

## **An Analysis Of Teacher's Questioning Strategy During The Classroom Interaction At SMA Negeri 14 MBD**

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### **ABSTRACT**

This research aimed to investigate the questioning techniques employed by teachers during English language instruction and to analyze the purposes served by these questions in classroom interactions. The study utilized a descriptive qualitative method with an English teacher from SMA NEGERI 14 Southwest Maluku (MBD) as the sole participant, selected through purposive sampling. Data collection involved observations and interviews. Analysis revealed various questioning strategies used by the teacher. Furthermore, the study identified that teacher questions were intended to generate interest and curiosity about the topic, promote active learning, encourage students to ask questions, assess comprehension, gather information, and maintain classroom control. In conclusion, this research underscores teachers' dedicated use of questioning techniques to gauge student understanding during English instruction sessions.

*Keywords: Questioning strategy, English Teacher, and Classroom interaction.*

### **INTRODUCTION**

In teaching English, educators must focus on developing students' proficiency in the four essential skills. To achieve fluency in these skills, teachers should employ effective strategies tailored to their students' needs. According to Silver, Strong, & Perini (2008), strategies refer to various approaches teachers use to reach teaching objectives. This implies that multiple strategies are utilized in classrooms to aid students in comprehending the material and achieving favorable outcomes.

To assess students' critical thinking abilities, teachers frequently pose questions to stimulate and gauge their understanding. Teachers must comprehend and appropriately respond to students' answers. By asking questions related to the lesson, teachers prompt students to engage with the material and provide accurate responses. In Curriculum 2013, teachers serve as facilitators rather than dominating the classroom, fostering a more active and creative environment for students. Given these considerations, effective communication strategies are essential for teachers to convey course material and elicit responses from students effectively. Cotton (1988) asserts that teacher questions serve as prompts that extend the content to students, emphasizing their role in assessing students' comprehension and academic progress both during and after lessons.

### **METHOD**

This study employed descriptive quantitative methodology, which involved presenting data in numerical and descriptive formats. According to Sugiyono (2016), quantitative research is rooted in positivism and is used to examine either a population

or a specific sample. The primary objective was to analyze the questioning strategies used during classroom interactions.

For this research, the descriptive qualitative method was chosen. Qualitative research helps researchers analyze and understand the dynamics of a phenomenon (Mohajan, 2018). The study took place at SMA Negeri 14 MBD on Lakor Island. This school was selected because the researcher was interested in understanding how teachers effectively utilize questioning strategies and whether there was an impact on student learning outcomes (KKN). The participants included two English teachers from SMA Negeri 14 MBD.

The research involved two primary data collection methods. The first is Questionnaire. A questionnaire consists of carefully crafted written questions focused on a specific research topic. These questions are administered to selected respondents, who provide accurate answers and supply the necessary data for the research project. The second is Interviews. Interviews were utilized to gather more detailed data for the study. The researcher employed a questionnaire as the primary tool for data collection. Qualitative methods were applied for data analysis, and to measure the data, the researcher used a measurement formula proposed by Nana Sudjana (1989). Qualitative data analysis involved two steps, while Creswell (2012) outlined three steps for such analysis in qualitative research.

In the first step, the researcher begin coding all the interview data. This involves reviewing all transcriptions and initiating the coding process, culminating in the production of a report. Next, in the second step, the researcher define and designate themes. During this phase, the researcher refine and rename themes to add complexity, then interpret the findings and generate the report detailing the types of questions posed by teachers and students' perceptions of teachers' questioning strategies in tenth-grade classroom interactions.

For data analysis, the research applied a formula by Sudijono (2000:40) to quantify the Percentage of teachers' questioning strategies.

$$p = \frac{F}{N} \times 100\%$$

Where            P = Percentage  
                    F = Answer frequently  
                    N = Number of Respondents  
                    100 = Constant Number

## **FINDINGS AND DISCUSSION**

### **The Teacher's questioning strategy during the classroom interaction**

In learning activities, teachers and students utilized verbal and written communication to foster interaction. Throughout the class sessions, the researcher examined the strategies employed by teachers in posing questions. At the beginning of lessons, teachers greeted students and inquired about their emotional state—this initial engagement aimed to enhance students' motivation and boost their self-confidence in learning. Recognizing the importance of facilitating student learning, English teachers introduced lesson content by first assessing students' familiarity with the material through warm-up questions. Subsequently, teachers elaborated on the lesson content after gathering students' responses. When students participated by answering questions

or sharing insights, the English teacher assumed the role of an evaluator, providing feedback on the accuracy of responses or viewpoints. This approach aligns with one of the teaching concepts discussed by Archana & Rani (2017), where the teacher functions as an evaluator in the classroom.

The English teacher is responsible for managing time during learning activities, adhering to the lesson schedule, and allowing a 10-minute grace period for latecomers. Here, the teacher also assumes the role of a classroom manager. In addition to teaching, the English teacher functions as an assessor, regularly administering quizzes and assignments to students to evaluate their progress.

During the analysis of teacher questioning strategies in classroom interactions, it was found that the English teacher implemented four teaching roles based on Archana & K. Usha Rani (2017): facilitator, evaluator, manager, and assessor. The research also observed various activities where teachers encouraged students to ask questions to enhance their engagement in online learning activities. Student participation was evidenced by their responses to teacher prompts, as documented in the observation checklist.

**a. Data From The Observation Checklist**

In this study, the researcher employed Richard and Lockhart's (1994) theory on three categories of questions as a framework for observing and collecting data. The study titled "An Analysis of Teacher's Questioning Strategy During Classroom Interactions at SMA N 14 MBD" identifies these categories as (1) Procedural Questions, (2) Convergent Questions, and (3) Divergent Questions.

