

(An Analysis of Teachers' Questioning Strategies During Online Classroom Interaction)

Erfan Juliadi*, Mulyadi Syahputra², dan Syarfuni³
^{1,2,3}Universitas Bina Bangsa Getsempena

Abstrak

Penelitian ini bertujuan untuk mengetahui strategi pertanyaan yang digunakan oleh guru selama kelas daring di SMAN 1 Baitussalam. Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan penelitian adalah tiga guru bahasa Inggris di SMAN 1 Baitussalam. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan wawancara. Tujuan dari penelitian ini adalah untuk mengetahui strategi pertanyaan yang digunakan guru dan untuk mengetahui kendala guru dalam memberi pertanyaan selama daring. Hasil penelitian dari observasi ditemukan bahwa guru menggunakan strategi *display questions*, *referential questions*, *anticipated questions*, *integrating questions* and *clarifying questions*. Dari hasil wawancara guru menggunakan strategi *procedural questions*, guru juga menggunakan *display questions*, guru menggunakan *referential questions*, kadang-kadang guru menggunakan *anticipated questions*, dan juga *integrating questions* dan *clarifying question*. Kendala guru selama pembelajaran daring yaitu koneksi internet, banyak siswa yang tidak ada ponsel untuk belajar dan juga ketidaktertarikan siswa dalam belajar daring.

Kata Kunci: Strategi pertanyaan guru, kendala guru, pembelajaran daring

Abstract

This study aimed to know the teachers' questioning strategies during online classroom interaction at SMAN 1 Baitussalam. This research employed a descriptive qualitative method. The participants of research was the three English teachers in SMAN 1 Baitussalam. The instrument of collecting the data used in this study were observation and interview. The objectives of this research were to know the questioning strategies used by the teachers and to know the teachers' questioning obstacles during online learning. The result revealed that the questioning strategies that used by the teachers in observation were display questions, referential questions, anticipated questions, integrating questions and clarifying questions. The result of teachers' strategies in interview were the teacher used procedural questions, the teacher also used display questions, the teacher used referential questions, the teacher sometimes uses anticipated questions, and also use integrating questions and clarifying question. The teachers' questioning obstacles during online learning were the signal connection (internet connection) was an obstacle for the teachers and for the students, the students who did not have mobile phone and students' interest towards the learning during online learning.

Keywords : Teachers' Questioning Strategies, Teachers' Obstacles, Online Learning

Email : shintazahra251001@gmail.com

1. INTRODUCTION

1.1 Background

Classroom is the most important place for foreign language learners to practice and apply their target language (McCarthy, 2016:80). However, classroom is a platform to create a condition in which students can improve their ability in learning English that is for using the English for the real communication (Rismayanti, 2018:1). Interaction is the combination exchange of feelings, thought, or ideas between two or more people (students and students or students and teachers), resulting in reciprocal effect on each other (Brown 2001; Ma 2008). Moreover, Brown (2015) stated that the interaction is the basic of learning which engaged both in enhancing their own communicative abilities.

It happens when a teacher try to have the interaction in a teacher-class dialog, such as asking questions to the class as a whole, expecting at least one student to respond (Fatmawati, 2020; Lynch, 1991;). However, Classroom interaction consists of direct teacher's questions toward the students (Al-Zahrani & Al-Bargi, 2017). In fact, in young learners' classroom, interaction cannot be predicted by teacher because young learners have their own characteristics in learning (Ningtyas, 2020). However, they are easier to lose interest and are less able to keep themselves motivated on the task which they find difficult (Uspayanti, 2020;).

In most classrooms, questioning remains the common strategy for eliciting responses from students during the whole class teaching. Questioning strategies have the purpose to give students more chance to think and to understand what the teacher ask and also to give the students time to answer the questions (Rismayanti, 2018; Wood & Anerson, 2001). However, during the process of teaching and learning, teachers's questioning plays a crucial role (Shen and Yodkhumlue, 2011; Shen, 2012).

