# EXPLORING TEACHERS' QUESTIONING AND STUDENTS' RESPONDING IN ENGLISH CLASSROOM INTERACTION

**THESIS**

**Submitted as a Partial Fulfillment of the Requirements to Obtain Master of Education (M.Pd) in English Language Education**


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## Abstract

**Fadila, Meisyani Gustri. (2024).** ***Exploring Teacher's Questioning and Students' Responding in English Classroom Interaction.*** **Thesis. Magister Program. Universitas Negeri Padang**

This research aimed to explore how teacher's questioning and how the students responded toward their teacher questions during classroom interaction in English subject. It applied qualitative research as research design and there were six English teachers as participants in Lengayang district, West Sumatera. The data were collected through observation and the research used data sheet as an instrument. Then, the data were analyzed based on Sidnell's theory (2013). The result of the data presented that most teachers asked questions through two languages (English and Indonesia). Then, most teachers asked question in English and Indonesia with content questions. Both languages presupposed on lesson topic. Topical agenda and answer over non-answer preference were the most frequent aspect used by the teacher while questioning. Additionally, most students responded well the questions for both languages. In responding content questions, most students answered by using phrasal responses for both language questions. In responding polar question, especially English, most students responded through type-conforming response while in Indonesia, they answered through other language response obviously Indonesia language. In short, the interaction between teacher and students through questioning – responding was really crucial in order to deliver an understandable lesson knowledge.



**Key words:** Classroom interaction, Teacher's questioning, Students' responding

## Abstrak

**Fadila, Meisyani Gustri. (2024).** ***Eksplorasi Pertanyaan Guru dan Respon Siswa pada Interaksi Kelas Bahasa Inggris.*** **Tesis. Program Magister. Universitas Negeri Padang**

Penelitian ini bertujuan untuk mengeksplorasi bagaimana pertanyaan guru dan bagaimana siswa menanggapi pertanyaan tersebut selama interaksi kelas dalam mata pelajaran bahasa Inggris. Penelitian ini menggunakan penelitian kualitatif sebagai desain penelitian dan terdapat enam guru bahasa Inggris sebagai partisipan di Kabupaten Lengayang, Sumatera Barat. Pengumpulan data dilakukan melalui observasi dan penelitian menggunakan lembar data sebagai instrumen. Kemudian data dianalisis berdasarkan teori Sidnell (2013). Hasil data yang disajikan adalah sebagian besar guru mengajukan pertanyaan melalui dua bahasa (Inggris dan Indonesia). Kemudian sebagian besar guru mengajukan pertanyaan dalam bahasa Inggris dan Indonesia dengan pertanyaan dalam bentuk konten. Kedua bahasa tersebut terfokus pada topik pelajaran. Agenda topik dan preferensi jawaban merupakan aspek yang paling sering digunakan guru saat bertanya. Selain itu, sebagian besar siswa merespons dengan baik pertanyaan guru. Dalam menanggapi pertanyaan berbentuk konten, sebagian besar siswa menjawab dengan menggunakan tanggapan frase untuk pertanyaan guru dalam dua bahasa tersebut. Dalam menjawab pertanyaan polar, khususnya bahasa Inggris, sebagian besar siswa menjawab melalui type-conforming respon sedangkan di Indonesia, mereka menjawab melalui respon bahasa lain tentunya bahasa Indonesia. Singkatnya, interaksi antara guru dan siswa melalui bertanya – merespons sangatlah penting agar dapat menyampaikan pengetahuan pelajaran yang dapat dipahami.



**Kata kunci:** Interaksi kelas, pertanyaan guru, respon siswa

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Padang, 27 Februari 2024

Saya yang menyatakan,

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The writer

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# CHAPTER I

# INTRODUCTION

## A. Background of The Study

Teachers as an educator have a crucial role in learning process. They have to plan the materials, design some tasks, implement a good method or strategy, and evaluate students' proficiency. All these aspects happen in the learning process; teacher comes to the class and starts the lesson by giving some instructions. Then, students do all the instructions while the teacher monitors and guides them. In fact, teachers giving instructions and students responding to them are called classroom interaction. Brown (2001: 165, as cited in Sulistiani, 2022) explains that classroom interaction is the mutually beneficial exchange of ideas, feelings, or thoughts between two or more people; in classroom means transmitting knowledge from teacher to students also transferring ideas between teacher and learners or, between learners to the others. Sulistiani (2022, p. 11) also supports the importance of classroom interaction during learning process; she states that classroom interaction requires students to think, talk and participate actively during learning process. As the result, the learning objective that teacher expects during learning time will be achieved splendidly.

However, developing good interaction from teacher to get students good participation during learning process is very difficult. Some problems are found about classroom interaction. Based the researcher's interview and observation in some senior high schools at Pesisir Selatan regency, researcher found that the most problem in developing interaction between teacher and students during learning process especially English subject was due to teachers' talk. Some students said, they did not understand teacher's talk in English especially when the teacher asked some questions in English. In fact, questioning is one of crucial strategy in developing classroom interaction to get students' participation. It was proved by several studies related to questioning strategy in classroom interaction and one of them was by Putri (2021, p. 510). She states that questioning strategies increase students' participation during learning process and teacher provides three stages for questioning (beginning the class, during explanation, and at the end of the class section).

