Teacher's Questioning Strategies Used in the English Speaking Class of Junior High School

Lulus Irawati
Universitas PGRI Madiun
lulusirawati@unipma.ac.id

Uphy Riska Nirmalasari
Universitas PGRI Madiun
uphynirmala10@gmail.com

Erlik Widiyani Styati
Universitas PGRI Madiun
erlikwidiyani@unipma.ac.id

Abstract

The objective of this research is to identify the types of the teacher's questioning strategy used in the English speaking class of junior high school. The research was using a qualitative approach. This study was carried out in a teacher and students speaking English in two classrooms. The data were collected from classroom observation and documentation. This study shows that the teacher applies all the questioning strategy. In this case, the types of questioning strategies are strategy are structuring, pitching and putting clearly, directing and distributing, pausing and pacing, prompting and probing, listening to replies and responding and sequencing. The questions are started modals like will and can and auxiliary do and did and linking verbs is and are. The teacher also starts the question with wh-questions like what, when, why, where, who and how questions. The result of this study can make the teacher controls the lesson, guide the students' response, and promote interaction in classroom. The students can contribute to share, show and express their idea when they are given questions by the teacher.
Keywords: English speaking class, questioning strategies, teacher's questioning strategies

1. INTRODUCTION

One of the objectives of learning English is to enable students to master language skill, one of them is speaking. Speaking is the activity of communication at least consisting of two people. Speaking is the process of saying words, delivering messages, or explaining something by using of voice in order to have a conversation with someone. Speaking is a speech or utterance processing that involves the speaker and receiver to recognize the content of the speech. When doing a communication, the speaker and receiver need to know the five components in speaking. Linse (2005) mentions five components in speaking. They are vocabulary, grammar, pronunciation, fluency, and comprehension. From that explanation, it can be concluded that speaking is the process of delivering the message, sharing the idea or information and explaining something that has five components. The speaking activity should be conducted at least by two people.

To help student to improve student ability in speaking, teacher needs some strategies in mastering speaking skill. Wahyudi, (2017) supports that, questioning strategy is strategy used by normally teachers to get the students' response, to have good grammar and lead the students' fluency in pronunciation. Moreover, Xuerong (2012) says that one of the important tools to get students more feel closer is by giving questioning. He classifies questioning strategies into question-planning and question-controlling strategies. Question planning strategies refers to types of question used by teacher in the classroom. The terms of question-planning strategies show close-display questions, open- referential question, and follow up question. Question-Controlling Strategies are nominated students to answer question, ask questions to the entire class and ask question repeatedly. Similarly, Aprina & Andriyanti (2020), Nashruddin & Ningtyas (2020) report that EFL teachers operate questioning strategies applied in their teaching learning process, namely questionings in the opening session, middle session and closing session. By using questioning during the lesson, it can build relationship between the teacher and the students and also can indicate the desire to share the idea. The teacher can, also identify the students' knowledge that already possessed and also their understanding of specific issues. So, it can be concluded that questioning strategy commonly used by the teacher to identify the ability of the students and to know how the students' response from what have the teacher already explained.

Further research is found in teacher's questioning strategies based on students' need. According to Widyaningsih & Robiasih (2018) she concludes that the teacher does not use all of the strategies of teaching speaking because she just applies the strategies based on students' need. The teacher also thinks that these strategies can help students active in the teaching and learning process, because the strategies in the teaching speaking have already applied in a good way. Based on the explanation, it can be concluded that the teacher can use not all of the strategies of teaching speaking, but it can be applied based on students' need in the classroom.

There are also some studies about teachers' questioning strategies in speaking English Classroom. First, Anjaniputra (2013) he focuses on the technique to improve students' speaking skill by using cooperative activities, creative task, role play, and drilling. By using questioning strategies, the effect of the students' response can make positive attitude and also, they can increase their oral production. Second, Rahmah & Adnan (2017) they

conclude that by asking and giving opinion, it is useful and applicable to use in speaking class. Third, the other research is about investigating the types of teacher questions in EFL secondary classroom reported by Rachmawaty & Ariani (2018). Their research shows that there are 5 questions used by teacher in the classroom, namely procedural questions, Yes/No questions, comprehension checks, confirmation checks, and clarification request. Thus, those strategies are effective way to encourage students speak during speaking class. It will give the students opportunity to practice their English skill.

