

## **AN ANALYSIS OF QUESTIONING TYPES OF EFL TEACHERS AT SMA AL-KHAIRAAT KOLONO**

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### **ABSTRACT**

The objective of this research is to find out the types of questions used by the classroom teachers of the second-grade students at SMA Al-KhairaatKolono. The research used qualitative description method. The data were obtained from observation and interviews. The subjects of this research were two English teachers at SMA Al-KhairaatKolono. The results of this research showed that English teachers used three types of questions the teaching and learning process, namely *Knowledge*, *Comprehension*, and *Evaluation*. However, the second teacher did not use the *Evaluation* types of questions. Furthermore, from the results of interview, the purposes of the teachers used these types of questions are, first to measure the students' understanding. Second, help the teacher in training the students to improve their skill in giving opinions. Third, it was simple and easy for the students to understand the material. From using the questioning strategy, there are several implications including increasing students' activity during the teaching and learning process, Students are also able to involve themselves in answering questions from the teacher and able to understand the material provided by the teachers.

**Keywords:** *EFL Teachers; Questioning; Purposes; Types*

## INTRODUCTION

The process of teaching and learning is an interaction carried out by the teachers and students in the classroom to achieve learning goals. Thus, to achieve maximum learning outcomes, teachers must carefully select and determine appropriate strategies. One that must be the intention of the teachers is questioning strategies. Questioning strategies are one of the alternative strategies that demand the students to be active in the learning process.

Questioning strategies are one of the techniques used by teachers to ask students something to achieve learning goals. According to Ziyaeemr (2016), questioning strategies are a basic strategy for effective communication and instruction in every academic setting. Good question guides students to answer better and meaningfully. In consequence, the teachers should know the type of questions and purpose of the questions. When the teacher can control their question, the students acquire the learning experience that they want.

Questioning strategies are a common technique used in English language teaching. Questioning is one kind of active teaching procedure and has been considered one of the most essential techniques during instructional processes since Socrates' time. It is naturally a two-sided affair. Not only is it that teachers put forth questions but equally students are involved in the process through the responses they offer. It focuses on how to use questions to encourage student exploration and discourse. It means that by giving a question, a teacher can measure student skill in the teaching-learning process.

One of the ways for the teachers to make a good strategy in questioning is to start with a simple thing, like timing use. The teacher gives the time for the students to think the answer from the question. If the students are silent, it does not mean the students cannot answer, but the students need time to think the answer. Each student has a different ability to answer the question. Thus, the teacher must have a strategy for asking questions to the students. Determining some types of questions and the reasons the teacher uses these types of questions is one of the strategies that can be used by teachers in the teaching and learning process.

Questioning strategies are an important part of improving the quality of learning processes and outcome, at the same time is part of success in instructional management and class management. Through, questioning strategies, the teacher can detect barriers to students'

thinking processes and at the same time can improve the learning process among students. Thus, the teacher can develop classroom management and instructional management at the same time to be more effective. According to Vebriyanto (2015), questioning could be a stimulus to encourage and engage the students to actively engage in classroom interaction. The main questions of this research are:

1. What types of questions are used by the teachers in the teaching learning process at the second grade students at SMA Al-KhairaatKolono?
2. Why do the teachers use those types of questions in English Language teaching of the second grade students at SMA Al-KhairaatKolono?

## **METHOD**

In this research, the researchers applied a qualitative descriptive research design by conducted observation and interviews to collect data. There were two English teachers at SMAS Al-KhairaatKolono as informants. The instruments used by the researcher to collect the data are observation sheets and the questions list for interview. In the observation, the researcher applies non –participant observation, it means that the researcher don't participate in the teaching and learning process, the researcher only as observer of the object under study. The observation in this research used field note, it uses by researcher to notes all questions that teachers use to the students. Also, the researcher uses recording to find out utterances produce by the teachers during asking questions to the students. While, the interview was semi-structured, which consisted of five questions.

The researcher analyzed the data based on the theory of Miles, Huberman& Saldana (2014), namely data reduction, data display, and drawing a conclusion or verification. In data reduction, the researcher summarised all the collected data and focused on the most relevant aspects. Next is the data display, in which the researcher presents the data from an interview as a descriptive explanation. The last stage is concluding the analysis that has been carried out and re-checking the data based on the results that have been found.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

1. Results of the Observation

After conducting observation for six days of two teachers, the researcher presents the types of questions that the teachers used in the teaching and learning process shown in the following table:

