An Analysis of Teachers Questioning Strategy During the Classroom Interaction in EFL Classroom

*Nurul Aini [1]
Tadris Bahasa Inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri (IAIN) Kediri, Indonesia
* Email: florida_aini@iainkediri.ac.id

Ninda Shohwatul Islamia [2]
Tadris Bahasa Inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri (IAIN) Kediri, Indonesia
Email: nindashohwatul05@gmail.com

Atika Arribah Amanati [3]
Tadris Bahasa Inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri (IAIN) Kediri, Indonesia
Email: atikaarribahamanati@gmail.com

(*) Email Correspondent: florida_aini@iainkediri.ac.id

Abstract
Each teacher has their own way of delivering questions called teacher asking strategies. This research aims to determine the different kinds of teacher questions used the teacher during the classroom interaction in EFL classroom. The method in this research uses qualitative descriptive. This purpose of the study is to analyze teacher questioning strategies that are utilized by English teachers in classroom interactions and the aim of these strategies, was described by researchers using qualitative descriptive methods. The instrument used in this research was an interview with a question count of 4 items. The participants of this research were 2 different English teachers. The results of this research show that question controlling strategy are often used by teachers to manage classes and question planning strategies are the least used methods to assess students' comprehension of the material presented.

Keywords: Classroom Interaction, Offline Classroom, Teachers' Questioning Strategy

INTRODUCTION

In teaching and learning process, there are some strategies that can be applied by the teachers in improving students' motivation in learning English. A questioning strategy is one of the strategies. Questioning strategy is the question that is asked by the teachers to motivate the students in a learning activity. According to Harvey (2000), the most effective questioning strategy is one that allows students to become fully involved in the learning process. When teachers use questioning strategies in learning activities, students will be motivated to learn. Guest (1985) states that the questioning strategy is one of the important tools for conveying student learning that can help teachers develop their own strategies to improve student work and thinking. Questioning strategy is designed to give students more opportunities to learn and think about what the teacher asks them as well as more time to respond to questions.

The interaction between teachers and learners is one of the most important activity in the classroom. Classroom interaction is a reciprocal and meaningful interaction that takes place in the classroom between the teacher and the students. Students improve their language skills through interaction. According to Dagarin, as quoted in Brown (2001, p. 165), interaction is the essence of communication: that is the essence of communication. Class interaction is about students having an active discussion during class. The interaction occurs both between students and teachers. According to Rain S. Bongolan (2009), some of the actively encouraging approaches are cooperative learning, problem-based learning, the use of case methods, and simulation. Students must be engaged and active participants in the learning process in order to interact in class. Coaches or facilitators guide students through activities while allowing students to control the learning event itself. Classroom interaction is a method of teaching that involves students in the learning process rather than viewing them as passive recipients.

This research was conducted to investigate and analyze the use of questioning strategy during the classroom interaction by teachers in EFL classroom. Based on the observations of researchers, many interactions and questions are given by teachers to stimulus students want to actively participate in communicating. So, this research aims to find out the teacher's questioning strategy the classroom interaction in EFL classroom.

Nurul Aini, et al | An Analysis of Teachers Questioning Strategy..

138

Theory Framework

Definition of Questioning Strategy

K, Cotton (1998) defined question as any sentences which has interrogative form or function. The term questioning strategies has been used in the teaching and learning process for a long time. In the context of teaching, the strategy refers to the teacher's efforts to create an atmosphere that allows the teaching process to take place and learning objectives to be achieved. The teacher must be able to handle learning components in a way that ensures there is a connection between them.

According to fries gather. J. (2008), questioning strategy is one the most important dimensions of teaching and learning. It give tutors the chance to find out what students know and understand, and it allow students to seek clarification and help. It means that through questioning, the teachers able to know what the students know and what they do not know. Questions help teachers and learners in teaching learning process.

1. **Types of Questioning Strategy**

A variety of questioning strategies can be used to encourage students to take more responsibility for their learning and to engage them in the teaching and learning process. The purpose of teacher questioning strategies is to make the learning environment more dynamic, engaged, and collaborative. Teachers should use the question and answer method as a form of learning evaluation to determine how well students understand to assist students in becoming fluent in the target language. Teachers may use various types of questions to improve the effectiveness of their teaching and learning. According to Richard and Lockhart (1994) there are three types of question: Procedural questions, Convergent questions, Divergent questions.