The teachers need to plan some questions strategies before teaching English classroom. Because by using questioning strategies, the teacher can guide the students toward a particular response, promote interaction, improve students' speaking skill and can help to promote students' learning. This study is needed to be done to give some contribution to the theory of teachers' questioning strategy in term of speaking and its contribution to English language teaching and learning in the Indonesian context. All in all, the research question of the study is, then formulated into "What are the types of the teacher's questioning strategy used in the English speaking class of junior high school?".

2. RESEARCH METHODS

In this research, qualitative research design was used. Qualitative research was an approach for exploring and understanding the meaning individuals or groups from social or human problems. The data were collected and described in words not in the number. The researchers observed the social situation of teaching and learning process when the teacher used questioning strategy in English speaking. The participants were an English teacher and students speaking English in two classrooms of SMP N 1 Madiun. The reason of choosing a teacher and students speaking English in the two classrooms was to describe the questioning strategies used by a teacher in the two different classes. The questioning strategies could be used differently based on the students' needs. Later, the researchers described the students' responses of the questioning strategies.

There were steps how to do this observation. Based on Sujariati, et al (2016), she explained the steps to do observation in teacher's questioning strategy in speaking English classroom. Firstly, the researchers sat in the class from the beginning to the end of each session to record the teacher's activities in the classroom. Secondly, while the researchers recorded the teaching EFL classroom process, the researchers also took a note thing related to this research. After the data were collected, the researchers transcribed all the records, analyzed, and categorized the teacher's questioning strategies based on the underlying theories. The last step, after the data were analyzed and categorized, the researchers displayed the data analysis of questioning strategies in the table. Finally, there were also other data taken from interviews.

3. FINDINGS & DISCUSSION

In this research, the researchers identified the teacher's questioning strategy used in English classrooms. The data are described below:

3.1 Structuring

Structuring is one of the tactic questions that provide the clues or signposts for the sequence of question and the topic, reviews the series of questions and explanations based on previous lesson or statement of objectives.

T: Ok, please prepare the material for today.
Yesterday we have learnt about past tense. Did you still remember about past tense?

(Silent)
T: Masih ingat tentang apa itu Past Tense? (Did you still remember past tense?
S: Masih Bu. (yes, Ma'am)
T: Good. So, when we talk about past tense, we use?
S: Verb dua (verb two)
T: Oke, Zidan, What did you do yesterday? (Asking directly)
S: Eemm, saya (I).....I am learning Indonesia Language
T: Betul learning Indonesia language? (It is right learning Indonesia language)

(Student's silent)
T: I? I? I apa? (I? What?)
S: I studied Bahasa Inggris.
T: I studied English. **OK now, we are going to study about recount text, do you know recount?**
S: Yes.
T: What is recount?
S: Recount is a text,
T: Oke, it is a text. What kinds of texts?

From the excerpt above, the teacher usually does structuring technique in the opening lesson. Before discussing the lesson, the teacher starts it by sentence *"ok, please prepare the material for today. Yesterday we have learnt about past tense."* Then it is followed by asking the questions *"Did you still remember about past tense?"* In this case, the structuring from the teacher gives the clues of something for sequence the topic of past tense. It is indicated by asking the question *"So, when we talk about past tense, we use?"* In structuring technique, the teacher often asks to the students to do brainstorming in pre-teaching, gives the clues and asked a question about past activity related the topic. The teacher tries to check the understanding, knowledge and also skill to review and practice previously material.

