

AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES IN EFL CLASSROOM INTERACTION AT THE ELEVENTH GRADE STUDENTS OF SMA DWIJENDRA DENPASAR IN ACADEMIC YEAR 2020/2021

Yohanes Riton

Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Dwijendra
Email: yohanesriton30@gmail.com

Gede Sutrisna

Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Dwijendra
Email: gedesutrisna@undwi.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui strategi bertanya yang digunakan guru Bahasa Inggris serta alasannya menggunakan strategi bertanya selama interaksi kelas di SMA Dwijendra Denpasar. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui observasi dan wawancara. Subjek penelitian dalam penelitian ini adalah dua guru Bahasa Inggris di SMA Dwijendra Denpasar. Hasil penelitian menunjukkan bahwa guru menggunakan strategi perencanaan pertanyaan dan strategi pengendalian pertanyaan. Guru Bahasa Inggris secara aktif menggunakan strategi bertanya dalam interaksi kelas yang mereka ajukan pertanyaan untuk memeriksa pemahaman siswa tentang materi sebelumnya, untuk menarik perhatian siswa, untuk mendukung siswa untuk kontribusi di kelas dan juga untuk memotivasi siswa untuk mempelajari. Dan alasan mengapa guru Bahasa Inggris menggunakan strategi bertanya mereka sesuai dengan fungsi dari jenis strategi bertanya.

Kata Kunci: strategi bertanya, interaksi kelas

Abstract

This research aimed at investigating the questioning strategies used by English teachers at SMA Dwijendra and their reasons why they used such questioning strategies during the classroom interaction. This research applied descriptive qualitative method. The data were collected through interview and observation. Two English teachers at SMA Dwijendra Denpasar were involved as the research subject. The results of this research indicated that the teachers employed Question Planning Strategies and Question-Controlling Strategies. The English teachers actively used questioning strategies in the classroom interaction to check about the students' understanding on the previous material, attract the students' attention, provoke students' contributions in the class as well as motivate them to learn. The reasons why they used their questioning strategies was related to the function on the types of questioning strategy.

Keywords: questioning strategy, classroom interaction

1. INTRODUCTION

One of fundamental the purposes of language teaching is to make the students able to communicate in target language. In Indonesia, where English is taught as a foreign language (EFL), classroom may be the only place for students to get the most exposure to the language since they do not use English in their daily life. Therefore, it is expected that teacher can give sufficient experience to the target language during the lesson by encouraging the students to participate and to get involved more (Sutrisna, 2021).

Learning strategy is an activity to strive for and utilize all learning resources possessed in learning to achieve competence. Learning strategies are very useful both for teacher and students' the strategy can be used as a guide and a systematic reference to action in learning while for students' it can facilitate the learning process.

There are various opinion about learning strategies as expressed by learning experts. According to Aqib (2013), learning strategies are ways that will be chosen and used by a teacher to deliver learning material so that it will make it easier for students to accept and understand learning material, which can be mastered at the end of

learning activities. Etin (2012) states that learning strategy is a holistic approach in a system learning, in the form of general guidelines and an activity framework for achieve the general goal of learning, which describes the procedure systematic in helping student learning efforts, organize learning experience, organizing and planning teaching materials for achieve certain learning goals.

Learning strategies mean ways and art to use all learning resources in an effort to learn students. Learning strategies can be learned and then applied in learning activities, learning strategies are sometimes implicitly owned by someone without ever learning formally about the science of learning strategies (Sutrisna & Artini, 2020). While the questioning skill is one of the skills that must be possessed by a teacher. Therefore, it can be said that the questioning skill is one of the pedagogical competency items that must be possessed by every teacher and prospective teacher. According to Darmansyah (2010), learning strategies is organizing the content of the lesson, the delivery of lessons and management of learning activities using various learning resources used by teachers to support the creation of an effective and efficient learning process

This is based on previous studies. One way to improve classroom interaction is by Questioning. According to Hamruni (2009) understanding the method of learning starts with a question is a learning method where the process of learning something new will be more effective if students are active in asking before they get an explanation of the material to be learned from the teacher as a teacher. Understanding the method of learning starts with a question is an active learning method in asking questions. One way to create this active learning pattern is to stimulate students to calmly ask subjects without an explanation from the teacher first (Sutrisna, 2019; Sutrisna & Juliari, 2019).

This research was conducted to investigate the feasibility of questioning strategy use by English teacher at SMA Dwijendra in teaching learning process. This research is very effective for improving students in the class to focus on learning. SMA Dwijendra As one of the private high schools in Bali, SMA Dwijendra is also considered about classroom interaction. From the observation results at SMA Dwijendra there are a lot of interactions and questions given by the teacher to stimulus students want to participate actively in communicating. So, this study aims to find out the questioning strategy used by the teacher to improve students in the classroom interaction at SMA Dwijendra Denpasar.

2. RESEARCH METHODOLOGY

The researchers used descriptive-qualitative research in this study. Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on phenomena or setting. It is a systematic, subjective approach will be used to describe life experiences and give them meaning. Descriptive qualitative research is mostly associated with words, language, and experiences rather than measurements, statistics, and numerical figures.

The data were collected through interview and observation. The interview was basically conducted to get information about the questioning strategies used by the English teacher in managing the classroom interaction at SMA Dwijendra. Two English teacher who teach English for the eleventh-grade students at SMA Dwijendra Denpasar would be involved in the interview and become the informants who would provide the required data for this research. The interview would try to investigate and explore the reasons of the teachers in using questioning strategy during reading and learning process. Besides it aimed at finding out students' responses or reactions towards the questioning strategy used by teacher. It also attempted to discover its impact to the classroom interaction. Then, the observation was done to obtain more detail data in the classroom about questioning strategy used by English teacher to manage classroom interaction. Field notes was used to help the researchers to record what was taught by teacher related to questioning strategy in the teaching and learning process in class.

