

**AN ANALYSIS OF THEACHER QUESTIONING STRATEGIES
IN THE CLASSROOM INTERACTION OF SPEAKING CLASS
AT GRADE XI SMA MUHAMMADIYAH TEMBILAHAN**

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ABSTRACT

The research aimed to find out the questioning strategy used by the teacher in teaching speaking in the classroom interaction at SMA Muhammadiyah Tembilahan and to examine the function of the questions applied by the teacher. The research design in this study was descriptive-qualitative. The sample for this research was the English teacher. The research used total sampling by using one teacher as a participant. To get the data, the researcher used a questionnaire and an interview. According to the data analysis, the teacher employed several strategies, including wait time, repetition, paraphrasing, simplification, and probing strategy. The questionnaire and interview demonstrated that the teacher had a good interaction with the students using questioning strategies, and both the teacher and the student agreed that questioning strategies could help students understand the material.

Key words: Teacher questioning strategies, classroom interaction of speaking.

INTRODUCTION

Teaching learning process in english language does not only put the teachers as a single main source but also involve the students in that process. The involvement of the students is an important thing in every teaching learning process as there will be an excellent interaction among the teachers and the students. Teacher need to provide supports, which can be in the form of questions, to students by interacting and involving them in order to train their speaking skill also to ensure that the students master the concepts.

In classroom setting. Teacher questioning strategy can interpreted as a signal or teaching stimulation that allows students to deliver the material study and direction they have to do and how they have to do it. (McCarthy P, 2016:19) Theoretically, it is believe that teacher can help convey students reviews, to examine understanding, to stimulate critical thinking, creativity, to control class activities and encourage discussion.

Question have become a fundamental device in the teaching and learning process, but on the other hand, the strategy of incomplete questions can review a failure in creating interactive classroom learning. Widiati U (2022: 965).

Classroom interaction is an interaction between teacher and student, or between students and students. This interaction occurs because of a problem faced by both, then decides to exchange thoughts or share opinions on a topic discussed. Classroom interaction can occur when a teacher or student does a question or gives answers, comments, and opinions from a question that was thrown. The ability of a student who can answer or give an opinion to a question that is throw is an interaction that occurs in the class, because of the reciprocity that they have done. According to Pandey,G.P. (2021:792) classroom interaction mean practices that increase the development between two speaking language skills that are very important and listen among students.

Speaking is a language skill which involves the production and conveying an indirect oral message /meaning through producing verbal utterancea systematically. Sugiyono (2018:155). Speaking skill in english are the ability of a person in conveying ideas to anyone through oral. However, speech skill will be difficult to develop if it is not try continuously and can be done with the surrounding person, in education can be established between teacher and students.

Every teacher has its own understanding and way of applying questions during the learning process. Likewise, english teacher at SMA Muhammadiyah Tembilahan must have a way of asking that attract the attention of students to achieve the desired learning objrctives. In fact, it turns out that the result of the interview that the researcher conducted during the pre-observation at eleven grade of SMA Muhamm\adiyah Tembilahan, there were several phenomenons that the researcher found (1). Sometimes students at eleven grade SMA Muhammadiyah Tembilahan find it difficult to learn english. (2). There are still many students who are rarely active in speaking. (3). The teacher need some strategies, methodologies, technique and so on to be apply in english learning teaching. (4). Teacher questioning is one of the most common strategies in the classroom interaction more that a half of classroom talk is dominated by questioning and answering.

Based on the description above, the researcher is very interested in analyzing how is the teacher questioning strategies in the classroom interaction of speaking class

at eleven grade of SMA Muhammadiyah Tembilahan, the researcher will conduct study related to this discussion.

After the researcher conducted informal interviews with English teacher who have implemented questioning strategies in the class, her think it is found that almost all question about the question strategy of asking the teacher in the classroom and applying by the teacher, to examine student understanding of material, to motivate student in learning, to examine student knowledge, to develop student thinking and to find out student interest in learning English, because the questioning strategy is one of the most important dimension of teaching and learning process.

LITERATURE REVIEW

Teacher Questions

Teacher question consists of the words teacher and questioning. According to Fitriani,S and Samad. I. (2016:185) teacher question are important part of classroom talk, questioning plays an important role in determining the discourse during inquiry.

