

**TEACHER QUESTIONING STRATEGIES DURING THE CLASSROOM  
INTERACTION OF ELEVENTH GRADE AT SMK MUHAMMADIYAH TOLITOLI**

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**ABSTRACT**

The purpose of this study was to know types of questions used by English teachers. The study was carried out in SMK Muhammadiyah tolitoli A qualitative descriptive was employed to conduct this research. One of English teacher who teach in SMK Muhammadiyah tolitoli became the subject of this study. Observation and interview were the instruments used by the researcher to collect the data then analyzed qualitatively. The researcher took the data in two meeting. After collecting the data, the data were analyzed based on Miles and Huberman that consisting of three technique, they are: data reduction, data display, and drawing conclusion. The result of this study showed that based on Richard and Lockhart theory the types of questions used by the English teacher include procedural questions (15 data), and convergent questions (14 data). The teacher was frequently used procedural questions in a classroom. But the researcher did not find the teacher use the Difergent Question.

**Keyword:** teacher's questioning strategy, classroom interaction

## **Introduction**

In English language instruction, one strategy is to ask or provide questions. This could come from the teacher or the students. As part of questioning strategies, students must be asked. Teachers use a range of questioning strategies in the classroom to get their point through. Before they can begin the teaching learning process, teachers must first determine their students' skills and the degree toward which they comprehend the material they are teaching. Teachers should actively familiarize themselves with the full range of inquiry forms in English to minimize negative effects on students and the teaching-learning process. Furthermore, teachers should not underestimate the value of questioning approaches in influencing students' learning processes when studying English, which is still a foreign language to them.

Gattis (2002:41) states that a question can direct and expand students' learning. It can assist teachers in developing techniques to help students improve their work and thinking, as a result, it is most effective when pupils are fully immersed in the learning process. Teachers evaluate what questions to ask students when planning lessons. Teachers must also explain to students why questions are being asked. As a result, lessons plans will aid teachers in the creation of appropriate questions-and-answer sessions. The teacher's questioning approaches could then involve learners in the language learning process. Because teacher's questioning approach in interaction is one of the aspects that should be addressed by instructors to produce an effective process of teaching and learning, it was vital to undertake the research connected to implicate questioning interaction in classroom. It must be used appropriately as a teaching tool in order to engage students in the classroom. It required knowledge of question kinds, techniques, and the art of questioning.

Teacher questioning is one of the most commonly used techniques by teachers and serves as the primary way in which teachers control classroom interactions. The tendency of teachers to ask many questions has been observed in many investigations. In some classrooms more than half of the class time is occupied by the exchange of questions and answers (Richards & Lockhart, as quoted in Kurniawan, in Prasetyawati 2015: 10). Based on the researcher observation, one of the most common factors which make a class or students silent is that the students were not interactive, unpleasant, and

uncomfortable learning environment during the english class. So, the researcher would like to analyze teacher questioning strategies during the classroom interaction. So based on the statement, the researcher raises the tittle the Analysis of Teacher Questioning Strategies During the Classroom Interaction of Eleventh Grade At SMK Muhammadiyah Tolitoli.

## **METHOD OF THE RESEARCH**

In this research, the researcher uses descriptive qualitative method, to analyze the questioning strategies during the classroom interaction of eleventh grade at SMK Muhammadiyah Toilitoli. Qulaitative research is research would like to describe the observed situation in the field to be more specific, tranparent, and in depth. Brumfit and Rosamond (2000: 11) stated that escriptive qualitative research aim at providing as accurate an account as possible of what current practice is, how learn do teach, what class room do look like. At particular moment a particular place. The methodological framework guiding this study was based on the qualitative research that is defined as a” situated activity” used to explore, understand and explain “behavior and attitudes” of the target individuals or groups (Cresswell, 2014; Denzin & Lincoln, 2011).

The participants is the one of English teacher of SMK Muhammadiyah Tolitoli. The instruments used in the research were a observation and an interview. The observation technique is used to get information about the types of teacher questioning strategies that always used by teacher in the learning process. Later in this observation will be the secondary data to supporting primary data. And interview is that with a set of questions provided by the researcher. The interview question is used to get the data about the teacher questioning strategies during the classroom interaction.

## **FINDING**

Related to the finding of the research, The researcher had analyzed the data collection. It description the result of teacher questioning strategies of eleventh grade at SMK Muhammadiyah Tolitoli.

### **a. Result of Observation**

The result of observation described the types of question used by the English teacher at the eleventh Grade students. Based on the observation, the

researcher found that the English teachers used two from three types of questioning strategy. The three types of questions are procedural question, divergent question and convergent question. The total number of types of questions used by the English teacher in two meetings was 29 questions. There are 18 questions in the first meeting and 11 question in the second meeting.

