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## AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES IN EFL CLASSROOM AT SMP MULIA PRATAMA MEDAN

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### Abstract

In this study, researchers analyzed the teachers' questioning strategies in the classroom efl. This research was conducted at SMP MULIA PRATAMA MEDAN. For the class observed is class VII 4. This research is a descriptive qualitative research. The research data collection technique by observation and documentation (photos, records, and notes). At the time of the study, researchers only observed one class for 90 minutes. From the observations of the study, researchers have found what types of questions are used by the teacher in the class. The way the teacher asks when in class is teacher at the school are more likely to ask question by asking students to answer her questions, appoint students to answer the teacher's question, give question suddenly and ask students to answer one by one. Based on the level of taxonomy bloom, the dominant question made by the teacher is the type of knowledge question where the question is the lowest level question and viewed from the type of question according to the breadth of the target, the question given by the teacher is more dominant on the narrow question, which only requires one answers and are closed compared to broad questions. The final conclusion of this study shows that the teacher's strategy in asking questions in the class is still lacking and not properly executed.

**Keyword:** *Teachers' questioning strategies, Types of questions, Conclusion*

### Abstrak

Pada penelitian ini, peneliti menganalisis strategi bertanya guru di dalam kelas efl. Penelitian ini dilakukan di SMP MULIA PRATAMA MEDAN. Untuk kelas yang diobservasi adalah kelas VII 4. Penelitian ini



merupakan penelitian deskriptif kualitatif. Teknik pengumpulan data dilakukan dengan observasi dan dokumentasi (foto, rekaman, dan catatan). Pada saat penelitian, peneliti hanya mengobservasi satu kelas selama 90 menit. Dari hasil observasi penelitian tersebut peneliti telah menemukan jenis pertanyaan apa yang digunakan oleh guru di kelas tersebut. Cara guru bertanya ketika di kelas adalah guru di sekolah lebih cenderung untuk mengajukan pertanyaan dengan meminta siswa menjawab pertanyaannya, menunjuk siswa untuk menjawab pertanyaan guru, memberikan pertanyaan tiba-tiba dan meminta siswa untuk menjawab satu per satu Berdasarkan tingkatan dari taxonomi bloom, pertanyaan yang dominan dilakukan oleh guru adalah jenis pertanyaan pengetahuan yang mana pertanyaan tersebut merupakan pertanyaan level paling rendah dan dilihat dari jenis pertanyaan menurut luas sempitnya sasaran, pertanyaan yang diberikan guru lebih dominan pada pertanyaan sempit, dimana hanya membutuhkan satu jawaban dan bersifat tertutup dibanding pertanyaan luas. Kesimpulan akhir dari penelitian ini menunjukkan bahwa strategi guru dalam bertanya di kelas tersebut masih kurang dan belum dilaksanakan dengan maksimal.

***Kata kunci:*** Strategi bertanya guru, Jenis pertanyaan guru, Kesimpulan

## **Introduction**

Communication is the most important thing in everyday life. Communication could be done with things or symbols as well with language as instrument. As one of the means of communication, language is one of the tools of communication used by each person to another. Students in Indonesia are required to study a foreign language which is English as a foreign language (EFL). English has been designated as international and is already a compulsory subject in class for student in Indonesia. As we all know how important English is in the age of technology, it is expected that each school will provide effective teaching to achieve a targeted goal. Foreign languages have widely spoken and how important it is to people in today's and governments have long allowed the world education to learn a foreign language.

The success of a learning process is the target of an education. Such success can be achieved through good interaction between teacher and students. Class interaction itself is defined as a pattern of communication between teacher and student, student and student (Kitchock & Hugen 1989, quoted in Brown, 2001). Learning success can be seen in terms of asking the teacher. Brown (2001) suggest that one of the best ways of the teacher being an initiator and sustainer of interaction is by employing questioning strategies in teaching and learning process. A learning is said to be successful if students understand what is taught by the teacher. By asking we will find out the extent of student understanding. Basically learning is asking and answering. Asking can be seen from the form of curiosity of someone. While answering questions is a person's ability to think.

Asking questions is a verbal utterance that asks for a response from someone who is given a response that can be given from knowledge to things that are the result of consideration. So, asking is an effective stimulus that drives thinking ability (Hasibuan and moedjiono:2009). The teacher ask students to help students be active in the class.

As a foreign language to students, many students have difficulty using english well. A common problem that is often found in efl classroom is that some of the students are not interested in learning English, are bored, and many students are silent and less active. This can be seen from the teaching factor of the teacher, where there is less interaction between teacher and students. According to the problem, as a teacher many teaching skills must be possessed. One of them is questioning skills.

