

**Teachers Questioning Strategies to Enhance Students' Concentration in English Classes at Tenth Grade of SMA PGRI 2 Kota Jambi Academic Year 2017/2018**

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**Abstract**

This study aim to find how the teacher's questioning strategies enhance students' concentration at X grade SMA PGRI 2 Jambi academic year 2017/2018. The design of this research is experimental design type one group pretest and posttest design, ie only take one experiment class without control class or comparator class. Subjects in this study were students X IPS 3 which amounted to 35 peoples and an English teacher who teaches class X IPS 3 SMA PGRI 2 Jambi. While the object in this study is the concentration of students before and after treatment. To find out the concentration of students, the students' behavior was observed at the pretest and posttest. Then the data that has been collected will be analyzed statistically descriptive, after that interpreted quantitative by comparing the result before given treatment and after given treatment. The data will tested with Mann-Whitney U Test formula to make the conclusion. From this study found that the increased concentration of students after treatment. Before being given treatment, the concentration of students was 35.5% and after being given treatment the concentration of students increased to 62.55%. And the statistic result of Mann-Whitney U Test the hypotesis is accepted.

**Keywords:** Teacher's Questioning Strategies, Students' Concentration, English Class

**Introduction**

Teachers are required to carry out the important task of preparing qualified Indonesian human resources in the future, therefore teachers must have competence in teaching. UU No. 14 Year 2005 about Teachers and Lecturers Article 10 paragraph (1) states teacher competence as referred to in Article 8 covers pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. In PP No. 74 year 2008 about Teachers, explained that pedagogic competence is the ability to manage learning learners. While the competence of personality is the ability of a steady personality, morals, wise, and authoritative and be an example of learners. The social competence is the ability of teachers to communicate and interact effectively and efficiently with learners, fellow teachers, parents / guardians of students and the surrounding community, while professional competence is the ability

mastery of subject matter widely and deeply.

As described in PP no. 74 Year 2008, pedagogic competence is the ability to manage learning. To manage the learning required a variety of teaching skills. According to Turney (Usman, 2010: 74) there are eight skills that play a very important role in learning activities: (1) Set Induction and Closure, (2) Explaining Skills, (3) Variation Skills, (4) Reinforcement Skills, (5) ) Questioning Skills, (6) Basic Skills of Classroom Management, (7) Basic Individual Teaching Skills / Small Groups, (8) Basic Skills Guiding Small Group Discussions. Based on the theory, the skill of questioning is included in one of the teaching skills that the teacher must master it.

On the other side there are many strategies applied by a teacher to improve students' English skill include concentration when learning in English

class. Concentration is a difficult common problem by the teachers. Many students suffer from a loss concentration while studying English. It affects students' comprehension to get material of learning. Even they cannot keep what the English teachers deliver. According to Sasson (2001: 1), concentration is defined as the ability to give something our undivided attention to the exclusion of other distractions. Most students said that they have dissatisfaction with their ability to concentrate and feel they do not work as efficiently as they would like. However, there are some techniques that the teachers can utilize that may help minimize external and internal distractions toward students to study more effectively.

According to EduNova (2012), there are some strategies to enhance the students' concentration: (1) Create a dedicated study area to improve student focus. How to improve concentration and focus starts with designating a specific area for study. (2) Avoid distractions while studying. For example, the teacher asks to turn off the cell phone and place a notice or sign indicating scheduled study time. (3) Develop a study strategy. This is just one of the ways to enhance concentration. The teachers can choose a study strategy that works. Some teachers use flashcards to help the students' remember and focus to study. There are also the teachers give questioning techniques to the students and they answer in individual or group. (4) Improve focus in school by developing good listening habits. The teachers can ask the students take notes while there is important thing and pay attention. (5) Use the SQR3 method when reading study materials. The teacher can ask the students take time to survey required reading. Develop a list of questions based upon chapter titles and individual sub sections. Read and locate answers to the questions. Recite the questions aloud and answer them. Review the work complete. How to improve concentration and focus starts

with commitment and dedication to the subject matter and goals. (6) Develop objectives and goals. To keep school focus high and to achieve results, the teachers develop a list of objectives and goals; create an easy-to-follow outline that lists goals and objectives. Then, they share study strategies with other teacher – helping the students focus in classroom. It can help them to teach well. (7) Give a reward. The teacher can give a reward system provides incentive for achieving goals. These rewarding moments also help improve concentration because the mind has a chance to relax.

