An Analysis of Teachers' Questioning Strategies during the Classroom Interaction at the VIII Grade of SMP Negeri 1 Gunungsitoli Utara

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Abstrak

Penelitian ini bertujuan untuk mengungkapkan penerapan strategi bertanya oleh guru bahasa Inggris di kelas VIII SMP Negeri 1 Gunungsitoli Utara dan respon siswa terhadap strategi tersebut. Metode penelitian menggunakan pendekatan kualitatif deskriptif dengan metode studi kasus. Penelitian berlangsung dari November hingga Februari 2024 di kelas VIII SMP Negeri 1 Gunungsitoli Utara. Informan penelitian terdiri dari dua guru bahasa Inggris dan lima siswa kelas VIII. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan dengan teknik analisis kualitatif yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan/ verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa guru bahasa Inggris telah menerapkan berbagai strategi bertanya, seperti Pertanyaan Tampilan, Pertanyaan Referensial, dan Pertanyaan Prosedural. Namun, strategi Penyederhanaan dan Penyelidikan masih perlu ditingkatkan. Respon siswa menunjukkan antusiasme dan ketertarikan terhadap pelajaran, tetapi juga kebingungan dan ketakutan saat menjawab dalam bahasa Inggris, yang disebabkan oleh keterbatasan kosakata dan rasa takut salah. Meskipun strategi bertanya bertujuan untuk meningkatkan kemampuan bahasa Inggris dan berpikir kritis siswa, hambatan ini mengurangi keberanian siswa untuk berpartisipasi aktif. Dukungan lebih lanjut diperlukan untuk guru dalam mengembangkan strategi bertanya yang lebih efektif dan komprehensif.

Kata Kunci: Strategi Bertanya, Respon Siswa

Abstract

This study aims to reveal the application of questioning strategies by English teachers in class VIII of SMP Negeri 1 Gunungsitoli Utara and students' responses to these strategies. The research method used a descriptive qualitative approach with a case study method. The research took place from November to February 2024 in class VIII of SMP Negeri 1 Gunungsitoli Utara. The research informants consisted of two English teachers and five grade VIII students. Data were collected through observation, interview, and documentation. The data were analyzed using qualitative analysis technique which includes data collection, data reduction, data presentation, and conclusion drawing/verification. The results showed that English teachers had implemented various questioning strategies, such as Display Questions, Referential Questions, and Procedural Questions. However, the Simplification and Inquiry strategies still need to be improved. Students' responses showed enthusiasm and interest in the lessons, but also confusion and fear when answering in English, caused by limited vocabulary and fear of being wrong. Although the questioning strategy aimed to improve students' English and critical thinking skills, these barriers reduced students' courage to actively participate.

Further support is needed for teachers in developing more effective and comprehensive questioning strategies.

Keywords: *Questioning Strategies, Students' Responses*

Introduction

Education is a very important component in the development of a country. In UU Nomor 23 Tahun 2003 explains that the purpose of national education is to develop abilities and shape the character and society of the nation with integrity in educating the nation's life (Irwan, 2021). The implementation of planned and systematic education is expected to achieve the expected goals (Banjar et al., 2020).

In the applicable curriculum in Indonesia, it is expected that there is interaction between teachers and students in the learning process. One of the strategies that can be used is the questioning strategy. The learning process cannot be separated from asking questions, because asking is a process where someone who does not know becomes aware (Supriatna, 2019). Asking questions is a good action that can support the achievement of student understanding at a higher level, because students will be trained to think critically. To encourage students to ask questions, reinforcement is needed when students ask (Prilanita, 2017).

However, in the teaching and learning process, sometimes a teacher just teaches without asking questions. This can be caused by many factors, such as being in a hurry, not understanding the material, not caring about students, or being lazy. All of these causes have a negative impact and can affect student achievement and teaching quality (Sulistiani, 2022). Cahyani et al., (2015) also suggested that some of the things that cause students to experience obstacles in asking questions are as follows: 1) students do not know what to do, so they do not know how to start the conversation; 2) students feel worried about being judged; and 3) students face unfamiliar situations and feel unprepared.

English language learning is a compulsory subject at SMP Negeri 1 Gunungsitoli Utara which aims to develop students' overall abilities, including mental development and cultural literacy. During internship 1, 2, and 3 at SMP Negeri 1 Gunungsitoli Utara, teachers used several learning methods, such as comparative learning methods, differentiated learning methods, and questioning strategies. This questioning strategy is used to activate students to ask questions in achieving English learning objectives.

Based on the theory of questioning strategies proposed by Saragih & Nuran (2022), there are five types of questioning strategy skills, namely waiting time, repetition, expression, simplification, and investigation. From the observations made, the researchers found that not all questioning strategy skills were applied by the teacher. Especially at the points of repetition, simplification, and enquiry, teachers have not done it. When teachers ask questions, they only give students a waiting time to answer, without repeating, simplifying, or investigating to make sure the students' answers are correct or not. Therefore, the researcher concluded that the questioning strategy and interaction between students and teachers at SMP Negeri 1 Gunungsitoli Utara had not been fully realised.

