

TEACHERS QUESTIONING STRATEGIES IN ELT

Rizka Indahyanti^{1*}, Muthmainnah Mursidin², Nadya³

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^{1,2,3}English Education Department, Faculty of Teacher Training and Education, Universitas Islam Makassar, Indonesia

^{1*}Corresponding author, email: rizkaindahyanti@uim-makassar.ac.id

Abstract: This research examines the questioning strategy used by teachers during classroom interactions in English Language Teaching (ELT). Attending classes in grades X and XII. A study was done to investigate the types of questions used by English teachers in English language instruction (ELT) and the role of teachers' questioning methods in ELT classrooms. The study was carried out at UPT SMA Negeri 7 Enrekang. This study use qualitative descriptive methodology. The instruments utilized for data collection include interviews, observation, and documentation. Two English professors participated as responses. The research findings indicate that English teachers at UPT SMA Negeri 7 Enrekang utilize several sorts of questions with specific functions during the learning process. 1. Display questioning; 2. Procedural Questions; 3. Referential Questions. The subsequent function inquiries are as follows: 1. Diagnostic function; 2. Instructional role; 3. Motivational function. These findings can serve as a guide for teachers to improve the way they pose questions in language classes, particularly by considering students' past knowledge on the issue to elicit better responses. The diagnostic, instructional, and motivational functions are crucial for teachers to effectively control their communication during the teaching and learning process. Through these functions, teachers can engage students in lessons, stimulate their thinking, and present them with challenging problems to contemplate.

Keywords: Teacher Questioning Strategy, Classroom Interaction, Learning Process

1. INTRODUCTION

Presently, English is a globally recognized language. Numerous nations across the globe have adopted English as either their primary or secondary language (Imran, 2022). Additionally, while English may be a preferred subject in some institutions, certain students may develop a dislike for it due to classroom dynamics. English is classified as a foreign language in Indonesia. Facing a passive class is a frequent challenge, as it manifests when students remain unresponsive to further explanations or attempt to evade instruction.

Students must possess the necessary knowledge to derive enjoyment from classroom interactions involving language learning between teachers and learners (Indahyanti & Mursidin, 2017). Be the first to inquire or speak up when the teacher initiates the questioning process. The manner in which the teacher poses inquiries can significantly impact the students' responses and their capacity for critical analysis. As cited in Brown (2001), Rosenshine suggests that teacher queries influence students' achievement in learning and thinking throughout the teaching and learning process. The interactive classroom is established through various forms of student participation, including group discussions, teacher-student interaction, and other forms of student engagement. An interactive classroom is ideal for students because it allows

them to increase their language storage, gain experience with and apply difficult-to-understand language, and acquire the target language rapidly and easily. Asking students questions is an essential component of the teaching and learning process, according to Inan & Fidan in Prasetyawati (2015), because it encourages students to acquire knowledge, develop their critical thinking, and learn. To attain comprehension, students must engage in the pursuit of meaning. Students must be provided with opportunities to formulate and pose inquiries in order to seek meaning (Prasetyawati 2015).

During the instructional and learning process, teachers frequently engage in question-and-answer sessions. They are troubled by a number of factors, including the fact that they do not engage in student bullying, do not comprehend the material, and are potentially slothful. According to Brown (2001), one of the keys to being the greatest teacher is knowing how to be the initiator. Questioning is a method of fostering and maintaining interaction during the instructional and learning processes.

Questions serve numerous purposes in the learning process; therefore, they occupy a significant position in learning. Effective learning, facilitated by the teacher's capacity to employ inquiries in diverse capacities, is essential for successful learning. According to Zolfaghari et al. (2011), queries play a crucial role in stimulating the learning process, enhancing comprehension, stimulating the imagination, facilitating problem-solving, and satisfying curiosity. The question function can be broadly classified into three primary roles: skill formation, comprehension (cognition), and class administration. Furthermore, it is evident that the variety of question functions influences interaction (learning) in the following contexts: environment, circumstance, objectives, subjects, and participants. This viewpoint is consistent with

in accordance with the viewpoint expressed by Myhill (2005) regarding the learning function of questions in light of their context. There are three distinct categories of inquiries that educators may pose: procedural questions, referential questions, and display questions. Display questions are those whose solutions are apparent to the teacher and have acquired or showcased a specific structure. Referential questions require an answer that is not known to the learner, and procedural questions are employed by teachers to assess classroom dynamics. Procedural inquiries pertain to the routines and processes of the classroom (Mursidin et al., 2022).