No	Types of Questions	Meeting		Total number
		1	2	
1.	Procedural	12	8	20
2.	Convergent	10	10	20
3.	Divergent	—	—	0

*Table 1. The total number of types of questions English teacher class X MIA*

The researcher observed an English teacher in class X MIA at SMA Negeri 14 MBD on September 20, 2022, and September 22, 2022, and interviewed at the school office on October 29, 2022. The initial focus of the analysis was on the types of questions employed by the teacher during classroom interactions at SMA N 14 MBD. Based on observations during teaching sessions, several question methods were identified. These findings are detailed in Table 4.1, which outlines the questioning strategies used by the English teacher for tenth-grade students at SMA Negeri 14 MBD.

According to the table, there were variations in the types of questions used across the two observed sessions. A total of thirty-eight questions were recorded. Further classification of these questions revealed that 47.36% were procedural questions, totaling 18 questions. Specifically, twelve procedural questions were posed during the first session, while six were asked during the second session (refer to Appendix 1). One example involved querying students about current events and class activities. The procedural questions were unrelated to the English curriculum or class procedures. They did not pertain to the learning material but instead focused on managing class logistics or procedures. Divergent questions prompt students to respond based on their knowledge. However, in this study, the researcher did not find that the English teacher of class X MIA used divergent questions, as students were not given the opportunity to respond freely for extended periods. The second type of question observed in this study was convergent questions. These comprised 52.63% of the questions in the classroom. Specifically, there were 20 convergent questions asked. Ten of these questions were posed during the first session, with another ten during the second session of teaching and learning activities (refer to Appendix 1). These questions primarily focused on the lesson content, requiring brief answers without necessitating higher-level thinking. The questions served to prompt students to recall previously covered information, ensuring retention before moving on to new material—divergent questions aimed to stimulate students to respond based on their understanding.

However, in this research, the English teacher for grade X IIS did not employ divergent questions. In the study, a total of 38 questions were recorded across two sessions in class X IIS and 33 questions across two sessions in class X MIA. Among these, 18 questions (47.36%) in class X IIS were procedural, while the teacher used 20 questions (52.63%) as convergent. In class X MIA, ten questions (30.30%) were procedural, 22 questions (66.66%) were convergent, and only 1 question (3.03%) was divergent. According to Richard and Lockhart's (1994) classification, English teachers predominantly employ procedural and convergent questions. Procedural questions in both classes focused on classroom routines rather than lesson content, used for checking assignments and ensuring task comprehension. The data indicates that convergent questions were the most frequently used type, with 20 questions posed by the class X MIA teacher and 22 questions by the class X IIS teacher.

No	Types of Questions	Meeting		Total number
		1	2	
1	Procedural	5	5	10
2	Convergent	3	9	12
3	Divergent	-	1	1

*Tabel 2. The total number of types of question English teachers class X IIS*

The researcher observed the English teacher instructing class X IIS on September 30 and October 2, 2022, and interviewed at the school office on October 9, 2022. The initial focus of the analysis was on the types of questions employed by the teachers and their reactions to student responses during classroom interactions at SMA Negeri 14 MBD. Throughout the teaching and learning sessions, various questioning methods were utilized by English teachers. Table 4.2 illustrates the questioning strategies employed by the X-grade English teacher during classroom interactions at SMA Negeri 14 MBD. It indicates differences in the types of questions used across the first and second meetings, highlighting those frequently utilized by teachers. A total of 33 questions were identified during the two sessions. Of these, 30.30% were procedural questions, amounting to ten questions. Five procedural questions were posed during the first meeting, and an additional five were posed during the second meeting (see Appendix). These procedural questions were unrelated to the English curriculum, focusing instead on classroom management or procedures.

The second type of question observed was convergent questions, comprising 66.66% of the questions. This equated to 22 questions, with 13 posed during the first meeting and nine during the second (see Appendix 1). These questions primarily sought brief, factual responses related to the lesson content and were occasionally used to prompt students to recall previous information before proceeding to new material. Additionally, divergent questions were employed in 3.03% of cases, amounting to one question during the second meeting. For instance, a question posed was, "Can you explain briefly the description of a budget text?" This type of question aimed to gauge students' understanding by prompting them to provide their interpretations or opinions on the subject matter.

## **DISCUSSION**

In this chapter, a substantial number of questions were posed by teachers throughout the teaching-learning process, highlighting questioning as one of the most influential teaching strategies. This notion is supported by Annisa et al. (2019, p. 93), who emphasize the pivotal role of questioning in education, particularly in language teaching. Questions in language classrooms are crucial for enhancing learners' language proficiency, as they engage students actively in the learning process. The strategic use of different types of questions facilitates effective teaching. Following the collection of data on teachers' questioning practices, this research analyzed the predominant types of questions used and the techniques employed during question delivery in the classroom. The findings from this study are subsequently discussed in light of the research questions presented.

## **CONCLUSION**

Based on the results of the research, the researcher made several conclusions about the types of questions used by the English teacher in grades X, class interaction when the English teacher used a questioning strategy for grade XMIA and XIIS students SMA Negeri 14 MBD. The researcher concluded that the tenth-grade English teacher used two types of questions, procedural and concurrent, and the class X English teacher used all three types of questions. They are procedural questions, convergent and divergent questions. These should be used in the class activity to build the students'

knowledge. The study's results are expected to contribute to the teaching-learning process, especially in teaching and speaking skills for English teachers and other researchers.

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