The researcher wants to know how is the questioning strategies that applied by teacher in online classroom have an impact or not for both of stakeholders. The researcher did the research because the researcher interests about teachers' strategies that used by the teachers during during online classroom interaction. But nowadays, they need to involve and to do everything by using online way. So, that is why the researcher wants to do this research.

1.2 Research Problem

Based on the explanation above. There are some problem that will be analyze in this study, they are :

1. What questioning strategies are used by the teachers during the classroom interaction at SMAN 1 Baitussalam?
2. What are the teachers' questionning obstacles during online learning at SMAN 1 Baitussalam?

1.3 Research Objectives

Base on the problem of the study above, the objectives of the study are as follows:

1. To find out the questioning strategies are used by the teachers during the classroom interaction at SMAN 1 Baitussalam.
2. To find out teachers' questionning obstacles during online learning at SMAN 1 Baitussalam.

3. RESEARCH METHODOLOGY

2.1Research Design

The researcher uses descriptive qualitative method to obtain his purpose. In this case, descriptive qualitative method uses to describe the teachers' questionning strategies during online classroom interaction. The participants of this research were three English teachers at SMAN 1 Baitussalam. In this research, the writer uses observation and interview in collecting the data.

2.2Data Collection

2.2.1 Research instrument: Observation

In conducting the observation, the researcher did the observation with the teachers while teaching English in the online classroom interaction. The researcher focus to observe the questionning strategies that the teacher used at that time. Then, the researcher took some note on the strategies that the teachers use. There were six questionning strategies that the researcher prepared in the observation sheet. The researcher did the observation for two days to each teacher . After that the researcher

observed until the class session is ended at that day. The purpose of this way is ensure that the researcher could find the data fully from the beginning of class till the end of class. This observation did until all the participants fully observed by the researcher. The researcher saw the questioning strategies that mostly used by the teachers in SMAN 1 Baitussalam.

2.2.2 Research instrument: Interview

The researcher asked three English teachers in SMAN 1 Baitussalam. The researcher asks the teachers questioning strategies during online classroom interaction. In this part, the researcher recorded the answer of the teachers during the process of interviewing. The researcher prepared the interview guideline that consist of 13 questions that prepared which related to teachers questioning strategies and teachers' questioning obstacles. The researcher used the audio record to collect the data of the interview to ensure the prove of the researcher while conducting the reserach.

The researcher did the interview with the teachers in different day. It means that the data did not take in the same day. The researcher did the interview with the teacher one by one. The researcher plans for that because to ensure the data that given by each teacher is based on their own feeling and experiences during online classroom interaction. So, that is why the writer wants to do the interview in different day.

2.3 Data Analysis

2.3.1 Data Analysis for the Observation

the researcher did the observation with the teachers while teaching English in the online classroom interaction or face to face classroom because as we know during the pandemic of course the teachers still need to teach the students by online learning. Another case, if the process of teaching and learning conducted face to face the researcher do the observation directly because the purpose of the observation is only to know what questioning strategies that the teachers used. It is not focusing on online learning or not. The researcher focus to observe the questioning strategies that the teacher used at that time. Then, the researcher took some note on the strategies that the teachers use. There were six questioning strategies that the researcher prepared in the observation sheet. It was the guideline of this observation towards the questioning strategies that the researcher only focus on.

2.3.2 Data Analysis for the Interview

The data analysis for the interview was based on the answer of every English teacher that would take as samples. The researcher analyzed the data by asking the teachers some questions. After the researcher got the answer from all of the questions, the researcher wrote the transcript of the interview to collect the data. After all steps done, then the researcher analyzed the data as the final result of research problems that has been proposed in the first chapter.

4. RESULT & DISCUSSION

4.1 RESULT

4.1.1 The result of the observation

The researcher concludes the teacher uses some questioning strategies in day two observation. Not all of the questioning strategies used by the teacher. Those questioning strategies that the teacher used during online learning were display questions, referential questions, anticipated questions, integrsting questions and clarifying questions. However, the teacher did not used procedural questions. So, that is the result of the teacher' questioning strategies used by the teacher in day two observation.