The collected data were analyzed by using Miles & Huberman (1994) theory of data analysis. According to Miles and Huberman (1994), there were four steps in analyzing the data namely: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion drawing and verification.

Data collection is the process of collected and gathering the information. The data were collected through several methods namely observation, and interview. In collecting the data researcher used some instruments namely field notes and interview guide. Once the data were collected, the data were then analyzed thoroughly.

Data reduction is the process of selecting, focusing, simplifying abstracting and transforming the data in written-up in note book in this processed the researcher and filter the data in form of book and data interview and reduce the number of data records by eliminating invalid data or produce summary data and statistics at different aggregation levels for various applications.

After the process of data reduction, the researchers displayed and explained the selected data. The data were displayed in picture combine with explanation. Then, it would be discussed by relating to empirical review.

The last step of data analysis is conclusion drawing and verification after data were displayed and analyzed the data were used to answer the problems and purposes of research. Then, the researcher took the conclusion toward the conclusion was regarding the overall an analysis of questioning strategy used by the English teacher in the classroom interaction to the eleventh grade students at SMA Dwijendra Denpasar in academic year 2020/2021.

3. FINDINGS AND DISCUSSION

Based on the results of the interview with two English teachers at SMA Dwijendra Denpasar, it was found that they used questioning strategy in teaching learning process, because it has a very important role to measure student achievement. The questioning strategy is also used to stimulate students to actively participate in the class, and also to make a students to focus on learning. They further started that almost in every lesson there will be questioning strategy. From the beginning of learning process, until the end of the lesson, questioning strategy is used to remember how students' ability to accept our learning. In addition, students' responses are varies. The level of the seriousness of student can be figured out by asking simple question. Because with simple questions will cause student reasons, so that they focus on learning.

Furthermore, the interactions are varies' some students are just silent, maybe they are still building the mood to learn, then some students are very enthusiastic, and that will greatly affect the next learning process. The questioning strategy is indeed very effective, especially to encourage students to be more active in class. By asking question there will be a discussion between the teacher and the students or between students and their friends. The questions also used to measure indirectly, how they can achieve what teachers have given in the beginning. And also asking it correspond to K13 now that is used to provoke students' desire want to find things around them. So, they will find the answers themselves. And that is will be expected from K13 curriculum, that students to find out answers what they don't know.

Based on the result of observation it was found that there were two types of questioning strategies used by the two teachers. They were; question controlling strategy and questioning planning

strategy. Question-controlling strategies applied by the teachers in which they asked the question by call on specific students to answer, ask the question with give the students enough time to think before answering the question, ask the students to the entire class to encourage all the students to participate, repeat the question when there is no response, and they modify the question when it is not understood.

Question-planning strategies applied by the teachers, which the teacher asked the question relevant on the students, ask for the evidence question, then asked the question by using closed question, display question, follow-up question, probing question and prompting question.

Based on the findings of the researchers, it shows that asking question is one of the most effective material to encourage students' thinking skill in the learning process. The questioning strategy is very effective to encourage students to be more active in class. Therefore, in every learning process, the English teacher at SMA Dwijendra Denpasar always used a questioning strategy, in other to increase students' participation fully in the learning process.

The use questioning strategy can cause students' reaction to the questions given by the teachers, namely: 1) can improve students' thinking ability; 2) can arouse students' curiosity, and guide students to determine answers; 3) focusing students on the learning being discussed; 4) it is the easiest step to involve students to interactive learning; 5) to stimulate students thinking actives; 6) can increase students' participation fully in the learning process; 7) can arouse students' curiosity and lead students to determine answers.

In addition, the questioning strategy has a very important role that used by teachers in measuring student's achievement in the learning process. With the teachers using the questioning strategy in the class, there will be interacting between the teacher and the students. Besides, that the teachers easily knows' the students' abilities in implementing learning.

The questioning strategy is very effective especially in encourage students to be more active in class. By using an automatic questioning strategy, it will lead to interaction between teachers and students related to the questions the teacher gives. Then, by asking the teachers, it's easy to figure out the students' abilities in the implementing learning. The questioning strategy is very important to be used by English teachers. This research found that teachers always used a questioning strategy in stimulating students to play an active role in the learning process.

4. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the finding and discussion in the previous chapter, the conclusions are made as follows:

- 1) The questioning strategies that the teacher employed were Question Planning Strategies and Question-Controlling Strategies. Question planning strategies applied by the teacher in which the teacher asked the question relevant to students, asked a question for evidence to support a particular point, asked questions using open-ended question and follow-up question, and they also asked another type of question there were probing question and prompting question. Furthermore, Question-controlling strategies applied by the teacher in which they asked the question by call on specific students to answer, ask the students to the entire class, repeat the question when there is no response, and they modify the question when it is not understood.
- 2) The English teaches actively using questioning strategies in the classroom interaction that they were asked the question to check about the students understanding about the previous material, to attract the students' attention, to support the students to contributions in the class and also to motivate the students to learn. And the reason why the English teacher used their questioning strategies is according to the function of the questioning strategy types.

Suggestions

This section addressed two suggestions; the first is to English teacher in senior high school, and the second is to the next researchers.

The first for the English teachers. The researcher suggested to the teacher to applied more questioning strategies in the classroom to engage more students' response and should apply questioning strategy in the classroom from the beginning of the lesson until the end section of the lesson in order to make the classroom situation not passive, by questioning the students actively answer the question and the teacher can check about the students' understanding.

The second is for the next researchers. The researcher suggests to the next researchers to analyses more deeply about the questioning strategy used by the English teacher for teaching learning process.

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