TEACHER QUESTIONING STRATEGIES IN ENGLISH CLASSROOM INTERACTION AT THE EIGHT GRADE STUDENTS OF SMK.SPP.ST. PAULUS MAKALE

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ABSTRACT

The purpose of this research was to find out questioning strategies by the teacher in English classroom interaction the eighth grade students of SMK.SPP. ST. Paulus Makale academic year 2016/2017.

This research used a qualitative descriptive analysis method research. The researcher took sample in this research by using snowball sampling. It used to find out questioning strategies by the teacher in English classroom interactionat the eight grade students of SMK.SPP. ST. Paulus Makale academic year 2016/2017.

The result of this research after analyzing the data it indicated that teacher questioning strategies in English classroom interaction in the eight grade student of SMK. SPP. ST. Paulus Makale showed that there are five kinds of questioning strategies teacher used. They are (1) cold call, (2) not opt out, (3) think or ink-pair-share, (4) go-around, (5) fist-to-five or thumb-ometer.

Key Words: *Strategy, Questioning, English, Classroom, Interaction*

A. INTRODUCTION

Fundamentally, one of the purpose of language teaching is to make the students able to communicate in target language. In Indonesia, where English is taught as a foreign language (EFL),classroom my be the only place for students to get the most exposure to the language since they do not use English in their daily life. Therefore, it is expected that teacher can give sufficient experience to the target language during the lesson by encouraging the students to participate and to get involved more.

Language teaching it self can be refer to the increative process between student and teacher or among the student themselves.at this point interaction becomes an important part in language teaching since the student can learn English through interaction whit a teacher and sometimes with their classmates (Spratt 2005), In addition

1) Richars defines " classroom interaction as the patterns of verbal and non- verbal communication and the types of school relationships which occur within the classroom". 2) Furthermore Celce-Murcia in Nurdin,defines " Interaction as a process wereby two or more people enggange in reciprocal interaction this action may be verbal on non-verbal ". In the classroom, this means that the action of the teacher (verbal or non-verbal) requires a corresponding reaction on the part of the students and vice versa.

Questioning skill for a teacher is a very important skill to be mastered. Because through these skills teachers can create more meaningful learning atmosphere. Learning will become very boring, if for hours without the teacher explains the subject matter interspersed with questions, both just a questions of inducement, or questions to encourange students to think. Teacher sometimes fails to encourange the student to speak more by answering the questions due to certain circumstance, such as the question that is not understood by the student or length of the question that is too long. For the reason it is important to not only look at the type of the questions but the also questioning strategies employed by the teacher since developing a repertoire of questioning strategies is also one of the best ways for teacher to establish and sustain the interactive classroom interaction(Brown 2001).

Questioning strategies may also provide necessary stepping stones for the students to communicate (Brown 2001).

Asking questions orally is one variety of classroom verbal interaction that can be best used to initiate an interaction and to promote learning. It also is among the oldest and most commonly used teaching and learning strategies. The teacher for example, may ask his students to get them to be active in their learning, or on the contrary, the students may ask their teacher questions to check their understanding, knowledge or skill.

Based on the background above the writer conducted the research with the title "Teacher Questionings Strategies In English Classroom Interaction Of Eight Grade Student Of SMK.SPP. ST. Paulus Makale ".

B. REVIEW OF LITERATURE

The review of related literature chapter discusses the previous study, review of literature and theoretical framework

A. Previous Study

The writer has read other researches that related with this research.

1)   Saroan, (2013). In her research " A describtive study on classroom interaction of English teaching learning-process at the first years students of SMAN 1 Sa'dan".She explain the describe the teacher-students the English teaching learning process and she concluded that the first year students academic year 2011/2012 of SMA Negeri 1 Sa'dan have low competence in classroom interaction.

2)   Marhenny,(2004). In her research " The Teachers Reinforcement Of Student's Motivation In Asking Questions During Classroom Interaction ". She analysis effect teacher's reinforcement on student's motivation in asking question during classroom interaction and she concluded that she teacher's reinforcement has a positive effect on student asking question during classroom interaction.

