



AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGIES IN TEACHING ENGLISH DURING THE CLASSROOM INTERACTION AT SMA NEGERI 1 SEPUTIH RAMAN

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Abstract

This research aims to determine the questioning strategies used by English teachers and the differences in teaching between male and female teachers at SMAN 2 Seputih Raman. The study employs a qualitative descriptive method. Data is collected through observation with video recording and interviews using a questionnaire. Information is gathered from two English teachers at SMAN 2 Seputih Raman to identify the questioning strategies used and the variations in teaching between male and female teachers. The research results indicate that teachers utilize Question Planning Strategies and Question Control Strategies. English teachers actively employ questioning strategies in classroom interactions, posing questions to check students' understanding of previous material, capture students' attention, support student contributions in class, and motivate students to learn. The researcher also found that the communication styles of male and female teachers differ. Male teachers are authoritative, calm, balanced, fair, risk-tolerant, honest, quick decision-makers, and competitive. Meanwhile, female teachers are friendly, empathetic, caring, nurturing, and warm.

Keyword: Questioning strategies, classroom interaction, communication style.

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INTRODUCTION

Indonesian schools teach English lessons to develop students' communication skills in spoken and written English. These lessons cover vocabulary, grammar, listening, speaking, reading, and writing. Teachers use various methods, such as project-based activities, group discussions, language games, and multimedia, to enhance students' understanding and future opportunities. English is often avoided and disliked by students due to its difficulty due to its writing and pronunciation differences. Teachers play a crucial role in overcoming this mindset and developing students' abilities to become intelligent, skilled, and moral individuals. Teachers are the spearheads of education, as they limit influence and develop students' abilities. To succeed, teachers must possess the necessary skills as educators and teachers. Class management is crucial for effective teaching and learning, focusing on lesson planning, control, and student behavior. Ineffective management can lead to disruptive learning processes. Questioning is a key strategy for directing student participation and understanding lesson meaning (Ekawati et al., 2021; Fitriani, 2017; Khaeruniza, 2017; Perdana, 2023). Mastering this skill allows teachers to make learning situations more meaningful and helps students understand the lesson better. A successful teaching and learning process involves both the teacher and students, fostering interaction and support. Teachers should provide interactive classrooms, practice speaking skills, and ensure students master concepts (Putri, 2019; Rahmaeni, 2023).

However, students may struggle with English and concentration, requiring teachers to improve their teaching strategies to facilitate understanding and attention to the material. Direct and indirect delivery of material in the classroom has different implications. Direct delivery places the dominant teacher in the lesson, while indirect delivery allows students to process and build their own knowledge. Teachers should use questioning strategies to make students enjoy and active in the learning process. Questioning strategies trigger student enthusiasm during learning and are widely used by teachers.

Teachers use questions to facilitate classroom interactions, encourage real-world communication, develop relationships, and help students express themselves (Adaba, 2017). They track student focus, use various types of questions, and overcome limited vocabulary (Astrid et al., 2019; Aswanti et al., 2023; Cahyani et al., 2021; Erianti, 2017). The question-and-answer method increases student participation and encourages listening. Researchers should explore teacher questioning strategies for learning English during class interaction at SMA Negeri 1 Seputih Raman to improve student engagement and understanding. The difference between this research and previous research is that in the previous research, it was in the object of research, then in the previous research the interview technique was used with direct interviews and recordings. However, in this study, the researcher used existing technological advances, namely using *Google Documents* for a questionnaire as a tool for interviewing teachers. The researcher wants to examine whether there are differences in the teaching given by male and female teachers and also compare the teacher strategies for questioning between male and female teachers. Regarding the background above the researcher, the researcher is concerned with the following question:

- a. What are the questioning strategies used by the teacher during classroom interaction?
- b. What are the differences in the teaching English given by male and female teachers during classroom interaction?

