

## **A Descriptive Study of Teachers' Questioning Strategies in English Classroom Interaction at SMAN 2 Taruna Bhayangkara in the Academic Year 2019/2020**

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### **Abstract**

Questioning strategies are the important method for teachers to ask the students by giving the question. The goal of this research was to identify out the type and the level of questioning strategies that used by the English teachers in English classroom interaction at SMAN 2 Taruna Bhayangkara in the academic year 2019/2020. This research used descriptive qualitative research design. There were 6 English teachers as the respondents. It determined by using purposive sampling. To collect the data, it taken by using questionnaire and interview. Likert scale was the tool to analyze the data from questionnaire. To determine the data analysis, it related to eight indicators namely wait time, probing question, balance, participation, phrasing, sequencing, adaptation, and student question. From the data analysis, it offered that questioning strategies always use by the teachers in English classroom interaction. The percentage of wait time was 80.56%, probing question 79.17%, balance 61%, participation 76.39%, phrasing 87.5%, sequencing 80.56%, adaptation 68.06%, student question 73.61%. In addition, the most performed type of questioning strategies was phrasing (87.5%) and based on the Bloom's Taxonomy, teachers used of model questions in understanding level which has indicated in lower level question. Thus, the English teachers should develop questions in higher level to stimulate students higher order thinking skill.

**Keyword:** Teachers' Questioning Strategies, English Classroom Interaction.

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### **A. Introduction**

In educational units, there are teaching concepts that should be developed. According to Sukmadinata (2000) it is called the curriculum as a reference for the students' collection that should be delivered by the teachers. The curriculum covers all aspects include students' experiences, activities and knowledge. It is under their guidance of the teachers. Throughout the curriculum, school programs can be used as learning experiences for students. Therefore, they have broad coverage in the provision of lessons. It is same like the high school in Genteng (SMAN 2 Taruna Bhayangkara) which has applied a new curriculum named 2013 curriculum. Likewise, there is an important step in point of a learning design before the learning process begins, called lesson plan. Hariyanto (2014) argued that all the main materials or particular theme during

the whole of lesson plan is refer to the syllabus. In each syllabus consists of four basic competencies. It is comparable with core competency aspects. Its involve exploration, elaboration, and confirmation. In addition, in this aspects also combine of several learning stages allow for observe, enquirey, associate, and communicate.

Due to the learning process, there is a plan activity that should be prepared by the teachers in classroom. Not only carried out teaching concepts, but also being able to apply some strategies in teaching. OECD (as cited in Fajriah, 2017) explained that teaching strategies is the way of the teacher to regulate classroom activities in order to achieve students' comprehension. Hereabouts, the role of the teachers in learning process is extremely valuable. They should be good at choosing the right teaching strategies to handle the students. In addition, the learning goals can be reached efficiently. During manage the class, the teachers are allowed to create communication and interaction with their students by using questions which is one part of aspect in learning called enquirey.

One of the most significant sections in teaching strategies which has valuable part is questioning. According to Chidongo (2013) said that throughout questioning, teachers and students are able to join in reciprocal action during the class. Teachers examine that questioning become efficient tool as it engage students to construct their understanding, become active in class and extend thinking skill as well during interaction in learning process. For this reason, teachers employ questioning as appropriate strategies to teach and demonstrate their students enormously.

Questioning which has a good function in teaching is used in every school programs as it becomes very helpful to build communication mainly in English interaction. English as international language is extremely needed by students to learn more in recent years. Certainly, the students necessitate teachers whose competence in English and they as educators can use a good questioning strategies since it support students to get interaction greatly. Moreover, it will happen when a teacher explain the material, then he asks some question to them with questioning strategies; in addition, the students may discuss with their friends as well as they will ask to the teacher directly so that all of them get interaction each other. It can be reached when the students participate actively during English lesson where teacher provide relevant questions by using questioning strategies exactly.

In theoretical and practical ways, teachers need to apply questioning strategies. Thus, they should have ability in these strategies. An educator in English program has responsibility to deliver students become active in class with interaction. Teachers should provide good strategies when they teach their students as it enhance in English interaction.

Considering the explanations above, the researcher will conduct a research entitled "A descriptive study of teacher's questioning strategies in English classroom interaction at SMAN 2 Taruna Bhayangkara in the academic year 2019-2020". In a sense of acquiring such questioning strategies in English interaction, it gives technical knowledge on questioning.

## **B. Research Method**

### **1. Research Design**

Based on the objectives to be achieved in this study is to describe, evaluate and classify various formulation of the use of questioning strategies in teaching learning activities at SMAN 2 Taruna Bhayangkara in the academic year 2019-2020, this study is a qualitative descriptive research. This qualitative research has a purpose. It aims to gain a general understanding of social reality. Thus, the researcher familiar with the research of environment can go directly to the field and be able to collect actual and detailed information that describes the symptoms that exist (Khotari,2009). The researcher used of qualitative research because the qualitative type as a research procedure that produces descriptive data can be either written or oral words. The researcher observed the teachers and explained which questioning strategies that have applied by them.

