

An Analysis Of Teachers' Questioning Strategies During The English Class Interaction At SMP N 1 Juwana

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Abstract. *The objectives of this study are to identify the types of teachers' questioning strategies, to explain the types of questioning strategies that are mostly used, and to describe teachers' reasons for using questioning strategies based on Wajnryb's theory. The subjects of this study were two English teachers SMP N 1 Juwana who taught eighth-grade students. This research used a descriptive qualitative method and the data were collected and obtained from classroom observation, recording, and interview. Research findings show that both teachers used yes/no, short-answer, display, referential, and open-ended questions during the lesson, while imaginative questions never appeared during learning. Short-answer questions and display questions are types of questions that are mostly used by teachers. Research findings show the reason teachers use questioning strategies to provoke student responses and create a pleasant classroom atmosphere so that goals can be achieved. It was proven from classroom observations that students became more active when teachers used questioning strategies during teaching and learning activities.*

Keywords: *teachers', questioning strategies, class interaction.*

Abstrak. Tujuan penelitian ini adalah untuk mengidentifikasi jenis-jenis strategi bertanya guru, menjelaskan jenis-jenis strategi bertanya yang paling banyak digunakan, dan mendeskripsikan alasan guru menggunakan strategi bertanya berdasarkan teori Wajnryb. Subyek penelitian ini adalah dua orang guru bahasa Inggris SMP N 1 Juwana yang mengajar siswa kelas VIII. Penelitian ini menggunakan metode deskriptif kualitatif dan data dikumpulkan dan diperoleh dari observasi kelas, pencatatan, dan wawancara. Temuan penelitian menunjukkan bahwa kedua guru menggunakan pertanyaan ya/tidak, jawaban singkat, display, referensial, dan terbuka selama pembelajaran, sedangkan pertanyaan imajinatif tidak pernah muncul selama pembelajaran. Pertanyaan jawaban singkat dan pertanyaan tampilan merupakan jenis pertanyaan yang paling banyak digunakan oleh guru. Temuan penelitian menunjukkan alasan guru menggunakan strategi bertanya untuk memancing respon siswa dan menciptakan suasana kelas yang menyenangkan sehingga tujuan dapat tercapai. Terbukti dari observasi kelas siswa menjadi lebih aktif ketika guru menggunakan strategi bertanya pada saat kegiatan belajar mengajar.

Kata kunci: guru, strategi bertanya, interaksi kelas.

INTRODUCTION

Teachers need to gauge their pupils' level of comprehension to effectively instruct them. Teachers must also be aware of their students' pre- and post-learning outcomes. To do so is to pose or respond to a query. Teacher-student and student-student interactions are dynamic, and they are facilitated in part by the teacher's use of questions. Activities that ask questions should be straightforward and open for discussion to maximize their effectiveness. As a result, teachers frequently resort to questioning their pupils to gauge their level of comprehension. (Amira,2020)

Students should be actively engaged in all aspects of the classroom experience, with the teacher serving as a guide and facilitator. (Ekawati, 2019).

According to Sujariati (2016), students benefit most from questioning strategies when they are able to take an active role in their education. She argues that as the lesson is planned, it is crucial that teachers think about the types of questions that will be asked to students. A teacher can better design question-and-answer sessions with the use of questioning strategies if he or she plays the questions properly according to the needs of the students and the types of questions being asked.

Students' participation in class discussions is one example of classroom interaction. Students and teachers worked well together, with the latter probing the collective mind for insights. The essence of communication is interaction, which occurs when one person's actions have consequences for others (in this case, both the teacher and the students). In other words, there can't be any communication without the exchange of ideas between those who have them (Rivers, 1987, as referenced by Musdalifah, 2016).

Effective questioning is a critical teaching ability that can be acquired by anyone. Similarly, some methods can be acquired to aid educators in honing their question-asking skills. How effectively a teacher questions students will determine how well they learn the skill. The pupils will get the education they want if the teacher asks them well-thought-out questions.

The purpose of this research is to catalog the many methods of classroom questioning employed by teachers, provide an explanation of the most popular methods, and characterize these instructors' reasons for using questioning strategies. From my internship experience at SMA Negeri 1 Juwana interacting with students is not easy especially when having to deal with students who are less active during learning. It makes me have to interact more with them. By doing this research I hope to be able to find types of questioning strategies that can be used by prospective teachers and also teachers to be more innovative and creative in teaching students in class.

