

**TEACHERS' QUESTIONING STRATEGIES IN AN EFL
CLASSROOM INTERACTION: A CASE STUDY OF A
VOCATIONAL HIGH SCHOOL**

A THESIS

Submitted to Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By:

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**ENGLISH EDUCATION DEPARTMENT
STUDY PROGRAM OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas
perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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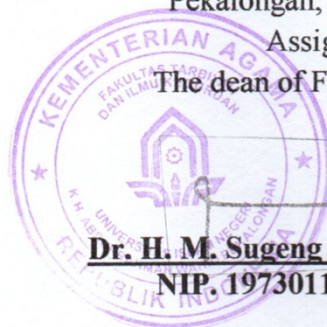
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ABSTRAK

Guru memiliki peran penting dalam proses belajar siswa. Di dalam proses mengajar, guru harus mengetahui kemampuan siswa, seberapa jauh siswa memahami materi yang telah dipelajari, dan mengontrol partisipasi siswa. Oleh karena itu, guru harus memilih dan menimbang beberapa strategi saat mereka mengajar. Salah satu strategi yang berpengaruh dalam mengajar adalah bertanya. Penelitian ini bertujuan untuk mengetahui bagaimana guru bahasa Inggris menggunakan strategi bertanya dalam interaksi kelas EFL dan apa saja tipe strategi bertanya yang digunakan oleh guru bahasa Inggris dalam interaksi kelas EFL pada Sekolah Menengah Kejuruan. Penelitian ini menggunakan pendekatan kasus studi. Partisipan dari penelitian ini adalah salah satu dari guru bahasa Inggris dengan kriteria yang menggunakan strategi bertanya saat mengajar bahasa Inggris. Peneliti mengumpulkan data melalui wawancara dan observasi. Data dianalisis dengan menggunakan teori analisis kualitatif oleh Miles dan Huberman. Hasil penelitian ini menunjukkan dua dari empat tipe strategi bertanya menurut teori Wangru yang paling banyak digunakan oleh guru di dalam interaksi kelas yaitu dorongan dan pengulangan, guru menggunakan pemeriksaan dan pengalihan hanya beberapa kali. Guru memberikan pertanyaan bermacam-macam, terkadang pertanyaan yang berkaitan dengan materi dan pertanyaan yang hanya untuk memancing respon siswa. Oleh karena itu, siswa akan menjadi aktif dalam proses pembelajaran sehingga kemampuan mereka akan meningkat. Peneliti menyimpulkan bahwa strategi bertanya bisa membuat proses pembelajaran menjadi interaktif.

Kata kunci:

Guru, Interaksi Kelas, Strategi Bertanya

ABSTRACT

Teachers play an important role in the student's learning process. In the teaching process, the teacher must know the ability of the students, how far the students comprehend the material that has been studied, and control the students' participation. Therefore, teachers need to choose and consider some strategies during their teaching. One of the most influential strategies in teaching is questioning. This study aims to report how English teachers use questioning strategies during EFL classroom interaction and what types of questioning strategies are used by English teachers in EFL classroom interaction at Vocational High Schools. This research is designed with a case study approach. The participant of this research is one EFL teacher with criteria who uses questioning strategies in teaching English. The researcher collected the data through interviews and observations. The data were analyzed by using Miles and Huberman's theory of qualitative data analysis. The finding is that two questioning strategies are mostly used by a teacher in classroom interaction out of four types of questions from Wangru's theory, there are prompting and repeating, the teacher used probing and redirecting just a few times. The question given by the teacher is various, sometimes questions related to the material and questions that just elicit the students' response. Therefore, the students can be active in the learning process so that their skills can be improved. This research can be concluded that the questioning strategies can reach the interactive learning process.

Keywords:

Classroom Interaction, Teacher, Questioning Strategies

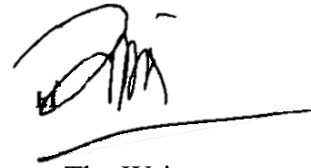
PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled “Teachers’ Questioning Strategies in an EFL Classroom Interaction: a Case Study of a Vocational High School” can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for the Degree of *Sarjana Pendidikan*. This study can be accomplished because of many supports from several people. Therefore, in this occasion, I would like to express my sincere gratitude to:

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A handwritten signature in black ink, consisting of a large, stylized initial 'A' followed by several vertical strokes, all underlined with a single horizontal line.

The Writer

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CHAPTER I

INTRODUCTION

1.1 Background

Teachers play an important role in the student's learning process. The teacher has a role as a facilitator in the teaching-learning process (Sun, 2012). In the teaching process, the teacher must know the ability of the students, how far the students comprehend the material that has been studied, and control the students' participation. Therefore, teachers need to choose and consider some strategies during their teaching. The teacher must be capable of mastering the lesson that will be delivered in the class and must apply a good strategy of teaching to make a successful teaching process (Sasikumar, 2014). Strategy is important to help learners become more aware of the way they learn, so they can learn effectively, and they can control and evaluate their learning process. According to Abulhul (2021), strategies are effective to facilitate students in their learning and stimulate their intellect to extend the students' knowledge.