### **2. The Research Area**

The location of this research was SMAN 2 Taruna Bhayangkara. The researcher chose this place as it had complete facilities, had many programs such as science, social and language program and teachers who are experts in their respective fields especially in English. In this school, English teachers can teach students well according to their needed. Accordingly, it was very suitable to apply a competent English system.

### **3. The Research Respondent**

The English teachers of science, social, and language program in SMAN 2 Taruna Bhayangkara were participated in this study. The English teachers were preferred stand on their education. The researcher used 6 English teachers as the respondent in all of the majors and the classes of tenth, eleventh, and twelfth grade. To determine the population, the researcher used purposive method. Sugiyono (2009,p.218) stated that purposive is the method to get the data resources by certain consideration. It was suitable for the researcher because the researcher had the certain purpose from this research to focus on the using of questioning strategies by the English teacher in English classroom interaction

### **4. Data Collection Method**

In this research, the researcher used three kinds of data collection method. It explains in the following parts:

#### **1. Interview**

Esterberg (2002) stated that to get detail communication for obtaining the question and the response between two persons, interview is the way how to complete the information. Furthermore, the researcher interviewed the English teachers to accomplish the accurate information about teachers' questioning strategies. The type of interview that used by the researcher was semi structured interview. The researcher formulated the questions, then the respondent answered the questions.

Table 1. The Distribution of Interview Item Test

No.	Indicators	Item Test	Total
1.	The use of Questioning Strategies in English classroom interaction	1, 2	2
2.	The kind of questioning strategies The reason in using questioning strategies	3, 4	2
3.	The advantages of using questioning strategies	5, 6	2
4.	Challenges in using questioning strategies	7, 8	2
Total			8

## 2. Questionnaire

Questionnaire is a technique in collecting data by using written questions to accumulate the information from the respondent (Sugiyono 2009). The researcher used questionnaire to the data of teachers' questioning strategies. In this study, the researcher gave questionnaire to the respondents. Then, the respondents answered by using checkmark in appropriate choice based on their actual perception. The researcher provided the questions in each indicator to measure variable in this study. Closed questions were the type of questions that used by the researcher to ask the questions. It involved the kind of questioning strategies such as three about wait time, three about probing question, three about balance, three about participation, three about phrasing, three about sequencing, three about adaptation, and three about student question. The total of the questions were twenty four.

Table 2. The Distribution of Questionnaire Test

No	Indicators	Item test	Total
1	Wait Time	1, 2, 3	3
2	Probing Question	4, 5, 6	3
3	Balance	7, 8, 9	3
4	Participation	10, 11, 12	3
5	Prhasing	13, 14, 15	3
6	Sequencing	16, 17, 18	3
7	Adaptation	19, 20, 21	3
8	Student Question	22, 23, 24	3
Total			24

The researcher used Likert Scale to find the level of questionnaire which is composed by Rensis Likert. According to Sugiono (2009), Likert Scale is utilized to measure attitude, opinion, and perception of people about social phenomenon. To measure what kind of questioning strategies that used by teachers in English classroom interaction at SMAN 2 Taruna Bhayangkara, the researcher applies the Likert Scale with four options of answer for each statement. There are always, often, seldom, and never. There are wait time, probing question, balance, participation, phrasing, sequencing, adaptation, and student question. The total number of statements were 24. Three questions were involved in each indicator. The responses were 1 point for “Never”, 2 point for “Seldom”, 3 point for “Often” and 4 point for “Always”.

Table 3. The Determination of Interval Scale

No	Answer	Percentage
1	Never	0-25%
2	Seldom	26-50%
3	Often	51-75%
4	Always	76-100%

Besides that, to measure the percentage level of teachers' questioning strategies, the researcher used formula as follow:

$$\text{Index \%} = \frac{N}{Y} \times 100$$

Index % = Percentage of Level

N = Total Score

Y = Maximum Score

## 5. Data Analysis Method

The reseracher used Qualitative Analysis by Miles and Huberman. It consists of data reduction, data display, and conclusion drawing/verification.

## C. Conclusion

It can be concluded that the English teachers in SMAN 2 Taruna Bhayangkara in the academic year 2019/20120 always use questioning strategies in English classroom interaction. The reason why they always use questioning strategies because it will help the students to speak up, to built communication and become easy way to give the students understanding during the teachers ask some questions. Phrasing strategy become the most performed type of questioning strategies in English classroom interaction. It because most of the teachers are able to talk and discuss together with aims to understand the

students' response and they phrased the question clearly. Based on the theory by using Bloom's Taxonomy, teachers' questioning strategies in SMAN 2 Taruna Bayangkara was still in understanding level. In conclusion, they were on low of question level.

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