Based on those previous studies above, it can be concluded that the two previous researchers explained classroom interaction. Then in this research the researcher is interested to do a research on teacher questioning strategies in English classroom interaction at eight grade students of SMK.SPP. ST. Paulus Makale .

B.   Review of Literature
1.   Classroom Interaction
a.   Definition Classroom Interaction

Classroom interaction is occurred everyday in the classroom activities between the teacher and the students. Interaction commonly defines as a kind of action that occurs as two or more objects has and effect upon one another.

According to Brown (2001)p.4

" interaction is at the heart of communicative competence. When a learner interacts with another learner he/she receives input and producies output "

According to Myhil Derba, (2006;15) the characteristics of this form of interaction as :

1.) Interaction tends to be belief rather than sustained.
2.) Teacher ask questions about content, but children may ask question only about point of procedure.
3.) Closed question predominate
4.) Children concentrate in identifying 'correct' answer
5.) There is little speculative talk or "thinking alound" .
6.)   The child's answer marks the end of an exchange and the teacher's feedback formally closes it.

From of the explanation above it can be understood that in teaching learning process need interaction in the class to make the students confidents and usuallyget an idea to ask to the teacher or adding the answer in discussion.

b.   Types of Classroom Interaction

According to Damon (2000:11) " To overemphazing the theory and memorization if the material presented in class, teachers employ classroom interaction to give students the ability to think critically, focus on specifict details and practice what they have learned. Teachers have acces to many methods of creating an interactive classroom ''. Common methods include classroom conversation question-and answer reading alound and role-playing.

a.) Reading Aloud

Reading aloud is a classroomactivity in which one person is reading while other listening,reading aloud may be performed by a single person or students. Reading Reading aloud may be performed by a single person or by a group taking turn. This from of highly structured at exactly the same point in a reading. This allows students to easily focus on vocabulary and pronunciation.

b.) Conversation

Classroom conversation is a from of classroom interaction in which students in the class or in smaller group. Conversation is an important from of classroom interaction because it helps students develop their language skills. In a

conversation students may apply the skill and knowledge they have acquired in the class making classroom conversation a partical from of interaction.

c.) Role-Play

Role-playing is an activity in which students take on given or chosen role and act out a scene with others. This from of interaction leds it self to almost any situations, and the only restriction is a student's imagination.

Role-playing allows students to demonstrate their creativity and knowledge about their roles, and it allows students to think outside of the contrains of the classroom and consider how they might apply the learner material to the real world. This from of interaction can integrate different subjects into one activity.

d.) Question and Answer

Question and answer is a traditional from classroom interaction which a teacher or students explains and process question for the other. Questioning asked by the teacher are usually for the purpose of assessment, while questions asked by the students are usually for obtaining new information. The Socratic method is a from a question with the intent of leading students to discover the answer themselves. Questions and answer as a from of interactive learning allows students to have a large influence on the agenda of the classroom, because it allows them to freely express their thoughts and feelings.

e.)   Interaction in the classroom

According Kalyani (2000;12) in the classroom students have a unique opportunity to interact with teacher and students to learn as a result of these interactions. Though modeling and encouragement, a teacher can be help create a classroom that is vibratly interactive, with students feeling at ease to share their ideas and brainstorm together.

Usman in " Astuti Widya " (2012) argues that the interaction of teaching and learning activities is very diverse from of type, ranging from activities that are dominate by the teacher until the independent activity of the students. The use of variation in the absolute from of interaction should be done by the teacher. This is so not to cause boredom, and to bring it to class for the success students in achieving goals.

c.   Theories of Classroom Interaction

The are four chategory theories on classroom intraction.

Terrance Karter (2000;13) states, are :

1)   Student-Teacher Interaction

Theories behind students and teacher interaction sate that this type of interaction is vital for students because it compares to the relationships they'll have in their lives, susch as compares to the relationships with a boss or superior. Students must learn to interact respectfully, but must also learn how to be assertive without being rude, so that their points and opinions are heard without disruption.