One of the most influential strategies in teaching is questioning. Questioning skill is an utterance or question that the teacher verbally asks during instruction in their teaching process that can influence the type and affect the high-low level of thinking process that students engage in (Chin, 2004). Teachers can present their ideas properly and make interaction with good communication with the students to make the classroom alive. Lynch

(1991) argued that a question is an interrogative expression or command that is used to procure information or a response, or also to examine the knowledge. Since the teacher's questions are regularly turned into a part of classroom interaction, they assume an important role in establishing the idea of talk during the teaching-learning process. The types of questions that teachers pose and how they would ask students can impact the mental cycle that students take part in as they try to be able to control and construct the process of understanding in their learning. Thus, the role of teacher questioning in classroom interaction is a useful area to investigate over time to gain a better understanding of how students develop knowledge in the classroom setting through verbal discourse (Chin, 2007).

Tsui (2001) stated that classroom interaction refers to interactions between the teacher and learners, and among the learners in the classroom. That means the interaction in the classroom is not only between teacher and students but also between students and students in their learning process. Good interaction in the classroom is needed for the students and the teacher. Because of that, it will help teachers and students to exchange thoughts or ideas well so they can reciprocate with each other (Sulistiani, 2022).

The teacher's questioning strategies are important to control the classroom and also keep the student from participating in the learning process (Wangru, 2016). The implementation of the strategies appropriate by the teacher in the classroom will affect the student for better understanding and the result of students' achievement. Questioning strategies guide the teacher

to establish which questions to plan and ask in the teaching-learning process (Wilén, 1991). Chin (2004) reported that questions can help students to apprehend the process of hypothesizing, predicting, thought-experimenting, explaining, and helping them to complement and justify their understanding. Wangru (2016) classifies questioning strategies into four questions, there are Prompting, Probing, Repeating, and Redirecting.

As we know, vocational high schools have a high presence in Indonesia, the students have the same need for language lessons to extend their skills as in senior high school. These needs include examination, and interviews while following the work recruitment, so students should be able to speak, control and hold the conversation (Syafrizal, 2017). Consequently, teachers need to use a questioning strategy to elicit a student's speech and developing the interaction during learning process. From the explanation above, the researcher is interested to investigate what are the types of questioning that are used by English teachers in EFL classroom interaction at Vocational High Schools and how the English teachers use questioning strategies during EFL classroom interaction.

1.2 Formulation of the Problems

This study provides two research questions:

- 1.2.1 What are the types of questioning used by English teachers in EFL classroom interaction at Vocational High School?

1.2.2 Why does the teacher use questioning strategy during classroom interaction?

With these formulations, the researcher learned more about the information data of questioning strategies that were involved by teachers in EFL classroom interaction at Vocational High School.

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1.3.1 Question: An interrogative expression or command that is used to procure information or response or also to examine the knowledge (Lynch, 1991).

1.3.2 Questioning strategies: A guide for the teacher to establish which questions to plan and ask in the teaching-learning process (Wilén, 1991).

1.3.3 Classroom interaction: Refers to interactions between the teacher and learners, and among the learners in the classroom (Tsui, 2001).

1.4 Aims of the Study

The aim of the study is to enrich the information of the use a questioning strategy that used by teachers in classroom interaction in a vocational high school.

1.5 Significance of the Study

1.5.1 Theoretical Use

This study contributes to Wangru's theory and supports theories related to questioning strategy.

1.5.2 Empirical Use

This study gives empirical insight into English teachers' strategy towards the use of questioning strategies and what are the types of questioning strategies used by English teachers in EFL classroom interaction at Vocational High Schools.

1.5.3 Practical Use

This study presents information for the readers about English teachers' strategy towards the use of questioning strategies and what are the types of questioning strategies used by English teachers in EFL classroom interaction at Vocational High Schools. Therefore, it can be used as a reference for teachers in the teaching process.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

This research had been conducted focusing on questioning strategies from Wangru's (2016) theory. The data were analyzed on the type of questioning strategies there are prompting, probing, repeating, and redirecting. This research can be concluded that 2 questioning strategies are mostly used by a teacher in classroom interaction out of 4 types of questions from Wangru's theory, there are prompting and repeating. The higher presentation of the type teacher questioning is prompting. The teacher is often using prompting because that type can stimulate the students to talk and answer the question compared to other types.

The questions given by the teacher are various, sometimes questions related to the material and questions that just elicit the students' responses. Therefore, the effect to the students can be active in the learning process so that their skills can be improved. The teacher is often asking in the entire situation, he gives the question when he wants to start the lesson, in the middle of the lesson, and also at the end of the lesson. In consequence, the questions posed by the teacher reached the interactive learning process.

The reason of using the questioning strategy is controlling the students' activities, checking students' understanding, and knowing more

about the students' condition and their character, so the teacher can determine what strategies they will use for students.

5.2 Recommendation

Following the study's conclusion, certain recommendations will be made to English teachers and other researchers. First, the English teacher is advised to frequently give questions to students because it can stimulate them to think, the students can be active in the learning process and so that their skills can be improved. When asking the question to students, the teacher must know the character and the level of each student so the English teacher easily applies questioning strategies. The teacher also should build good classroom interaction so the classroom is always active and the teacher can control the classroom.

Next, For other researchers who want to research a related topic about questioning strategies need to conduct observations frequently rather than just once because the results will be more apparent and maximal if done two or three times to observe the teacher using the various types of questioning strategies in the classroom. The participants should be more diverse since a well-timed observation might produce better outcomes and more participants could benefit from a large variety of teachers' questioning strategies.

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