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An Analysis of Teachers' Questioning Strategies During the Classroom Interaction in English for Specific Purposes

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Abstract

research aimed to find out the questioning strategy used by lecturer in teaching English during the classroom interaction especially in online learning process. The method used in this research was descriptive qualitative. The participant in this study was an English lecturer at UBHI PGRI Tulungagung who teaches the English for Specific Purposes course. The researcher used purposive sampling. According to Creswell (2012), purposeful sampling means that to learn or understand the essential phenomenon, a researcher select individuals and sites intentionally. To gather the data, the writer used observation and interview. Based on the data analysis, it was found that the lecturer used several questioning strategies, based on four questioning strategies categories suggested by Wangru (2016). The findings of this study showed that probing and redirecting strategies were most frequently employed by the lecturer, then prompting is quite often used by the lecturer, and repeating was the strategy employed the least. The conclusion of the questioning strategy is the lecturer commitment in teaching English during the classroom interaction to find out whether students understand the material or not and also arouse interest and curiosity about a topic, develop an active learning approach, the end stimulate students to ask themselves and others, to check on students understanding, to obtain information and control the class.

Keywords: Questioning strategies, English Teacher and Classroom interaction

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INTRODUCTION

Switching offline learning environment to totally online learning environment will bring such a new challenge both for students and teachers. Even though the teaching and learning interaction is moved to the

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online media source, the practice of teaching and learning activity should engage students‘ participation as proper as offline classroom. Simply, it can be inferred that active learning circumstance does not depend on the media sources. Active online learning is not far different from the active offline learning. The practice was just same but the difference only lies on the media and the circumstance. Online learning embraced anything delivered, enabled, or mediated by electronic technology for seeking the knowledge. Ormiston (2011) argued that technology is an integral part of an active learning circumstance and the focus in the learning process refers to the students' engagement.

Online instructors should build active online learning circumstance to increase student satisfaction, connectedness, engagement, and learning. There are five stages framework for active online learning to engage students' participation in virtual circumstance; welcoming students to get access and motivation, interacting and building relationship in online socialization, participants exchange information, collaborative interaction, reflecting and getting benefits from the online interaction.

The teaching of English for Specific Purposes (ESP) is an excellent illustration of the pace which change may take place. ESP is emphasized on the learner's need. The student can express his or her purpose for which the learner's studying. It means that ESP is not specialized on English but typical English depends on the context of the use and situation.

Teachers must create communication with students both in oral and written forms. Communication between students and teachers does not have to occur in the classroom but can also be done online which can be built through interaction. According to Brown (2001), interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people (students and teacher or students and students), resulting in reciprocal effect on each other. To have reciprocal interaction done, there should be an effective interaction between teacher and students, and among students in improving their knowledge and skills of the target language.

Teaching and learning are reciprocal and multi-dimensional processes both of which affect each other and are important components in educational contexts. In this context, teachers and students learn from one another as they build up an environment of learning in a class.

The result of learning English depends on several factors. How the teacher conducts the teaching and learning process by influencing the quality of the learning itself. The teaching process involves the teacher′s skills in delivering the subject matter. The skills possessed by teachers may not necessarily be enough, they also need creativity and strategies to bring the class to life. A more creative teacher will produce better results.

The role of the teachers is not only transferring the knowledge but also stimulating the students' language proficiency. When the interaction occurs, students have more opportunity to practice their language learning, the interaction can stimulated by many activities, such as group discussion, pair work, and also giving question (Brown, 2001).

Concerned with the important of interaction, classroom interaction Itself is defined as the communication patterns between teachers and pupils and pupils with pupils (Hitchock & Huges 1989, cited in Brown 2001). Therefore, teachers give question to check the students' understanding and to stimulate the interaction. Moreover, one of the best ways to develop teacher's role as an initiator and sustainer of interaction is to develop a repertoire of questioning strategies. Questions should be seen as powerful tools that can be used to spark students′ interest, curiosity and critical thinking (Alorvor, 2010). According to Donkor (2021) that questioning plays a critical role in refreshing memories of learners on their previously acquired knowledge or in the acquisition of new knowledge while a lesson is in progress.