As questioning is the important tools to increase students' participation in classroom interaction, teachers have to develop good questions for them. To encourage students' participation, teachers must ask fascinating questions (Yunio P., 2020). They will get driven to study, especially English, due to these questions. The questions should be open-ended and include more than one correct response in order to ensure that they will catch the students' attention. These kinds of questions can provoke reflection, discussion, or argument, which in turn will help

students acquire new knowledge and comprehend the course materials (Yunio P., 2020, p. 4). Chin (2007, cited in Sulistiani, 2022, p. 3) supports that questioning is a strategy for teachers adjusting questions based on students' responses in order to develop students' higher critical thinking. In conclusion, questioning has been proved as a way to increase students' participation and develop students' critical thinking for achieving learning objective.

Since some researchers have already investigated on questioning in classroom interaction, but there are still many topics debating on it. First, Nashruddin (2020) investigated about EFL teacher's questioning in classroom interaction. He found that the teacher used questioning by using some type of questions such as open-ended questions, closed ended questions and knowledge questions. Then, knowledge questions were the dominant questions that teacher used in EFL class. However, some experts (Astrid et al., 2019; Putri & Reflinda, 2021; Shaunessy, 2005) argued that type of questions from the teachers must encourage higher order thinking abilities, which are essential for students' cognitive growth. In order to elicit critical thinking, there were several types of questions related to thinking process: cognition, convergent, divergent, and evaluation. In fact, there are still many types of questions including synthesis and provoking questions to acquire students' critical thinking.

In addition, some studies on questioning in classroom interaction (Dung & Trang, 2022; Nashruddin et al., 2020) analysed it by using

conversation analysis and discourse design analysis. However, Sidnell (2013, pp. 395 & 415) develops a design for analysing questions and responses which is called question and respond design analysis. It analyses people questions and how the other responses to the questions. In question design analysis, Sidnell (2013, pp. 400–407) analysed questions based on three aspects: presupposition, agenda setting and preferences. He also explained there were two possibilities responses: answers and non-answers responses. In investigating how people respond the questions, he also analysed it based on type of question which are polar questions and content questions.

As the explanation above, the researcher infers that questioning can be a tool or strategy to increase students' participation for achieving a good classroom interaction. Therefore, the researcher decides to explore teacher's questioning in classroom interaction. Not only questioning, the researcher also find that students' respond toward teacher's questions are important for reaching learning objective and eliciting students' critical thinking. Then, the researcher wants to explore on how students' responses toward teacher's questions. Also, the researcher will analyse teacher's questioning and students' responding by using Sidnell's design analysis which is called question and respond design analysis. As the result, this research aims to explore teacher's questioning and students' responding in classroom interaction based on questions and respond design analysis from Sidnell (2013).

## B. Identification of The Research Problem

Based on the background of the problem above, the researcher discovered that most of students in senior high school at Pesisir Selatan regency did not understand teacher's talk during English subject especially when the teacher asked questions. In fact, questioning is one of tools or strategy to improve students' participation for getting a good classroom interaction. Due to this phenomenon, questioning in classroom interaction is the crucial topic to be debated and the researcher identifies research problems which are still discussed by many researchers. They are:

1. Exploring teacher's questioning and students' responding in classroom interaction
2. Analysis teacher's questioning based on discourse and conversation analysis
3. Student's non answer responding toward teacher's questioning in classroom interaction
4. Analysis type of questioning teacher used in classroom interaction

## C. Limitation of The Research Problem

As the identification of the research problems above, the researcher limits the research problem focuses on exploring teacher's questioning and students' responding in classroom analysis by using question and respond design analysis.

## D. Formulation of The Research Problem

The researcher formulates this research problem into a question: "How are teacher's questioning and students' responding in classroom interaction?".

## E. Formulation of Research Questions

Research questions are the detail in formulation of the research problem which is consisting:

1. How is teacher's questioning in English during classroom interaction?
2. How is teacher's questioning in Indonesia Language during classroom interaction?
3. How are students' responses toward English questions from teacher during classroom interaction?
4. How are students' responses toward Indonesia questions from teacher during classroom interaction?

## F. Purpose of The Research

This research aims:

1. To find out teacher's questioning in English and Indonesia during classroom interaction
2. To find out students' responding toward English and Indonesia questions during classroom interaction

## G. Significance of The Research

The result of this research is expected to give many benefits theoretically and practically. Theoretically, this research provides information on teacher's questioning and students' responding in order to get a successful classroom interaction. Additionally, it produces a new analysis strategy for teacher's questioning and students' responding from Sidnell (2013) called question and respond design analysis. Then, practically, this research gives benefit to many people. First, it helps teachers to find out about questioning strategy for improving students' participation in the classroom and gives information on how students' responses toward teacher's questioning in classroom interaction. Lastly, it also helps the other researchers have more information on teacher's questioning and students' responding in classroom interaction.

## H. Definition of The Key Terms

1. Classroom interaction is a pattern of communication between teacher and students in order to transmit knowledge. It usually involves teacher asking a question and students responses.
2. Teacher's questioning is a way for teacher to engage students by asking some questions related to the materials. There are several types of questions that teacher used in questioning which were polar and content questions and each questions must consist major aspect in questioning.

3. Students' responding is how students receive questions from the teacher and respond it and the responded consisting responses toward polar and content questions.
4. Question and respond design analysis is one of analysis used for analysing questions development and the way people responding to them.