REVIEW OF RELATED THEORIES

Definition of Questioning Strategies

In teaching the teacher must have a technique to try to create a pleasant atmosphere while the teaching and learning process occurs, so that learning objectives can be attained. The qualities of the material, the characteristics of the students, and the conditions and atmosphere in the class will all contribute to the success of the teacher's questioning method, thus it's important that it be focused on the right learning goals.

Teacher-asked questions are an integral aspect of the educational process. Teachers can learn a lot from students simply by asking them questions. According to research by McNaughton and Williams (quoted in Kurniawan and Prasetyawati, 2015), inquiry is an effective and widely applicable instructional strategy that is especially useful with younger students.

Teaching and learning rely heavily on the teacher's ability to ask questions; by doing so, they get insight into their students' needs and expectations, which allows them to better guide and direct their learning. There are two types of questions in a classroom: those asked by the teacher, and those asked by the pupils.

According to McMillan cited in Ekawati (2019), in productive learning, asking questions will be very useful for:

- a. Involving students in the lesson
- b. Encouraging student understanding and thinking
- c. Reviewing key lesson content
- d. Controlling students
- e. Assessing student progress

Effective application of asking strategies in the learning process can significantly increase interaction by broadening students' understanding and involving them actively to have a positive impact. The main goal in developing effective questioning strategies is to increase student participation. As explained by Henniger (in Jacobsen, Eggen, & Kauchak, 2009: 172) strategy implementation of asking questions effectively can significantly increase interactions broadening students' understanding and involving them actively.

The key to a successful questioning approach is asking questions that help us reach our educational objectives and promote high professional standards. Not every question works in every circumstance. This necessitates that the educator anticipate the kinds of inquiries that students will have and deliver this information to them. At other times, however, teachers will

expect pupils to be able to draw connections between concepts and use that knowledge in practical situations.

Types of Questioning

Teachers utilize a wide variety of questions kinds to help students learn and improve their proficiency in the target language.

Wajnryb (1992) cited in Hamiloglu (2012), suggests a few different kinds of questions a teacher might ask in the classroom. The following categories of inquiries:

a. Yes/No Questions

One of the most typical types of questions that arise over the course of instruction is a yes/no inquiry. You can only answer a question like that with a yes or a no; there's no other choice..

b. Short answer/Retrieval-Style Questions

Students can easily respond to these kind of questions with a few well-thought-out lines that reflect their understanding of the material at hand.

c. Imaginative Questions/Non-Retrieval

Wajnryb (1992, p. 3) argues that assessment necessitates the use of "imaginative or non-retrieval questions," which are those that do not need students to accept the information presented but instead ask for inferred knowledge or information. Teachers often use this type of inquiry to get pupils thinking about how they would react in a certain scenario..

d. Display Questions

There are two types of questions in conversation: display questions and genuine questions. Brown (2001) contends that when a teacher asks a question to which she already knows the answer and wants a short, generic response, she is engaging in show.

e. Referential Questions

The term "referential question" is used to describe those that seek additional data. According to Behnam and Pouriran (2009), comparison questions encourage deeper thought and longer answers in order to facilitate more fruitful communication and discussions.

f. Open-Ended Questions

Questions that are open-ended might have a wide variety of responses. "An open-ended question can have more than one answer," states Yang (2010). Students have the freedom to respond in a variety of ways to questions with open-ended prompts.

Definition of Classroom Interaction

Classroom interaction, as defined by Siddig and AlKhoudary (2018), occurs when both the instructor and the students engage in meaningful dialogue. That's right: every single exchange between students and teachers counts as classroom engagement.

Teaching, as Saleh (2016) says, is fundamentally about interaction between teacher and student. The instructor communicates to determine someone's weakness or strength in educating kids. In an interaction class, both the instructor and the students take part in the learning process.

Many activities occur during interactions between students and teachers in the classroom (Duval et al 2016), namely:

a. Communication Switch

Although the teacher and students often take turns speaking in class, this indicates a change in the interaction between students and teachers. When students talk a lot, students tend to be active.

b. Question and Answer

Students can use teachers' questions as prompts for creating their own lessons. However, the responses students provide can be viewed as a valuable teaching tool in and of itself.

c. Asking Meaning

If students have questions about the course material, they can seek answers from their peers through group activities such as tests, confirmations, and explanations.

d. Reciprocal

Used to assess student understanding. On the other hand, it is also used to correct errors.