When using structuring technique, the teacher does brainstorming in pre teaching, gives some clues and asks some of questions related the topic. The teacher tries to check the students' understanding, knowledge and also skill to review and practice the previously material. It is also supported the teacher's interview. Structuring strategy is always done by the teacher in the pre teaching. It is also supported by Villalobos & Arellano, (2018) that when asking the questions to the students, it means that the teacher has a purpose. It is to check or test students' understanding, knowledge or skill and to get learners to review and practice previously material. The strategy of structuring is also purposed to assist the

students understand the questions being asked. The teacher can sometimes simplify the questions in order to help the students understand. The simplification can be in the form of rephrasing the question. It is similar way reported by Milawati & Suryati (2019) that rephrasing is done by rewording the questions, providing additional information or breaking the questions into more manageable parts, especially when the teacher asks the previous materials. Thus, structuring technique is effectively used at the time the teacher asks questions in the opening session.

3.2 Pitching and Putting Clearly

Pitching is the tactic by selecting appropriately the recall- narrow, recall broad, thought-narrow or thought-broad of question. Putting is the tactic by phrasing the question by using words to the pupil.

T: Nadia? What is your past experience?
S: Learn to ride a bicycle.
T: What happens when you learn a bicycle? (Pausing…) Jatuh atau tidak? (Falling or not?)
S: Jadi waktu saya belajar naik sepeda itu bu, saya ndak tau kalau ada polisi tidur dan waktu itu saya sedang nengok ke belakang lihat teman saya yang juga sedang belajar naik sepeda. Karena saya ndak lihat jalan jadi saya jatuh bu. (So when I learned to ride a bicycle I did not know that there was a speed bump and at that time I was backing to see my friend who was also learning to ride a bicycle. Because I did not see the road, then I fell down Ma'am)

Based on the excerpt above, the teacher asks to the student about her past experience. The teacher uses thought-broad of questions. It is indicated by asking a question *"Nadia? What is your past experience?"* After the student answered *"learn to ride a bicycle"* the teacher asks for the complete answer *"what happens when you learn a bicycle"* the teacher pauses for a while because she does not get the answer. So, she emphasizes on the word *"jatuh"*atau*"tidak"* to ask the reason. Finally, the teacher gets the complete parts of the student's response in Indonesian. In this case the teacher uses pitching and putting technique clearly.

In this strategy, the teacher uses thought-broad of questions. It means that after getting students' responses the teacher asks more detail information. Although the answer is in Indonesian, the teacher still appreciates it. The findings are also supported based on the teacher's interview. The teacher says that before giving the difficult questions, the teacher starts it from the simplest one. It is in line with what Qashoa (2013) states that in language classroom, the teacher takes up a very high percentage of the question. The teacher takes a part in a large amount of questioning strategy. The using of questioning technique can help the students more involved in classroom discussion. Since, the pitching and putting clearly strategy is also used to check the students' answer one more time, the teacher does a sort of confirmation checks. However, Rachmawaty & Ariani (2018) have similar investigation result that one of the types of teacher questions is providing a confirmation check. The teacher seems to operate it to guess or make sure the students' answer.

3.3 Directing and Distributing

Directing is one of the tactic questions when a pupil's response contains an error, or miss-pronounce words, or utters something with poor intonation, then the teacher is tempting to address the same questions to turn the question back to the same pupil and by giving him further assistance. Distributing is the tactic when the teacher delivers the question to the pupil who considers having low concentration or less attention, sometimes this situation happens to more than one student that can hinder class control.

T: What time did you get up in the morning?
S: 5 a.m.
S: 4 a.m
S: 4.30 a.m
T: Kalimat yang benar bagaimana? (How to make in a correct sentence?)
S: I got up at 5 a.m
T: And then what is next activity?
S: Praying.
T: It's right praying?
S: Prayed.
T: Kalimatnya?(Sentence?)
S: I prayed.

From excerpt above, the teacher does directing and distributing strategies. The teacher asks the next activity after they get up. It is indicated by asking *"and then what is the next activity?"* The teacher gives assistance to students to answer it. It is indicated by asking *"it's right praying?"* Then the students can answer well. After that the teacher asks one or more questions to make the answer completely into a sentence.

In directing and distributing strategies, the teacher assists the students to answer the questions. Sometimes, the students need the teacher's helps to make them feel easier to answer the question. It is also supported by Aisyah, (2016) that the teacher always gives a clear instruction or assistance for the students to make them understand for the explanation. The strategies are able to place at the opening and middle sessions of the teaching learning process. The teacher requires short answer related to the topic or the material being explained. The teacher can directly get the students' answer. Further, Astrid, et.al (2019) also adds that the teacher asks the students some questions requiring short answers and yes/no answers. These kinds of questions are commonly given during the teaching learning process.