Table 1- Types of Questions

Informants	The Questions	Types of questions	Purposes
T01	<ul style="list-style-type: none"> <li>• What is Congratulation?</li> <li>• What is Complementing?</li> <li>• Do you remember your first impression when you meet me?</li> <li>• Do you remember your first impression when you meet your new friend?</li> <li>• Do you remember it..?</li> </ul>	<i>Knowledge</i>	To test the ability of students in building knowledge and recall the previous knowledge about the topic.
	<ul style="list-style-type: none"> <li>• What is the main idea of paragraph one?</li> <li>• Which sentence indicates the place in the third paragraph?</li> <li>• Which sentence indicates about her family?</li> <li>• What information is provided the fourth paragraph?</li> </ul>	<i>Comprehension</i>	To measure the ability of students to understand and describe about the topic in the material.
	<ul style="list-style-type: none"> <li>• What is your think about IMIP?</li> <li>• What is your opinion about Morowali?</li> <li>• What is the most important when you give the opinion?</li> </ul>	<i>Evaluation</i>	To examine the ability of students in developing opinions in the material.
T02	<ul style="list-style-type: none"> <li>• What is Conjunction?</li> <li>• How many Conjunction that you know?</li> <li>• Are you remember the meaning of Adjective in Bahasa?</li> </ul>	<i>Knowledge</i>	To test the ability of students in building knowledge and recall the previous knowledge about the topic.
	<ul style="list-style-type: none"> <li>• Which one shows the Conjunction in the sentence?</li> </ul>	<i>Comprehension</i>	To measure the ability of students to undersatnd and describe about the topic in the material.

Referring to the table above, it can be seen that, three types of questions often used by teachers during the teaching and learning process, namely, *Knowledge*, *Comprehension*, and *Evaluation*. The T01 used *Knowledge*, *Comprehension*, and *Evaluation*. The T02 only used *knowledge* and *comprehension*. Furthermore, the purposes of the *Knowledge* question used by the teachers were to test the ability of the students to build knowledge and recall previous knowledge about the topic. The purpose of the *Comprehension* question was to measure the ability of students to understand and describe the topic in the material. The purpose of the *evaluation* question used by the teachers was to examine the ability of students to develop opinions on the material.

## 2. Results of the Interview Questions

Five questions in interview which ask about the purposes of teachers use the types of questions. The results of interview can be seen as follows:

First, the purposes of the teachers used the *Knowledge* questions as follows:

**T01:** I use *Knowledge* question to test the students in remember the material that have been learn. Yes, example *What is Congratulation?* If they answer my question, maybe they remember what they learn before. This type of question can help me to train students in remembering the previous material.

**T02:** Because, in learning English that I do, I give the strengthening to the students. Like, before starting the lesson, I give a question that related to the previous material. It is to see what the students remember and understand about the material.

Based on the results of the interview on the first question, both of teachers have the same purposes for using thetypes of *Knowledge* questions. That is because this type of question can help the teachers to see the students' ability in remembering and to recall terms, facts and details about the material that has been studied previously.

Second, the purposes of the teachers used the types of Understanding-Comprehension questions as follows:

**T01:** I use the type of *Comprehension* question to measure the students' ability to determine the main idea in each paragraph. This type of question is very necessary to help the students improve their understanding of the material.

**T02:** Because, the students' vocabulary still lacking. So, I prefer to use a simple question that the students can easily understand. For example "*What is the meaning of conjunction in Bahasa?*" This type of question is also very helpful to measure the students' understanding of the material I provide.

Based on the results of the interview on the second question, both of teachers have the same purposes for using thetypes of *Comprehension* questions. That is because this type of question can help the teachers to measure the students' understanding about the material.

Third, the purposes of the teachers used the types of *Evaluation* questions as follows:

**T01:** I want to know how far the students' ability in developing opinions about something. This type of question is also very important, because the students will be trained to have confidence in giving an opinion about something.

Based on the results of the interview on the third question, the purpose of teacher used the type of *Evaluation* question is to know the students' ability in developing the opinion. The type of question is only used by teacher 1. According to Teacher, this type of question is very important. It can make students have confidence in giving opinion.

Fourth, the purpose of the types of questions asked by the teachers to the students as follows:

**T01:** I use the types of question to measure the ability of the students in understanding the material I gave.

**T02:** The purpose I using the types of question is to measure the level of students understanding of the material being given or the material that has been I given.

Based on the results of the interview on the fourth question, both of teachers have same purpose of the types of question that the teachers asked to the students. The types of questions are used to measure the ability of the students in understanding the material.

Last, the types of questions given by the teachers can be a tool for measured students understanding, it cans be seen from the teacher's answers as follows:

**T01:** Yes, the questions can be a tool for measure their understanding.

**T02:** Yes, these questions can be a tool for measure the students understanding.

Based on the results of the interview on the last question, the questions that the teachers used can be a tool for measuring the students' understanding.