A classroom is a group of people who have gathered together to learn from a single instructor. Both the teacher and the pupils are always engaging in some form of conversation, whether it be initiated by the teacher or a student. "Interaction" refers to this kind of two-way communication. The teaching and learning process incorporates classroom interaction as one component. Plan outputs (inputs, practice opportunities, and buy-in) are generated through classroom discourse. The conclusion is that communication plays a crucial part in education. According to Weiser et al. Engaging in conversation with their classmates piques their interest in speaking out in class.

Aspects of Classroom Interaction

a. Teacher Talk

One of the most crucial ways in which teachers inform and direct their students is through teacher speaking. To better communicate with their pupils, Putri (2015) suggests that teachers use the target language. Pedagogical theory suggests that a teacher's use of language in the classroom is crucial to the course's success. Researchers agree that the majority of classroom language comes from the instructor. Macaro et al. (2020) found that teacher discussion played a significant role in second language acquisition. Teacher lectures, organized learning activities, and guided practice aid in the transfer of knowledge and skill. Teacher English is not just the medium through which students learn English, but also the target language itself.

b. Students Talk

Students learn to speak up for themselves, spark discussion, and create their own beliefs through conversation with their peers. Their level of understanding grows as a result. The four basic categories of student speech include questioning, chatting, and repeating and answering questions posed by teachers or peers. By asking questions, children not only gain answers to inquiries but also learn to construct. Mulyati (2013) looked on the phenomenon of asking for repetition since people were asking others to repeat what they had said. Drilling is the most typical way to make the same observations repeatedly. This is because the method encourages student learning based on the pedagogical practices advocated by Suherdi et al. (2020). The final student's response clarifies the issue. Students can strengthen and expand their knowledge of the material covered by answering questions about it.

RESEARCH METHOD

In this study, the researcher used a descriptive qualitative method. Sugiyono (2018) states that qualitative research is based on a philosophy that examines scientific conditions (experiments), where two English teachers at SMP N 1 Juwana such as instruments, data collection techniques, and qualitative analysis emphasize the importance. Qualitative research is a process of gaining knowledge about a phenomenon or context through analysis, interpretation, and description.

The data collection procedures for this research involved the following steps:

1. Observation

Researchers observe the teachers during classroom interaction. Researchers also took

several videos and made an observation checklist as evidence and information obtained during implementation observation.

2. Interview

In this study, researchers have prepared several questions for two English teachers at SMP Negeri 1 Juwana. To get a better understanding of the species questioning method and how it is used in the classroom, interviews were conducted. The interview served the purpose of verifying the accuracy of the collected data.

The steps of data analysis are described as follows:

- a. Observation: The researcher will observe the classroom during the learning process so that the researcher will get all the data from the classroom observation.
- b. Interviewing: to ask the reason why the teacher used a questioning strategy during classroom interaction. The researcher used an interview guide where the researcher prepared some questions for teachers and recorded them with the audio recorder.
- c. Video recording: the observed data is recorded by video recording.
- d. Transcribing: the observed and interview data is transcribed by the researchers from the video and audio recordings.
- e. Finding and Classifying: the data classified theory and answering problems.
- f. Drawing conclusion: the researchers can answer the problems and conclude the findings of the study which are related to the objectives of the study.

FINDINGS AND DISCUSSIONS

The researcher will explain what was found when the researcher conducted observations and interviews as below:

a. *The types of questioning strategies used by teachers in the classroom interaction*

1) Yes/No Questions

Teachers	Example Questions
Teacher 1	<ul style="list-style-type: none"> • Did you remember what is verb? • Do you still remember the Indonesian meaning? • Any questions? • Is it enough? • Apakah sudah jelas?
Teacher 2	<ul style="list-style-type: none"> • Would you like to replay one paragraph without me? • Do you understand?