Questioning strategies are aimed to give students more chance to think and to understand what the teacher asks and also to give them time to answer the questions. Therefore, there will be an interactive communication between teacher and students. In addition, Bulent (2016) argues that the ability to ask eligible questions will become much more important in the future.

Since the students' answers are much affected by teachers' questions particularly in the application of questioning strategy, teacher should consider the strategy in posing question in term of the question type level and the questioning behaviors. This is important to be considered because suitable questioning strategy that is applied in the classroom can increase student's curiosity and interest, stimulate their proficiency, and motivate them to learn the English language better.

METHOD

This research was conducted at the English Department of Bhinneka PGRI University of Tulungaung. The researcher took one class, that is B class on fourth semester with 11 students in one class as subject of the research because they were very potential to find out the preference toward the use of teacher questioning strategies. This research used qualitative method, it means that the data collected is not in the form of number, but the data gained from interview manuscripts, field note, video recording, and observation. In this study, the descriptive research is done in the classroom, and the main point of this research is to collect the data onto

descriptive way. It describes the phenomena in the classroom, such as the interaction between teacher and students while asking and responding questions on UBHI PGRI Tulungagung.

FINDINGS

The research findings are based on the results of data analysis. As Astrid (2019, p. 92) states "questioning strategies are the ways which are used by teacher to know the ability of the students and how far the students understand the material which has been taught." Observations were made to determine the interaction of students and teachers during teaching and learning activities and then interviews were conducted with lecturers to find out what questioning strategies were used by lecturers at UBHI PGRI Tulungagung in ESP courses

Table 1. *Observation Result*

Day/Strategies	Probing	Prompting	Redirecting	Repeating
1	4	2	3	2
2	6	2	4	1
3	5	3	3	2
Total	15	7	10	5

The findings show that probing was the most used strategies employed by the teacher. Followed by redirecting, prompting, and repeating. Besides, probing strategy was used by the teacher to form the classroom questioning that can explore students' critical thinking about their opinion or argument.

Based on the interview, the researchers found results about probing, prompting, redirecting, and repeating strategies. First, probing questions, the teacher said that probing questions were applied in online and offline classes to train students′ thinking to be more critical and to find out students′ answers about the topics asked by the teacher, to guide students to think and create opportunities for students to answer or in some ways. To generate answers, engage or arouse students′ interest in answering, sometimes when we ask questions to students as a teacher I have to identify common misconceptions of students that will confuse students when completing assignments.

These questions are used when the teacher requires in-depth explanation from students. Second, redirecting questions are applied by the teacher to make students give the best explanation and students can

explain it to other students in other group discussions in class and the teacher says this questioning strategy is a strategy to make students speak in class especially in ESP Class, so that by giving students clarifying Class questions are more interesting and students are very excited to answer questions and they build interactions between teacher to student, student to teacher, and student to student. In other words, students′ speaking skills occur. The three prompting questions, this question is not too applied by the teacher because to apply this strategy the teacher must provide a clue in every answer which results in students not being able to think critically and only relying on the answers from the teacher.

The last repeating question strategy, actually this questioning strategy was applied to see students′ collaborative thinking between group presentations and their discussions. The researcher concludes that of the four questioning strategies, the most widely used questioning strategy by teachers is first, probing questions, secondly redirecting questions, prompting questions, and finally repeating questions.

DISCUSSION

Based on Prabowo (2017) statement that teacher's outlines the vision and mission or learning objectives to be achieved. The attempt which should be done is considering all the things which are needed and used in the study in order to achieve the wanted goal one of them is by giving a right question. Moreover, the teacher use questions to manage classroom interaction because over half of the class time is taken up by question and answer (Liu & Le, 2012). Based on Wangru (2016) there are several questioning strategies that teachers can apply during the teaching and learning process such as probing questions, prompting questions, redirecting questions, and repeating questions. The following list is a list of question types that teachers can use to analyze their questioning strategies and develop a variety of questions to think about, all types of questions that English teachers use in online classroom interactions. The researcher found thirty-seven questions in three meetings, from thirty-seven questions, there were fifteen probing questions, ten redirecting questions, seven prompting questions and five repeating questions. The number of probing questions at the first meeting was only four questions, at the second meeting there were six and the third five questions. The number of redirecting questions at the first meeting was three questions, the second meeting was four questions, the third meeting was three questions. The number of prompting questions at the first meeting was two questions, at the second meeting there were two questions and the third there were three questions. The number of repeating questions in the first meeting was two questions, the second meeting was one and the third two questions.