By eliciting more insightful responses, students' knowledge will be expanded through the use of valid inquiries. As a result, the teacher must be involved in determining the nature and purpose of the queries that will be presented. The teacher's responsibility is critical to the learning process and must possess the necessary skills to employ these inquiries effectively. Students will obtain the majority of the necessary learning experience when teachers comprehend their inquiries. The teacher assessed the students' comprehension through the use of inquiries. As a result, the researchers were interested in the interrogating function and strategy employed by the teacher in the interactive classroom.

2. LITERATURE REVIEW

2.1. The Concept of Questioning Strategy

Strategies for learning in accordance with Frelberg and Driscoll (1992). It can be utilized for a variety of objectives, including the instruction of subject matter to students of varying levels and in a variety of contexts. According to Gerlach and Ely (1980), learning strategies are the selected methods of delivering subject matter in the learning environment. These strategies encompass specific elements such as the structure, scope, and progression of activities, all of which contribute to the overall learning experience for students. Brown (as cited in Hasibuan et al., 1988:19) defines questioning strategies as an approach that assesses or develops students' abilities. It may encompass anything from matters that require careful contemplation to matters of knowledge. Questioning is an effective stimulus that promotes the development of critical thinking abilities. In essence, the teacher inquires whether involving students in the learning process can enhance their cognitive abilities. Questioning strategy constitutes an active pedagogical activities. It involves fostering student-teacher interactions, assessing learning, encouraging critical thinking, reinforcing knowledge, applying acquired knowledge, and attaining predetermined objectives.

2.2. Function of Questioning Strategy

Questions can be utilized by the teacher as a communication tool in the process of teaching and learning. This is something that can be done in the classroom. It is possible for the teacher to train students to speak up in the classroom during the teaching and learning process if they are able to categorize the usage of questions. When teachers are provided with the appropriate questions to ask in specific circumstances, they have the ability to improve their communication skills. This includes the ability to obtain better information and learn more, establish stronger relationships, manage class more effectively, and assist students in learning more successfully. According to Christenbury and Kelly (1983), the teacher is able to achieve an efficient teaching and learning process through the utilization of the questions.

3. METHODS

A research design is a plan on how to set up a study such that reliable results may be obtained. The researchers in this study used qualitative descriptive research to achieve their goals. Because it was similar to teacher questioning, the strategy is adopted. In qualitative research, the goal is to understand a phenomenon of interest by gathering, analyzing, and interpreting narrative and detailed data (Prasetyawati, 2015). The researchers in this study visited UPT SMA Negeri 7 Enrekang in the Cendana district of Kab. Enrekang in the province of South Sulawesi. In order to get reliable information for this study, the researchers used observation and recording techniques as well as interviews. Researchers gathered information for this study by analyzing primary sources. First and foremost, we have data collected from English teachers themselves through observation and interview checklists. According

to Miles, Matthew B., and Huberman (1994), descriptive qualitative analysis is the method of choice for this study. Qualitative analysis is characterized by three main flows of activity: data reduction, data display, and conclusion drawing/verification.

4. RESULTS

4.1. Observation Data

During the process of teaching English, the observation had been carried out for two meetings that took place in the classroom between students. The information that was discovered through observation. The initial step in the process of evaluating data was for the researchers to compile her observation checklist and directly monitor interaction classes that were taking place in the classroom. The next step is to watch the lesson plan that the teacher has created in order to determine whether or not the activities that are being used in the classroom are appropriate. As an additional point of interest, the teachers' statements were recorded as a kind of documentation in order to facilitate easier analysis. There are a number of different types of questioning tactics that teachers use, and these are being verified throughout the processing of observations. Based on the findings of the observation, the researchers were able to draw conclusions on the sorts of questioning methods that teachers employ. The researchers had observed two teachers and discovered that out of the six different types of inquiries, there were three types of questions that were most commonly employed by teachers in English Language Teaching (ELT).