Questions in class have an important role in the teaching process in the classroom. Based on a statement from Richard and lockhart (as cited in Kurniawan, 2011), there are several reason why questions are commonly used in teaching:

- a. They are stimulate and maintain students interest
- b. Encourage students to think and focus on the content of the lesson
- c. They enable teachers to clarify what students have said
- d. They enable teachers to elicit particular structures or vocabulary item
- e. They enable teachers to check students' understanding
- f. They encourage students participation in a lesson

By giving effective questions to students, it will help improve communication between teacher and students and can make the atmosphere in the classroom become active. Questions can attract the attention of students and motivate them in the learning process in class. Questions can expand the minds of students to think more critically about a lesson. Asking questions will certainly make it easier for teachers to improve the quality of their teaching.

Therefore here the teacher is expected to have good questioning skills in the classroom in an effort to create an atmosphere of active and directed learning. But in the learning process, there are teachers who teach only to the extent of teaching without any questioning activities for students. This certainly will affect the behavior of students in learning. Without asking questions in the class will reduce teacher interaction with students and will automatically affect student attitudes in learning, students will be more silent and less active.

Some teachers may not yet know how important the questioning strategy is done. In accordance with the findings that the method of asking questions will help the teacher in the teaching process, especially English language lessons, in general, many people who do not like this lesson. Therefore the researcher hopes that through this study the teachers will realize how important it is to ask questions in class and this research is useful for anyone who is good to prospective teachers.

Based on statements from Guest (1985) in Sujariati states that questioning strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking, researchers are interested in conducting research in SMP MULIA PRATAMA MEDAN and researchers believe that the place can be used for observation.

The purpose of this study is to analyze the teacher's questioning strategies in the Efl classroom. Accordingly, the researcher formulates the problem to be investigated, namely the question or type of question given by the teacher and how the teacher does the question in the classroom. To get the results of this study, researchers used the theory of Bloom's taxonomy to find out the types of questions used by teachers.

Quoted in Bloom (1956) the types of questions are divided into several levels, which are as follows:

- a. Knowledge
- b. Comprehension
- c. Application
- d. Synthesis
- e. Evaluation

By doing this research, the authors hope this research is useful for teachers and prospective teachers in terms of teaching in the classroom. Hopefully this article can be used as a reference in teaching.

### **Research Methods**

The method used in this research is a qualitative descriptive method. According to Nana Syaodih Sukmadinata in her book titled Educational Research Methods, descriptive research is a study aimed at describing existing phenomena, which are taking place now or in the past. These researchers do not deal with manipulation or change in independent variables, but describe the free conditions, but describe the condition they are.

The research data collection technique by observation and documentation (photos, record, and notes). The techniques of collecting data by observation is done by researchers to find out the questions raised by teachers and students in the learning process of English. Technique data collection by means of documentation conducted by researchers to show events in the learning process of English can be in form of photos, record, and notes which are then poured in a transcript of the English learning process.

This is a qualitative study from SMP MULIA PRATAMA MEDAN which will be object of this research. In this study, the authors analyze the way teacher teach their students by using questions from teacher to students.

This school serves as an object of study with many consideration :

- a. Have a accreditation
- b. Have a teacher who is quite reliable in teaching in the field of english. So that students are motivated to learn. This research is very beneficial for students.

## Results and Discussion/Hasil dan Pembahasan

The researcher found the results of data analysis from observations made at SMP MULIA PRATAMA. The class used by researchers for observation is class VII 4. Based on observations made, researchers found that the questions used by teachers in the class in accordance with the theory of Taxonomy Bloom there is one type of question from the 5 types of questions in Taxonomy Bloom. The type of question used is knowledge.

Questions at the level of knowledge are questions that require answers by knowing the object being asked. Thus, this question is limited to knowing information memorized or remembered by students. So the answer is certain and there is no choice but to be determined. Usually this question begins with a sentence asking what, where, when, who or mention.

From the results of observational data that researchers do, the researchers found the most dominant questions asked by teachers in class to students, that is :

Apa itu adjective ?

Apalah contoh kalau dikatakan kata kerja pertama?

Apa bahasa inggrisnya membuka ?

sedangkan kebalikan dari kata open apa ?

Apa artinya magazine ?

Apalah contoh kata sifat sesuai tingkah lakumu ?

Kalau malas apa bahasa inggrisnya ?

All the questions above indicate the question given by the teacher is a type of knowledge question, which is the type of question in Bloom's Taxonomy theory is the lowest level question compared to other types of questions. Besides in terms of Bloom theory, researchers also look at the types of questions given by teachers from the types of questions according to the breadth of the target.