Procedural questions are Teachers use procedural questions to find out what is going on in the classroom. Classroom procedures and routines are addressed in procedural questions. Procedural questions do not focus on the material. The teacher uses procedural questions to check students' assignments and instructions for a new task. In procedural questions, students can respond with a simple yes or no. Procedural question to improve student comprehension and interaction in the classroom.

Convergent questions can prompt students to respond to a question by focusing on a specific topic or piece of content. Students can respond to convergent questions by using the information provided by the teacher. To respond to convergent inquiries, short answers such as yes, no, or a brief comment are used. A convergent question's purpose is not to encourage students

Nurul Aini, et al | An Analysis of Teachers Questioning Strategy..

139

to think at a higher level, but to keep them focused on the subject that the teacher has explained or given, and to focus on recalling previously learned information.

Divergent questions can encourage students to consider the issue at a deeper level. Using a variety of questions, students can be encouraged to respond to questions based on their knowledge, experience, and information. It suggests that students will be able to respond to questions with longer responses and more complex sentences. Divergent questions necessitate students evaluating something with their knowledge and information rather than simply recalling previously learned information.

Teacher questions have been categorized in several ways. Six kinds of questions contained in Bloom's taxonomy about educational priorities have been recommended by Bloom and his colleagues: Knowledge-recording of data, comprehension-understanding of meaning or organization, implementation-use of principles in new circumstances, analysis-separate definitions in many parts; discern between evidence and assumptions, synthesis-combination of pieces to shape new meanings, evaluation-to evaluate the importance of the concept.

2. Classroom Interaction

Classroom interactions include alternating, asking and answering questions, negotiating meaning, and providing feedback. According to Chaudron (1988), interaction between students and teachers is essential in the learning process. In relation to the preceding statement, we know that interaction in the classroom is critical, because there would be no teaching and learning process in the classroom. As we all know, good interaction facilitates message transmission and fosters a positive interpersonal relationship between teacher and student, resulting in increased student achievement in language acquisition.

Classroom interaction, according to Chaudron (1998), is defined by classroom activities such as turn taking, questioning and answering, meaning negotiation, and feedback. Classroom interaction can be characterized as communication patterns between teachers and students, as well as students with students. Although teacher-student interaction is important in modern classrooms, Kumpulainen and Wray (2002:4) state that collaborative work models with small groups of students have improved in many classrooms as a result of new learning concepts and their pedagogical implications.

The majority of class interactions are focused on whole-class interactions between teacher and student. The most well-known classroom interaction patterns are initiation, response, and feedback/evaluation. Initiation: The teacher is in charge of the class's structure and content. Begin a conversation by asking a question. Response The question is posed by the teacher, and the student

Nurul Aini, et al | An Analysis of Teachers Questioning Strategy..

140

responds to it. Evaluation/Feedback. After the student responds to the question, the teacher completes the interaction sequence by providing feedback on the student's response.

By interacting in the classroom, students can actively participate in the teaching and learning process, and teachers can monitor the amount of time they spend speaking and determine the effectiveness of their teaching methods. The teacher knows how to engage students in class discussions. As a result, it is critical for the teacher to ensure that students actively participate in class interactions. Through classroom engagement, students can become more involved in the teaching and learning process. This demonstrates that if the teacher allows students to speak, they will be eager to participate in class. Classroom interaction, according to several theories, can be defined as a process of thinking and brainstorming in the teaching and learning process that result in a positive relationship and cooperation between teacher and student. Students' language comprehension and development are also assessed through class interaction.

METHOD

The researchers used descriptive-qualitative research in this research. In qualitative research, process-oriented methods are used to comprehend, interpret, describe, and develop theories about phenomena or settings. It is a systematic subjective technique for describing and giving meaning to life experiences. Rather of measurements, statistics, and numerical numbers, descriptive qualitative research is largely concerned with words, language, and experiences. Qualitative research, on the other hand, is concerned with how people come up with their ideas. Researchers applied people-centered methods to comprehend the sample experience as well as collect and generate ideas.

Research Instrument

According to Arikunto (2013), Interview is a conversation that aims to get information from the person being interviewed. An interview is a method of assessing someone's condition. Consider the following scenario: To gather information on variables such as students' backgrounds, parents, education, attention, and perception.

