

ISBN 979-978-8559-99-0



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

**8 - 10  
September 2016**

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

“Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond”

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## QUESTIONS IN CLASSROOM INTERACTIONS: TYPES, LEVELS, AND STRATEGIES USED BY TEACHERS IN TEACHING READING

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### ABSTRACT

*Questioning plays a central role in instruction because they can be used to develop concepts, clarify reasoning process, and lead students to higher level of thinking. Different types of questions will lead students to understand comprehensively a concept or information. Level of questions will develop students' level of thinking process. Questioning strategies aim at activating and motivating students to participate in teaching learning process. This research aims at investigating types, levels, and strategies of questions used by teachers in teaching English at senior high school. Data were collected by observing three English teachers teaching English in reading class. It was found that type of questions mostly used by English teachers is wh-questions. Levels of questions mostly used by English teachers were literal and inferential. Questioning strategy mostly used by teachers was redirection.*

**Keywords:** *questioning, types of questions, level of questions, strategy of questioning*

### INTRODUCTION

Learning is a social, cultural, and constructive process which is accomplished through interaction (Bruner, 1985). By means of communicative exchanges between teachers and learners, meanings are constructed, shared, and better understood. As a result, classroom can be referred to social events in which not only academic content and language competences are achieved, but also cognitive skills are maximized. Therefore, meaningful interaction should be created to lead to the progression of learners' content and language skills and knowledge (Garcia, 2010; Yanfen & Yuqin, 2010). Questioning is a key tool to communicative exchange that ensure the interaction in the classroom (McCormick and Donato, 2000; Ma, 2008).

Questioning is a skill that can be used by English teachers to manage and to explore the learning process and learning activities in the classroom. For learners, questioning is also a skill to get language knowledges and language skills of English being learned by the language learners. Questioning is a means to gain knowledge and skills effectively. Therefore, teachers should be aware of questions types, levels, and strategies used in learning process to make interaction with their students (Zaim, 2001). In contrary, learners should be able to understand the questions well and answer the questions in correct ways.

In teaching activity, questioning is very important to help students to successful exploration of the text and get the meaning from the text (Nuttal 2006). The ability to read well is the basis for success for education. Questioning is a device of teacher to foster and maintain student involvement in learning (Zaim, 2001). One of the primary purposes of questioning is to find out if students know or understand certain facts and concept being taught. Teachers ask questions on the purpose of managing the class, engaging students with content, encouraging participation, and increasing understanding.

Teachers employ questioning which is manifested in types of questions, level of questions, and strategies of questioning. Lynch (2001) states that questions are used to elaborate students' responses when a teacher does not know the answer so that they produce longer responses than when answering routine or display questions. Teachers ask their students questions to investigate and negotiate the meaning in which they can use their prior knowledge to comprehend the lesson. In addition, Ellis (2003) states that teachers' questions can give more space of learning in regard that it will challenge students to be more critical in their responses and use their background knowledge to get possible answer. Questions oblige students to give their responses.

Questions play a central role in instruction. They can be used to develop concepts, build background, clarify reasoning process, and lead the students to the higher level of thinking.

Appreciation comprehension is the ability to articulate the emotional and aesthetic responses to the text (Barret, 1968). It is the ability to use linguistic knowledge or imagination to produce new ideas and give the sensitive reaction to the author's work emotionally and responsively.

### Questioning Strategies

Questioning strategies used by teachers are aimed at activating and motivating students to participate in teaching and learning process. Jacobson et al (1989) state that there are three questioning strategies used in reading activities, namely redirection questions, prompting questions, and probing questions. Redirection questions are used to help establishing positive patterns and high level of interaction in a classroom. It involves framing of a single questions for which there are many possible response and receiving responses from several students. Prompting questions are used to hints and clues to aid for students in answering a question or to assist them in correcting and improving an initial response. It enables students to answer a question successfully. Probing questions are intended to seek clarification and guide students to complete the answer. Cooper and Simmon (1990) state that probing questions are used to follow up students' response and attempt to stimulate students to think through their answer more thoughtfully.

Questioning is always considered as a valuable tool to stimulate students' learning. Therefore, teachers are encouraged to use appropriate questioning strategies in learning activities. Questioning strategies used by teachers should be able to make students more involved in classroom discussion.