From the strategies above, develop a study strategy with questioning techniques is the suitable strategy to enhance the students' concentration. It is based on the experts' opinion. Some experts suggest that to stimulate creative development among gifted students, the use of questioning techniques has proven to be a successful strategy for encouraging purposeful inquiry (Shaunessy, 2005; Ranna, 2007; Jafari, 2014.; Hamilo lu, 2012). Based on the opinion of experts the researcher thinks that teacher's questioning is effective strategy to stimulate student's creative development. Questioning is an art method aimed at students and it is recommended today that the teachers provide questions that make students think actively, encourage students to analyze, and create students' ideas. This is a way for teachers to get feedback, share information, exchange opinions between teachers and students or between students and other students in English class. By the development of student's creativity, the students will give something new such as thoughts, ideas and real works. In other side, creativity also makes increase personal life's motivation and spirit that hence students will be more interested in the lesson.

To make students interested in learning is not easy, especially in English

class. It is a challenge for English teacher. It has many reasons of the lack student's interesting to learn English. Some students think and complain that English is difficult and better to use Indonesian language because we are Indonesian. It is delivered by the students to the researcher while field teaching training (PPL) in SMA PGRI 2 Jambi. Based on that information, the researchers can conclude that the students feel less need to learn English because they always use Indonesian language or their mother tongue as their daily language. Therefore, the researcher can see that students are less motivated both intrinsic and extrinsic. Guay et al (2010) said that 'intrinsic motivation' is motivation that can make people interested, happy, and desire to learn and achieve the goals. Whereas extrinsic motivation refers to motivation that has unconnected with 'the task' or learning, the external stimulus, such as receive a reward, avoid punishment. The experts believe that it has a result of a certain respond (Riyan & Deci, 2000: 60).

The researcher has done field teaching training (PPL) in SMA PGRI 2 Jambi, and the researcher found some problems when practice in the field. As we know that in Indonesian, English as a foreign language which the raises problem that commonly is a passive class. Where the students do not respond and rather avoid interaction with the teachers, especially when the teachers try to find students to interact in the classroom. When the teacher gives questions in the classroom to the students, hopefully at least one student responds to the question which can be a stressful moment for the students and it is often no one student that can answer the teacher's questions. However, there are some students who are shy or afraid to respond of questions when they understand the question and can answer it.

Based on the researcher's experience, the researcher can conclude that the students at ten grade of SMA PGRI 2 Jambi has less concentration in English class. In order to solve the students' problems, the researcher expects to find the problem solving to enhance student's concentration in English class. Hence, the researcher is interested in conducting research with the title: **"Teacher's Questioning Strategies to Enhance Student's Concentration in English Classes at Ten Grade Students of SMA PGRI 2 Jambi Academic Year 2017/2018."**

Based on the background of the research presented above, the researcher formulates the problem as follows:

1. What does teacher's questioning strategies can enhance students' concentration?
2. How does the teacher's questioning strategies to enhance students' concentration in English class for the ten grade students of SMA PGRI 2 Jambi?

### **Teacher's Questioning**

The interaction between the teacher and the students is the most important feature of the classroom. Whether helping the students to acquire basic skills or a better understanding to solve problems and it needs question and answer. Of course, questions may be asked by the teachers as well as the students: they are essential tools for both teaching and learning. According to Cotton (2005: 1), a question is any sentence which has an interrogative form or function. Jafari (2014: 1) says that question refers to the utterances which are addressed to a listener or reader and ask for an expression of fact, opinion, idea, etc. So, the question is defined as any utterances expressed to get the information related to a certain subject or material.

Shaunessy (2005: 14) argued that teacher questions can be defined as the way to stimulate the students' creative, critical, and higher level thinking. It can probe beyond the convergent one-correct-answer question that allows the students delve more deeply into an idea. Similarly, the ways of helping the students develop their own ability to raise and formulate questions can also be learned. So, in classroom settings, the teacher's questions refers to instructional cues or stimuli that convey to the students about the content elements to be learned and directions for what they are to do and how they are to do it.

