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The Power of Questioning Strategy on Students Learning English in the Classroom

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Abstract

The goals of this study were to determine the types of questioning strategies used in the classroom and the impact such strategies have on students' acquisition of English. The kids of senior high school participated in this study as the topic. A qualitative methodology was used for the study that was carried out here. The research included in this study collects data via observation, questionnaires, and interviews. The data that were acquired were then examined by first lowering the amount of data, then displaying the data, and finally deriving conclusions from the data. The results of the investigation revealed that the instructor had used several techniques and methods while questioning the students. These included putting more emphasis on the questions, translating the questions into Bahasa Indonesia, repeating the questions, and moving closer to the students. In addition, the sorts of questions that were used were open/close questions, recall questions, rhetorical questions, and yes/no questions. The instructor was responsible for using these types of questions throughout each individual teaching session. It is dependent on the content that the instructor conveyed to the students as to whether open-ended or closed-ended questions or display questions were the most common. Aside from that, the instructor will only utilize the recall and referential questions a limited number of times. The findings of the study demonstrated that there were positive benefits from using the method and the sorts of questions, namely, favourable answers from students and excellent relationships between the instructor and the students.

Introduction

In order to achieve one's goals in the classroom, one must use various questioning tactics in order to raise questions to one's pupils. When it comes to the process of teaching and learning, instructors need to be aware of the capabilities of their students and the extent to which those students grasp the content that has been presented to them. In addition, instructors are obligated to ascertain the output of their pupils either before or after instruction by posing questions to

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the class. Therefore, there has to be a conversation between the instructor and the pupils, which is then followed by comments from the pupils themselves. In accordance with (Mahmud, 2015) when it comes to directing and expanding the learning of students, one of the most significant instruments is the question. It might be of assistance to the instructors in the process of formulating their very unique plan to improve the students' work and thinking. As a result, it will only be successful if it enables students to participate in the learning process to the fullest extent possible. When it comes to the process of designing lessons, instructors put a lot of thought into the kinds of questions that they will provide to students. The questions asked by teachers are an essential component in the process of encouraging the pupils' intellectual growth. Students are significantly able to link concepts, form inferences, enhance their awareness, and develop their level of knowledge and comprehension thanks in large part to the skill of asking as well as the sorts of questions instructors ask them (Reinsvold & Cochran, 2012).

In point of truth, throughout the process of teaching and learning, a teacher may only perform teaching without asking questions at times. It might be that they are in a rush, that they do not comprehend the content very well, that they do not care about the pupils, or that they are lazy. All of these things could be to blame. Each of the causes results in unfavourable impacts, which in turn may have an impact on the level of performance achieved by students as well as the standard of instruction.

Therefore, in order to prevent the adverse impacts for students and the teaching learning process, instructors should include questioning into the classroom teaching, and teachers must actively familiarize themselves with the full spectrum of question forms available in English. Furthermore, one thing that teachers should not ignore and pay attention to is the role of teachers' questions and technique or strategy in the English teaching process. This is because questioning strategies are very important in order to affect the students' learning process in studying English, which is still quite unfamiliar for them at this point. It implies that teachers should be aware that asking questions in an English as a Foreign Language classroom is not a simple undertaking, despite the fact that it is an important activity that should be carried out by each and every instructor (Parkhouse, 2018).

In light of the previous statement, it is important for instructors to have a solid understanding of various questioning approaches and types, as well as the ways in which these can be adapted to serve a variety of functions, in order to facilitate effective communication between the instructor and the students. It can rely on the manner in which the teacher's questions are presented. When it comes to the students' acquisition of the target language, the teacher's questions play an essential role. In addition, the successful implementation of TEFL in the classroom is directly correlated to the use of various questioning tactics by the instructors.

Researchers and Scholars (Yang, 2006) have dealt with teacher's questions. Their research deals with teacher's questions to students whether in content classrooms or language classrooms ask many questions. In their study of six ESL teachers (Sahamid, 2016) found that 938 questions were asked by teachers in six elementary ESL lessons. Other study by (Yang, 2006) contrasted the questions that came up in casual discussion between native speakers and non-native speakers (NS-NNS) with those that came up in contact between teachers and students in EFL classrooms. According to their results, referential inquiries, which made up 76% of all questions asked in NS-NNS discourse outside of classrooms, only made up 14% of questions posed in classrooms by instructors. Internationally, researcher, (Hattie & Timperley, 2007), have dealt with teachers' questions. Their work has guided many studies in a Southern African context and helped them justify why teachers used questions in their classrooms.