Interview is a technique for gathering data information. Researchers used structured interviews in this study. The participants interviewed in this study were 2 English teachers. Teachers will be interviewed by researchers to find out how teachers use how-to question strategies in the classroom. Interviews serve as a way for researchers to gain more information about teacher reasoning. The

Nurul Aini, et al | An Analysis of Teachers Questioning Strategy..

141

list of guideline questions for interviews totals 4 items that fall into categories Question controlling strategy.

FINDINGS AND DISCUSSION

The researchers reviewed the results of the data obtained after interviewing 2 different teachers in EFL classroom. As previously mentioned the purpose of this research is to determine what types of question strategies are used the teachers in the EFL classroom during the offline classroom and what are the English teacher's goals in asking questions in the EFL classroom. The research that underlies the theory for this study is a questioning strategy by Xuerong, which focused on two different categories, namely question controlling strategy, and question planning strategy. But in this research the researcher only took one of the two classifications. Researchers use a classification that focuses on question controlling strategy.

1. **Kinds of questions controlling strategy used by the teacher during classroom interaction.**

   In the interview, the teacher gave her reason and explain preference in using her question. Actually, the teacher never kept track of how many different types of questions she asked the class and what kinds of questions they asked. She was merely inquiring as to the purpose of the query itself. The teacher used their question, which also relates to the circumstance and subject matter. She never explicitly distinguished between different sorts of questioning techniques; instead, she just used them as needed depending on the dynamics of student engagement in the classroom and their responses. She only requested the pupils to continue reading the content to gauge their level of understanding and enquired of the students' comprehension and knowledge. But in this study the teacher still gave the answer related to the question given by the researcher.

   > *Teacher 1*
   > *"Deciding, higher, connected courier*
   > *Developing square on the question"*
   > *Teacher 2*
   > *"The teacher use WH question because the teacher can know how the student can understanding about the explanation"*

   So, it can be concluded that the teacher asked the question to measure the students comprehension, she used the question to know how far the students can get the meaning of the lesson. Here, the teacher used the question also to measure the students" focuses, so the teacher can conclude that what has to do during the class after seeing the condition of the students in the class.

2. The Purpose of English Teacher Questioning Strategy used in classroom interactions in EFL classrooms.

The interview was done with 2 different English teachers in order to obtain accurate data and explanations from the classroom meeting to understand the aim of teachers' questioning strategies during the classroom interaction, in particular. The researcher must first explain the purpose of the study and provide a short summary of the findings before beginning to interview each participant one by one.

Teacher1
"To get the student attention and how student to create a critical thinking"
Teacher 2
"To make sure whether my student understood about my explanation or not because sometimes there are many students hear my explanation but in fact they do not understand about it just make sure when they do not understand about my explanation I will explain it again so I have to know it first by giving questions"

The first teacher gave his personal reasons in the interview why he used such a questioning strategy and his purpose. The teacher explains that the teacher asks to get students' attention regarding the material provided and how students create critical thinking. Therefore, during class interactions the teacher tells students to focus and pay attention when explaining and not to be busy alone. Then if there is something that is not understood the teacher invites students to ask questions or vice versa if students already understand the teacher will ask questions to find out student understanding. These questions were identified as question control strategies and he later clarified that the aim was to get students active during class interactions, get students engaged with the material in class, and organize students to ask questions or answer questions. The teacher also asks follow-up questions to students about the previous material, asks for further explanation and examples of material which are classified as question planning strategies and then he says the goal is to find out the level of understanding of his students, to find out if they understand the material and make them focus on the material.

The second teacher explained that the teacher took student attendance and asked how they were doing. Then the teacher also explained that the purpose of this was to manage the class. To check the condition of students to find out who is still standing by in their class as an action to apply a question controlling strategy. The teacher then uses the question planning strategy to prompt students to answer questions by asking them about previous subject, open questions, and probing. The purpose of this is to remind students of past information, inspire them to practice English more frequently, and determine each student's level of

Nurul Aini, et al | An Analysis of Teachers Questioning Strategy..

143

understanding. If students do not fully understand the teacher's subject, the teacher will explain it again.