	<ul style="list-style-type: none"> • Do you still remember this one?
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2) Short-Answer Questions

Teachers	Example Questions
Teacher 1	<ul style="list-style-type: none"> • What is speak the second verb? • What is freak the second verb? • Take the second verb? • Mengapa kamu terlambat? Kira-kira untuk menanyakan apa? • Alasan in English? • What is it mean? • Where to ask? • Whose apa kira-kira? • Whom menanyakan? • How yang memiliki arti?
Teacher 2	<ul style="list-style-type: none"> • Siapa yang bisa menemukan kata yang salah? • Siapa yang tahu kata yang salah?

3) Display Questions

Teachers	Example Questions
Teacher 1	<ul style="list-style-type: none"> • What is WH/H Questions? • Kira-kira apa fungsinya why? • Which to ask? • How many what is it guys? • Rio berapa banyak kipas di kelas? • Apakah how much bisa dihitung?
Teacher 2	<ul style="list-style-type: none"> • What is the participants do for the first time/in the beginning? • How many students got the doorprize? • Please, mention the name of someone who win the doorprize? • Who is the participants follow in the school parade to celebrate Independence Day? • What was the villagers feel when they watching the parade pasted their houses?

4) Referential Questions

Teacher	Example Questions
Teacher 1	<ul style="list-style-type: none"> • Apakah kalian bisa membedakan the different of how tall and how high?
Teacher 2	<ul style="list-style-type: none"> • Siapa yang bisa menerjemahkan the first sentence? • Siapa yang bisa menerjemahkan semuanya?

5) Open-Ended Questions

Teachers	Example Questions
Teacher 1	<ul style="list-style-type: none"> • Who can write down WH/H questions? • Siapa yang bisa menyebutkan WH questions first?
Teacher 2	<ul style="list-style-type: none"> • How are you today?

b. *The types of questions usually used by teachers in the classroom interaction*

Based on my classroom observations, I've found that there are a few main types of inquiries used by teachers. The classroom observations showed that both teachers frequently employed both short-answer and demonstration questions..

1) Display Questions

Teacher 1 stated that:

The first might be an affirmation, namely asking about related material the day before. The day before I asked about the material, for example, during the lesson, for example on Monday I asked about verbs, past tense, and verbal questions. For example, I say the verbal what second form of speak to what like that.

Based on the result, the first teacher did not call this type of question display questions but rather affirmation questions, namely asking about related material the day before. The teacher also said that this type of question was able to make students active, even though there were still passive students, at least it could provoke students to be brave.

Teacher 2 stated:

If I prefer to use a strategy that asks questions directly it makes the class atmosphere more lively so the students dare to answer.

Based on the interview, the second teacher said that she said display questions were oral questions. It is possible that the teacher did not know what type of question this was. Teachers prefer to use oral questions because it can make the class atmosphere more lively and can make students active from those who don't dare to answer to those who dare to answer.

2) Short-Answer Questions

Teacher 1 stated:

The strategy I asked was to use stimuli, for example, reminding me to relate the material to everyday life. Wh-question like that is, what are your daily activities every day? Like that.

From the results of teacher interviews, as before teachers have their mention regarding the name of the type of question. In my observations, teachers often use short-answer questions, but during the interview, the teacher said that this type of question was a stimulus question where the teacher asked about the material and then related it to everyday life.

Teacher 2 stated:

Like before, quiz models can also be done in written form, for example, we make questions on the whiteboard and then the students answer in their assignment books.

Based on the results of the interview, the teacher said short-answer questions were quiz questions. By using this type, teachers can make students active in class.

c. The teachers' reasons for using questioning

1) Teacher A

During the interview the first teacher explained the teacher's reasons and preferences for using questioning strategies during interactions in the classroom, namely to get or provoke students to respond regarding the material being studied. The teacher said that it was quite difficult to get children to respond according to their wishes because some children were shy, a bit embarrassed, and who were lacking in learning. Therefore, applying questioning strategies was very useful for teachers to make children brave and active in class. The teacher said that when teaching, the teacher would try to remind the students of previous material, this could determine the students' ability to remember and students' understanding of the previous material. Then the teacher also said that she related the material at that

time to everyday life perhaps so that students could understand the material more easily. According to the first teacher, using this strategy can make students active during learning, even though there are still some passive students, at least it can provoke students to be brave.