**Table 3.1 The total number of types of questions**

No	Types of Questions	Frequency
1.	Procedural Questions	15
2.	Convergent Questions	14
3.	Divergent Questions	-
Total		29

In the first meeting after the class was conducive, the English teacher Explain little bit material that had been learn in the last meeting. And then the English teacher appoint and ask every single student about their exercise that teacher given. While in the second meeting the English teacher only focus to ask students about the exercise that given by the teacher.

From the observation in this meeting, the researcher gave table to show the findings of types of questions used by the English teacher at eleventh grade. The table can be seen below:

**Table 3.2 Data observation first meeting**

No	Type of questions	The English Teachers Questions	Frequency
1.	Procedural questions	1) Are you ready for learn? 2) Where your book? 3) Did you take notes? 4) Why you are not do the English assignment? 5) Is it easy to learn English? 6) Did you do all the work today? 7) How many students in this class? 8) Did Baihaqi never come in this week? 9) How long does this task take you give? 10) Has anyone seen the work yet? 11) Is there anything you want to ask about the assignment?	11 Questions

2.	Convergent Questions	1) Who can explain what is passive voice? 2) What is the opposite of passive voice? 3) What is the passive voice Amanda? 4) In a sentence where is the object? 5) What is included from the subject? 6) What does mean of tobe? 7) I am student, which one of Tobe?	7 Questions
3.	Divergent Question		-
Total			18 Questions

**Table 3.3 Data observation in the second meeting**

No	Types of questions	The English teacher Questions	Frequency
1.	Procedural questions	1) How are you? 2) Are you ready to learn? 3) Who is not present today? 4) Is there any information?	4 question

2.	Convergent questions	1) What are the characteristics of the passive voice? 2) How is the sentence? 3) “My car was wrecked last night”. How to make this sentence to be passive sentence? 4) “Last night” what does mean Fahri? 5) “This computer made in United states”. How is the passive sentence? 6) What is included of to be? 7) “The house is painted every year”. How is the passive sentence?	7 question
3.	Divergent questions		-
Total			11 Questions

From the table above showed that in the meeting during teaching and learning process, the English teacher used two from three types questioning strategy. The researcher found types of questions used by the English teacher in eleventh grade during teaching and learning process about passive voice in the first meeting were 11 procedural questions and 7 convergent questions used by the English teacher. In the second meeting researcher found in procedural questions 4 and convergent questions 7.

But the dominant questions strategy that use by the English teacher was procedural question.

### **b. Result of Interview**

An interview intended to support the data related to the result of observation. The interview employed to an English teacher of SMK Muhammadiyah Tolitoli.

1. Apakah ada masalah/tantangan pada saat anda mengajar dikelas?

Is there a problem when you teach in class?

“.....Pastinya ada. Seperti siswa pada saat proses belajar mengajar dia hanya *bermain dengan temanya tidak mengikuti pembelajaran dengan baik ada yang tidur saat pembelajaran.....*”

“of course there are. Like a students during the teaching and learning process, they only play with the theme of not following the learning well there are sleeping while learning”

From the statement above the researcher can concluded, during the learning process there are certainly some students who are not focused or just sleeping in class during learning process. That's where the challenge for the teacher when teaching or giving a question and finding a solution to overcome the problem.

2. Apakah anda sering memberikan pertanyaan pada saat pembelajaran?

do you often ask questions during class?

“.....*Ya cukup sering. Karena saya lebih suka proses pembelajaran saya itu interaktif atau ada timbal balik antara guru dengan siswa tidak hanya monoton guru menjelaskan atau menerangkan pelajaran dan siswa hanya mencatat atau mendengarkan saja tidak terjadi Tanya jawab nah itu kurang suka.....*”



“yes, quite often. Because I prefer that my learning process is interactive or there is reciprocity between the teacher and the students”

based on the explanation above, giving questions to students is very important to check the extent to which students understand the material that has been given or has been explained by teacher, and asking questions also makes the class more interactive and when teacher explaining the material there is reciprocity between the teacher and students.

3. Apa pendapat anda tentang peranan pertanyaan didalam proses pembelajaran?

What do you think about the role of questions in the learning process?

*“.....Pendapat saya sangat baik. Karena yang seperti saya bilang tadi agar proses pembelajaran itu tidak membosankan dan lebih ribut dalam artian yang baik .....”*

“on my opinion is very good, because like I said earlier so that the learning process is not boring and noisier in a good sense”

Based on explanation above, The role of question in the learning process is very good. It is good for teacher and for students as well, as students more active and the classroom atmosphere is more crowded. Students also answer question in crowd so that students are enthusiastic in answering question more actively.