2)   Students-Students Interaction

One on One students interaction is important because it allows students to understand what it means to work with a partner. Theories of this type of interaction say that it prepares students for one on one relationship they will have with work associates, friends and even their spouses. Students must learn to rely on one other person and must be able to evaluate what their own strength and weakness as they try to complete a task.

3)   Small Group Interaction

Theories behind small-group interaction speculate that this is one of the best ways for students to learn from others. In groups of three to six people, students have equal time to talk and learn to perform a role that they are assigned. They learn that a small group must have a leader and how to incorporate different learning and working styles into a group in harmony.

4)   Entire classroom interaction

Need to learn to wait their turn to talk be and be prepared to do much more listening than talking. Students also gain insight about different types of people and how all will react. This is the interaction that is most, closely related to the real world, where students will need to interact with people of all types.

Considering definition above the researcher concludes that theories on classroom interaction not only interaction between teacher and students but also interaction between their partner, or between small groups and also interaction by taking turn each students

2.   Questioning

a.   Definition of Questioning

Questioning is a major from of human thought and interpersonal communication. It involves employing a series of questions to explore an issue, an idea or something intringuing. Questioning is the process of forwming and wielding that server to develop answer and insight.

b.   Types of questions

Educators have traditionally classified questions according to Bloom's Taxonomy, a hierarchy of increasingly complex intellectual skills. Bloom's Taxonomy includes six categories:

- Knowledge – recall data or information

- Comprehension – understand meaning

- Application – use a concept in a new situation

- Analysis – separate concepts into parts; distinguish between facts and inferences

- Synthesis – combine parts to form new meaning

- Evaluation – make judgments about the value of ideas or products

Some researchers have simplified classification of questions into lower and higher cognitive questions. *Lower cognitive questions* (fact, closed, direct, recall, and knowledge questions) involve the recall of information. *Higher cognitive questions* (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) involve the mental manipulation of information to produce or support an answer.

Regardless of the classification, traditional wisdom holds that the higher cognitive questions lead to higher-quality answers and increased learning and achievement. However, the research has mixed conclusions in this area. Some studies found that higher level questions did indeed produce deeper learning, while others found that not to be the case.

According to some studies, lower cognitive questions (knowledge and comprehension on Bloom's Taxonomy) may be most beneficial for primary students. Lower cognitive questions are also more effective when the goal is to impart factual knowledge and commit it to memory.

This finding does not mean that primary teachers should avoid all higher cognitive questions. Certainly, primary students need to have chances to speculate, imagine, and manipulate the information being presented. Some research, however, suggests that for these youngest students, these questions should be used more sparingly.

Higher cognitive questions (application, analysis, synthesis, and evaluation) should make up a higher percentage of questions asked above the primary grades. Studies show that a combination of lower and higher questions is more effective than the exclusive use of one or the other. Increasing the use of higher cognitive questions can produce superior learning gains for older students, particularly those in secondary school, and does not reduce student performance on lower cognitive questions.

It is important to note, though, that simply asking these kinds of questions does not guarantee higher responses or greater learning gains. Students need explicit instruction in answering these types of questions, including making inferences. This instruction, in conjunction with the use of higher cognitive questions, can positively impact student achievement.

The use of a high frequency (50 percent or more) of higher cognitive questions with older students is positively related to increases in on-task behavior, length of student responses, the number of relevant contributions, the number of student-to-student interactions, student use of complete sentences, speculative thinking, and relevant questions posed by students.

3. **Teacher Questioning Strategy**.

According to S.Flahert and L.Newman (2012) about kind of questioning strategy :
1) Cold Call
a. Name the question before identifying students to answer it.
b. Call on students regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards.
c. Scaffold the questions from simple to increasingly complex, probing for deeper explanations.

d. Connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student's been called on, he or she is part of the continued conversation and class thinking.