3. **Kind responses that teachers get from students during classroom interaction**

In the interview, the teacher gave her reason and explain preference in using her question. Actually, the teacher never kept track of how many different types of questions she asked the class and what kinds of questions they asked. She was merely inquiring as to the purpose of the query itself. The teacher used their question, which also relates to the circumstance and subject matter. She never explicitly distinguished between different sorts of questioning techniques; instead, she just used them as needed depending on the dynamics of student engagement in the classroom and their responses. She only requested the pupils to continue reading the content to gauge their level of understanding. and enquired of the students' comprehension and knowledge. But in this study the teacher still gave the answer related to the question given by the researcher.

> *Teacher 1*
> *"The first teacher explained that there are several student responses obtained during class interaction such as Positive response, meaning students receive well all the material that has been delivered by the teacher, answering the question, meaning students can answer questions given by the teacher according to their understanding, for forming speaking, such as discussing between students and teachers or with fellow students discussing the material that has been delivered, Understanding the material, where the teacher can provide questions or quizzes about the material, ask the teacher when they don't understand, the teacher always accepts all student questions that have not been understood related to the material provided, and do the exercise."*
>
> *Teacher 2*
> *"The second teacher explained that there are many student responses that are obtained during class interactions. The response is seen when they will answer the teacher's questions clearly."*

It can be concluded that student responses different depending on the student himself how the student receives, responds and understands the material that has been given by the teacher.

4. **The differences in the application of question control strategies in online classes and offline classes. Is it effective?**

Based on the interview, the teacher gave his reasons related to the questions given by the researcher related to the application of question control strategies during online and offline classes and asked which one was more effective.

> *Teacher 1*

Nurul Aini, et al | An Analysis of Teachers Questioning Strategy..

144

"The first teacher explains the difference between online and offline classrooms. Effective online: students can train and you train innovation anytime, but students have nothing to move house offline effectively: Teachers can see from their movements. Example: when students already understand about the teacher's explanation in offline class we can see their faces (this child understands or not). So according to the first teacher, offline classroom is more effective than online classroom"

Teacher 2
"The second teacher explained the difference between online and offline classrooms. For example, in online classrooms, when teachers do learning via zoom or Google Meet, most students turn off their cameras, so teachers don't know what they're really doing and teachers can't see if they understand or not. But in offline classes: teachers can see from their gestures. Example: when students already understand about the teacher's explanation in offline class we can see their faces (this child understands or not) so according to the second teacher offline classroom is more effective than online classroom."

It can be concluded that effective teacher questioning strategies are given during offline classrooms. From the results of the researcher's interview with 2 different teachers, it was stated that offline classroom is more effective than online classroom. The reason is that when offline classroom, teachers can see directly whether the student understand or not about the material provided. Meanwhile, when online classroom, teacher cannot see whether this student understand or not because when online classroom use via Google Meet, student prefer to turn off their camera.

Based on the research questions, the researcher wanted to know kind of questioning strategy were used by 2 different teachers in EFL classroom, and what was the purpose of these questioning strategies. The first previous study of this subject is Yamazaki's (2015) thesis from the University of Birmingham, titled An Interaction Analysis: A Teacher's Questions, Feedback, and Students' Production Through Classroom Observation. The purpose of this study was to assess the teacher's questions, remarks, and students' work during an interaction. The purpose of this study was to see if asking questions or providing feedback would lead to deeper insights. The difference between the researcher's work and past research is the question's specificity. The researcher also want to characterize the classroom interaction when the teacher employs a questioning method with seventh-grade students, while past research has concentrated on students' responses. The similarities between Yamazaki research and this research are in a descriptive-qualitative approach using data collection techniques using recordings and interviews with English teachers.

Nurul Aini, et al | An Analysis of Teachers Questioning Strategy..

145

The second previous study, conducted by Vebrianto (2013), was a descriptive study of teacher and class XI student interactions at Palapa Vocational High School Semarang in the 2012/2013 academic year. The study was titled "teacher's questions in EFL class interaction.This is a descriptive-qualitative study aimed at describing the types of questions that teachers typically use in class during the teaching and learning process, describing the impact of question levels on students' understanding of English, and identifying students' oral responses to teacher questions. This study's data was acquired through recording and asking English teachers. According to the findings of the study, teachers used much fewer reference questions than display questions. The difference between Vebrianto's research and this study on the use of questions. Vebrianto's used display and open questions while this study used xuerong's theory. The similarities between Vebrianto's research and this research are in a descriptive-qualitative approach using data collection techniques using recordings and interviews with English teachers.