4. Pertanyaan seperti apa yang biasa anda gunakan untuk mengajar dikelas?

What kind of questions do you usually use to teach in class?

*“.....Kalau dalam awal proses pembelajaran tentunya kita menanyakan kabar siswa-siswa, apakah ada yang sakit atau ada yang tidak hadir kemudian itu biasa kita me memorize kita tanayakan pelajaran apa yang sudah kita pelajari minggu yang lalu atau pertemuan yang lalu.....”*

“if at the beginning of the learning process, of course we ask for the news of the students, whether there are pockets or there are those who are not present, then we usually memorize them without asking what lessons we learned last week or the lesson. Of course, I’m sure there will still be questions that I will ask you from the material that we provide”

Based on explanation above, at the beginning of the learning the teacher asked how the students were doing, checking the attendance of students, and asked again about the understanding of the material that was given last week. Then ask the core learning materials related today.

5. Strategi bertanya seperti apa yang sering anda gunakan untuk berinteraksi dengan siswa dikelas?

What kind of questioning strategies do you often use to interact with students in class?

*“.....Kalua saya pribadi mungkin semua strategi seperti strategy procedural, convergent dan divergent.....”*

“personally. Maybe all strategies such as procedural, convergent, and divergent questioning”

from the teacher statement above the researcher can concluded the teacher used all of the strategy in the learning process maybe sometimes just two strategies.

6. Menurut anda seberapa efektif strategi tersebut digunakan dalam interaksi dikelas?

In your opinion, how effective are these strategies used in classroom interaction?

*“.....Sangat efektif, selain procedural dan convergent yang paling efektif sebetulnya divergent question.....*

very effective besides procedural and convergent, the most effective are actually divergent questions.....

From the statement above the researcher can concluded the teacher used strategy procedural and convergent in teaching and the teacher fell this strategy effective in the learning activity.

7. Apakah dengan strategi bertanya bisa membangun interaksi dikelas?

Is asking strategy able to build class interaction?

*“.....Tentu saja,Guru itu perannya menghidupkan suasana dikelas jadi bagaimana cara membawakan materi itu bagaimana dia memberikan pertanyaan sehingga siswa-siswa tidak bosan dan mengikut jalannya proses pembelajaran dengan baik.....”*

*“ of course, what is the difference between use being in the room as a teacher and not having us in the classroom if the interaction between the students and the teacher is not atmosphere in the classroom, so how do you present the material, how does he ask questions so that the students don't get bored and follow the learning process well”*

From the statement above the researcher can concluded the strategy of asking can build interaction in class because of the role the teacher to liven up the atmosphere in the classroom so that students don't feel bored in the learning process and always check students' understanding of the material so that students are more interactive in class.

8. Bagaimana rata-rata kemampuan pemahaman siswa terhadap pelajaran dengan menggunakan strategi bertanya?

What is the average ability of students to understand the lesson by using a questioning strategy?

*“.....Rata-rata kemampuannya tergantung pertanyaannya kalau pertanyaannya sekedar tentang kondisi mereka pasti bisa mereka jawab dengan baik kalau*

*mencakup dengan materi itu kembali dari pemahaman siswa ada siswa yang baik dalam pemahamannya ada juga yang pemahamannya kurang nah itu perlu perlakuan khusus dari guru.....”*

“the average ability depends on the question, if the question is just about their condition, they can definitely answer it well if they talk about the material back from the student’s understanding..... there are students who are good in their understanding is poor, so they need special treatment from the teacher”

From the statement above the researcher can concluded students’ understanding ability depends on what questions are asked by teacher if the questions are only asking the condition of students responding quickly and if the teacher asks about the material only some students respond. Some students have good understanding and some are not good at responding a question about the material explained by the teacher.

9. Apakah anda mengalami kendala tertentu saat bertanya dikelas?

Do you experience certain problems when asking questions in class?

*“.....Ya sering juga. Terkadang tidak semua siswa juga mampu menjawabnya ya itu tadi alasannya karena dia tidak mengikuti proses pembelajaran dengan baik sehingga yang ditanyakan apa yang dijawab apa sehingga tidak terjadi interaksi yang baik antara guru dengan siswa.....*

“yes often too. Sometimes not all students also refuse to answer that was reason because he did not follow the learning process well so that what was asked was what answered so that there was no good interaction between teacher and students”

From the statement above the researcher can concluded obstacles when asking questions in class often occur, because there are some students who do not

follow the full learning process, so when asked students cannot answer questions and there is no good interaction between teachers and students.

10. Apakah masi ada pendapat lain yang ingin anda sampaikan tentang strategi bertanya dikelas?

Are there any other opinions that you would like to convey about the strategy of asking questions in class?