Recent study on questioning in English instruction, based on teachers' questioning tactics in the context of classroom interaction, [Nashruddin et.al, \(2020\)](#). It was found in a lot of investigations that instructors had a propensity to ask a lot of questions, as the statement put it. This indicates that there is a high level of questioning activity both in terms of proportion and frequency in the language instruction. In addition, it is believed that the students will likely demonstrate high levels of interest and attention toward the instructional activity that makes use of the questioning method. The employment of questioning tactics by the instructor as a follow-up to this might then motivate pupils to be much more active in the process of language acquisition [Xiao& Yang, \(2019\)](#).

This is the reason why, in order to achieve the goal of teaching, teacher's questioning strategies need to be viewed and applied because teacher's questioning strategies in interaction is one of the factors that should be considered by the teachers to make an effective process of teaching and learning; consequently, it was imperative to conduct research relating to implicated questioning interaction in the classroom [Huang & Hong, \(2016\)](#). When used as a teaching instrument in the context of teaching learning interaction, it has to be implemented effectively. It needed familiarity with the questions, techniques, and the art of questioning abilities that were specific to the kind. Taking all of this into consideration, the objectives of this study were to investigate how instructors posed questions to students, including what kinds of questions teachers asked and the impact those questions had on the students' learning [Wangru, \(2016\)](#).

However, some of the previous studies only described the teacher questioning performing to ESL students and compare between native students and non-native students. Since the theory of questioning to students are more reliable when it is accompanied by the motives underlying the types and the effects of questions to students [Hattie & Timperley, \(2007\)](#). Therefore, this present study explored the types of questions that used by English teacher and the effects of the questions that teacher applied for students in learning process,

Methods

This research used a qualitative method to explore the many sorts of questions asked by professors to pupils as well as the consequences such questions had. In addition, a qualitative approach was employed for this study, and discourse analysis was one of the traditions used to analysed the interaction between the participants. It analysed the transcript of the class and sorted the students' statements into the appropriate groups. This study used classroom observation and interview as its data collection procedure. The classroom observation was strengthened by the use of a stick note to describe and specify the type of questions that were performed by four teachers in ELT interaction in the classroom.

The interview was used to look out for responses as effects that were directly expressed by students. After that, the author had an unstructured interview with the instructors in order to learn more about the process and to ask the teachers some questions that related with the process. This was done so that the writer could determine how the teachers handled the various sorts of questions asked in class. The interview was taped by the author so there would be no chance of misinterpretation during such an essential phase. The author of this research had the ability to collect data by directly seeing the subject of the study behave, act, or accomplish a given item, as well as by speaking face-to-face with the participant in the study. Furthermore, this study analysed by summarize, present the results, and then draw some conclusions from them. A summary of the number of occurrences of each characteristic was then provided by the author after the data from the checklist observation had been sorted into either the

convergence or divergence features. The data were then shown in a table by the author so that it could be made clear what sorts of questions were asked by teachers in ELT classes. The author then transcribed the audio tape after conducting an unstructured interview in order to get an extra response from the instructor. The data that the author collected were first transcribed into written form, and then the data were identified, chosen, and also classed or extracted depending on the analysing requirements that were pertinent to the subject matter of this study. At long last, the data had been extracted, and the detailed narrative displayed the results.

Results and Discussion

Teacher's questioning is a way that the teacher used in questioning their students. The questioning strategies were found by researcher namely: The teacher used five types of question in questioning the students and applied it in all session of teaching. The five types of questions are: open/close questions, recall questions, referential questions, display question, and yes/no questions.

The effects the teachers' question on students learning.

The following part dealt with the effects of teacher's questioning strategies on students' learning activities. Effect is the result from any activities, or the outcome from an activity which had done. Or effects can be define as a product of an act by somebody or something. It means that the reseacher wanted to describe of what was the result or what was the effects as the findings during the researcher did the obseravation in the classroom, and interview. The effects could be positive or negative. It must be known whether the teacher's questioning strategy give positive effects or negative effects on students learning activity in the classroom. We have to know when or why the questions should be applied.

However, based on the observation result, the effects of using the question on students learning activities were good. The use of questioning gave positive effects on students' learning activities in the classroom. The effects which were found can be seen below, those are 1) The students were enthusiastic answered the questions, 2) The students focus on the learning process, 3) The students tried to give responses or answer even the answer was not correct, 4) The students followed and joined the class meeting without playing or joking in the class, 5) The students tried to speak and explore their ideas all at once to improve their speaking, and so on, 6) The students were active, they seemed busy to find the answer of the question, 7) The students must prepare their self by opening their book and studying it out the class before entering the class.