From two days observation by using Zoom, it shown the teacher used some questioning strategies. As we know, the teacher taught the students by using Zoom and WhatsApp but the teacher tried to teach the student like in the real classroom. Even if the teacher did not use all strategies that the researcher wants to analyze but at least the teacher used some questioning strategies while online learning.

4.1.2 The result of Teachers' Interview

From the result of interview of the first teacher, the teacher questioning obstacles that the teacher faced in online learning were: the students did not really pay attention towards the learning, the explanation of the topic did not delivered well towards the students, and the use of the internet connection. It was some explanation of the first teacher about teacher questioning obstacles faced by the teacher during online learning. Similarly, it shown that the questioning strategies did not run well because of those obstacles factor.

However, the researcher concludes the questioning strategies that the second teacher used during online learning are: the teacher used procedural questions, the teacher also used display questions, the teacher sometimes use referential questions, the teacher used anticipated questions, and also often to use integrating questions and clarifying question. It shown the teacher used all questioning strategies during online learning that the researcher wants to know in the interview guideline.

Similarly, the second teacher result of interview shown the teacher questioning obstacles that the teacher faced in online learning were: the signal of the internet connection was a big problem towards the teacher during online learning, many students did not have mobile phone to learn and the use of Zoom application which did not run well during online learning. It was some explanation of the second teacher about teacher questioning obstacles faced by the teacher during online learning. Similarly, it shown the questioning strategies did not run well because of those obstacles factor.

The last, the researcher concludes the questioning strategies that the third teacher used during online learning were: the teacher used procedural questions, the teacher also used display questions, the teacher used referential questions, the teacher sometimes uses anticipated questions, and also use integrating questions and clarifying question. It shown the teacher used all questioning strategies during online learning even if not all of the strategies use perfectly by the teacher. It was because of online learning made the teacher have some obstacles to asked the students many questions.

The result of the third teacher interview shown the teacher questioning obstacles that the teacher faced in online learning were: The signal connection (internet connection) was an obstacle fot the teacher and the students, the students who did not have mobile phone and students' interest towards the learning during online learning. Only few students who collected the task that given by the teacher. It shown students' interest was so low to study.

4.2 DISCUSSION

4.2.1 Observation

The result of display questions, for two days observation the teachers used this questioning strategy while the teacher taught the students. It supported by Shomoossi (2004) in his qualitative study, showed that display questions were dominated in the

classroom rather than referential questions. It shown the teacher used this strategy often. As we know, the teacher tried to be a teacher role even if while online learning. The teacher needs to give the explanation towards the students and but also giving the students some questions while in online classroom.

Moreover, the second day the teacher still use display questions to ask the students about their understanding in English. It supported by Nazma's study (2017) teachers in private school incline to employe display questions. The teacher used display questions a bit and after that the teacher continued to explain the topic of learning. The teacher did not focus on asking students' understanding anymore. The teacher feels enough to give the students questions and better to continue the another topic

However, the teacher used referential questions in day one and day two observation. The teacher gave the students questions regarding the students's homework or task and also related about the topic they learned. It also supported by Affandi's study (2015) established that the teachers in state school applied more in referential questions in practicing English. It shown the teacher did not forget about the task that given by her to the students. It was a good thing because sometimes when online learning, the students feel lazy to do their homework.

The teacher tried to reminds them about their scores if they did not collect their homework. It has the reason why the teacher always remind the students about that question. The students often do not do their homework so that they teacher tried to motivate them to do their homework. It was a good way of the teacher to be honest about the score of the students would be decrease if the students do not do their responsibility. It could make the students do not forget their role as a student even if based on online learning.