*“.....Kalau menurut saya sebaiknya semua guru menerapkannya alangkah pentingnya strategi bertanya digunakan guru dalam proses belajar mengajar tidak hanya memberikan tugas kemudian pergi sehingga tidak terjadi interaksi didalam kelas itu semua yang membuat siswa malas belajar karena gurunya tidak mendapat strategi yang baik.....”*

“in my opinion, all teachers should apply it, how important is the questioning strategy used by teachers in the teaching and learning process, not only giving assignment and the leaving, so that there is no interaction in the classroom, all of which makes students lazy to learn because the teacher does not get a good strategy”

From the statement above the researcher can concluded this questioning is very important for teacher because it helps the teacher in terms of knowing students' understanding and always checking students' understanding, don't just often given material without asking questions again and without checking the extent to which students understand the material.

This interview shows the result finding of the conversation between the researcher and the English Teacher about teachers questioning strategies during the classroom interaction.

## **DISCUSSION**

In this part the researcher discussed the results of research finding and some theories concerning teachers questioning strategies in classroom interaction to answer the research question. The result of this study presents in the research finding and the data are discussed in the discussion. The research question is what are the types of questions used by the English teacher at eleventh grade of SMK Muhammadiyah Tolitoli. The researcher did observation in a classroom in two meeting at XI class in SMK Muhammadiyah Tolitoli.

The researcher found that 29 questions in two meeting. From 29 questions, there was 15 procedural questions, and 14 convergent questions. From the types of questions based on Richard and Lockharts (1994) showed that procedural questions and convergent questions were mostly used by the English teacher. Procedural questions asked by the English teacher with routines of the classroom, the questions are not related to the material, used by the English teacher what is going on in a classroom to check the assignment and whether the task is clear.

From the table show that the most dominant types of questions were procedural questions which found 15 questions. Procedural questions was dominant because procedural question as introduction in the classroom which related about classroom management.

Students can respond to procedural questions with a concise answer. Procedural question were relegated to second place as sorts of questions used by English teachers during the teaching and learning process because procedural questions served as an introduction to classroom management. Teachers ask procedural questions to find out what is going on in the classroom.

Because convergent questions were about content that related to material that the English teacher explained, convergent questions became the first order as types of questions used by the English teacher during the teaching and learning process. As a result, the English teacher always used types of convergent questions.

Divergent questions, according to Richard and Lockharts (1994), encourage students to answer questions using higher-order thinking. It can inspire students to

respond to questions using their own expertise, but students must respond to questions with a lengthy response. However, the study discovered that the teacher did not use the divergent question with eleventh grade pupils.

Students prefer answering procedural and convergent questions because they know how to correctly answer. Students must take additional time to consider answer to different questions. It can be concluded that procedural and convergent questions are more effective at controlling the classroom than divergent questions. Because the divergent questions require high-order thinking, the answer must be used to assess students' comprehension of the topic.

The functions of questioning strategies as a general way used by teachers in class, play an important role in classroom teaching. Questions are used to evaluate students' knowledge and understanding of subject matter. Questions can help to review essential content in a subject. Questions can be used to control the social behavior of students. Question is not for trap the students, but question is as guide for students in 13 being active and interactive in the classroom. Weiss and Pasley (2004) said that teacher question is crucial I helping students make connections and learn concepts, and that effective questions monitor students' understanding of new ideas and encourage them to think more deeply.

## **CONCLUSION**

Based on the findings of the study and discussion, researchers made several conclusions about the type of questions used by English teachers in the 11th grade of SMK Muhammadiyah Tolitoli. Researchers concluded that the English teacher in the eleventh grade of SMK Muhammadiyah Tolitoli used two question strategies. They are procedural questions, and convergent questions. Researchers found that the total number of types of questions used by English teachers in two meetings was 29 questions. Where the first meeting there are 18 questions consisting of 11 procedural questions and 7 convergent questions. and then in the second meeting there are 11 questions consisting of 4 procedural questions and 7

convergent questions. Every type of question has its function. The procedural question is to examine the student's assignment, to check if the task is clear and can control the class. Convergent questions are to encourage students to answer questions based on material.

## **SUGGESTION**

### 1. For English Teachers

For English teacher, the English teacher is advised to frequently uses questioning strategies and knowing the types of questions extensive. Because asking questions can help the students to create their critical thinking, improve their speaking skill, improve their vocabulary, can increase their confidence. The English teacher must know the level of each student so the English teacher easily to apply questioning strategies. The English teacher can always build the classroom interaction so the classroom always active and should keeping the students attention and control the classroom.

### 2. For other researchers

This research can also provide inspiration for other researchers to examine the same problem related to the implementation and development of teacher questioning strategies in the context of developing the quality of education in the future.

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