Furthermore, based the data from interview, Reffering to the effects of the teacher's questioning strategies, in the interview, the teachers gave her opinions and arguments as quoted in the following:

Respondent for number 1:

'efeknya adalah sangat bagus untuk guru terutama untuk siswa, seperti guru bisa mengidentifikasi kekurangan kejelasan materi, kekurangannya siswa dan juga bagaimana keadaan siswa belajar dikelas'

'the effects were very good for teacher and students. Such as the teacher can identify the weakness of the material, the student's weakness and how to identify the students condition in that callsroom.'

Respondent for number 2:

'ya kadang-kadang mereka akan memberikan feedback ketika mereka lagi fokus dan konsentrasi, tapi biasanya siswa yang rajin n pintar saja yang sering menjawab dan bertanya kepada saya. Ada juga sih yang bertanya balik jika memang mereka benar-benar belum faham'

'Yes, sometime when they were interested they will give me feedback, but sometime only the diligent and smart's students always answer my question and asked me back about the lesson. Sometimes the students asked me question when they really did not understand to the lesson'

Respondent for number 3:

'iya, pertanyaan saya itu sangat effective jika kondisi siswa lagi semangat, misalnya masih pagi toh saya masuk dikelas. Dan juga efektif jika saya beri pertanyaan bergilir jadi mau tidak mau mereka pasti persiapkan memangmi dirinya untuk menjawab'

'Yes, my question was very effective when the students were spririt. For example when I teach in the morning. It can be effective if I order the questions to students so they tried to prepared their self to answer my question'

Discussion

As it's focus, the discussions of the research finding dealt with the teacher's questioning strategies / teacher's types of questions, the teacher's reasons in using the question types, and the effects of the teacher's questioning on the student's learning activities in the classroom. It would be disucussed below, lets see in the following explanations.

Teacher's Questioning

The questioning strategies that the teacher used in the class teaching varied depending of the situation and based on the lesson. The researcher found that teacher one applied open/closed questions,recall questions,display questions, refrential questions, and the yes/no questions in both meeting one and meeting two.

Open/closed Questions

When the teachers need the various answer from students, he used open closed question. He was questioning students about their news and condition. and when he needed more responses about the lesson from students during the learning process. It was also found that the teacher used the open/closed questions during the lesson and the end of process for giving students chance to give answer and explore their mind, and attracted them to find many answer dealt with the lesson, also to mare them more active. Related to the functions of questioning strategies which were used by the teacher above, it is compatible with theory by proposed two reasons why teachers asked questions in their classrooms. First, questions require responses and, therefore, they served as a means of obliging learners to contribute to the interactions. Second, questions sere as a device for controllingthe progress of the interactions through which a lesson is enacted.

In the researcher's view, then, realization of the questioning strategies in the classroom involved the student's participation to warm up the class teaching. it also involved the student's mind and involved their emotional intelligence.

Recall Questions

In this discussion the researcher found that the teacher one applied recall questions at beginning of teaching in both meeting one and two. The purposes of using the questions were to recall back the student's memory about the previous lesson, to remind them about their task/assignment, to remind them about their vocabularies, and to increase their understanding of the lesson in the past and so on. Related to the functions of questioning strategies above were recapitated to the theory, (Hattie & Timperley, 2007) stated that the instructional function focuses on the role that question plays in helping students learn new material and integrates it with the old one.

Referring to the explanation above, theoretically, it was stated that giving questions before entering a new material as recall questions can influence the teaching process improvement and student's achievement. The statements above dealt with the theory, (Sung et.al, 2016) stated that questions are used to review and summarize previous lessons and assess achievement of instructional goals or objectives. Based on the statements and the functions of recall question above, it was very essential to use the recall question by every single teacher in teaching classroom.

Display Questions

The use of display question is very useful for the students. The researcher found that the teacher one performed this type of question in the middle of teaching during the learning process. The questions used when the teacher and the students discussed the topic and after reading the text. Its functions to check the students' comprehension of the text, all at once to assess the students' output from the teaching learning process related to the use of display questions above, it was compatible with the functions of the questions as comprehension check and confirmation check. It was supported by some theory said that teachers can check students' understanding, to test or assess the students, (Al-Zahrani et. al, 2017), teachers' questioning has some functions. They divided into three subtypes, those are: Comprehension checks, Confirmation checks and Clarification request.

In the researcher's view, then realization of display questions in the teaching learning process were very valuable for teacher and students. Absolutely, the display questions should be given in around the topic and related to the material which being discussed.

Referential questions

In this discussion, the researcher found that the teacher applied the referential questions in beginning before the teacher gave more explanations of the topic lesson. Its functions to gain the students searching information, and increase the student's ability collaborate the ideas and interpretation.