3.4 Pausing and Pacing

Pausing is wait time for three seconds or more from the teacher to the students to pace before they answer the question. Pacing is the deeper questions so the students have a long time to think until the next lesson or the next meeting.

T: Emm…, all of you, what did you do yesterday? Raise your hand.
(students still silent)

T: Oke, maybe you had a good experience in the past or in your school. Siapa bisa menjawab pertanyaan?(Who can answer?) What did you do yesterday? Or what did you do last night?
(Students silent)

T: Oke beri saya contoh tentang kegiatanmu sehari-hari yang sudah terjadi dari kamu bangun sampai mau tidur lagi (Ok, give me examples about your daily activities started from the time you get up until you sleep again). Can you tell me your last activities? Coba cerita kenapa yang kemarin kamu lakukan dari pagi sampai malam sampai mau tidur (Try to tell your last activities starting from you get up until you sleep). Can you tell me?

(Students silent)
T: What time did you get up in the morning?

From the excerpt above, the teacher uses pausing and pacing strategies. For the pausing the questions is *"emm.., all of you, what did you do yesterday? Raise your hand."* But she does not get the answer. By asking about experience the teacher hopes that the students can respond it. But in that dialog the teacher still does not get the answer. After that the teacher constructs the sentence again by asking students' last activity using **"***what time did you get up in the morning?***"* the result is that the students need to have the time to answer the teacher's questions.

Pausing and pacing strategies are commonly used by the teacher. Waiting and giving the more time to know the students answer are usually done by the teacher. The result is similar with the previous study by Erianti (2018). The study reports that display question can enhance the students' knowledge related to the material and also most of students like if the teacher asks to the students. In addition, Makhsum, et.al, (2016) and Zheng & Wang (2019) also provide similar idea that the teacher should have one of questioning strategies, namely wait time. Thus, the students learn better while having more seconds to respond the higher order level of questions than the lower one.

3.5 Prompting and Probing
Prompts and probes are follow-up questions when the first answers are inadequate or inappropriate. Prompts contain hints, while probes require more detailed answers.

T: Oke, Zidan**, *What did you do yesterday?*** (Asking directly)
S: Eemm, saya (I)…..I am learning Indonesia Language
T: Betul (It's right) learning Indonesia language?
(Student's silent)

T: I? I? I apa?(what?)
S: I studied bahasa Inggris.(English)

From the excerpt above, the teacher does prompting strategies. It is indicated by sentence "*what did you do yesterday?*" because the student's response is inappropriate "*emmm, saya…… I am learning Indonesia language*" the teacher keeps leading to the appropriate answer about the student's last activity by asking "*betul learning Indonesia Language.*"

Based on the data, they show that a repetition question is normally done by the teacher in teaching learning process when the students face difficulties to express their ideas. It is similar to Sujariati, et al (2016) and Nashruddin & Rahmawati Ningtyas (2020). Their studies reveal that the teacher repeats the question to clarify the meaning of the question, and translate it into Bahasa Indonesia when the teacher recognizes students' difficulties in understanding the question.

3.6 Listening to Replies and Responding
Listening to replies is the tactic when the teacher listens to the students' answer and then is ready to reply. Responding is the process of a pupil to answer or comment.
T: Ok now, show me the language feature!
S: Using past tense.
T: How about the generic structure?
S: Orientation, series of event and reorientation.
T: Good. And then how about the social function?
S: To tell past event or experience.
T: Jadi yang kita pelajari apa aja? (So, what have we learnt about?)
S: Language feature, generic structure and social function
T: Good, is it clear for you class?
S: Yes.

From the excerpt above, the teacher uses listening to replies and responding strategies. The teacher distributes the questions to one of the students. It is indicated by sentence "*show me the language feature!*" then the student's response "*using past tense*" then the teacher asks twice "*how about the generic structure?*" Then the teacher listens to the student's answer. The student's answer is "*orientation, series of event and reorientation*" after that she gives the response acknowledged by saying "*good*".

