

AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION

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Abstract

Interaction in the classroom refers to the conversation between teacher and students or between students and students. Most of the teacher in the past often uses the teaching learning process in direction, where the students only hear the teacher's explanation. Teacher that have strategies can stimulate students to be more active in the classroom interaction. The teacher provided insights that questioning strategies gave the students interaction while the teaching learning process in the classroom. The purpose of this research was to describe the implements questioning strategies during the classroom interaction. This research used qualitative as the data shown in words, the subject of this research is the lecturer in STKIP PGRI SIDOARJO. Researcher used two instrument for getting result validity. Based on the data, the technique of data collection used observation and video record. This study conclude that the teacher used 4 questioning strategies i.e. asking a specific student, eliciting, giving instruction, and modeling language.

Key words: *Teacher Questioning Strategies.*

Abstrak

Interaksi di dalam kelas mengacu pada percakapan antara guru dan siswa atau antara siswa dan siswa. Sebagian besar guru di masa lalu sering menggunakan proses belajar mengajar dalam arah, di mana siswa hanya mendengar penjelasan guru. Guru yang memiliki strategi dapat merangsang siswa untuk lebih aktif dalam interaksi kelas. Guru memberikan wawasan bahwa strategi bertanya memberi interaksi kepada siswa saat proses belajar mengajar di kelas. Tujuan penelitian ini adalah untuk mendeskripsikan penerapan strategi bertanya selama interaksi kelas. Penelitian ini menggunakan kualitatif sebagai data yang ditampilkan dalam kata-kata, subjek penelitian ini adalah dosen di STKIP PGRI SIDOARJO. Peneliti menggunakan dua instrumen untuk mendapatkan validitas hasil. Berdasarkan data, teknik pengumpulan data menggunakan observasi dan rekam video. Penelitian ini menyimpulkan bahwa guru menggunakan 4 strategi bertanya yaitu meminta siswa tertentu, memunculkan, memberikan instruksi, dan bahasa pemodelan.

Kata kunci: *Strategi Bertanya Guru.*

INTRODUCTION

Many students are passive because the students can not be brave to ask the question if they do not understand about the material and they are shy to ask the question. A teacher has to make a good interaction with the students to know students understanding toward the lesson, but also it might be caused by the teacher who still don't know about the technique of

improving the students' interaction in the classroom. However, students are often reluctant to make response even if they understood the questions, know the answers, and are able to produce the answers. It is teachers responsible to use some technique which involves students' participation. The students who are active in the classroom, it means that they understood what the teachers have been taught and there are good interactions between them. Students will learn better and retain more when they are active participants because learning is an active process which should involve talking (Cieniewicz, 2002:5). It means students are expected to actively in classroom participation.

Teacher that have strategies can stimulate students to be more active in the classroom interaction. The strategies can be use by the teacher to get information about what the students know and don't know. This means that the teacher doesn't waste time rehashing the students existing knowledge. The researcher describes how the teacher implements questioning strategies during the classroom interaction.

METHOD

The researcher used descriptive qualitative as the research design. The data were shown in words. The research conducted to describe, to clarify, and to identify the data. The researcher also described the strategies that the teacher used during the classroom interaction. Descriptive qualitative designis appropriate in order to describe the result of the research.

FINDINGS

Researcher was done to observe implementation questioning strategies during the classroom interaction was conducted three times observation. The finding of the research. There are four strategies, asking a specific student, eliciting, giving instruction, and modeling target language. Teacher used that strategies in teaching learning process.

1. Asking a specific student.

The teacher asked the student's one by one to know how is their felt in Ramadhan month, it is made the students focus on the response and answered the teacher's questions.

This is dialogue that faced during in the classroom:

T: "How is your feeling in Ramadhan day?"

S: "I feel so happy, I am so excited join to Ramadhan day, I can improve my ability in speaking subject, because my speaking ability is just so so"

Another student:

T: How is your feeling in Ramadhan day?"

S: "I am so happy, I am still fresh, I don't know in the afternoon, I must be honest today because it is Ramadhan".

Another student":

T: "I chose Fidyah!"

S: "I want to share my feeling, I am so glad this event, Ramadhan day is my second event, after last year, actually Ramadhan day call pondok Ramadhan, in that occasion we can use full our English, I can improve my speaking ability. Thank you "

2. Eliciting.

This strategy used the teacher to made students' thinking and extend on the discussion section, students' thought about the material who given by the teacher. The teacher gave the topic about "how is your feeling in Ramadhan month". Teacher used the eliciting strategy to give the students idea and sustain a discussion.

3. Giving instruction.

The teacher gave instruction to make the teaching learning process to be easy, and the student understood about the project.

This is dialogue that faced during in the classroom:

T: "Who is presentation today?"

S: "Me mom, as teacher to teach all of my friends"

T: "Ok you as the teacher please prepare your presentation, and another student please pay attention with your friend as the teacher to day!"

All S: "Ok mom"

4. Modeling of target language.

The modeling of target language would seem therefore to be an extremely important strategy for teachers to use, as these models may be student's only guide on how the additional language is used in a natural environment.

This is dialogue that faced during in the classroom:

T: “Ok all of presenters are very brave to explain the crucial topic, and all of audience very interactive to argue the topic. I am very appreciating for the topic, the topic about food and beverage and Topeng monyet make all of audiences curious.”

DISCUSSION

Nunan (2000) said that asking specific student also be useful in teacher- fronted interaction to help distribute response opportunities widely to ensure that all learners are kept alert and given an opportunity to respond. Teacher should be use this strategy to improve the student students’, this strategy very useful in teaching learning process. Students’ should also interest to answer the teacher’s question and the response correlated with the teacher’s question.

Fisher (2005) said that eliciting helps a teacher to bring forward student’s ideas and extend and sustain discussion considers to be an important function of a teacher. Teacher should be use this strategy, this strategy used the teacher to made students’ thinking and extend on the discussion section, students’ thought about the material who given by the teacher. Students’ should also have thought and explained that idea.

Thomson (2012) said that instructions were observed to be given for a variety of purposes such as for a teacher to state their intentions, to prepare students for an activity, to organize students into groups or pairs and as part of the management of the class. Teacher should be use this strategy to manage the classroom before class started to teaching and learning process. Students’ should also attend with the teacher’s instructions.

Hill and Flynn (2006:23) suggest that, “Language structure and form should be learned in authentic contexts rather than through contrived drills in language workbooks”. The modeling of target language would seem therefore to be an extremely important strategy for teachers to use, as these models may be a student’s only guide on how the additional language is used in a natural environment. Teacher should be use this strategy to improve the students’ ability. Students should also be brave to improve the knowledge.

That strategies made students’ brave to speak English, the result of this strategy made the classroom interactive, not passive, and understood about the material. This strategy helped the teacher to bring forward students’ idea. That strategies made students be focus on the material. Teacher stimulation and attract students’ participation then the English teacher tried to relate and to connected the dialogue into topic learning.

CONCLUSION

Based on the analysis of findings and discussion, the researcher concluded that strategies. *Asking a specific student* is the strategy also be useful in teacher fronted interaction. The teacher asked the student's one by one and student answer the question to be focus on that material. *Eliciting* is the strategy helped the teacher to brought student's idea and the strategy made the class conducive and gave the idea to discussion. *Giving instructions* is teacher organize students into groups or pairs and as part of the management of the class. *Modeling of target language* is student's only guide on how the additional language is used in a natural environment. The strategy focusses on the students to guide the material, and made the student be brave to speak English.

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