

AN ANALYSIS OF TEACHER QUESTIONING DURING INTERACTION IN THE CLASSROOM

Hasanatun Nisak
Universitas Islam Malang
Email: Hasanatunnisa36@gmail.com

Abstract: The current research is focused on analyzing the teacher's questions, what types of questions and asking techniques are used by the teacher in the classroom. For this type of question, the teacher uses the theory from Richards and Lockhart, while for the questioning technique uses the theory from Willen. This research uses descriptive qualitative research method. The data was obtained from the observation of the teacher's questions in the classroom, recording and interviews of the eighth grade English teacher at Ma'arif 03 Islamic Junior High School Malang. The results show that teacher tends to use convergent questions in the classroom. 24 convergent questions were used when asking students in class. The results also show 8 questioning techniques that teachers use when asking students in class. Asking questions clearly and concretely, asking questions according to the students ability level, asking questions logically and orderly, questions with insufficient levels, following up on students answers, and giving students time Think when answering, use questions that encourage broad student participation, and encourage students to ask questions.

Keywords: Classroom Interaction, Teacher Questions, type questions and Questioning Techniques

INTRODUCTION

In Indonesia, English is a subject that always exists in all levels of education starting from kindergarten, SD/MI, SMP/MTs, SMA/MA and at universities. English is an global language which is the standard language used in communicating between countries, therefore English education is very important. According to Moulin and

Campos (2017: 38) English serves as a role in international communication, it has two main functions in the world: it provides the vehicle language for international communication and its forms the basis for building cultural identity. In general, English is the student's favorite subject in class, but it can also be a less favorable subject because of the situation or the way it is delivered that is less attractive and seems boring. In the learning process of English, class interaction is very influencing because it is one of the necessary things in helping the success of the learning process, especially in learning English. According to Gebhard (1996:69) with good classroom management, it can create a more conducive atmosphere so that English can interact in a meaningful way. It should be noted that class interaction has become a major problem in teaching and learn English in the era of communicative language teaching.

For teacher there are several issues that occur while improving learning process through communicative interaction. Such as students having difficulty in expressing it because English is not their first language or their mother tongue, as students who have difficulty expressing their opinions in using English and unable to properly understand the explanation given by the teacher. As a result, students are less focused in class because they believe English is harder to understand. Therefore, teacher role is very important in providing space for students to develop their language. Brown (2001) states that the use of a questioning strategy in the learning process is the best way for teachers to maintain classroom interaction. One approach of employing language is to use the questions strategy, in which questions are regarded as taking center stage. The question and response procedure is common in the classroom. However, getting student responses is very difficult, because it has been said before those students can have difficulty understanding the explanation from the teacher, so as a teacher needs the right techniques in asking questions so that students can understand and respond.

In the classroom students have different characters, there are students who are active and there are students who are passive in the learning process taking place in the classroom. Richards and Lockhart (1994:186) stated there are 3 types of questions: procedural questions, Convergent questions and Divergent questions. Procedural questions are questions related to what happens in class such as class procedures, class routines and class management. Convergent question is a question that requires only one response, such as "yes or no questions or a short opinion. Before moving on to another teaching approach, the teacher uses convergent questions to aid in the development of skills and hearing vocabulary, as well as to encourage involvement throughout the class. The last types of questioning is divergent questions, if convergent questions make students only need to answer with short statements, or with "yes" and "no" questions that do not require students to think highly, divergent questions are the opposite. With divergent questions students will find information independently to answer the questions given so they do not only get the information that has been presented.

According to Willen (1991:9) state clearly explains that there are nine questioning techniques in his book entitled "Questioning Skills for Teachers". Those are: (1) Plan key questions to provide structure and direction for the lesson, (2) Express questions clearly and specifically, (3) Adjusting questions to the level of student ability, (4) Ask questions logically and sequentially, (5) Asking questions at multiple levels, (6) Follow up student responses, (7) Give students time to think while responding, (8) Use questions that make students broadly participate, (9) Encourage student questions. That is a technique that teacher can use to ask students questions during the learning process, so that interactions can occur in the classroom between teachers and students.

This research was conducted at SMP Islam Ma'arif 03 Malang. Based on preliminary research conducted by making classroom observations and interviews with one of the English teacher, there were problems in class interactions. Of the 26 students, about 3-4 students who wish to communicate using English voluntarily.

From the results of the interview, it can be concluded that most students were embarrassed to communicate, confused about expressing their opinions in English. Therefore, she always invites students one by one to encourage and build students' confidence in speaking and interacting with each other in class. The implementation was quite successful, because some students were stimulated to be able to interact by answering the teacher questions, even with short answers. From this phenomenon, researchers are interested in knowing what types of questions teacher use in interacting with their students in class.

This research focuses on analyzing teacher issues through classroom interaction. This research aims to analyze the types of teacher questions. It does not analyze the response of students to higher-order thinking in the learning process, nor does it analyze the questioning skills used by teachers when asking students.