2) No Opt Out

a. Require all students to correctly answer questions posed to them

b. Always follow incorrect or partial answers from students by giving the correct answer themselves, cold calling other students, taking a correct answer from students with hands raised, cold calling other students until the right answer is given, and then returning to any student who gave an incorrect or partial answer for complete and correct responses .

3) Think or Ink-Pair-Share

a. Students are givena short and specific timeframe (1-2 minutes) to think or ink(write) freely to briefly process their understanding/opinion of a text selection, discussion question or topic.

b. Students then share their thinking or writing with a peer for another short and specific timeframe (e.g. 1 minute each).

c. Finally the teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify student ideas.

4) Turn and Talk

When prompted, students turn to a shoulder buddy or neighbor and in a set amount of time, share their ideas about aprompt or question posed by the teacher or other students. Depending on the goals of the lesson and the nature of the Turn and Talk, students may share some key ideas from their discussions with the class

5) Go-around

When a one-or two-word answer can reveal student thinking,

teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room

6) Whiteboards

Students have small white boards at their desks or tables and write their ideas/thinking/ answers down andhold up their boards for teacher and/or peer scanning.

7) Hot Seat

The teacher places key questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.

8) Fist-to-Five or Thumb-Ometer

To show degree of agreement or commonalities in ideas, students can quickly show their thinking by putting their thumbs up, to the side or down; or by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.

9) Human Bar Graph

Identify a range of answers to a question or prompt as labels for 3-4 adjacent lines. Students then form a human bar graph by standing in the line that best represents their answer to the question(s) posed.

10) Four Corners

Students form four groups (vary the number based on your purpose) based on commonalities in their responses to a question posed. In those groups students discuss their thinking and one student shares their ideas with the class. Students in other groups/corners maymove to that corner if they change their thinking based on what they hear.

These four categories of teacher talk should be considered ask different methods or strategies for introducing students to the aesthetic and aesthetic elements of artworks.

a. Game play was teacher talk involving planned or impromptu games.
b. Questioning was teacher talk involving both open and closed-ended questions initiated by the class teachers.
c. Story telling included experiences where the teachers told stories regarding the history or creating of and artwork and times when the teachers read picture books to the students.
d. Technical, talk by teachers focused on specifict aspectsof an artwork for purposes better understanding the way in which the work of art was designed or created.

The most important key to create an interactive learning is the initiation of interaction from the teacher by using questions, Borwn in Azrul (2013;29).
Appropriate questioning can fulfill a number of different functions, such as:

a. Teacher question can server to initiate reaction of students interaction among themselves.
b. Teacher question giving immediate feedback about students comprehension
c. Teacher question provide students with opportunities find what they think.

How and why do we use questions and talk in the classroom ?

a. Maintain the flow of the learning within the lesson
b. Engage students with the learning
c. Asses what has been learned, and check that what has been learned is understood and applied.
d. Test student memory and comprehension
e. To initiative individual and collaborative thinking in response to new information.
f. Seek and views and opinions of pupils
g. Provide an opportunity for pupils to share their opinions/views seeking responsesfrom their peers.
h. Encourange creative through and immaginative innovative thinking.
i. Foster speculation, hypothesis and idea/ opinion forming.
j. Create and sense of shared learning and avoid the feel of a lecture/
k. Challenge the level of thinking and possibily mark a change to a hinger order of thinking.
l. Model higher order thinking using examples and building on the response of students.

C. METHOD

In this research, the writer used qualitatif method. In this research, the researcher used snow ball sampling. It means that from 4 classes 3 teacher of population, only one class and one teacher take as a sample. The class chose as a sample is class A of the eight grade students of SMK.SPP. ST. Paulus Makale academic year 2016/2017. The number of sample was mostly determined by the snow ball technique.