### RESEARCH METHOD

The research method used is descriptive research, to obtain information concerning the current status of a phenomenon, that is teachers' skills in using questions in classroom interaction. This study was held in SMAN 8 Padang. The participants of the research were three teachers at grade XI Science at SMAN 8 Padang in the academic year 2015/2016. There were six classes at grade XI Science at SMAN 8 Padang. The data of this research were teachers' questions in reading class. The data were collected by doing observation and recording teachers questions in the classroom activities in reading class. All teachers' questions were noted by the observer. Data were analyzed by classifying and analyzing the types, levels, and strategy of questioning used by the teachers.

### FINDINGS AND DISCUSSION

Questioning performs significant function in classroom interactions. It is used to engage students' active participation in classroom interaction. Teachers' questions are used to allow students to express their thoughts and keep students on task during class time.

There are three findings of this research; types of questions, levels of questions, and strategy of questioning used by teachers in teaching reading.

#### Types of Questions Used by English Teachers

There are three types of questions used by English teachers in reading class, yes-no questions, wh-questions, and alternative questions. Look at the following table.

Table 1. Number and percentages of types of questions used by English teachers in reading class

Questioning Strategies	Teacher A		Teacher B		Teacher C		Total	
	Quest	%	Quest	%	Quest	%	Quest	%
Yes-No	42	37	44	32	59	39	145	36
Quest								
Wh-Quest	68	60	89	66	88	57	245	61
Alternative Q	3	3	3	2	6	4	12	3
Total	113	100	136	100	153	100	402	100



questions should be frequently used in classroom activity but in reality only a limited number of questions occurred.

#### Strategies Used by English Teachers in Asking Questions

There are three main classification of questioning strategies: redirection, prompting, and probing. The most questioning strategy used by teachers is redirection and the least strategy used is probing. Look at the following table.

Table 3. Number and percentages of questioning strategies used by English teachers in reading class

Questioning Strategies	Teacher A		Teacher B		Teacher C		Total	
	Quest	%	Quest	%	Quest	%	Quest	%
Redirection	60	53	65	48	67	44	192	48
Prompting	41	36	37	27	55	36	133	33
Probing	12	11	34	25	31	20	77	19
Total	113	100	136	100	153	100	402	100

Table above shows that all teachers used redirection strategy mostly (48%), then prompting (33%). Probing is the least strategy frequently used by teachers (19%).

Redirection strategy uses the lowest level of questions, it required single answer or the answer that was stated in the text explicitly. This strategy informed whether the students comprehend the text or not. Redirection strategy is mostly used by the teachers because teachers want to provoke students to focus on the learning materials discussed and to help students establish positive patterns. Look at the following questions used by teachers as redirection strategy.

- 1) So, what is the content of the second paragraph?
- 2) Who is Alibaba?
- 3) What is his struggle?

By using this strategy, more students got participation in classroom interaction, participation were not only from students to teacher but also from one student to another students. This finding is in line with the study conducted by Kerman (cited in Jacobson & Eggan, 1989) who found that by using redirection strategy students are motivated to be involved in classroom questions, either to the higher achievers or the lower ones.

The second strategy mostly used by the teachers was prompting strategy. Prompting strategy is to help students to correctly answer the questions given by giving hints or clues. Look at the following examples.

- T : Do you know what prambanan temple is?  
 S1 : Candi Prambanan Miss.  
 T : What else?  
 S2 : A temple located in central Java.  
 T : Anything else?  
 Ss : .....  
 T : What is the other name of prambanan temple and who built the temple?  
 S3 : Loro jongrang temple Miss.  
 S4 : The temple was built by Bandung Bondowoso.  
 T : Who asks to built the temple?  
 Ss : .....  
 S2 : Loro Jongrang ya Miss?

Teacher used this strategy to maintain students' interest and to keep the students flow their ideas. Questions that are easy to answer will make students involved much in the classroom activities. Students can use the hints or clues to assist them in responding the questions successfully.

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Certificate Number: 225/TEFLIN.63/IX/2016

## **CERTIFICATE**

This is to certify that

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