Some previous studies have shown the importance of questioning strategies in classroom interactions. Ekawati et al., (2021) found that English teachers actively used questioning strategies to check students' understanding of previous material, attract students' attention, support students' contribution in class, and motivate students to learn. Based on the research that has been done before, the researchers found differences and similarities in the results of the research. In the research conducted by Ekawati et al., (2021) questioning strategy was seen as an important element in supporting the contribution of interaction between students and teachers in the classroom. The same thing was also found

in a study conducted by Lestari & Puspitasari, (2022), where asking questions creates interaction between students and teachers. However, there are differences in focus in the results of the two studies. The research of Ekawati et al., (2021) leads to the interaction strategy of asking teachers to students with the aim of motivating students to be more active in understanding the learning material that has been delivered. Meanwhile, Lestari & Puspitasari, (2022) emphasised the questioning interaction strategy to regain students' understanding during the teaching and learning process.

Based on the above background, the researcher is interested in conducting research with the title 'Analysis of Teacher's Questioning Strategy in Learning Interaction in Class VIII SMP Negeri 1 Gunungsitoli Utara'. The formulation of this research problem is as follows: 1) What are the types of questioning strategies used by English teachers during class interaction in class VIII of SMP Negeri 1 Gunungsitoli Utara? 2) How do students respond when teachers use questioning strategies during class interaction in class VIII SMP Negeri 1 Gunungsitoli Utara?. While the objectives of this study are: 1) To analyse the types of questioning strategies used by English teachers during classroom interaction in class VIII of SMP Negeri 1 Gunungsitoli Utara. 2) To find out the students' responses when the teacher used questioning strategies during class interaction in class VIII of SMP Negeri 1 Gunungsitoli Utara.

Method

This research uses a descriptive qualitative approach with a case study method. The research was conducted at SMP Negeri 1 Gunungsitoli Utara, precisely in class VIII which is located at Jalan Arah Awaai km. 9, Olora, Kecamatan Gunungsitoli Utara, Kota Gunungsitoli, Provinsi Sumatera Utara. The research took place from November to February 2024. The informants in this study consisted of two English teachers and five students in class VIII of SMP Negeri 1 Gunungsitoli Utara.

Research data were obtained through observations, interviews, and documentation conducted by researchers. The instruments used in observations and interviews are as follows:

Table 1.1
Observation Grid

No	Types	Teacher Questions	Student Response		Number of Students who
			Yes	No	Responded
1	Wait time				
2	Repetition				
3	Paraphrasing				
4	Simplification				
5	Probing				

Table 1.2
Interview Grid

No	Component	Sub component
1	Know the information from the teacher in teaching strategies especially in giving questions	• the learning process be more understanding • can check the students understanding during the classroom interaction
2	Response of the students after give the questions during the classroom interaction	• the students be more active to answer the questions • the students feel shy or afraid to answer the questions

The data analysis procedure in this study uses qualitative data analysis

techniques. The activities in analysing data are: 1) data collection, in this stage, the researcher will analyze the data consisting of observation data, interview data, and documentary data that has been collected during the research in the field. 2) data reduction, The data collected in the field will be very large and varied, so it needs to be recorded carefully and in detail. Because of this, a data reidentification process is necessary. Data re-diction involves sorting, selecting, and sorting out the essentials, as well as focusing on the relevant aspects. This is done to identify themes and patterns that emerge from the data. 3) data display, After the data reduction process, the next step is to present the data. In this context, according to Miles and Huberman, the data will be presented in the form of narrative text. In this way, presenting the data facilitates an understanding of the research context, and this helps in planning the next steps based on the understanding that has been obtained. 4) data conclusions drawing/verification, The final stage in qualitative data analysis is drawing conclusions and verification. The main purpose of this step is to interpret the data that has been collected by identifying patterns, relationships, or similarities in frequent occurrences. This process involves interpreting the data by synthesizing the information that has been collected, as well as verifying the preliminary conclusions drawn provisionally. The results of this verification stage are then used to formulate more definitive and precise final conclusions.

Result and Discussion

Research result

Types of Questioning Strategies used by English Teachers During Classroom Interaction in class VIII of SMP Negeri 1 Gunungsitoli Utara.