Raising questions and knowing the right question to ask is an important learning skill that students need to be taught. Thus, teacher's questioning is a strategy of teaching used by the teacher to reach out the goal of learning in order that students comprehend the material well. The teachers use this method to engage students so that students become active during the learning process. So, this strategy makes students to be easier to know and understand that provides stimulus to students for communication activities in English.

### **Techniques of Teacher's Questioning Strategy**

There is also technique for applying teacher's questioning strategy. The teacher must have skill for asking questions. Pearsall (2012: 5) said that there are the ten questioning strategies that research and the practical experience of teachers suggest have the biggest impact on student outcomes: (1) Cold Calling – Sometimes referred to as the 'No hands up rule', cold calling is asking students a question without waiting for them to indicate whether or not they have the answer (2) Question Relay – When a student wants to shrug off a question with a lazy 'I don't

know', you can ask them to listen to two other responses and determine which is the best response (3) Wait time /Pause Time – The two kinds of teacher wait time. The first kind is when you wait after a question to give students an appropriate amount of time to think of an answer. The second kind is when you pause after they give the answer to encourage them to add greater depth and detail to their response. (4) Rich Questions – Open-ended questions that elicit detailed and sustained responses. (5) Inverted Questions – Framing your questions with a statement of fact and then asking why or how is the case, as opposed to asking a closed question to discover that fact. (6) No Glossing Rule – Waiting for students to give you the complete answer, rather than accepting a partial response and filling in the rest yourself. (7) The Golden Question – "What makes you say that?" A simple question formulation that teachers use to elicit detailed and properly justified responses from their students. (8) Elaboration Cues – Questions designed to guide students towards more detailed and thoughtful answers. These include blank prompts and placeholder statements. (9) Second Draft – Asking the class to rephrase a correct answer for the sake of clarity and precision. (10) Exemplifying– Asking a student who has answered a question correctly or one of their classmates to provide examples to support the response

Moss (2016: 1) classified techniques of teacher questioning strategy into four. (1) **Agree-Build-Challenge** is very effective in deepening thoughts, as students are asked to either agree with another student's response and justify their choice, or build on it, or disagree with it and state why, with an opposing view. It's a great way to keep students on their toes, but also to encourage them to think deeply about the topic at hand. Some fantastic discussions have arisen as a result of this method, and even those not directly

involved are still engaged as they side with one of the views. (2) **Cold Call** is effective as it also keeps students on their toes as they know that they could be asked a question at any time, regardless if their hand is up or not. It builds a culture of alertness in the room. Even those who don't know the answers are returned to after the answer have been generated from the room and must contribute then, thus preventing opt out. (3) **Wait refers to** waiting for the question to sink in before calling on a student. It's especially hard if a student immediately raises their hand and is clearly keen to answer. (4) **No Calling Out** is a must in any classroom. Preventing calling out is essential because when students yell out answers to questions it stops others from thinking about the question. Students soon work out that the work has been done for them. There's no point in still thinking about the question anymore, which prevents any depth of thought from happening.

Above all, there are similar techniques between Pearsall and Moss' techniques. The techniques are cold calling and wait time. It means that those two techniques are better than others which the teachers can use. Those techniques seem to create deeper thinking from the students, and a more productive and engaging classroom.

However, the researcher started to focus on Pearsall's technique for applying teacher's questioning strategy because the explanation of theory is more detail than others.

### **Students' Concentration**

In teaching learning, especially in the classroom, the students must have concentration to start learning. According to Cambridge Dictionary (2008: 86), concentration is the ability to think carefully about something you are doing and nothing else. Whereas according to

division of University of Toronto (2010: 1), concentration is defined as the ability to give something our undivided attention to the exclusion of other distractions. Most students report dissatisfaction with their ability to concentrate and feel they do not work as efficiently as they would like.