D. DISCUSSION

This chapter consists of two sections, of the data analysis and the discussion of finding. Each of the parts is presented below :

The researcher held this research by doing observation and interview. Those activities were done to teacher questioning strategies in classroom interaction . The researcher got the data by taking field notes during observation and also making audio record during the interview. The research was held during of two meetings

on 23 until 24 January 2017, The observation were done before interview, the result of the data can be described as follows:

1. Interview

In concluding the interview, the researcher used snowball technique in collecting data; the instrument of the research was the question that had validated by advisors. The interview was done in Bahasa Indonesia the question and the found data translated into English. The interview was done as individual interviews. After finished the interview, the researcher classified the data one by one mostly that mentioned by the respondents, the data of students respond to interview. The data obtained by asking ten questions for students and the result of interview as follows:

a. Interview with student

Extract 1 : Do teachers often invoke the names of students randomly to give questions in the classroom? If yes at the time how?

Cold Call

Name the question before identifying students to answer it. Call on students regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards. Scaffold the questions from simple to increasingly complex, probing for deeper explanations. Connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student's been called on, he or she is part of the continued conversation and class thinking.

Respondent 1.1 : " yes, at the star of lessons ''

[ya, pada saat memulai pelajaran]

Respondent 3.1 : " yes, at the first will star of lesson "
[ya, pasa saat pertama akan memulai pelajaran]
(Interview on Tuesday,24 January 2017 at SMK.SPP. ST. Paulus Makale)

From the interviews with students, it can be concluded that the teachers in the SMP 1 Mengkendek use cold call strategy to interact with students in the classroom.

Extract 2 : In giving asked whether teachers often ask students raised a hand to pick up the correct answers of the students? If Yes, how often do teachers do this.?

No opt out

Require all students to correctly answer questions posed to them.Always follow incorrect or partial answers from students by giving the correct answer themselves, cold calling other students, taking a correct answer from students with hands raised, cold calling other students until the right answer is given, and then returning to any student who gave an incorrect or partial answer for complete and correct responses.

Respondent 2.2: " hemm, yes.
[hemm, iyah..setiap ada tugas]
Respondent 4.2 ; " yes, when the friend answered questions teacher then another friend lifted a hand if you agree,
[yah..pada saat teman menjawab pertanyaan guru kemudian teman yang lain mengangkat tangan jika setuju]
(Interview on Tuesday,24 January 2017 at SMK.SPP. ST. Paulus Makale)
From the interviews with the students, it can be concluded that the teachers in the SMP Negeri 1 Mengekendek using a strategy of no opt-out during questioning to be able to interact with students in the classroom.

Extract 3 : Do teachers often give time to 2 minutes to think and write freely about the opinion of students regarding questions that teachers give and then share the results of the opinion to the other students. If yes at the time how?

Think or Ink-Pair-Share

Students are given a short and specific timeframe (1-2 minutes) to think or ink (write) freely to briefly process their understanding/opinion of a text selection, discussion question or topic. Students then share their thinking or writing with a peer for another short and specific timeframe (e.g. 1 minute each). Finally the teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify student ideas.
Respondent 5.3 : " yes, at the process of discussion "

[yah..pada saat proses diskusi]

Respondent 7.3 : " yes.when hold presentation
[yah..pada saat mengadakan presentase]
(Interview on Tuesday,24 January 2017 at SMK.SPP. ST. Paulus Makale)
From the interviews with the students, it can be concluded that the teachers in the SMP Negeri 1 Mengekendek using a strategy of think or ink-pair-share during questioning to be able to interact with students in the classroom.

Extract 4 :when the teacher gives the student a question, it is difficult to understand the intent of the question. Whether teachers guide students by providing answers to one or two words. If yes how teachers guide students?

Go-around

When a one-or two-word answer can reveal student thinking, teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room.

Respondent 4.5 : " ohh yes,emm teacher write on the blackboard *"*

[ohh yah, eemm guru menulis di papan]

Respondent 9.5 : " yes.. teacher explained "

[yah..guru menerangkan kembali]

(Interview on Tuesday,24 January 2017 at SMK.SPP. ST. Paulus Makale)
From the interviews with the students, it can be concluded that the teachers in the SMP Negeri 1 Mengekendek using a strategy of go around during questioning to be able to interact with students in the classroom.

