

STUDENTS' PERCEPTION TOWARD ENGLISH TEACHERS' QUESTIONING IN CLASSROOM INTERACTION

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Abstrak

Penelitian ini berfokus pada penggunaan model pertanyaan guru bahasa Inggris dan persepsi siswa terhadap penggunaan pertanyaan guru dalam interaksi kelas. Metode kualitatif digunakan dalam penelitian ini yang ditekankan pada analisis wacana. Dua guru bahasa Inggris dan dua puluh siswa di sekolah menengah atas 1 Pinrang merupakan sampel yang diambil melalui teknik purposive sampling. Ada tiga langkah dalam mengumpulkan data seperti perekaman video, pengamatan dan wawancara. Dalam proses pengumpulan data, ada beberapa langkah yaitu mengamati proses pengajaran dan pembelajaran untuk mengetahui strategi pertanyaan yang digunakan oleh guru bahasa Inggris, merekam data dengan menggunakan rekaman audio dan video, mengisi daftar pengamatan saat merekam. Lebih lanjut, wawancara juga dilakukan untuk mengetahui persepsi siswa terhadap penggunaan pertanyaan guru. Sebagai hasilnya, ada tiga jenis pertanyaan yang digunakan oleh guru bahasa Inggris dalam interaksi di kelas interaksi yaitu prosedural, konvergen dan divergen. Selain itu, dua puluh siswa yang menjadi contoh dalam penelitian ini memberikan persepsi positif terhadap penggunaan pertanyaan guru bahasa Inggris di dalam kelas dan penggunaan pertanyaan merupakan cara untuk memotivasi dalam proses pembelajaran, meningkatkan interaksi dan kemampuan bahasa Inggris terutama dalam kosa kata.

Abstract

This research focused on English teachers' questioning and students' perception toward teachers' questioning in classroom interaction. The qualitative method was used in this research that emphasized on discourse analysis. Two English teachers and twenty students in Senior High School 1 Pinrang were the samples that were taken through purposive sampling technique. There were three steps in collecting data such as video recording, observation checklist and interview. In process of collecting data, there were some steps namely observing the teaching and learning process to find out the questioning strategies used by English teachers, recording the data by using audio and video recording, filling the observation checklist while recording. Thus, the interview was done to find out the students' perception toward the teachers' questioning. As the result, there were three types of questioning that were used by the English teachers in classroom interaction namely procedural, convergent and divergent question. Furthermore, twenty students who were the sample in this research gave positive perception toward the English teachers' questionings that teachers' questionings were the way to motivate in learning process, improve the interaction and the English ability especially in vocabulary.

Key words: Teachers' questioning, students' perception, classroom interaction

1. Pendahuluan

Interaction plays the important role in teaching and learning process. Interaction makes the students improve their communicatively, academically and socially in the classroom (Hall & Verplaetse, 2000). Also, interaction gives students chance to share the knowledge they have to others. Through interaction, the teachers and students create a mutual body of knowledge. "Interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other" (Dagarin, 2004). In classroom, teacher and students learn from one another which can improve the interaction in the class. Classroom interaction consists of direct teacher's questions toward the students (Al-Zahrani & Al-Bargi, 2017). The importing actor to create interaction is not only the teacher but also the students. The teacher should have the way to create the students motivation in learning in order creating the interaction in classroom. The one of ways to create good interaction is questioning. Giving question is the important thing in classroom interaction because it can build up the interaction, motivation, and students' performance. The teacher's question plays a fundamental role and real goal input in teaching and learning process. By asking question, the teacher can guide the students in produce productive thinking.

According to Seime (2002), a question in the classroom is "any statement intended to evoke a verbal response". In teaching, the teacher needs the way to make the students enjoy and active in teaching and learning process. As the result, the teacher gives question. As the function of question, the teacher can know the prior knowledge of the students, check the student's understanding, stimulate the students' thinking, build up the interaction between teacher and students and also between student and student. Giving question is believed as the essential way in teaching and learning process as the Guihun (2006) confirmed that questions served as "a fundamental tool of teaching and lie at the very heart of developing critical thinking abilities of the students". Questioning is also as the basis of teaching activities which can stimulate recalling, deepen and improve the comprehension, imagination and problem-solving, it also gratify of curiosity and build up the creativity (Zolfaghari, Fathi and Hashemi, 2011).