## DISCUSSION

This part discussed about the teachers' questioning strategy in the teaching and learning process and limited in types of question and purposes the teachers used the types of questions. From the result of observations, the first teacher used three types of questions, namely *Knowledge*, *Comprehension*, and *Evaluation*. While, the second teacher only used two types of questions, namely *Knowledge* and *Comprehension*. From three types of questions revealed that *Knowledge* questions is most common and frequently asked by the teachers, the teachers used the types of questions based on the function of the questions and the level of students' understanding. All the questions that the teachers used are related to the material that the teachers provided. The effectiveness of applying the questioning strategy in the learning process can increase interaction significantly by expanding the students' understanding and involving them actively so that it has a positive impact. *Knowledge* questions is very important for used by teachers, this type of question not only makes it easier for teachers to measure students' level of understanding the material, but can also help students to recall previous material, for example the question that the teacher ask to the students "*What is Congratulation?*" This question was asked to the students in one by one and used an open-ended question strategy, namely a question that started with the word "*W*" such *What*" This types of questions can be aimed at as

the next material production. If the teacher does not use this type of question, it may be difficult for students to understand the next material related to the previous material. Repetition of material is very important for students, moreover the level of students' understanding of the material is different, therefore the *Knowledge* question is important for teachers to use in the learning process. Richard & Lockhart (2011), supported that the purposes why questions are so commonly used in teaching are they enable teachers to check students' understanding, they stimulate and maintain students interest, they encourage students to think and focus on the content of the lesson, they enable teachers to clarify what students has said, enable teachers to elicit particular structures or vocabulary items, and they encourage students participants in a lesson. As for, the *Comprehension* question was given by the teacher with a strategy, namely make a small group and provide questions related to the topics, for example "*What is the main idea of paragraph one?, What information is provided in the fourth paragraph?*". The purposes of used this types of questions was to measure the ability of students in understand and describe about the topic in the material. As for, the *Evaluation* question was given by the teacher with used an evaluative question strategy, namely a question asks an opinion. The purposes of used this types of questions was to examine the ability of students in developing opinions in the material.

For the result of the interview, the purposes of the first teacher was using these types of question based on the function of the question. These types of questions were important for the teacher. It can be a tool to measure the students' understanding and help the teacher in tried the students to improve their skill in giving opinion. During of the learning, the teacher can control the classroom by asking the questions, the teacher tried the students to be active in the teaching and learning process. As for, the purpose of second teacher was using these types of question were based on the level of students' understanding. The teacher used these types of question because it was simple and easy for the students to understand the material. The teachers also has difficulties in using the types of questions, namely that most of students still lacked vocabulary, so that some of the words in the questions were not understood by the students. In addition, most students used the local language more often, both inside and outside the classroom. So, English language was still rarely used by the students. These difficulties were faced by the teachers by

using the types of question based on the level of students' understanding and the function of the questions. Thus, it making easier for the teachers to measure students understanding.

In the English learning teaching process observed by the researcher, the students were interested to answer *Knowledge*, *Comprehension*, and *Evaluation* questions. The students gave responses to the teacher's question, it supported by the strategies that the teacher used in started the questions. This strategy encourages the students to involve in the learning. It was accordance as Harvey (2008) stated that questioning strategy is most effective when it allows, pupils to become fully involved in the learning process. He states that while the lesson is planning, it is absolutely vital that teachers think about the types of questions will be asked to students. It also needs to be clear on what the intended outcomes of the questions/answer session should be. It means that the questioning strategy will help a teacher to plan questions and answers session effectively. It can be concluded that the types of *Knowledge*, *Comprehension*, and *Evaluation* questions could control the English learning teaching. The students can be involved in the learning process. According to the interview, the English teachers state that the questions can be a tool for measure the students understanding of the given material.

## CONCLUSION

There are three types of questions used by the teachers at SMA Al KhairaatKolono, namely *Knowledge*, *Comprehension*, and *Evaluation*. *Knowledge*and *Comprehension* question were the most common asked by the teachers. The types of question used by Teacher 1 were *Knowledge*, *Comprehension*, and *Evaluation*. Meanwhile, the types of question used by Teacher 2 were *Knowledge* and *Comprehension*.

The types of question chosen by the teachers in the classroom are aimed to measure the students understanding about the material. The purpose of the used types of *Knowledge* question was to test the ability of students in building knowledge and recall the previous knowledge about the topic. The purpose of the used types of *Comprehension* question was to measure the ability to understand and describe about the topic. The purpose of the used types of *Evaluation* question was to examine of students in developing opinions in the material.

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