Move to procedural questions, in the first day observation the teacher play her role like usual when she taught in the classroom. The teacher did the process of teaching and learning as usual. When the class was starting, then the teacher gave the greetings towards the students the same as like she taught in the classroom at school. The teacher gave the questions towards the students about how was their condition and also check their attentent list as well as the first greeting to start the teaching and elarning proess. It shown the teacher did it as usual day.

The teacher used anticipated questions but the teacher did not use it for two days. In the first day observation, the teacher did not use anticipated questions. It means the teacher did not give the students questions about the topic when the teacher start online classroom. The teacher did not ask it because of the signal was not really good at that day. So, the teacher did not give the students those questions. It does not mean the teacher did not want to ask the students the questions because the teacher exactly have the reason behind her act.

There was a problem with the internet connection so that the teacher want to focus on explanation of the topic. So, the students did not miss the explanation even if while online learning. However, the teacher used anticipated questions in the day two. The teacher was focus in giving the students some questions regarding the English topic in order to ensure the students' understanding. Even if the teacher did not use it really often but the teacher gave another chance in the another day to ask the students more questions.

The teacher asking some questions to the students individually not in a group. The teacher did not ask the questions in a group because of online learning so it would be difficult for the students to work together in a group. It does not mean the teacher ignore to ask the students a question about the topic of learning. The keeps teachers give the students questions but individually. So, the result shown the teacher used integrating questions but just individually.

4.2.2 Teachers' Interview

However, the interaction between teachers and the students during online learning was really different. Three English teachers said they have the problem with the internet connection or the signal. They felt difficult to do the interaction with their teachers even by using Zoom. It shown the internet connection is really important during online learning in order to do deliver the topics of learning and also to connect each other. It is in line with the view of Erianti et al (2018) state students will be enjoyed if there are some interaction in language learning between teacher and students in the classroom.

A good internet connection then the process of learning would be better. Similarly, many students did not have mobile phone to join Zoom or even to have the information from the teachers about teaching and learning. It was a big problem of the students and also the teachers because it could make the students do not have any kind of information

about the lesson. Then the students miss their lesson or do not learn well. The students encourage should have their own mobile phone because it is a primary tool to study during online learning.

Similarly, while the teacher start the class the three English teachers gave the students some questions. Give the students questions is really important to them in order to build their critical thinking. It was in line with the statement of Inan & Fidan in Prasetyawati (2015) state asking questions to the students is an important part of the teaching and learning process because it can stimulate students to learn, gain knowledge and improve their critical thinking. So, the teachers should give the students questions everyday in order to build their critical thinking.

Before continue to the main topics of learning, the teachers greet the students first. The teacher ask the students about their condition or health, what they feel and greet them like usual even if while online learning. It shown the teachers did their role as usual like in face to face teaching learning. The teachers could run the classroom well if the teachers have many questionning strategies. It was supported the statement by Fitriati (2017) stated that teachers totally can control the class in which they find and use some questionning strategies that are appropriately applied on students. The teachers tried to react like in a normal class even if they do not do the interaction directly but they never forget to greet the students.

Furthermore, the teachers also gave some questions related the lesson. The teacher gave questions about vocabularies and also their understanding to English topics. So, even if the teachers and the students learned by using Zoom application the teacher always give a simple test to test students' knowledge about English. In online learning, the teacher exactly is quite difficult to evaluate the students' understanding so that is why the teachers need to give the students many questions regarding the topics of learning.

On the other hand, the second and the third teacher have the same perception. The teachers gave some questions towards the students in the beginning of the class. Those questions is done by the teachers because want to know students' understanding about a topic. It could be the teachers do not want to ask their students at the end of the class because afraid there is no time for them anymore to ask. So, better to ask early so that the students more focus on a topic the teacher delivered to them. However, three English

teachers have done their own ways whether they want to ask in the beginning or the end of the class.