Teacher appropriate questioning support students learning process. Authoritatively oriented question may not support but may dramatically limit students opportunities to demonstrate higher order scientific understanding. Dialogically oriented question, in contrast, often grant students to demonstrate more both canonical and self generated knowledge. (Fitriani, S and Samad. I. (2016:189).

Teacher question in conducting classroom interaction, giving question is different from everyday communication. Questioning is one of the most common techniques used by teacher and serves as the principal way in which teachers control the classroom interaction. In some classrooms, over half of class time is taken up by question and answer exchanges. According to Richards (1994:185) Giving question is not only for testing whether or not students understand the lesson, but it is also used to control the interaction. It means that teacher asks questions to give students a change to respond. By the time they respond, the interaction will occur to the classroom.

Guiding teacher through an analysis of the questions they ask and the responses they get from students can enable to identify effective and ineffective questioning practice in their speaking class discourse.

In short, teacher question has learn a lot from various point of view. It is important that students has the opportunity to practice lesson where teacher knowledge about teaching and question develops over time, based on practice in the class during the lesson process.

The Importance of Questions

Questions play a great part in communication. It is used as learning tool to promote interaction. Fitriani, S and Samad. I. (2016:185) stated the following as justifications for the importance of questions in teaching (1). They stimulate and maintain students' interest. (2). they encourage students to think and focus on the content of the lesson. (3). they enable teachers to check students' understanding. (4). they enable teacher to elicit particular structures or vocabulary items. (5). they encourage students participate in a lesson

In another book, Alismail, H. A (2015:169)mentioned that appropriate questioning in an interactive classroom can fulfill a number of different functions: (1). Teacher question give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves. (2). Teacher question can seve to initiate a chain reaction to students interaction among themselves. (3). Teacher questions give the instructor immediate on students' comprehension. (4). Teacher questions provide students with opportunity to find out what they think by hearing what they say.

Types of Questions

There are several types and techniques of questioning that can be used to control the classroom interaction. William (2007:30) divided questions on 4 types (1). Intentional question the test contains the question that is also ask before, during, or after instruction. (2). Incidental question requires the students to remember information or ideas that are not previously rehearsed in instruction. (3). Higher-cognitive questions are usually higher meaning can defined as questions that demand students to use such the processes of thinking as analyzing, problem solving, predicting and evaluating. (4). Lower cognitive questionsis also call fact questions because it requires steirang's ability to remember out find information on a text book or other sources.

Techniques of Questioning

In giving questions, there are some techniques that can be used to help teacher in conducting classroom interaction, moreover in stimulating students' responses. (Arikunto, S. 2010:211).

- a. Plan key questions to provide lesson structure and direction
- b. Phrase questions clearly and specifically
- c. Adapt questions on student ability level
- d. Ask question logically and sequentially
- e. Ask questions on variety of levels
- f. Follow up student responses.
- g. Give students time to think when responding.
- h. Use questions that encourage wide student participation
- i. Encourage student questions

Indicator Of Teacher Questioning strategy

According to Chaudron and Wu in Chang, Y. F (2009:15), there are five questioning strategies include wait time, repetition, paraphrasing, simplification and probing strategies.

1. Wait Time

One of the teacher's strategies is ask to give the students a chance to think of answer that match what the teacher to ask. In the used of waiting time strategy is often the teacher to used if the type of question that the teacher ask take time for students to think first. This wait time grant corresponds to the type of question or context of the teacher's question. Because sometimes students are need time to open the dictionary or read the material again before answering the question. Give the long waiting time, students can search for answer freely or without too much pressure. Is very important in help students develop the mindsets and habits that will make they college. Wait time are valuable and effective because they give students the opportunity to consider their respons to different clues. Students need at least four seconds to understand a question, consider the available information, organize answer and star responding. Many positive effects arise because the teacher waits 3 to 5 seconds for students responses.

2. Repetition

Repetition of question is one of the teacher strategies to help the students answer the question that the teacher gave. This strategy usually the teacher in learning activity. In asking questions the teacher often repeat question that are give to students it done to help students provide verbal taggers related to question asked by teacher. Repetition strategy is one of questioning strategy that is quite effective for teacher to used because sometimes students not hear clear questions asked by teacher so that teacher need a strategy repetition to make students able to answer questions.