Sasson (2001: 1) said that concentration is the ability to direct one's attention in accordance with one's will. It means control of the attention. It is the ability to focus the mind on one subject, object or thought and at the same time exclude from the mind every other unrelated thoughts, ideas, feelings and sensations. So, concentration can be defined as a process of concentration of the mind against a particular object. Basically, concentration is one's ability to control willpower thoughts, and feelings. Through that ability, one will be able to focus most attention on the desired object. Control of will, thoughts, and feelings can be achieved if a person is able to enjoy the activities that are being done. It means that concentration is very important in teaching learning in the classroom. If the students cannot be concentrated, so they cannot understand the material of learning.

The implied assumption in all this is that people learn to focus and have to be re-minded often in order to master the ability to concentrate. Over the years people can improve their ability to concentrate. The ability to focus is a habit of mind, one that must be acquired through years of being reminded and of doing it. If this habit has deteriorated, it is not too hard to re-learn it. Of course, with today's school students, it is a different matter. Any experienced teacher will tell that students' attention span is terrible. Everybody from first-grade school teachers to Ph.D. candidates knows that to learn and remember things need to pay attention (Klemm, 2011: 1).

Thomas (2017: 1) said that students' concentration is a mental skill that they can develop. According to him, the teacher can improve the students concentration with the ways such as (1) Identify Method of Learning. Learning is a process that involves all your senses. Some students might have an upper hand in some specific sense of learning. There are various ways in which students can learn: Visual Learning, Auditory, Kinesthetic learning. (2) Division of Task into Units. Sometimes the task that is assigned to a student can be too much for them to handle. Concentration in such a scenario would be difficult for the child. Such tasks should be broken down into smaller tasks. Thus one by one, the process is completed. This would provide less pressure and the student would be able to finish the whole thing. Concentration would be on one specific sub task so he or she needn't worry about completion of the whole process. (3) Keep Up those Routines. Keeping up routines are very important. Once the student gets used to a routine, they will have to spend less time on planning. Routines make sure that things happen on time. It helps to provide stability and keeps up important aspects like responsibility and punctuality. Concentration increases as the body will be programmed to work in a certain manner. (4) Take a Break! Breaks and Naps are as important as studies. A student needs to take a break once in a while to rejuvenate and get refreshed. Overworking can lead to serious exhaustion which will stop the student from working more. If a student studies for 45 minutes, he or she must take a break of 10-15 minutes after that. 8 hours of sleep for students is a must and a nap after school or college for 20-40 minutes will make your mind calm and ready to concentrate on more activities. (5) Meditation. It is a known fact that meditation will lead to a sound mind. Taking a few minutes in the morning or evening, away from any noise and

concentrating on your breathing can open your window of mind to a more efficient life. Studies will become easier to get through and nothing will look like an overload. Just like how body needs exercise, mind needs its fair share of workout as well. Meditation helps to maintain mental fitness and increases concentration. (5) Exercise and Play. Some might say that taking a break is enough. Taking a break and getting some exercise are two things. Once in a while if the student gets to physically exercise, one can start feeling the change. There will be more circulation of blood to the entire body. They will be fresh and ready to grasp more knowledge.

### **Research Methodology**

The design of this research is classified into Experiment Research. This research is aim to know how applying of teacher's questioning strategies to enhance students' concentration in English class at tenth grade of SMA PGRI 2 Kota Jambi academic year 2017/2018 or not. Through the provision of treatment within a certain period appropriate to the research plan, it is expected to know whether the concentration of students in English classes can be improved by teacher's questioning strategies or not.

In this study researchers used a single subject design, that is O1 X O2. Research with single subject design is done by giving pretest and posttest. The untreated subjects are called *pretest* as O1, and after being treated with *Posttest* as O2. The results of both tests were compared to test whether the treatment had any effect on the subject.

Subjects in this study were students of class X SMA PGRI 2 Jambi who have low learning concentration. In determining the subject, the researcher conducted interview with the teacher, then the

researcher did observation to the class which has been recommended by the teacher.