RESEARCH METHOD

Research Design

This research is qualitative. This research uses descriptive-qualitative methods because it is based on the considerations of the researcher, which gives a real picture of what is. According to Rukin (2019:6), qualitative research is characterized by its descriptive nature and reliance on an inductive approach to analysis. This approach emphasizes the exploration of the research process while grounding it in a theoretical framework, thereby ensuring that the research aligns with the actual conditions and experiences in the field. According to Sugiyono (2019), qualitative research methods are often also called natural research methods because research is carried out in natural conditions (natural settings). In qualitative research, the researcher is a key instrument; the technique of data collection is triangulated (combined); data analysis is inductive; and the results of qualitative research emphasize meaning rather than generalization.

This qualitative research aims to analyze the questioning strategies used by English teachers in their teaching practices. Data is collected by attending school, observing classes, and recording interactions during the class. To complement the data, semi-structured interviews are conducted with the observed English teachers. The study involves two teachers from a senior high school, one male and one female. The research will be conducted in 10th grade and 11th grade at SMA Negeri 1 Seputih Raman. The observation protocol used in this study is an action protocol, which is utilized to record the presence or absence of specific behaviors during the observation period. The number of visits and duration of observation will be carried out for approximately one month. During the observation, the researcher will record and observe the interactions that occur between the teacher and students in the classroom. "There are documents in the form of writing such as diaries, biographies, stories, regulations, policies, etc. Documents in the form of images such as photos, live drawings, sketches, etc. Documents in the form of works of art such as sculptures, drawings, films, etc." (Sugiyono, 2018). This research records photos and sounds during the learning process. The recording process begins while the lesson is in progress. The researcher must prepare the tools to be used after the lesson, and recording begins during the lesson. The recordings will serve as a reference for the researcher to write about the findings of this study. The researcher will be present in the classroom throughout the teaching and learning process, from the moment the teacher enters until they leave the class. While the learning is taking place, the researcher will observe and take note of important points that arise during the lesson.

Collecting Data Technique

Data are facts or information used to discuss or find answers to research questions. Data sources are information collected by researchers to answer research questions. Primary data is collected directly by researchers from the first source or location of the research object, according to Sugiyono (2018:456). Researchers used primary data from interviews with research subjects. The data collected must be factual and accurate according to the observed problem. The data collected comes from the teacher at SMA Negeri 1 Seputih Raman.

Data Analysis

Qualitative data is often interpreted as information that cannot be quantified or is not numerical in nature. This technique is usually some form of conceptual discussion of the problem. According to Spradley, data analysis in research is a way of thinking that is closely related to systematic testing of something to determine its parts,

relationships between parts, and its relationship to the whole. According to Sugiono, the process of analyzing research data is difficult research that requires hard work, creative thinking, and foresight. There are several qualitative data analysis techniques, namely content analysis, discourse analysis, and narrative analysis

FINDINGS AND DISCUSSION

The findings and discussion of this research is related to the interpretation of findings obtained from the results of manuscripts and researchers' notes during interactions or conversations in the teaching and learning process, as well as the interpretation of findings contained in the questionnaire. In this discussion section, the main points that will be explained are the questioning strategies used by teachers and the differences in the teaching English given by male and female teachers during classroom interaction.

The questioning strategies employed by the teacher

Researchers have collected and analyzed data and described them in finding points. Research data was collected at SMAN 1 Seputih Raman. There are two English teachers as samples for this research, namely one male teacher and one female teacher. After obtaining research data, researchers analyzed it using qualitative analysis. Data collection was carried out using a video recorder through classroom observations and interviews using a *Google Forms* questionnaire. The data collected through recorders and one class teaching meeting for each teacher conducted by researchers, shows that all English teachers actively use questioning strategies during the teaching and learning process in the classroom. When teachers start learning, they always greet all students and ask about the students' condition when checking the student attendance list. The teacher also asks about students' previous knowledge to determine students' understanding of previous material. Questions can also serve as a source of encouragement for pupils, piquing their interest in the material and motivating them to learn more. Teachers consistently pose questions to gauge their students' comprehension of the subject matter, grab their attention, encourage their class participation, and serve as a means of obtaining clarification and confirmation.