However, it was noted in theoretical framework that this researcher utilized a teacher-asking approach based on Xuerong's theory in this preference study. There are 2 categories of Xuerong, namely question controlling strategy and question planning strategy. Display questions, open-reference, close-up, rhetorical, and follow-up questions are all part of the question preparation technique. This involves requesting supporting documentation. Question control strategies include asking and inviting students, calling specific students to respond, asking questions to the whole class, encouraging students to consult with their classmates before answering questions, encouraging students to start asking questions, approaching students when asking questions, repeating questions when there is no feedback, and correcting questions when there is no feedback.

146

Nurul Aini, et al | An Analysis of Teachers Questioning Strategy..

CONCLUSION

The research findings and discussion gave information regarding instructor questioning tactics in EFL classrooms. This researcher presents final conclusions and recommendations to the reader based on data collected and analyzed by adding theories from other previous studies. The purpose of this research is to determine the types of teacher questions applied by teachers in the teaching and learning process in English classes. The method in this research uses qualitative descriptive. Based on the research question, this researcher used the teacher questioning strategy according to Xuerong theory in this preference study. There are 2 categories of Xuerong, namely question controlling strategy and question planning strategy. In this research, researchers examined 2 teachers in EFL classroom and used a question controlling strategy with a number of questions of 4 items. The results of this research show that question controlling strategy that are often used the teachers to manage classes and question planning strategies are the least used methods to assess students' comprehension of the material presented. It can be concluded that teacher employed the question controlling strategy more frequently than the question-planning strategy to govern the classroom. The teachers then revealed that they could manage the class that was supplied to the pupils by utilizing question controlling strategy. The teacher must administer turn taking and urge participation.

Nurul Aini, et al | An Analysis of Teachers Questioning Strategy..

147

REFERENCES

Bloom, B. S., Engelhart, D. M., Furst, E. J., Hill, W. H., & Krathwohl, D. R.) (1956). Taxonomy of Educational Objectives; The Classification of Educational Goals. Canada: Longmans

Cotton, Kathleen. 2015. *Clasroom Questioning*. School Improvement Research Series SIRS, Northwest Regional Educational Laboratory.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed*)*. Thousand Oaks, California: Sage Publication Inc.

Fatmawati, Eka, Andi Qashas Rahman, and Murni Mahmud, 'Teacher' S Questioning Strategies in Efl Classroom Interaction', 9. May (2020), 59–72

Fries-Gather, J. (2008). Questioning Technique*:* Research-based strategies teacher.Accessed on 11 November 2016: http.thesecondprinciple.com//Teaching-Essential//five-basic typesquestion.

Hansen, Bethanie L., and Elizabeth Gray, 'Creating Boundaries within the Ubiquitous Online Classroom', *Journal of Educators Online*, 18.3 (2021) https://doi.org/10.9743/jeo.2018.15.3.2

Johnson, B., &Cristensen, L. (2008). *Educational Research: Quantitative, Qualitative, and Mixed Method* (3rd ed*)*. Thousand Oaks, California: Sage Publications Inc.

Kumpulainen K, W. a. (2002). *Classroom Interaction and Social Learning.*

Long, M. H. (1983). Classroom Foreigner Talk Discourse: Forms and Functions of Teacher's Questions. *TESOL quarterly*.

Lynch, T. (1991). Questioning Roles in the Classroom. *ELT Journal 45 (3)*, 201- 210.

Richard and Lockhart, (1994). *Reflecting Teaching in Second Language Classroom.* Cambridge, England: Cambridge University Press.

Schreiber, J. B 1967. *Teacher's question-asking technique in social studies.* Unpublish Ph.D. Thesis, University of Iowa.

Shomoossi, N. (2004). *The Effect of Teacher' Questioning Behavior on EFL Classroom Interaction: A classroom research study*. The Reading Matrix, 4(2), 96-104.

Sujariati. (2016). *English Teacher's Questioning Strategies in EFL Classroom at.* Makassar: English Language Education.

Warul Walidin, Saifullah, Tabrani. ZA, *Metodologi Penelitian Kualtitatif & Grounded Theory*, 2005

Nurul Aini, et al | An Analysis of Teachers Questioning Strategy..

148