3. Paraphrasing

Is a questions that expressed in another way, For paraphrasing teacher used this strategy to easier the students understand the meaning of the questions that teacher asked. The purpose of the strategy used by the teacher is when she ask questions to students the teacher sometimes repeated questions in othr way with the intetions of facilitating students to better understand related to the questions give by the teacher.

4. Simplifying/ Simplification

This strategies may be regarded as a kind of rephrasing by means of which a situation is simplified so that students can cope with it.

5. Probing

The probing strategy is aquestions that is followed by one or more subsequent questions to elicit more responses from a students. Probing is a strategy to obtain students responses by providing probing questions. The use of probing questions is to explore more information related to the critical questions, it is recommended that probing questions be improved properly, so that they will make students answer critical questions. Probing is done because it has not received a satisfactory answer. To find a complete answer, the teacher appoints another students to answer, if the answer is still incomplete, the teacher ask again. Finally the complete answer can bu found.

Classroom Interaction

In the clasroom interaction icludes classroom behavior such as taking turns, asking and answering,negotiating meaning and feedback.According to Brown

(2001:165) in Musdalifah (2016:10) describes the term of interaction "as the heart communication; it is what communication is all about "Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting.

Based on explanation above the researcher conclude that interaction as "reciprocal events that require at least two objects and two actions, interactions occurs when these objects and events naturally influence one another". Therefore, interactions do not occur only from one side; there must be a mutual influence through giving and receiving messages in order to achieve communication. Interaction is important for people, especially for students. Students have much interaction as example in class; they can express their idea.

The Levels of Classroom Interaction

According to Barker (1982:8) in Musdalifah (2016) divided the classroom interaction into four types and levels; intrapersonal, interpersonal, group interaction, and cultural interactions

RESEARCH METHOD

The researcher used both descriptive and qualitative methods to complete this study. Arikunto (2010) defines descriptive research as a study that is expected to investigate the circumstances, conditions, or other terms that have been mentioned and the result on the form set out in the report. According to Sugiyono (2016), descriptive qualitative research is a procedure that produces descriptive data, written and oral, from human beings and behaviors that can be observed, so that the purpose of this research is to comprehend the specific individual and their backgrounds.

Based on that definition, the researcher concludes that descriptive-qualitative analysis is a method to investigate the status of a human being, an object, condition, frame of thinking, or a class at present. The goal of descriptive research is to create systematic, factual, and accurate descriptions of the facts, characteristics, and relationships between the phenomena under study. So the population of this research is the English teachers at SMA Muhammadiyah Tembilahan. According to Sugiyono (2007:62), "a sample is part of the number and characteristics of the population." Total

sampling was used by the researcher to collect a sample. This research employed the total sampling technique with one English teacher at SMA Muhammadiyah Tembilahan.

There are two kinds of research instruments (1). According to Sugiyono (2014), a questionnaire is a process data collection technique that involves presenting a set of questions or statements in writing to the respondent to be answered. (2). Interviews, according to Sugiyono (2018), are "conversations with the intention of certain activities carried out by two parties, namely the interviewer who asks questions and the interviewed who provides an answer to the question given."

Read all the statements that given carefully and give a check list (√) as your answer to one of the choices.

Table 1 Blue Print of Research Instruments

No	Statements	Yes	No
1	The teacher will give students time to think and answer question.		
2	The given wait time requires students to recall the subject matter that have previously studied.		
3	By applying the wait time strategy, students show enthusiasm and confidence in responding to questions.		
4	The teacher repeat the question up to 3X or more when ask students.		
5	Does the teacher use everyday language to make it iasier for students to understand the content of question.		
6	Students analytical thinking power increases after applying paraphrasing strategy.		
7	The teacher translate the question or mix the question into indonesia and emphasized the question when the students seem confuse.		
8	Provide an evaluation in the form of oral or written question to know the students understanding of the lesson.		
9	The use of the probing strategy can help students on correct answers shallow or inaccurate.		

Table 2 Blue Print of Questionnaire

No	Indicators	Number of Statement
1	Wait time	1, 2 and 3
2	Repetition	4

3	Paraphrasing	5 and 6
2	Simplifying	7
3	Probing	8 and 9

The data collection technique was mainly from writer in class give questionnaire and interviews recording. Data Analysis Technique used is qualitative analysis which covers data reduction, Data Display, and conclusion / drawing verification.