Based on the results of observations made by researchers, it can be seen in the following table:

Table 1.3

Results of observations

No	Teacher Name	Meeting 1					Meeting 2					Meeting 3				
		VC	R	PH	S	PR	VC	R	PH	S	PR	VC	R	PH	S	PR
1	EW	√	×	√	×	×	√	√	×	×	×	√	×	√	×	×
2	RM	×	√	×	×	×	√	√	√	×	×	√	√	√	×	×

Explanation:
WR = Wait Time
R = Repetition
PH = Paraphasing
S = Simplication
PR = Probing

The results of the research that answered the formulation of the problem regarding the types of questioning strategies used by English teachers during classroom interaction in class VIII of SMP Negeri 1 Gunungsitoli Utara showed that there were several strategies applied with varying levels of use and effectiveness. From the interviews and observations conducted with two English teachers in class VIII A and VIII B, the researcher identified several questioning strategies that were often and rarely used.

The first teacher, EW, in class VIII A, has used many questioning strategies, but there are some that are rarely applied such as Simplification and Probing strategies. EW often uses the strategy of calling students' names one by one as well as the group strategy, with a higher preference for the strategy of calling students' names. According to EW, this strategy is more effective as it makes students more active and involved in giving responses, which in turn improves their critical thinking skills. In class interactions, EW also uses question types such as Display Questions, Referential Questions, and Procedural Questions. An example of Display Questions used is 'What is the opposite word of up in English?', while Referential Questions such as 'Why didn't you do your homework?', and

Procedural Questions such as 'How are you today?'.

However, based on further observations and interviews, it was found that EW had not fully implemented all five questioning strategy skills, namely waiting time, repetition, phrasing, simplification, and investigation. EW only gave waiting time for students to answer without further simplification or investigation to make sure the students' answers were correct or not.

The second teacher, RM, in class VIII B, also showed that she had used many questioning strategies, but rarely applied the Probing strategy. RM often gave students open-ended questions to encourage critical thinking and more detailed responses. Like EW, RM more often uses the strategy of calling students' names because it is considered more effective and motivates students to be more active. RM also avoided grouping strategies because it was considered a waste of time and did not allow all students to participate equally.

In terms of question types, RM uses Display Questions and Procedural Questions. An example of Display Questions used is 'What is the opposite of up in English?' and Procedural Questions such as 'How are you today?'. From the observations and interviews, it was found that RM had not fully implemented the repetition, simplification, and investigation strategies, similar to EW. RM only gave students waiting time to answer without repeating or further investigating the accuracy of students' answers.

Overall, this study revealed that although English teachers in grade VIII of SMP Negeri 1 Gunungsitoli Utara use various questioning strategies such as Display Questions, Referential Questions, and Procedural Questions, they still need to improve the application of strategies such as Simplification and Probing, as well as skills in repetition, simplification, and investigation to ensure optimal effectiveness and improvement of students' critical thinking ability.

Students' Responses when Teachers use Questioning Strategies During Class Interaction in Class VIII SMP Negeri 1 Gunungsitoli Utara.

The results of the research that answered the problem formulation of how students respond when teachers use questioning strategies during classroom interaction in class VIII of SMP Negeri 1 Gunungsitoli Utara showed a variety of responses among students. Based on interviews with five students from two different classes, the researcher gained in-depth insights into the students' feelings, challenges and reactions to the questioning strategies used by their English teachers.

SAZ from class VIII A stated that she liked the subject of English. Nonetheless, SAZ found it difficult when it came to answering questions in English for fear of giving the wrong answer. This student also noted that teachers often ask learners to repeat last week's lesson in English in front of the class, which adds pressure and confusion due to limited vocabulary. JAZ, also from class VIII A, likes English lessons and feels happy when the teacher teaches because of the fun and interactive atmosphere of the class. However, JAZ admitted that she was often confused and afraid to answer questions in English, similar to SAZ. This student felt that the main obstacle was her lack of sufficient English language skills to answer the teacher's questions confidently.

Furthermore, NN from class VIII B stated that she was not interested in English lessons because she found the subject difficult. NN's teacher used grouping and individual testing methods to ensure students' understanding. Despite this, NN found it difficult to answer questions in English due to her limited vocabulary. The fear of giving the wrong answer also made NN prefer to remain silent rather than try to answer. AKJ from class VIII B also stated that English was difficult to learn. Despite recognizing that his teacher taught in a compact way and often used questioning

strategies, AKJ felt confused when he had to answer in English. Just like other students, AKJ was afraid of giving the wrong answer and felt pressured when having to retell the previous lesson in English. And ASG, also from class VIII B, showed a more positive interest in English lessons and liked the teacher's teaching methods. The teacher often divided students into groups or tested them one by one, and gave time to ask questions if anyone did not understand. However, ASG also experienced the same confusion and fear when it came to answering questions in English, with similar reasons of lack of vocabulary and fear of making mistakes.