From the types of questions, Wangru (2016) shows that probing and redirecting questions are widely used by English teachers. According to Kerry (1982) Prompting implies that a pupil cannot give a correct response-the question is beyond him. The teachers must prompt or help him by going back two or three steps, and by making his/her prompting questions simpler. The probing questions asked by the English teacher with the class routine, questions related to the material, were used by the English teacher what happened in the class to check the assignment and whether the assignment was clear. Redirecting questions are the second type of question used by English teachers during the teaching and learning process because redirecting questions in the classroom are an introductory question in the classroom related to classroom management.

While prompting questions encourage students to answer questions based on the material. In repeating questions, students can answer questions based on previous material or information. Probing questions are to encourage discussion or student interaction, to stimulate students′ thinking, to allow freedom to hypothesize, speculate, share ideas about possible activities, probing questions that engage students to stay focused on the material and many questions. Probing questions come first because the types of questions are used by English teachers during the teaching and learning process because probing questions are about content related to the material explained by the English teacher, so English teachers always use these types of probing questions.

The purpose of the English teacher asking questions to students is to check students′ understanding, whether students understand the material, test students and try to make students speak comfortably. Moreover, Weihua Yu (2009:152) states that questioning is reported as one of commonly used strategies, as the success of a class largely depends on questioning and feedback. When the English teacher uses redirecting and prompting questions, students can easily answer questions correctly because students answer based on previous material or information and confirm previous answers, students only use short statements. Based on Wangru (2016), probing questions encourage students to answer questions in higher order thinking. This can encourage students to answer questions based on their own knowledge or based on the material being studied, but students must answer questions with long answers.

Therefore, as Ningsih (2021, p. 479) says "it is useful to achieve the goal of teaching English through using questioning strategy in English for language classroom interaction and it is the factors that should be considered by the teachers to make the process of learning and teaching effectively." Students are interested in answering probing and redirecting questions because students can answer questions correctly. While prompting and repeating questions, students must be guided or directed by the teacher first. It can be

concluded that the types of probing questions and redirecting questions can dominate the class than prompting and repeating questions, because prompting and repeating questions do not build residual thinking in answering the questions given. Based on the interview, the English teacher said that questions can measure students′ understanding of the material.

CONCLUSION

Based on the research finding and discussion in the previous chapter, it could be drawn the conclusions of the present study which were designed to suit the objectives of the study. There were one objective of the present study; (1) To find out questioning strategies are used by the teacher during the English for Specific Purpose course in the classroom interaction at fourth-semester English education department of UBHI PGRI Tulungagung.

They made some effort to upgrade their ability for instance, they used questioning strategies. Based on the analysis of interview and observation result, the researcher concluded that the teacher applied almost all of the teacher′s questioning strategies which proposed by Wangru (2016) theory including, Probing, Prompting, Redirection, and Repeating Strategies. With proficiency user of new language, those are developing cultural understand and becoming aware of others' thoughts and feeling. in helping their learning process. Even the learners used same learning strategies, but they had different activities in using the strategies.

In conclusion, the researcher describing that in term of asking question, what lecturer practiced and what students expected are sometimes different. This study proved it; in reality, the lecturer employed probing and redirecting more than other strategies in questioning the students. As Rido (2020, p. 242) explains that lecturer uses question-planning strategies are to check the students' understanding of the materials at hand, give students opportunities to respond to questions, invite further discussion, and know the students' interest. On the other hands, students preferred their lecturers to employ prompting more as prompting helped them get adequate clues to answers the questions directed to them. Sujariati (2016, p.119) emphasizes "teachers to do the same strategies in questioning, they are question in each session of teaching, repeat the question in the same sentence or different sentence but the same meaning, emphasize the question to clarify the meaning." Prompting also provided the students more time to prepare the answers. This study also revealed that students possibly responded differently based on the types of questions uttered, not merely based on the questioning strategies employed by the lecturers.

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