1. Data Reduction

Data reduction is a type of data analysis that directs, summarizes, categorizes, and facilitates additional data collection that a researcher will require when analyzing the data. After conducting the interview and then analyzing the result of the interview by rewriting the result of the interview, data reduction is used, namely recording and taking the essence of the information according to the research context. So in qualitative research, it can be simplified in various ways, including: summary, paraphrase, and selection.

2. Data Display

The stage of presenting data involves compiling relevant data and describing information obtained from various sources that has been systematically organized so that conclusions can be drawn or the meaning of research can be understood by making connections between phenomena that occur and further planning. The aim is to find out the problems that need to be followed up on or not and analyze the validity based on the data obtained.

3. Conclusion drawing verification

A conclusion is a review or finding that arises from the data after it has been tested. Data conclusion and verification, or the answer to the problem formulation in qualitative analysis, are both temporary and will develop or change if evidence is found to be strong and supportive of data collection. If the conclusion is supported by strong or consistent evidence when rediscovered in the field, then the conclusion obtained is accurate or discernible. The conclusion can be in the form of a theory of description or an object of an unclear description that becomes clear after research.

FINDING AND DISCUSSION

Questioning Result

Table 3. The Result of Questionnaire

No	Statements	Yes	No
1	The teacher will give students time to think and answer question. (Guru memberikan waktu kepada siswa untuk berpikir dan menjawab pertanyaan).	√	
2	The given wait time requires students to recall the subject matter that have previously studied. (Waktu tunggu yang di berikan menuntut siswa untuk mengingat kembali materi pelajaran yang telah di pelajari sebelumnya).	√	
3	By applying the wait time strategy, students show enthusiasm and confidence in responding to questions. (Dengan menerapkan strategi waktu tunggu, siswa menunjukkan antusiasme dan kepercayaan diri dalam menjawab pertanyaan).		√
4	The teacher repeat the question up to 3X or more when ask students. (Guru mengulang pertanyaan sampai 3X atau lebih ketika bertanya kepada siswa).	√	
5	Does the teacher use everyday language to make it iasier for students to understand the content of question. (Apakah guru menggunakan bahasa sehari hari agar siswa lebih mudah memahami isi pertanyaan).	√	
6	Students analytical thinking power increases after applying paraphrasing strategy. (Daya pikir analisis siwa menigkat setelah menerapkan straegi parafrase).		√
7	The teacher translate the question or mix the question into indonesia and emphasizedthe question when the students seem confuse. (Guru menerjrmahkan pertanyaan atau mencampurkan pertanyaan ke dalam bahasa indonesia dan menekankan pertanyaan ketika siswa tampak bingung).	√	
8	Provide an evaluation in the form of oral or written question to know the students understanding of the lesson. (Memberikan evaluasi dalam bentuk pertanyaan lisan atau tertulis untuk mengetahui pemahaman siswa terhadap pelajaran).	√	
9	The use of the probing strategy can help students on correct answers shallow or inaccurate. (Penggunaan strategi probing dapat membantu siswa pada jawaban yang benar dangkal atau tidak akurat).		√

Based on statement no. 1, there is a question about wait time: "*The teacher will give students time to think and answer the question.*" The teacher chooses "Yes. Giving

students enough time to ask questions allows them to better understand the question's intent and find the correct and meaningful answer.

For statement no. 2, *"The given wait time requires students to recall the subject matter that they have previously studied,"* the teacher chose "Yes. In short, teachers give students time to wait to see if they have retained the previous lesson and can recall the subject matter without having to open a note.

For statement no. 3, *"By applying the wait time strategy, students show enthusiasm and confidence in responding to questions,"* the teacher chose "no." So by applying the wait time strategy, sometimes students actually open the dictionary or read the material again before answering the teacher's question.

The teacher selects "Yes" for statement No. 4, "The teacher repeats the question up to three times or more when asking students." So a teacher repeats the question for the following purpose: 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 opinion; 4) to break the silence and activate the class.

For statement no. 5, *"Does the teacher use everyday language to make it easier for students to understand the content of the question?"* The teacher chose "Yes. It could be that almost every lesson, especially for students who lack vocabulary, has the teacher paraphrasing questions otherwise with the intention of facilitating and attracting the students' attention so they better understand the question provided by the teacher.