Extract 5 :how do you provide a response to the answers provided by your teacher (eg; asking the thumbs to agree, mengempalkan hand to disagree. And others)?

Fist-to-Five or Thumb-Ometer

To show degree of agreement or commonalities in ideas, students can quickly show their thinking by putting their thumbs up, to the side or down; or by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.

Respondent 6 .8.: " oh..yes.. at the raise hand ''

[ohh..yah..dengan cara memengangkat tangan]

Respondent 12.8 " yes.raise hand "

[yah..mengangkat tangan]

(Interview on Tuesday,24 January 2017 at SMK.SPP. ST. Paulus Makale)
From the interviews with the students, it can be concluded that the teachers in the SMP Negeri 1 Mengekendek using a strategy of fist-to-five or thumb-ometer during questioning to be able to interact with students in the classroom.

b.   Interview with teacher

Extract 1 :Cold Call

Do you often invoke the names of students randomly to give questions in the classroom? If Yes at the time how to do it?

Teacher :at the time of the process of teaching and learning takes place

Extract 2 :   No opt out

In giving asked, do you often ask students raised a hand to pick up the correct answers of the students? If Yes, how often do teacher do it.?

Teacher:Yesit was done often. so that we can know already up where students understand lessons taught

Extract 3 :Think or Ink-Pair-Share

Do often give the time to the students, 2 minutes to think and write freely about the opinion of students regarding questions teacher given and then share the results of the opinion to the other students. If Yes at the time..how?

Teacher:Yeah okay at the moment there is a percentage of the group

Extract 4 : Go-around

When the teacher gives the student a question, it is sometimes difficult to understand the intent of the question. Do you guide students by providing answers to one or two words. If yes how do teacher guiding students?

Teacher: Yes sometimes I lead my way student write one or two words on the board and then they pass on the word that I write down in front

Extract 5 : Fist-to-Five or Thumb-Ometer

 How do students give a response to the answer given by a student friend of mother (eg; asking the thumbs to agree, clenched hand to disagree. and others)?Teacher*:* they are usually hand-picked to agree to, or ask their thumb

Table 4.1 Data display of the teacher questioning strategies in English classroom interaction.

No	Students extract perceptions	Example	Sources
1.	Extract 1: Cold Call	" yes, at the star of lessons " " yes, at the first will star of lesson "	**R1** **R3**
2.	Extract 2: Not Opt Out	" hemm, yes.every assignment." " yes, when the friend answered questions teacher then another friend lifted a hand if you agree"	**R2** **R4**

3.	Extract 3. Thinkor Ink-Pair-Share	" yes, at the process of discussion "	**R5**
		" yes.when hold presentation	**R7**
	Extract 4.Go-Around	" ohh yes,emm teacher write on the blackboard "	**R4**
		" yes.. teacher explained "	**R9**
5.	Extract 5: Fist-to -Five or Thumb Ometer	" oh..yes.. at the raise hand "	**R6**
		" yes.raise hand "	**R12**

From the findings data above, the researcher comes to the discussion and answer the problem of the research. S.Flaherty and L. Newman (2012) can be classified as least the ten types teacher questioning strategies as follows :

Cold call (A), Not Opt Out (B), Think or Ink-Pair-Share (C), Turn and Talk (D), Go-around (E), Whiterboards (F), Hot Seat (G), Fist-to-Five or Thumb-Ometer (I), Human Bar Graph (J), Four Corners (K). In this section the researcher studied and explained the phenomenom that came up during the research held, the data obtained can be based on the result of observation and interview.

Based on observation and interviews of teacher and students in English class,more teachers using a strategy not opt out to ask and interact with the students in the learning process.and sometimes strategies questioning that used vary according to the part of subject matter.and the researcher observation and interview the eight grade students of SMK.SPP. ST. Paulus Makale used cold call (A),Think or ink-pair-share (C), go-around (E), first-to five or thumb-ometer (H).

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