These strategies are most parts dominating in the whole lesson. By giving response after knowing the students' opinion, it can make the class more fun and the students become more active. It is supported by Anisah et al., (2019) who reports that listening to replies and responding strategies take up dominant portions from the whole lesson. The class mostly uses acknowledges to respond the correct answer. However, these two strategies represent inference level of critical thinking that the teacher has offered some questions by using 'how'. This sort of question is beneficial to stress the role of students' background knowledge, and the significance of learning goals as reported by Toni & Parse (2013). Thus, these strategies are frequently used by the teacher in the teaching learning process and seem quite effective to operated.

3.7 Sequencing

Sequencing question is a subtle art. A set of questions may each be sounded, but together produce chaos. Teacher usually uses linchpins of a sequence to indicate the responding move between questions.

T: Pay attention on your friend. It's Rina's daily activity from morning until night.

S: I woke up at 5 a.m. after that I prayed. Then I wore my uniform. After that I had breakfast. At 6.30 1 went to school.

T: From Rina's daily activities, who is the writer?

S: Rina

T: The writer is?

S: The writer is Rina.

T: Where did the daily activity probably take place?

S: Home

S: At school

T: When did the activity happen?

S: Yesterday

S: In the past

T: The activity happened in the past or yesterday. *And then how do you know that the activity happened in yesterday?*

S: Because use past tense.

T: Iya (yes), from the verb. Sekarang kalian lanjutkan Rina's daily itu belum selesai, jadi perhatikan orientasinya ada dimana, orientasi itu 5w + 1h, lalu kapan terjadinya, event nya, perasaannya. Kalian bisa menggantikan Rina dengan she ya. (Now, you can continue the Rina's daily because it has not done. Pay attention on where the orientation is, orientation is about 5w + 1h), then when the event happens, and what the feeling is. You can change Rina into she).

From the excerpt above, it shows that the teacher asks about Rina's daily activity. Then she asks about some of information related to Rina's daily activity. This dialog shows that the teacher believes in the students having capabilities to explore the answer.

In sequencing strategy, the data show that by giving the more question relates to the topic and the students can answer well, it makes the teacher believe that their students have good abilities in exploring or telling the ideas and opinions. It is supported by the previous research by Anisah et al., (2019) that when the teacher applies sequencing technique, she believes that the students have capabilities in exploring their opinions.

4. CONCLUSION

To conclude the terms of questioning strategy, the teacher asks various types of questions. The questions are usually started modals like *will* and *can* and auxiliary *do* and *did* and linking verbs *is* and *are*. The teacher also starts the question with *–wh* questions like *what, when, why, where, who and how* questions. The teacher has generally operated when asking the question. It is to the students' understanding, students' activeness in responding and students' ability in expressing and exploring their opinions. Each student has opportunity to increase their speaking skill because the teacher can give nominated question

to answer. It can give a chance to the students to improve their speaking and critical thinking because of the teacher's deep question.

The result of this study offers some implications and suggestions for EFL/ESL. The function of using teacher's questioning strategy in teaching learning process makes the teacher able to control the class with repetitive question, guide the students to respond because the teacher gives some clues by giving asking and responding to the students. The situation can build teacher and students interaction in the classroom and can give opportunities to the students who are not active in the class. They can still get a chance to express their ideas even though in Indonesian.

This study suggests that the teacher can give and recognize various kinds of verbal responses used by each student. Furthermore, the students who are not interested in learning English, they can have motivation and can still focus on the teacher and the class discussion. They can enjoy the discussion and do not feel different from the students who have good abilities in speaking English. If the teacher only focuses on the students who have more abilities in exploring and answering the question, other students who do not have sufficient skills can feel insecure and will be not interested in learning English. However, their answers are Indonesian mixed English, the teacher has also appreciated it. Thus, the attention of the teacher in teaching learning process can be given for all students. Perhaps, the teacher can give good impact to increase students' confidence in speaking and can promote students' learning.

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