From the interview result, the teacher recommends class X IPS 3 which according to the teacher concerned the class has low learning concentration compared to other class. Therefore the researcher conducts experiment class X IPS 3 which the data is as follows:

**Table 1. Subject of the Research**

<b>No</b>	<b>Class</b>	<b>English Teacher</b>	<b>Total of Students</b>	<b>Male</b>	<b>Female</b>
1	X IPS 3	Febby Dwitri Arinda	35	14	21

Source: SMA PGRI 2 Jambi

This research uses observation and interview. It does not use focus group because this research does not take sample of students group. The researcher observed the full data through participants. The students at ten grades of SMA PGRI 2 Jambi were as the participants. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview would conduct to gain a spoken respond from the participants. The functions of interview in this research were to cross-check the data and to make sure that the data from the observation were really valid.

### **Findings and Discussion**

The data posttest observation result show that students' concentration after got treatment is 62,55%, which is if it measure by Riduwan theory, students' concentration at this meeting categorizing high. If compare with observation result in pretest, the level of students' concentration

increased 27,05%. The result of pretest and posttest observation shows that teacher's questioning strategies can enhance students' concentration which is in the beginning students' concentration in low category then after got treatment students' concentration in high category.

**Table 4.7 The Result of Enhancement in Students' Learning Concentration**

<b>Class</b>	<b>Result</b>	<b>Pretest</b>	<b>Posttest</b>	<b>Escalation</b>
X IPS 3	Average	7,1	12,51	5,41
	Presentage	35,5%	62,55%	27,05 %

Syamsuddin (2007: 154) argues that a teacher should be able and capable of planning, implementing, evaluating, and guiding teaching and learning activities. According to Turney (Uzer Usman, 2010: 74) there are eight skills that play a very important role in learning activities: (1) Set Induction and Closure, (2) Explaining Skills, (3) Variation Skills, (4) Reinforcement Skills, (5) Questioning Skills, (6) Basic Skills of Classroom Management, (7) Basic Individual Teaching Skills / Small Groups, (8) Basic Skills Guiding Small Group Discussions. From both sources, teachers play an important role in the learning process, the success of a learning that is very depend on the teacher because the teacher should be able to organize the course of learning such as planning, implementing, evaluating, and guiding teaching and learning activities. Considering the importance of the role of teachers in the success of the learning process, the researcher conducted a study of one of the skills that must be owned by the teacher, that is teacher's questioning skill in English class.

On the other side, teacher must pay attention the students' concentration. Thomas (2017: 1) the concentration is very important because it gathers and strengthens intuition, helps in filtering out distracting thoughts, provides peace of mind, helps in efficient working and aids

in setting and achieving of goals. According to Loh (2002: 1), focus and concentration are two of the most important skills to achieve success in life. students should concentrate during the learning process takes place, because by concentrating to achieve learning objectives that have been designed by the teacher so that the learning process is successful. Considering the importance of student concentration, the researcher conducts research on how the ability of teacher's questioning strategies enhance student's concentration in English class.

Researchers have do research for three weeks, which starts from 07 February to 22 February 2018. Observations were made two times observation, there are observation in pretest and observation in posttest. Researchers this class because the class was considered less concentrated in English class.

The result of observation of student concentration in class X IPS 3 on first observation as pretest shows that the average score of student concentration is 35,5%, where the concentration of students is low. Then on the second observation as posttest, the average score of student concentration is 62.55%, where the concentration of students is categorized as high. \ So in this class when viewed from the category of score, the concentration of students there is an increase from low to high. But if seen from the percentage figures on each observation there is an increase.

Based on the discussion in this study, the concentration of students in the class X IPS 3 has increased compared to pretest in class. This is shown by the view and attention of students who are more focused on information resources (teachers, teaching materials, or media learning) the ability of students in answering questions, the ability of students

in expressing opinions, as well as the ability of students in doing tasks according to command. Thus it can be said that teacher's questioning strategies can improve the student's concentration in grade X SMA PGRI 2 Jambi academic year 2017/2018.

### Conclusions

Based on the findings of the study, it can be concluded that the strategy of teacher's questioning can enhance students' concentration in English subjects in class X IPS 3 SMA PGRI 2 Jambi. The result of observation in class X IPS 3 showed improvement of average score of student concentration equal to 5,41 with percentage 27,05% after did the treatment by the researcher. Based on the Mann Whitney test, there is an effect of the use of the teacher's questioning strategies to students' concentration on English subject at X grade IPS 3.

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