On the other hand, the second and the third teacher have the same perception. The teachers gave some questions towards the students in the beginning of the class. Those questions is done by the teachers because want to know students' understanding about a topic. It could be the teachers do not want to ask their students at the end of the class because afraid there is no time for them anymore to ask. So, better to ask early so that the students more focus on a topic the teacher delivered to thm. However, three English teachers have done their own ways whether they want to ask in the beginning or the end of the class.

Similarly, those three English teachers have the steps of strategies in teaching based on lesson plan. The first teacher said she used to give the questions towards the students but respect every students answer. It also can create a good mood in the process of teaching and learning between teacher and students. The second teacher tried to communicate with the students by using Zoom WhatsApp as well. Then the third teacher said the steps have been written in teacher plans. However, the teachers should have varieties strategies in online learning and in managing the process of teaching and learning in online learning. It is in line with the view of Rasmitadila et al (2020) state a teacher must overcome all the problem that occur in online learning responsively.

It was not enough because of online learning is not really effective. However, nowadays the process of teaching and learning made everything did not run very well. Even the teachers and the students did their best but still there was a weekeness in online learning. It could be because of the signal connection and the use of teaching media while online learning. Similarly, the teachers have done everything to ensure the students understand what the teacher explain to them. If the students do not understand then they can come to the school and meet the teachers personally. So, it should have a solution on how all of the students in learning during online learning.

Furthermore, move to the next explanation about whether the teachers have the difficulty to do the interaction with the students during online learning. All the teachers have the same opinion. They have the problem with the communication with their students. It was because they need to do the interaction by using internet connection or problem with the signal when they are joining Zoom. So, the main problem was about the

internet connection. Then it is also because not all of the students have mobile phone so that they feel difficult to communicate with all of the students.

However, the first teacher said it was difficult to know the explanation or the questions delivered well to the students when they were in Zoom. The respons of the students were so low. Just some students respons it well. The second teacher also has the same opinion. It was really difficult to teach the students during online learning so that the teacher have an important role here. It is in line with the view Hanifah & Bharati (2019) stated the teacher enacts an important role in achieing the learning objectives in the classroom. The students sometimes feel confuse about the questions. Maybe it is because the signal of internet which make the process of communication between teacher and the students do not run well.

Similarly, the third teacher also difficult to communicate with their students even when they were in Zoom. It could conclude that the teachers' obstacle was about the difficulty of communicating with the students. As we know, classroom interaction should be done by the teachers and the students in order to engage in teaching and learning process. It was in line with the statement of Yulia & Budiharti (2019) stated that classroom interaction is seen in how the teachers allow students to talk each other with their friends and their teachers. It also supported by Vebriyanto (2015) state it could be a stimulus to encourage and engage the students actively engage in the classroom.

However, this part to know whether the students understand about teachers' explanation well during online learning or not. Three English teachers have the same answer about this topic. However, in this case nneed to build classroom interaction well during teaching and learning process. It is supported the view of Vebriyanto(2015) state classroom interaction is very crucial to build interactive language classroom. The teachers did not really know whether they really got the explanation or not because it was online learning. So, it was difficult to ensure the students understand or not because the teacher cannot control them directly.

The next explanation was about whether the students respons the questions of the teachers well or not. Three English tecahers explained the students answered the questions as they can. They tried to answer it well. It was in line with the view of Kalatari (2009) state classroom interaction as interaction between teacher and the students. However, sometimes it was hard fot them to answer perfectly . The students also do not

get the point clearly about the teachers' questions but the teacher repeat it two or three times. So, it shown the students tried to respons the teachers' questions well but exactly it was not perfect as the teachers expectation.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

The researcher concludes the teacher uses some questioning strategies in day two observation. Not all of the questioning strategies used by the teacher. Those questioning strategies that the teacher used during online learning were display questions, referential questions, anticipated questions, integrsting questions and clarifying questions. However, the teacher did not used procedural questions. So, that is the result of the teacher' questioning strategies used by the teacher in day two observation.