Based on the findings, the teacher applied two types of questions according to the type used by researchers in this research. Researchers use the theory of Rido, Ibrahim, and Nambiar (2015), namely that there are two types of questions, Question-Planning Strategies and Question-Controlling Strategies, where in Question-Planning Strategies there are three types of questions, namely (Close-Display Questions, Open-Referential Questions, Follow-Up Questions), and in Question-controlling strategies also contain three questions, namely (Nominated students to answer questions, Asked questions to the entire class, Asked questions repeatedly). These two types of questions are used by English teachers at SMAN 1 Seputih Raman. Supported by the theory of Rido, Ibrahim, and Nambiar (2015) which shows that in terms of question planning strategies, teachers ask a large number of questions and various types of questions, consisting of close-display, open-referential, and follow-up questions. In terms of question control strategies, they designate certain students to answer questions, ask questions to the whole class, and repeat questions when there is no answer. The questions usually used modals like would, and auxiliary do, as well as linking verbs as is and are. The teacher also asked questions which were started with what or what do you think, how, and why. In addition, the teacher raised their intonation at the end of their utterance to indicate the formulation of the question.

Male Teacher

1. Question-Planning Strategies

a. Close-Display Questions

Teacher : *“oke well, today kita belajar mengenai materi mengenai question words. Oke perhatikan semua, sebenarnya kalian sering menggunakan question tags ini di kehidupan sehari-hari, contohnya (where do you live?, what is your name?, what your job?) nah itu merupakan contoh dari question word, nah dalam materi ini kalian akan mempelajari tentang bagaimana kita memahami bacaan dengan menggunakan question atau kata tanya. Oke question words tadi ada apa saja?”*

Students : *“Where, what”*

Based on this extract, female teachers use this type of teacher question to find out whether their students know or still remember the material that will be presented that day.

b. Open-Referential Questions

Students : *Nah iya maaf maksud saya I itu siapa?*

Students : *Penulisnya*
Teacher : *iya benar penulisnya karena di situ I yang bercerita sebagai subject, dari bacaan tersebut apayang bisa kita tanyakan I sebagai subject, dimulai dari I itu question wordnya apa.*

Based on this extract, female teachers use this type of teacher question to make students more active in interactions in the classroom and to make students think more critically.

c. Follow-Up Questions

Teacher : *oke tadi gimana kalau kita mau menanyakan nama temannya penulis*
Student : *siapa nama teman penulis*
Teacher : *in English*
Student : *(Siswa tidak menjawab)*
Teacher : *who is the name of the writer friend's (kemudian siswa mengulangnya)*

Based on the extract, the teacher uses the teacher's question type to check whether students understand what has been conveyed and to see whether students still remember it.

2. Question-Controlling Strategies

a. Nominated students to answer questions

Teacher : *Oke well apa yang sudah kita pelajari hari ini*
Students : *Question word*
Teacher : *Iyaa benar,apa itu question word*
Students : *Kata tanya*

Based on this extract, the teacher wants to ensure that all students understand the material presented by the teacher that day.

b. Asked questions to the entire class

Teacher : *nah kemudian kalau menanyakan waktu menggunakan question word nya apa*
Students : *When*

Based on this extract, the teacher wants to ensure that all students are still paying attention when the teacher delivers the material and asks questions. Asked questions repeatedly.

Female Teacher

1. Question-Planning Strategies

a. Close-Display Questions

Teacher : *Oke hari ini kita belajar tentang narative teks, do you still remember about narrative text? Masih ada yang inget?*
Students : *masih buu*
Teacher : *masih inget yaa? Tentang purpose social function (siswa ribut) haloooo masihh inget gaaa heeee?*
Students : *iyaa buu*

Based on this extract, female teachers use this type of teacher question to find out whether their students know or still remember the material that will be presented that day.

b. Open-Referential Questions

Teacher : *ayoo browsing di google,ya kamu apa fungsinya*
Students : *membacakan hasil pencarian di google*
Teacher : *oke kemudian generic structurenya masih ingat?*
Students : *(Siswa tidak menjawab)*
Teacher : *waduh kok gada yang inget yaaa,pelajaran kelas 10 ga lulus keknya. Oke yang pertama ada.....(menjelaskan generic structure)*
Teacher : *okee tadi entertain apa artinya?*
Students : *menghibur*

Based on this extract, female teachers use this type of teacher question to make students more active in interactions in the classroom and to make students think more critically.

c. Follow-Up Questions

Teacher : *Jadi ada berapa pertanyaan yang bisa di jawab di paragraph 1? 1 memperkenalkan tokoh and then what next, (siswa menjawab tempat), and then what next (siswa menjawab waktu) oke tujuan nya apa? Untuk membawa pembawa masuk kedalam cerita.*

Based on the extract, the teacher uses the teacher's question type to check whether students understand what has been conveyed and to see whether students still remember it.