Moreover, analyzing the questioning type and students' perception should be done because those give the teacher information about questioning type used by the teachers and the important of questioning based on their perception. Here, the question types used in this study is one proposed by Richards and Lockhart (2007), they are procedural, convergent, and divergent. Besides, this research also found out the students' perception toward the questioning used by the teachers in classroom interaction. As it stated in Dewan Bahasa Dan Pustaka (2005) that perception is depicting or portraying or thinking about something. Additional explanation taken from Adediwura and Tayo (2007) said that perception may be defined from physical, psychological and physiological perspectives. It is also as opinion toward other people that refers to the how the things seem and also the way we evaluate someone and something. This way is as guide for the teacher to know what types of questioning that based on students' needs which give positive impact on students' knowledge.

2. Research Methodology

This research was conducted in Senior High School 1 Pinrang. The sampling was performed using purposive sampling technique. A purposive sampling technique is one of the techniques that used to determine the subjects by considering something or criteria (Hamzah, 2015). The sample was two English teachers and twenty students. The research design was qualitative research design that emphasized on discourse analysis. Gay., et al (2006), "qualitative research is the collection, analysis, interpretation of comprehensive narrative and visual data in order to gain the insight into a particular phenomenon of interest". This research used qualitative data to know the questioning used by the teachers in classroom interaction and students' perception of the teachers' questioning.

The instruments in this research were classroom recording, observation checklist, interview for the teachers, and interview for the students. In process of collecting data, there were some steps namely observing the teaching and learning process to find out the questioning strategies used by English teachers, recording the data by using audio and video recording, filling the observation checklist while recording. The classroom observation was done in three meetings or until the data was saturated. After recording the data in the classroom and filling the observation checklist, the interview was done to find out their perception toward the teachers' questioning. Furthermore, in analyzing the data, this research used qualitative data analysis based on Miles and Huberman's theory (1992) which consisted of three stages: data reduction, data display and conclusion drawing/verification.

3. Result and Discussion

The result was taken from classroom observation/video recordings, observation checklist and interview. The result provided questioning used by English teachers in classroom interaction and also the students' perception toward the teachers' questioning.

3.1. The Questioning of Teachers

Extract 1: Procedural Question of Teacher A

| | |
|----|---|
| T | : <i>Have you finished your homework?</i> |
| SS | : |
| T | : <i>Have you finished you homework?</i> |
| SS | : Yes sir. |
| T | : Okay thank you but ee' you can collect after the lesson finish. |
| SS | : Yes |

Based on the extract above, the teacher A used procedural question in classroom interaction when the teacher A said "*Have you finished you homework?*". In this case, teacher A asked question for the students to ensure that the students do the homework or not. This kind of question related to the teacher's classroom management or procedure, to make sure that the students have finished the homework.

Extract 2 : Convergent Question of teacher A

| | |
|---|--|
| T | : For surprise.. surprise makes someone to accept news. Surprise in news makes someone surprise.. for example.. <i>if I say... Jokowi will come to Pinrang today. What is your answer?</i> |
| S | : Hmmmmm |
| T | : Jokowi will come to Pinrang today |
| S | : Oh my god |
| T | : Oh my god |
| S | : Speechless |

Based on the extract above, the teacher A used convergent question in classroom interaction when the teacher A said "... *if I say... Jokowi will come to Pinrang today. What is your answer?*". In this case, teacher A asked question to know the students' opinion that just need the short answer or responds.

Extract 3 : Divergent Question of Teacher A

| | |
|----|---|
| T | : Have you studied about that? |
| SS | : |
| T | : <i>How about this text?</i> Please say something about news item. |
| SS | : News |
| T | : <i>What is the purpose?</i> |

Based on the extract above, the teacher A used divergent question in classroom interaction. Firstly, the teacher asked the students about what they know of news item by saying “*How about this text?*” and “*what is the purpose?*”. He said it to measure the students’ understanding of news item. The teacher also encourage students to provide their own information rather than to recall previously presented information.

Table 1 Data Display of Extract 1, 2 and extract 3

| Type | Extract | Utterance |
|---------------------|---------|--|
| Procedural question | 1 | Have you finished your homework? |
| Convergent question | 2 | What is your answer? |
| Divergent question | 3 | How about this text? What is the purpose? |

The observation checklist of Teacher A

| Meeting | Utterance of teacher A | Type of questiong | | |
|-----------------|---|---------------------|---------------------|--------------------|
| | | Procedural question | Convergent question | Divergent question |
| 1 st | For surprise.. surprise makes someone to accept news. Surprise in news makes someone surprise.. for example.. if I say... Jokowi will come to Pinrang today What is your answer? Jokowi will come to Pinrang today Oh my god It is the first time to come to Pinrang.. this is. Oh yah.. this is the one of the example of surprising.. oh my god.. oh my god.. yah bisa. | | √ | |
| 2 nd | I love it.. I disbelieve that Is it true? Have you studied about that? How about this text? Please say something about news item What is the purpose? | √ | | √ √ |
| 3 th | Have you finished your homework? Have you finished your homework? Okay thank you Ee’ you can collect after.. the lesson finish | √ √ | | |

Ya, okay. We start to the new material..
I think you have studied about this
material... narrative text...