METHOD

In conducting the current research, the researcher use descriptive qualitative research. Qualitative methods are used for research that aims to describe events; and the data used were interviews, behavior, and documents that were not analyzed using statistical patterns. In connection with this explanation, this study tries to dig up certain information about an incident or case subject. The case of this research is the types of teacher questions and what techniques are used for classroom interaction in the teaching and learning process. The design in this study is descriptive qualitative, where the researcher prepares data in the form of words and descriptive. The data collected from this qualitative research method is not in the form of numbers, but data obtained from observation sheets, field notes, audio recordings, and interview scripts.

The main data of this research are the questions raised by teacher in classroom interaction. Therefore, the researcher observed the class directly for 2 meetings. This study uses non-participant observational research. This means that the researcher is in the classroom but does not take part in class activities, only observing the learning process in the classroom. Additional data is obtained through interviews with English

teacher. Additional data, such as the teacher response to the interview section, can be used as additional information and may not be available from classroom observations. The data samples used for the first and second data are the English teacher of SMP Islam Ma'arif 03 Malang who are teaching in the classroom.

FINDING AND DISCUSSION

To start the analysis, the researcher provided a brief summary of the subject matter discussed in class. There were two main topics discussed in the two meetings, namely short messages and short notice. The topic about short messages is about how to convey short messages and when we use them. Short notice is a way of giving notifications to people nearby and what a short notice is for.

Two meetings were held to undertake the research. The teacher discussed the short message during the first meeting. In the second meeting, the teacher continues the discussion about the short message and starting new material i.e. short notice. These two topics are more directed at reading and writing skills.

a. The teacher questions tend to be used in classroom

In the in this study, the type of question chosen was Richards and Lockhart type questions. This type of question is easiest to analyze, because it has types that have been classified into 3 types' convergent, divergent and procedural questions and has the function of involving students in classroom procedures and involving students in learning contents as well. Then the kinds of question types focus on the students thinking.

Table 1
The total number of types' questions that are asked in a classroom.

No	Types Of Questions	First Meeting	Second Meeting	Total
1.	Procedural questions	11	4	15
2.	Convergent questions	12	12	24
3.	Divergent questions	4	3	7
				46

In procedural questions, the teacher asked 15 questions. The first meeting was found 11 procedural questions, and the second meeting was found 4 questions asked by the teacher. One of them is used to determine whether students prefer online or face-to-face (offline) classes. This can be seen in the question, *do you like online or offline classes?* Other questions ask students what material we will study today, to find out whether students read the learning book at home, by asking what page the material is.

For divergent questions is only 7 divergent questions were asked between the first and second meeting. A divergent question is to encourage student to provide their own information. For the example *what the writer intention to write the notice?* This happens when students have answers that are different from others. As a result, divergent questions are used to assess student comprehension by asking questions that allow them to express their own perspectives.

The last convergent questions are the type of questions that is frequently used in classroom interaction by teachers. Convergent questions are those that need only few replies, such as yes or no, brief explanation, and do not require student to think a higher level in order to get responses or answers, but instead rely on remembering as information. In the first meeting, there were 12 convergent questions and the second meeting there 12 convergent questions too. As a result, 24 of 46 questions in classroom interactions are convergent questions. To put in another way, approximately half of the questions and answer part is made up of convergent questions.

Table 2
Convergent Question Forms Used

Teacher Utterance
Do you guys still remember the lesson last week? About short message?
What the meaning of short message?
What the meaning of notice?
What the different between short message and short notice?

Convergent questions are used to remember the previous information, as seen in the table. As an example, *do you guys still remember the lesson last week? About the short message?* This question does not require students to use higher-order thinking to respond, but instead depends on them memorizing past material. It can be provided at the start of the class before moving on to the following topic. These questions are provided by the teacher to encourage students to engage by answering questions, and also be used to assist students comprehend since asking questions based on past knowledge can help students enhance their comprehension. In his book, Richard cites several examples of convergent questions that are given to introduce reading lessons. Richard said that convergent questions can be a way to introduce a lesson topic. *How many of you have a personal computer in your home? , Do you use it every day?* In this study, the teacher gave several questions to start new material. *What is the meaning from this sign?* Unlike the example in Richard's book, instead of directing students into the topic, the teacher inquires about the meaning of the textbook sketches. This question is asked to engage students in the content of the lesson, regardless of whether or no student understand the pictures meaning.

In conclusion, all questions converged at two meetings to involve students in the subject matter. The questions given are various, such as asking the meaning of the teaching material, asking students to make examples of these expressions, asking students to guess the examples given and double check their responses when completing the assignments. The role of the questions is the same in every case. These questions are asked by the teacher to increase student comprehension and encourage class discussion.

b. The techniques of questioning used while asking the questions in classroom interaction

The findings revealed eight questions techniques used in class interactions based on the data. When asking procedural, convergent, or divergent questions, these techniques are employed. The use of the asking technique during the learning process is depicted in the table below.

Table 4.7
The questioning technique used in asking students

NO	No Techniques of Questioning
1.	Phrase questions clearly and specifically.
2.	Adapt questions to student ability level.
3.	Ask questions logically and sequentially.
4.	Ask questions on variety of levels.
5.	Follow up student responses.
6.	Give students time to think when responding.
7.	Use questions that encourage wide student participation.
8.	Encourage student questions.