For statement no.6, *"Students analytical thinking power increases after applying paraphrasing strategy"*, the teacher chose 'No'. Because paraphrase questions are formally stated in other ways to make them easier for students to understand, to increase most of the students' thinking power, teachers use a probing strategy: the type of open-ended or higher-order question that not only extends the student's knowledge beyond factual recall and repeating learned skills but also forces students to use their new knowledge to explore and develop concepts and procedures.

For statement no. 7, *"The teacher translated the question or mixed the question into Indonesian and emphasizes the question when the students seem confused,"* the teacher chooses "Yes...So, when repeating questions that students are confused by the lack of response, the translator combines English and Indonesian; this can be considered

a type of repetition based on the average situation simplified so that students can handle them.

For statement no. 8, *"Provide an evaluation in the form of an oral or written question to know the students' understanding of the lesson,"* the teacher chose "Yes. In short, not all students can immediately answer the oral question, so the teacher must also see the conditions in the class. In addition to the oral question, the teacher also has to give written questions to explore students' thinking and depth by taking notes when one student cannot answer and other students can complete the answer.

For statement no. 9, *"The use of the probing strategy can help students correct answers that are shallow or inaccurate,"* the teacher chose "no." Because in the real world of grade XI SMA Muhammadiyah Tembilahan, students prefer the question in the form of multiple choices over the essay, which demands students think critically, they become stressed and bored with learning.

According to the explanation above, the English teacher at SMA Muhammadiyah Tembilahan used questioning strategies in the classroom to ask students various types of questions.

Interview Result

The interview was conducted with english teacher. The interview was conducted in one meeting and the duration of interview was 20 minutes. The researcher interviewed the english teacher.

Table 4. The Result of Interview

No	Questions	Answers
1.	Do you give time for students to answer question?	Of course, I do
2.	How is the avarage ability of students to understand the lesson by using the strategy of asking repeatedly?	Students can get more information/ knowledge from these strategy.
3.	Do you repeat the question when ask students?	Yes, sometimes I repeat explained the question to students who don't understand the intent of the question.
4.	Do you use paraphrasing strategy in asking students?	It seems rarely once in my class.
5.	How often the paraphrasing strategy in used to repeat question with other way	Not often, it can be right with the condition of students

from the first question during a question and answer session in the class?	understanding.
6. How is important for teacher to translate question to students who do not understand the question?	It's very important to translate question for any students that less understand/ get the point of the question.
7. What is the teacher question strategy in improving students critical thinking related to learning material, how is it applied?	Usually I use a probing strategy, I give a question in the form of an essay that is a little difficult. For example about narrative text in the question there are 5W+1H which makes students think critically to describe an answer. In the process of applying it I gave the time to student in understanding the subject matter, after student answered I would complete the answer and re-asking students to conclude the answer to the question, it's good to create creativity in students thinking.

From those question, it can be seen that the teacher asked the students material that related to the material that they have learned. Based on the result of questionnaire, it is found that English teacher choose the statement of yes more, this meaning that the teacher often used some types strategy of asking their teaching and teacher can help student learn English better. Even though the teacher used a strategy to ask in accordance with the conditions of students understanding.

CONCLUSION

The research was done to find out "How is the teacher questioning strategies in the classroom interaction of speaking class at SMA Muhammadiyah Tembilahan, Grade XI?" After distributing a questionnaire and conducting an interview with English teachers, the results showed that the teacher's questioning strategy was With regard to the research question, the findings show that the teacher uses several questioning strategies in classroom interaction. Based on the explanation of Chaudron and Wu in Chang, Y.F. (2009:15) regarding the strategy of asking questions, the researcher found five strategies: wait time, repetition, and paraphrasing, simplifying, and probing strategies. Based on the questioning strategy presented, the teacher applies all the

strategies in the classroom and adjusts them to the class condition and student understanding of the lesson because the researcher conducts a direct interview using audio recording. It can be concluded that the purpose and objectives of using the question-and-answer strategy as a teaching tool can be achieved by doing and applying the strategy of asking questions in a good and appropriate way and making interaction and communication between teachers and students more valuable.

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