Referring to the researcher's outcomes, it dealt with the theories which stated in the previous theory, (Davoudi & Sadeghi, 2015) stated that referential questions involved important points such as interpretation, elaboration, ideas, giving opinions, Brooks et.al, (2018), in his research studies, referential questions play a significant role in facilitating classroom interaction. As stated above that referential questions used in the classroom could involve the students participations in elaborating the ideas and information.

Yes/No questions

The use of yes/no questions for teacher one is only used to ensure the answer and to check the student's completion work. She used this type of question in the middle and the end of teaching.

Refers to the invention above, it dealt with the theory which was stated that these questions are easier for learners to answer and may therefore be suitable for those weaker students as they do not need to produce much language output.

In the researcher's view, this type of question was used in daily activity. In other side this type of question also used by the teacher to get some information from the students whether they understand to the lesson or whether the work had finish so it could not deny that yes/no questions also help both teacher and students.

The effects of the questioning strategy

The other effects from obseravation were motivation. When the students could not answer, they seem did not get the point of the lesson, when the teacher saw the conditions, she directly emphased the questions and confirmed them the true answer. Question functions to be confirmation checks moreover involve exact or semantic, complete or partial repetition of the previous speaker's utterance, and serves either to elicit confirmation that their listener had heard and/or understood that previous speaker's utterance correctly.

In the interview, teacher one argued that the effects when she performed the questioning strategies that question was very effective for students and teacher. It could create attention for students who was joking in the class so they can be focus on learning process. Furthermore, teacher's questioning gave advantages, it made students be creative and interested in learning'. The effects was compatible with the functions of questioning strategies which was stated on the literature review. based on the theories by (Yang, 2006), they categorized the questioning for some functions those are: It can be used to motivate students, it can be used to revise, to control, and to test or assess the students.

Other effects were found that the students were very enthuciastic to respond the questions. The teacher was seemed very happy because the students still remember the lesson. The students also remembered what they have done. The conditions showed that the recall questions were effective and give positive effect on students learning activities. Relation with this, (Hattie & Timperley, 2007) recommended that a teacher should asking students for challenging and thought-provoking question encourages students to tap their existing mental models and builds upon previous knowledge. He said that teachers can ask key questions to get students to see the relevance of a topic.

In the interview, the teacher gave comment about the effects on students' learning activities. He said thatthe effects were very good, the students were very happy and excited to answer the questions. It was proved when the students gave feedback, they were questioning the teacher when they did not understand what the teacher means.

The advantages were the teacher can evaluate the student's understanding to the lesson, and measure the improvement of learning achievement. The advantage above were supported (Olaniran, 2018), he describes the teachers' questions as an important aid to get students' attention, and enhancing learners' verbal replies and assessing their improvement, but states that questions alone may not always promote a great amount of interactction.

Conclusion

This research presented the findings of an investigation on the questioning methods used by EFL teachers. The goals of the study were to determine the questioning tactics used by teachers and the impact those questioning strategies had on students' ability to learn English in the

classroom. According to the findings of this study, effective questioning tactics in the classroom may be implemented by using a variety of question formats and integrating them throughout the majority of instructional sessions. It was discovered that the instructors used a variety of question formats in their classrooms.

In each and every instructional session, open-ended and closed-ended questions, as well as display questions, were used regularly. In the meantime, recall and referential questions were only used a few times by each teacher, whereas they should have been used a great deal more often by each and every teacher in order to jog the students' memories and measure their overall comprehension of the material being taught at the same time. According to the results of the study, instructors should repeat their questions in order to make the meaning and sense of the questions clearer, and they should translate the questions into Bahasa Indonesia if they notice that students are having difficulty comprehending the questions.

However, the other tactic or approaches that were used by instructors in the process of asking pupils during the whole of the teaching session are as follows: As a result, the students and the whole process of teaching and learning benefited tremendously from the impact of providing questions. The questioning tactics not only functioned to make the students better, but they could also be used as a tool to build the link between the instructor and the students in their communication and interaction inside the classroom as well as outside of the classroom.

It is possible to draw the conclusion that the objective and the aims of using questioning strategies as a teaching device can be reached by doing and applying the questioning strategies in a good and appropriate way, and thereby enhancing the value of interaction and communication between the teacher and the students.

According to the findings of this study, the researcher discovered that the usage of teacher questioning tactics that were used in EFL classrooms resulted in beneficial impacts on the learning activities of the students. The attitude of the students reflected this fact. They gave comments with what seemed to be a lot of enthusiasm; the kids appeared to be focused on the learning process; the students made attempts to discover the solution and expand their views; etc. The ways in which the instructor questioned the students led to the success and advancement in teaching and learning.

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