysis, the conclusions of this research were:

1. The teacher used questioning strategy during the classroom interaction as a teacher's strategy to get information to know how far students understood the topic discussed and whether the learning objective have been achieved or not. There were three types of the

questioning strategies that used by English teacher they were procedural question, convergent questions, and divergent questions. These types used by teacher as needed. Procedural question used to provide relaxation to students by asked about health, readiness, as a way for teacher create a relaxed atmosphere at the beginning of the class. The convergent question used by the teacher after explained something. Then the teacher asked the students again what has been discussed previously so that students get the learning points. Divergent questions used by teacher to help students think more broadly, so that students can be creative in developed what have been taught to them.

2. The purposes why English teacher used questioning strategies during classroom interaction were to measure students' comprehension, to check how students accept the lesson so teacher can evaluation when students have difficulties in understanding learning and to find out whether the indicators in the lesson plan have been reached or not.

Based on the conclusions above, the researcher hope this researcher will give benefit for all parties as the following:

1. English Teachers

For English teachers this research can be useful as knowledge about questioning strategies that can help them to use the questioning strategies during classroom interaction from the beginning until the end section.

2. For Students

The researcher hope this research can useful for students as source information about questioning strategies

3. For the Next Researcher

It is recommended for all next researchers as their references about questioning strategies used by English teachers.

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