Extract 4 : Procedural Question of Teacher B

| | |
|----|-----------------------------------|
| T | : And good morning |
| SS | : Morning |
| T | : <i>How are you?</i> |
| SS | : I'm fine and you? |
| T | : I'm so fine.. you look at that! |
| SS | : Yes |

Based on the extract above, the teacher B used procedural question in classroom interaction. Here, the teacher asked the students situation by saying "*How are you?*". This kind of question was usually done by teacher as routines interaction at the beginning of the class in order to maintain good rapport with the students.

Extract 5 : Convergent Question of teacher B

| | |
|----|--|
| T | : The material today is about structure. Do you still remember about simple present? |
| SS | : Yes |
| T | : <i>The formula of simple present?</i> |
| S | : Simple present |
| SS | : Mmmm |
| SS | : S + V1 + O/C |

Based on the extract above, the teacher B used convergent question which formulated utterance like "*the formula of simple present?*". In this case, the teacher B asked question to test the students' understanding and to interact each other. The teacher also focused on the recall of previously presented information.

Extract 6 : Divergent Question of Teacher B

| | |
|----|---|
| T | : Okay.. if you know the answer, please answer the question.. I will give you the example such as: <i>I will make a cake tomorrow, how about if I change it into negative sentence?</i> |
| SS | : I will not make a cake tomorrow |
| T | : <i>How about the interrogative sentence?</i> |
| SS | : |

Based on the extract above, the teacher B used divergent question when the teacher B said "*I will make a cake tomorrow, how about if I change it into negative sentence?*", and "*How about the interrogative sentence?*". In this case, the teacher asked question about the negative and interrogative

sentence of simple future to make the students answering the question and to interact each other and also to get better understanding.

Table 2 Data Display of Extract 4, 5 and extract 6

| Type | Extract | Utterance |
|---------------------|---------|--|
| Procedural question | 4 | How are you? |
| Convergent question | 5 | The formula of simple present? |
| Divergent question | 6 | How about if I change it into negative sentence? How about the interrogative sentence? |

The observation checklist of Teacher B

| Meeting | Utterance of teacher B | Type of questiong | | |
|-----------------|---|---------------------|---------------------|--------------------|
| | | Procedural question | Convergent question | Divergent question |
| 1 st | And good morning | | | |
| | How are you? | √ | | |
| | I'm so fine ya.. | | | |
| | You look at that! | | | |
| 2 nd | Ee'' last week | | | |
| | I gave you homework | | | |
| | Okay.. finish? | √ | | |
| | Okay.. if you know the answer, please answer the question.. | | | |
| | I give you the example such as: I will make a cake tomorrow, how about if I change it into negative sentence? | | | √ |
| | How about the interrogative sentence? | | | √ |
| 3 rd | I think here, do you understand? | √ | | |
| | Okay.. finish? | √ | | |
| | Ya.. today.. sorry.. | | | |
| | Any homework? | √ | | |
| | The material today is about structure. | | | |
| | Do you still remember about simple present? | | √ | |
| | The formula of simple present? | | √ | |

3.2. The students' perception of questioning strategy used by teachers in classroom interaction

The result of the interview, all students liked if the teacher asked question. The teachers gave question based on what had been explained. In this case, all of them preferred to the teacher's questions which needed the reason and provide own information. Some students said when the teacher asked question, it stimulated their desire to ask question so they become active in the classroom. Besides that, asking question motivated them in learning process, improved their knowledge and interaction, and the teacher knowed what the students didn't know. Asking question also could improve the vocabulary. It can be proofed on the statement below:

Based on what he has explained, the way him asking question is good but it is usually depends on the question because sometimes there are many students answer the question and sometimes not. (CH)

In order the teacher know the students' understanding so he knows what the students don't know so the teacher give explanation about the material that is not clear for students. (AP)

Because a question will make the students more critical and they can explain what they know. (WD)

I like it, I like when the teacher always stimulates us by question in learning process, it can make us active, interact and motivate in learning process and improve vocabulary. (TO)

4. Conclusion

As the conclusion of the research, there were three types of questioning used by English teachers in classroom interaction such as procedural, convergent and divergent question. About perception on teachers' questioning, twenty students who were as the sample mostly gave positive perception on the teachers' questioning that teachers' questionings were the way to motivate in learning process, improve the interaction and the English ability especially in vocabulary.

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