2) Teacher B

From the interview, the teacher said the questioning strategy is the teacher's way of asking students questions that can create an atmosphere in the class, or what we want can be achieved. The teacher also says she prefers to ask questions orally or give quizzes to students because it can make the class atmosphere more lively and students dare to answer questions. Based on my observations in the classroom, it was proven that almost all students were active during learning, students were also enthusiastic in answering questions from the teacher, and students who were initially passive could become active with the teacher's help. The teacher also said in the interview that this questioning strategy was very helpful in making students active and sometimes some students were afraid to answer so they dared to answer.

Discussion

This section presents discussions based on research findings. There are three statements of the problems. The first is about types of questioning strategies, and the second is about types of questions that are mostly used and teachers' reasons for using questioning strategies.

a. Types of Questioning Strategies

Teachers can maintain order in the classroom and ensure that their pupils are paying attention by asking them yes/no or short-answer questions to ensure that they are comprehending the content being covered. McMillan concurs, writing that effective questioning tactics are crucial for maintaining order and fostering critical thinking among pupils.

Questions about presentation and reference. These two types of inquiries have different meanings. When a teacher asks a display question, they are assuming that their students already know the correct answer. This type of inquiry does not require high-level thinking to answer. However, in order to provide satisfactory responses, referential requires a higher level of intellectual effort. The instructor bases this inquiry on the results of the investigation and its relevance to the topic at hand. The instructor mixes English and Indonesian in her lessons to ensure that all pupils fully grasp the material. If any of their students are still perplexed after hearing their answers and answering their queries, the teacher translates what they say. In addition, students who participate in class by answering

questions earn praise from their instructor. Teachers employ showcase questions and referential questions while giving out assignments, teachers translate or mix questions into Indonesian, and teachers reward students for getting them right, as suggested by Sujariati (2016).

Open-ended questions were used by teachers to help students find words related to the material that had been discussed. The teacher provides opportunities for students to answer questions and each student has a different or varied answer. That way students can learn new words that they have never known or heard before. This is supported by Desya (2022) Students can improve their communication with professors and peers by adopting this method to handle unfamiliar sentences and terminology.

b. Questioning strategies are mostly used by teachers

The results indicate that short-answer questions and display questions are the most popular forms of classroom inquiry. Both instructors can encourage classroom participation by asking similar questions repeatedly. Additionally, the class as a whole can comprehend and concentrate on the teacher's presentation. Similarly, students show a lot of energy while studying.

c. The teachers' reasons for using questioning strategies

After speaking with both teachers, that is. There are good reasons for educators to employ questioning techniques in the classroom. The interviews yielded information from the two educators describing the context of this method of inquiry in the classroom. The teacher explained the purpose of the questioning method in the first interview by saying that it would encourage student participation. Apart from that, the teacher ties the information addressed to everyday life so that students can more readily absorb the material. The second interviewee was a teacher who expressed a desire to create a livelier classroom environment, and whose goals were within reach. The second educator is partial to using in-class exams and verbal questions to encourage student participation and ensure that they are paying attention during class. Based on the outcomes of the two interviews, it is clear that the teacher is hoping to foster an environment where student participation and contribution are encouraged. Implementing the method of asking questions can considerably boost interactions, extending students' comprehension and actively involving them, as indicated by Henniger (in Jacobsen, Eggen, & Kauchak, 2009: 172).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Both teachers used five of the six types of questions, namely Yes/No questions, short answer questions, display questions, referential questions, and open-ended questions. In this conclusion, only imaginative questions are never used when the teacher is teaching.

Short answer questions and display questions are a type of questioning strategy that is often used by both teachers at SMP N 1 Juwana. By asking these questions the teachers can make students more courageous in responding to the material being studied.

The reasons they used questioning strategies in the classroom were to make the class atmosphere fun and make students dare to respond to the teacher while teaching. In the interviews, the two teachers said that there were several types of children in the class, namely those who were brave, and shy and students who did not or needed more time to understand the material. Therefore, by using this questioning strategy, teachers have the opportunity to provoke students to be active and dare to respond in class.

Suggestions

1. To Teachers

The suggestion for teachers is that teachers can further upgrade their questioning strategies so that students can enjoy lessons more.

2. To Students

Students should pay more attention to the teacher and maintain their attitude when the teacher is explaining the material.

3. To Others Researchers

Other researchers may be able to take a wider population and higher classes or other researchers may study three teachers with different classes.

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