From the results of the data it can be seen that the teacher is more directed towards narrow questions than broad questions, because the questions posed only require closed answers and the answer key is available. As with the teacher's question "*apa bahasa inggrisnya majalah?*" this question only requires a definite answer, which of course the teacher already knows the answer to.

The way the teacher asks when in class is teacher at the school are more likely to ask question by asking students to answer her questions, appoint students to answer the teacher's question, give question suddenly and ask students to answer one by one.

Based on the overall results, the researcher is of the opinion that the questioning strategy used by teacher in the EFL classroom at SMP MULIA PRATAMA precisely in class VII 4 as the class observed was still lacking because in terms of the level of questions the teacher gave the lowest question category. In terms of questions according to the breadth of questions the teacher only dominantly gives narrow questions. While for this the teacher should be able to master more than one question in order to

improve students' thinking patterns while participating in learning, especially English lessons. As we already know that English is a learning that maybe most people are more difficult to understand than other lessons. Therefore, one of the skills that can help teachers to improve their teaching process is by asking students questions.

In the context of learning and point of view the theory of learning is a stimulus that encourages children to think so that the children will more easily master the material or concepts provided and students' thinking abilities will develop more. In line with that another point of view also says that the question is pedagogical act of teacher in the context of constructing knowledge together.

Among the types of questions in teacher learning should not be haphazard in giving to students, only question that are effective should be given, because it can not have any impact on students learning progress. Among the characteristics of effective uestion are follows:

1. Demanding students think, not just remember and mention. Effective questions want students to think more than just remembering, but also higher levels of thinking. analyze, assess, conclude, compare, generalize, make relationships, apply, explain. more effective questions in the question words: why or how, rather than what or where questions.
2. Is directed towards open-ended questions. if the question is in a closed situation, students will generally give answers that are easily guessed or only require a low level of thinking. The essence of open-ended questions is requiring students to develop ways to understand questions and how to answer questions. In addition, what is important is that it is possible to make questions of varying degrees of truth.
3. Allows various answers. One of the characteristics of effective questions is questions that allow more than one correct answer. Well, the level of truth is equal or unequal. this allows all students with different abilities and potentials to "act" to give answers in their own way.
4. Allows students to interpret English from the process of answering these questions. This trait is difficult to achieve if the question does not provide a space for "processes" in answering, such as the process of understanding questions, the process of selecting data, the process of choosing strategies, the process of making narratives and arguments, to the process of review and reflection. By doing this process students learn to interpret the importance of English for themselves students interpret the use of English, until students interpret the nature of English.
5. Enable teachers to holistically assess students' English abilities. Effective questions are questions that allow all English competencies to be evaluated, not only the ability to remember, but also aspects of communication, problem solving skills.

To achieve the targets that should occur in the EFL class. The teacher must have basic questioning skill, such as :

1. "Questions are delivered clearly and very quickly." The teacher must deliver the question clearly, concisely and not to beat around the bush so students can understand it, and use language that students can understand.
2. "Questions give a reference." The teacher provides information before giving questions and answers to students so students can answer the teacher's questions appropriately, in asking questions teachers need to provide information that is a reference question.
3. "Focus attention before the question is asked." Concentration of students' attention can be done by giving broad (open) questions that turn them into narrow questions.
4. "Shifting." shifting of answers can be done by asking different students to answer the same question.
5. "Spreading opportunities to answer questions." for the distribution of opportunities to answer questions, the teacher can ask questions to all students, to certain students or spread responses to other students.
6. "Giving enough thought time." The teacher gives time to think to students to answer questions, because in asking questions, the teacher must be silent for a moment before appointing students to answer questions.
7. "Provide guidance if students have difficulty answering such as asking more simplified questions or repeating information or explanations related to the question." For students who have difficulty in answering questions, the guidance strategy needs to be applied. This strategy involves revealing questions in other ways, asking other questions that are simpler or repeating previous explanations.

### **Conclusion**

In the research that has been done at SMP MULIA PRATAMA MEDAN, researchers have found results in accordance with the predetermined problem formulation. The results of this study indicate that the teacher in class VII 4 or the class observed is only dominant using one type of question that is the question of knowledge. Based on the level of questions by taxonomy bloom, these types of questions are low type of questions meaning the teacher in the class is still lacking in asking. While judging by the question according to the breadth of the question, the teacher is more dominant using narrow questions, namely closed questions and only have one answer and the answer has been known by the teacher beforehand.

In this case it can be concluded that the use of the questioning strategy at SMP MULIA PRATAMA MEDAN precisely in class VII 4 as the class observation has not been implemented properly. For this reason, teachers must understand the importance of asking questions in the classroom to improve the teaching process and help students improve their thinking patterns and make them more active in learning through questioning

strategies in the classroom. the researcher hopes that the teacher can have questioning skills in the classroom.

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