The first technique is to phrase questions clearly and specifically. The teacher asks questions that are clearly not hanging or ambiguous. Such as What pages is now? Where do you probably read the notice? The goal is to avoid questions that make students confused and frustrated, accuracy and clarity in asking questions makes the probability of an accurate answer. Adapting question on student ability level is the second technique, when the teacher asks questions, this technique is used to evaluate the degree of student ability based on the level of student, the purpose of giving questions in accordance with the students' abilities helps to answer the questions easily and in accordance with the knowledge they get. An example, *how many times that you found the notice?* The third technique is to ask questions in logically and sequentially. This questioning technique is intended to aim of avoiding random questions that lack focus and clear intentions. The technique used is when the teacher asks convergent questions, have you ever used a short message to your friends? The questions are asked in order depending on the theme of lesson, that is short messages, after student have learned the definition and examples. The fourth technique used in this study is to ask questions on variety of levels. The researcher discovered different levels of questions that were used to determine a student's level. They are *what the meaning of short message is, and can you give me an example of*

short message? These questions have different levels, the first is a convergent question and the second is a divergent question. Looking at the order of questions, convergent questions are given first. The questions are given sequentially.

Following up on students responses is the next technique questions. For example *which of these sentences can be understood? , which words indicate a short message? What's the meaning?* This is an example of a divergent questions used to push student to clarify previous answers. The next technique is giving student time to think when responding. This technique can assist students in thinking before responding to the teacher quires. So that it can minimize students' incorrect answers. For example *what kind of notice?* Before the teacher writes the type of notice on the blackboard, this question is asked. The next technique is to ask questions that attract a wide of students to participate. For example *I want to ask you? Who always turn off the light when go to the bed?* It is given to passive students. As a result, asking that question may inspire student to participate more actively in class. The last technique questions are encouraging student questions. In this study, an example of the questioning technique used is *do you guys still remember the lesson last week? , About short messages?* This is used to stimulate students to ask the teacher questions about past material that they have not understood.

CONCLUSION AND SUGGESTION

The researcher concludes in this study as follows, based on the data and discussion in the preceding chapter: Teachers in SMP Islam Ma'arif 03 Malang used three types of questions: Procedural, convergent, and divergent, these three questions are one that the teacher asks during class discussion. The total number of questions selected was 46, and among those 46 questions, it is known that most of them are dominated by convergent questions, which are 24 questions. Questions are given to interact students in teaching material that doesn't have to use higher-order thinking and specialize in remembering previous and needing information short statement to answer the question.

In terms of the types of questions, teachers use eight questioning techniques: asking questions clearly and concretely, asking questions according to the students ability level, asking questions logically and orderly, questions with insufficient levels, following up on students answers, and giving students time Think when answering, use questions that encourage broad student participation, and encourage students to ask questions.

Based on foregoing results a number of recommendations are made to English teacher and other researchers who have similar topics. The following are some ideas:

1. For English teacher

It is better if you would like to use this sort of question English teacher should be more careful in asking students. Various types of questions can help students to make their level of thought. This will form students' courage in answering questions. Because it is essential, the teacher must first determine the level of student skills before using what types of questions are appropriate for them. Giving appreciation is also needed so that students are more confident in answering questions. Building interaction using questions entails not just asking excellent and simple questions but also asking the correct questions for students based on their skill level. As a result, students are more prepared to confidently respond to questions.

2. For the further researcher

It is preferable for further researchers who wish to investigate the same topic to examine the types of questions used by one the teachers and the class. As a result, it's common to compare which types of questions one teachers use the most with another. Findings that differ from the questions used can lead to other topics such as, the purpose of using these questions in several classes. Identifying the most appropriate questioning technique is also important. It will be found that not all questioning techniques are often applied by teachers in asking various kinds of questions. Other theories from other experts are often used because of references.

REFERENCE

Brown, H. D. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy* (2nd ed.). San Fransisco, U.S: San Fransisco State University.

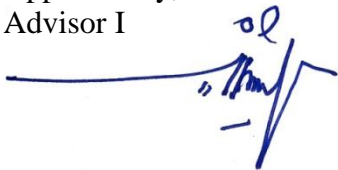
Gebhard, J. G. (1996). *Teaching English as a foreign or second language: A self-development and methodology guide*. U.S: The University Michigan Press America .

Moulin, L. C. (2017, Mar-Apr). English as an Interaction Language: A Critical Apporoch. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 7(2 ver), 37-38. Retrieved from www.iosjournals.org

Wilen, W. W. (1991). *Questioning Skills for teacher. What Research Says to the Teacher*. (3rd ed.). Washington, D.C: National Education Association.

Richards, J. C., & Lockharts, C. (1994). *Revlective Teaching in Second Language Classrooms*. New York, Cambridge: Cambridge University Press. Retrieved 1996

Approved by,
Advisor I

A handwritten signature in blue ink, appearing to read 'H. Ali Ashari', with a horizontal line extending to the left.

Drs. H. Ali Ashari, M.Pd

NPP. 1910200021