2. Question-Controlling Strategies

a. Nominated students to answer questions

Teacher : *Oke wo what we learned today? Apa yang sudah kita pelajari hari ini?*
Students : *Narrative text*
Teacher : *Apa itu narrative text?*
Students : *Siswa menjawab pertanyaan*

Based on this extract, the teacher wants to ensure that all students understand the material presented by the teacher that day.

b. Asked questions to the entire class

Teacher : *oke tadi entertain apa artinya?*
Students : *menghibur*

Based on this extract, the teacher wants to ensure that all students are still paying attention when the teacher delivers the material and asks questions.

c. Asked questions repeatedly

Teacher : *yaa jadi fungsinya untuk menghibur pembacanya. Oke dalam generic structure yang pertama ada orientation (yg diikuti jawaban dari siswa) dalam orientation paragraph 1 menjawab pertanyaan satu? Menjelaskan apa? Satu menjelaskan apa dalam paragraf awal memperkenalkan apa? Paragraph awal saat kita membaca cerita apa yang diperkenalkan, satu memperkenalkan participant.... Atau karakternya atau?*
Students : *tokohnya*
Teacher : *ya tokohnya, and then what next menjawab pertanyaan apa (siswa diam) halooo kok tidak ada yang inget sama sekali, memperkenalkan apa lagi di paragraf awal (siswa diam) ini ga lulus inikelas 10 nya. Oke jadi memperkenalkan tempat terjadinya and then what next*
Students : *Waktu*
Teacher : *Jadi ada berapa pertanyaan yang bisa di jawab di paragraph 1? 1 memperkenalkan tokoh and then what next,(siswa menjawab tempat), and then what next (siswa menjawab waktu) oke tujuan nya apa? Untuk membawa pembawa masuk kedalam cerita*

Based on the extract, the teacher uses this type of teacher question because the teacher wants students to be more active and think critically when the teacher asks questions, therefore the teacher often repeats the question.

The differences in the teaching English given by male and female teachers during classroom interaction

Male Teacher

1. Aggressive Style

Male teachers employed this approach in a variety of settings. They are obtrusive, and intimidating, use threatening questions, state opinions as fact, put students down and intimidate them, interrupt others, offer judgmental remarks, and mention students by name. The following excerpts illustrate the combative communication style that both the

male and female teachers employed:

- Teacher : *benar, siapa penulisnya, what is the writer or who is the writer bisa. Kalau kita menanyakan temannya question wordnya apa?*
- Students : *(Siswa diam tidak ada yang menjawab)*
- Teacher : *Heii kok diem, kan tadi sudah saya jelaskan, ayo gimana tanyanya.*
- Students : *(Siswa diam tidak ada yang menjawab)*
- Teacher : *what is the name of the writer friends, nah itu merupakan contoh dari bagaimana kita menjawab atau membaca sebuah bacaan menggunakan question word. Lain perhatikan ya kalau guru sedang menjelaskan.*

2. Assertive Style

When it comes to EFL classroom interactions, male teachers start using it more and more. The teachers employed this approach in nine distinct situations: demonstrating concern, offering a compliment, demonstrating attention, making a proposal, stressing teamwork, providing a solution, getting feedback from the students, asking, and providing an opportunity. One instance of a male teacher's assertive communication style is shown in the excerpt that follows.

- Teacher : *nah kemudian kalau menanyakan waktu menggunakan question word nya apa.*
- Students : *When*
- Teacher : *iya benar when. Oke sekarang saya tanya "kenapa rudi pergi ke sekolah"*
- Student : *karena mau belajar*
- Teacher : *iya itu merupakan reason atau alasannya nah berarti question wordnya adalah kenapa atau why*

3. Passive Style

The passive style is the third style. Male teachers employed the passive method when instructing under various conditions. They demonstrated hesitation and an awareness of their mistakes by applying it to their own question answers. One example of a teacher using a passive style in class interaction is shown in the extract below.