However, the researcher concludes the questioning strategies that the second teacher used during online learning are: the teacher used procedural questions, the teacher also used display questions, the teacher sometimes use referential questions, the teacher used anticipated questions, and also often to use integrating questions and clarifying question. It shown the teacher used all questioning strategies during online learning that the researcher wants to know in the interview guideline.

The last, the researcher concludes the questioning strategies that the third teacher used during online learning were: the teacher used procedural questions, the teacher also used display questions, the teacher used referential questions, the teacher sometimes uses anticipated questions, and also use integrating questions and clarifying question. It shown the teacher used all questioning strategies during online learning even if not all of the strategies use perfectly by the teacher. It was because of online learning made the teacher have some obstacles to asked the students many questions.

From the result of interview of the first and the second teacher, the teacher questioning obstacles that the teacher faced in online learning were: the students did not really pay attention towards the learning, the explanation of the topic did not delivered well towards the students, the use of the internet connection and many students did not have mobile phone to learn. It was some explanation of the first teacher about teacher questioning obstacles faced by the teacher during online learning. Similarly, it shown that the questioning strategies did not run well because of those obstacles factor.

The result of the third teacher interview shown the teacher questioning obstacles that the teacher faced in online learning were: The signal connection (internet connection) was an obstacle for the teacher and the students, the students who did not have mobile phone and students' interest towards the learning during online learning. Only few students who collected the task that given by the teacher. It shown students' interest was so low to study.

4.2 Suggestion

For the teachers, hopefully in the future can use online learning media often then before. The teacher also can use more varieties ways in giving questions towards the students. About the internet connection it needs to discuss with the school again. For the future researcher who want to analyze about teachers' obstacles, it is suggested that he/she can do the the reserach more varieties than this. This research is only focus on the teachers not the students. So, it could be better to analize another object of reserach. Beside, it can be a reference for the teachers in the future.

REFERENCES

- Al-Zahrani M Y & Al-Bargi A. (2017) *The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis Mona Yousef English Language Teaching*, vol. 10, no. 6, p. 135vol. 10, No. 6
- Brown, H. Douglas. (2001). *Teaching by Principles: an Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson Education.
- Brown & Heekyeong. (2015). *Teaching by Principles : an Interactive Approach to Language Pedagogy Four Edition*. New York: Pearson Education.
- Fatmawati, E., Rahman, A. Q., & Mahmud, M. (2020). *TEACHER'S QUESTIONING STRATEGIES IN EFL CLASSROOM INTERACTION. EXPOSURE: JURNAL PENDIDIKAN BAHASA INGGRIS*, 9(1), 59-72.
- Lynch, T. (1991). *Questioning Roles in the Classroom*. *ELT Journal*, 201-210.
- Ma, X. (2008). *The Skills of Teacher's Questioning in English Classe*. *International Education Studies*, 92- 100.
- McCarthy, P., Sithole, A., McCarthy, P., Cho, J. P., & Gyan, E. (2016). *Teacher questioning strategies in mathematical classroom discourse: A case study of two grade eight teachers in Tennessee, USA*. *Journal of Education and Practice*, 7(21), 80-89.
- Ningtyas, P. R. (2020). *English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction*. *Utamax: Journal of Ultimate Research and Trends in Education*, 2(1).
- Rismayanti. (2018). *An Analysis of Questioning Strategies During the Classroom Interaction at PIBA of UIN Alaudin Makasar*. Thesis
- Shen, P. (2012). *A Case Study of Teacher's Questioning and Students' Critical Thinking in College EFL Reading Classroom*. *International Journal of English Linguistics*, 199-206
- Uspayanti, R. (2020). *STUDENTS'PERCEPTION TOWARD ENGLISH TEACHERS'QUESTIONING IN CLASSROOM INTERACTION*. *JLE: Journal of Literate of English Education Study Program*, 1(01), 53-59.
- Wood, A. T., & Anseron, C. H. (2001). *The Case Study Method: Critical Thinking Enhanced By Effective Teacher Questioning Skills*. ERIC, 1-12.