4.2. Interview Data

English teachers use function diagnostic to examine students' minds in order to determine not only what they know and don't know, but also how they think about a topic by recording audio explanations of the material, according to the findings of interviews conducted by researchers. The function questioning strategy employed by the teacher, which is determined by the interview results, serves an essential instructional purpose of involving the students' abilities and understanding of their knowledge. Prior to introducing the new material to be taught, the teacher will inquire whether the students have comprehended the previous material or if anything remains unclear. The term for these is instructional functions. The instructional approach involves utilizing learning media, including dialogues, videos, and other forms of media, to convey the material and increase student engagement and interest in the subject matter. The teacher employs the motivation function to assess students' engagement and comprehension during classroom discussions. The teacher provides motivation and categorizes it as a motivating function. teachers employ motivational techniques to inspire students. In order to foster student motivation and active participation in teaching and learning activities, teachers must establish a conducive classroom environment. This is because the ambiance of the classroom not only influences students' interest in learning but also provides insight into their comprehension of the subject matter.

5. DISCUSSION

The utilization of questioning strategies is crucial in the learning process because it facilitates student comprehension. As a consequence, the teacher's large number of questions is not unexpected. The inquiry types pertaining to the teacher comprise procedural, display, and referential queries, which form the basis of this research. Following the completion of an investigation, the researchers identified several questioning strategies employed by English teachers in the classroom, including function-based querying. Every instructional approach employed by the teachers is efficacious, as it facilitates students' comprehension of the subject matter (Nonci et al., 2022).

The researchers determined it, through interviews, observations, and documentary evidence, that the display question was the most frequently posed and widely used by the teacher in classes X and XII, which consisted of two meetings per class. The results are consistent with those of prior research, including that of Erlinda (2014), which both discovered that display queries were frequently posed during instruction. Procedural and referential questions, on the other hand, were less prevalent. Procedural inquiries permit students to provide concise responses.

The utilization of procedural questions by English teachers during the teaching and learning process was relegated to secondary importance. This was due to the fact that procedural questions served as an introductory component to the classroom environment, specifically concerning classroom administration. Procedural questioning employed by educators to ascertain classroom activities. Procedural inquiries pertain to the routines and processes of the classroom. Procedural inquiries do not center on the subject matter. The teacher employs procedural queries to assess the students' work and validate the instructions for a forthcoming task (Nurjannah et al., 2020).

In contrast, Referential queries motivate students to provide responses that are grounded in the subject matter. Then In reference, despite requiring less syntactical responses, the referential query in this study necessitated lengthy responses that included subjective information and opinion. The referential queries are designed to assess students' factual knowledge. This category of inquiries serves as a means for teachers to assess students' ability to retrieve previously learned information from memory subsequent to the lesson. Furthermore, referential questions are posed to assess students' comprehension of the text or their knowledge of it. They also serve the purpose of soliciting clarification on the lesson at hand.

The type of question used by the inquiring teacher is determined by the type's function. From the first problem statement, the researchers discovered three categories of questions that the teacher found, and there are three reasons why the teacher uses those types of questions. According to (Brown in Narwasti 2015), questions serve seven functions: checking students'

understanding, eliciting information, controlling the classroom, arousing interest and curiosity about a topic, focusing attention on a specific issue or concept, developing an active approach to learning, and encouraging students to ask questions about themselves and others.

The data analysis shows that inquiry has a favorable effect on the students. Students speak up more, particularly in class, if only word for word, but they understand what they say. The quantity of answers provided by students is not determined by the question posed by the teacher (Sulviana, 2022). The researchers believe that three types of questions are beneficial in the ELT classroom. Furthermore, during this new normal period, new schools have opened in recent months. Teachers find inquiries to be really valuable in the classroom since children are very stiff at the start of school and are only now beginning to adapt to the teacher and the school environment.

6. CONCLUSION

The researchers identified three types of questioning methods used by English teachers during English language education in classroom interaction. Question kinds are categorized as procedural, display, and referential questions. Three types of questions result from the observation: display questions are more prevalent than procedural and referential questions. The teacher's use of questioning is based on the function and classification of questions. It involves assessing students' comprehension, generating enthusiasm and curiosity about a subject, extracting knowledge, and managing the classroom.

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