- Teacher : *Nah buka halaman 12 kalian lihat disitu terdapat sebuah paragraf. Nah di situ siapa penulisnya?*
- Students : *yang I pak*
- Students : *Nah iya maaf maksud saya I itu siapa?*
- Students : *Penulisnya*
- Teacher : *iya benar penulisnya karena di situ I yang bercerita sebagai subject, dari bacaan tersebut apa yang bisa kita tanyakan I sebagai subject, dimulai dari I itu question wordnya apa.*

Female Teacher

1. Aggressive Style

Teachers who were female employed this approach in a wider range of circumstances. In addition to being demanding and abrupt, they are controlling, blaming, intimidating, threatening, and hostile. The female teacher's use of an assertive communication style is demonstrated in the following excerpt.

- Teacher : *Ya tokohnya, and then what next menjawab pertanyaan apa.*
- Students : *(siswa diam)*
- Teacher : *Halooo kok tidak ada yang inget sama sekali, memperkenalkan apa lagi di paragraf awal*
- Students : *(siswa diam)*
- Teacher : *Ini ga lulus ini kelas 10 nya. Oke jadi memperkenalkan tempat terjadinya and then what next*
- Students : *Waktu*

2. Assertive Style

This teaching method was primarily employed by female teachers. They employed it in the following scenarios: expressing concern, offering a compliment, demonstrating attention, making a recommendation, stressing teamwork, providing a solution, getting feedback from the students, asking, and providing an opportunity. The

excerpt that follows is an illustration of a female teacher's forceful communication approach.

Teacher : *masuknya konflik, oke permasalahan itu apa? Ya permasalahan terjadi ketika terjadinya kesenjangan oleh pelaku utama, kemudian apa selanjutnya*
Students : *resolution*
Teacher : *ya benarr resolution and then what next reorientation yang berakhir dengan happy ending atausad ending.*

3. Passive Style

When female teachers realized their error, they corrected it in this way. It was typified by pauses and fillers in their speech. The female educators apologized passively as well. The passage that follows is an example of a female teacher's usage of a passive approach during class discussion.

Teacher : *tidak semua cerita ada pesan moralnya terkadang hanya sebagai penghibur saja. Oke kemudian language feature nya ada apa saja yg pertama ada present tense, wait past tense atau present tense*
Students : *(menjawab pendapat masing-masing)*
Teacher : *oh iya sorry jadi menggunakan past tense.*

CONCLUSION

Based on the findings and discussions in the previous section, it can be concluded that the questioning strategies most commonly used by teachers are Question Planning Strategies and Question Control Strategies. Teachers employ these strategies because they are considered more effective during the teaching process. The question planning strategy used by teachers involves providing close-display questions, which are questions with brief answers. Additionally, teachers use open-referential questions that allow for broad responses and interpretations, as well as follow-up questions to investigate further, clarify, or expand students' responses. It is common for teachers to also pose questions by specifically pointing out individual students to answer and using questions directed to the entire class to assess understanding. Furthermore, teachers repeat questions to reinforce key concepts, encourage deeper thinking, and provide additional opportunities for students to engage with the topic and formulate their responses.

Moreover, after conducting research and interviews with teachers, it can be concluded that teachers have different teaching styles. Female teachers tend to lean towards using the aggressive style, as they believe it is more effective in the teaching and learning process. Female teachers also utilize the assertive style to broaden students' perspectives through critical questions. On the other hand, according to male teachers, the assertive style is the appropriate teaching approach to encourage critical thinking with thoughtful questions. However, male teachers also occasionally use the aggressive style to ensure that students do not underestimate the importance of the teacher's explanation. Passive style is rarely used by both male and female teachers. The research also found that the communication styles of male and female teachers differ. Male teachers are authoritative, calm, balanced, fair, risk-tolerant, honest, quick decision-makers, and competitive. Meanwhile, female teachers are friendly, empathetic, caring, nurturing, and warm.

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