Overall, students' responses to the use of questioning strategies by English teachers in class VIII of SMP Negeri 1 Gunungsitoli Utara tended to show a feeling of excitement and interest in the lesson, but were also colored by confusion and fear when having to answer in English. Students felt pressured due to their limited English proficiency, which inhibited their courage to actively participate in the question and answer session. Although the questioning strategies used by teachers aim to improve students' English language and critical thinking skills, factors such as limited vocabulary and fear of giving the wrong answer are the main obstacles that need to be overcome.

Discussion

Research at SMP Negeri 1 Gunungsitoli Utara shows that both teachers have implemented questioning strategies in the classroom, an important approach to stimulate student response and participation in learning. According to the theory proposed by Nashruddin (2020), questioning skills are questions spoken by the teacher as a stimulus to get student responses. Halstead and Mclaughlin emphasize that questioning is an important tool to guide and extend student learning, while Ayu & Erwin (2018) states that effective questioning strategies allow students to be fully engaged in the learning process, which is important for teachers to consider when planning lessons.

Saragih & Nuran (2022) classified five types of questioning strategy skills: waiting time, repetition, sentence construction, simplification, and inquiry. Related research also provides additional insights into questioning strategies. Dian (2022) found that teachers at SMA Empat Makassar used Question Planning Strategy and Question Control Strategy to ask relevant and probing questions to students. Risnawati (2022) identified that at PIBA UIN Alauddin Makassar, display questions are used to review material and check students' understanding, while referential questions are used to improve speaking and critical thinking skills. Prabowo & Alfiyanti (2019) found that at SMP PGRI 01 Semarang, teachers used almost all existing questioning strategies, although some were still rarely used, with influencing factors including students' critical thinking ability and time efficiency.

In conclusion, the research at SMP Negeri 1 Gunungsitoli Utara shows that the application of questioning strategies by teachers is in accordance with the theory and findings from other studies. The use of appropriate questioning strategies can increase student engagement, help them understand the material, and develop critical thinking skills. Therefore, teachers need to plan questions well and consider the most effective types of questions.

Conclusion

This study revealed that English teachers in class VIII of SMP Negeri 1 Gunungsitoli Utara had implemented various questioning strategies, including Display Questions, Referential Questions, and Procedural Questions. Nonetheless, the application of strategies such as Simplification and Enquiry still needs to be improved. In addition, skills in repetition, simplification, and investigation also need to be improved to ensure optimal effectiveness and to help improve students' critical thinking skills. Overall, students' responses to teachers' use of questioning strategies showed a sense of enjoyment and interest in

English lessons. However, these feelings were coloured by confusion and fear when it came to answering in English. Students felt pressured due to their limited English proficiency, which inhibited their courage to actively participate in the question and answer session.

Although the questioning strategies used by teachers aim to improve students' English language and critical thinking skills, there are some major obstacles that need to be overcome. These include limited vocabulary and fear of giving the wrong answer. Therefore, further efforts are needed to support teachers in developing and refining effective questioning strategies, as well as providing adequate resources and training. This is expected to help reduce barriers in the learning process and increase students' confidence and active participation.

Based on the discussion of this research regarding teachers' questioning strategies during English class interactions which have been described, the suggestions for this research can be conveyed, namely as follows:

1. To teachers, researchers suggest to teachers that when learning to teach in the classroom, teachers can pay more attention to giving types of questions to each student. With clear questions, students can also participate more actively in providing the expected responses.

2. Next to students, when the teaching and learning process has occurred, especially when the teacher asks questions, students must be more active in responding.

3. Then to other researchers, the researcher hopes that the results of this research can be useful for other researchers who want to conduct research on teacher questioning strategies. On the other hand, the researcher also hopes that other researchers can analyze teachers' questioning strategies with more than one or two teachers as a comparison.

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Curriculum Vitae

REVITA NISKAR ZALUKHU. This is the name of the author of this thesis. The writer was born on 29th December 2001 Sifaoro'asi Village, kecamatan Lahewa, Kabupaten Nias Utara, Provinsi Sumatera Utara, , the son of parents **Mr. Baziduhu Zalukhu (father)** and **Mrs. Amilia Zalukhu (Mother)**. As the first child of four siblings. I graduated from State **Elementary School No.071140 Ono Zalukhu**, North Nias Regency, graduated in 2013, after that I went to junior high school at **SMP Negeri 2 Lahewa**, North Nias Regency, graduated in 2016, then I continued my education at **SMK Negeri 1 Lahewa** North Nias Regency, majoring in Computer and Network Engineering (TKJ), graduated in 2019. And after graduating from vocational school, the author still felt dissatisfied and wanted to pursue higher education. And on August 14 2019 he enrolled at the Gunugsitoli Teacher Training and Education Institute **(IKIP),** which has now become **Universitas Nias (UNIAS),** and majored in the English Language Education Study Program, Faculty of Teacher Training and Education (FKIP). And on April 17 2024, the researcher took the thesis examination to obtain a bachelor's degree in education (S.Pd).