

**AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING
THE CLASSROOM INTERACTION IN SMPN 26 PADANG**

THESIS

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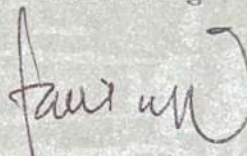
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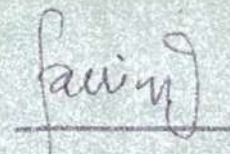
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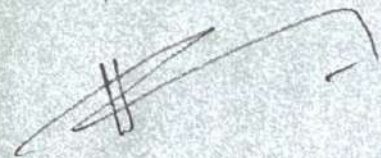
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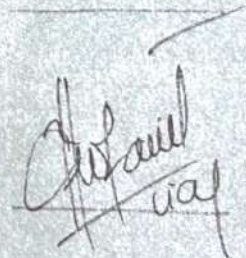
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ABSTRACT

Shabirah, Rahmah. (2025). An Analysis of teachers' questioning strategies during the classroom interaction in SMPN 26 Padang. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

This study aims to analyse questioning strategies by English teachers during classroom interactions at SMPN 26 Padang. This research employs a qualitative descriptive design, with data collected through classroom observation and recorded by using audio and video recording. The findings indicate that English teachers applied prompting, probing and repeating strategies during classroom interactions. Redirecting strategies were not found in the observed data. In response to the second research questions, the findings reveal that prompting strategies are the most frequently used, accounting for 49% of the total questions, followed by probing at 38.5% and repeating at 12.5%. Furthermore, analysis based on Bloom's Taxonomy reveals that 76.92% of the questions are categorized under lower-order thinking skills, particularly remembering (31%) and understanding (42.5%), while only 12.5% of the questions address higher-order thinking skills such as analyzing, evaluating, and creating. These findings suggest that although the teachers' questioning strategies support student participation, they are mostly limited to encouraging factual recall and basic comprehension rather than fostering critical thinking.

Keywords: Questioning Strategies, Classroom Interaction, SMPN 26 Padang.

ABSTRAK

Shabirah, Rahmah. (2025). Analisis strategi bertanya guru selama interaksi kelas di SMPN 26 Padang. Tesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk menganalisis strategi bertanya oleh guru bahasa Inggris selama interaksi kelas di SMPN 26 Padang. Penelitian ini menggunakan desain deskriptif kualitatif, dengan data yang dikumpulkan melalui observasi kelas dan direkam dengan menggunakan rekaman audio dan video. Temuan menunjukkan bahwa guru bahasa Inggris menerapkan strategi meminta, menyelidiki, dan mengulang selama interaksi kelas. Strategi pengalihan tidak ditemukan dalam data yang diamati. Menanggapi pertanyaan penelitian kedua, temuan mengungkapkan bahwa strategi meminta adalah yang paling sering digunakan, terhitung 49% dari total pertanyaan, diikuti oleh menyelidiki pada 38,5% dan mengulang pada 12,5%. Lebih lanjut, analisis berdasarkan Taksonomi Bloom mengungkapkan bahwa 76,92% pertanyaan dikategorikan dalam keterampilan berpikir tingkat rendah, khususnya mengingat (31%) dan memahami (42,5%), sementara hanya 12,5% pertanyaan yang membahas keterampilan berpikir tingkat tinggi seperti menganalisis, mengevaluasi, dan membuat. Temuan ini menunjukkan bahwa meskipun strategi bertanya guru mendukung partisipasi siswa, strategi tersebut sebagian besar terbatas pada dorongan mengingat fakta dan pemahaman dasar daripada menumbuhkan pemikiran kritis.

***Kata Kunci:* Strategi Bertanya, Interaksi Kelas, SMPN 26 Padang.**

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Classroom interaction plays a crucial role in second language acquisition as it enables students to develop linguistic competence, practice communication skills, and engage in meaningful exchanges that enhance their learning experience (Walsh, 2011). Vygotsky's (1978) sociocultural theory highlights that interaction within the zone of proximal development (ZPD) allows students to reach higher levels of understanding with the guidance of more knowledgeable individuals, such as teachers and peers. Similarly, Long's Interaction Hypothesis (1996) emphasizes that interactional modifications, such as clarification requests and feedback, help learners process and retain language input more effectively. A well-structured interactive environment enhances both language proficiency and cognitive development, making classroom interaction an essential component of effective language learning.

Teachers serve as facilitators of communication, guiding students toward effective language use through various pedagogical techniques, including questioning strategies. Effective teacher talk encourages participation, and critical thinking (Nunan, 1991). Research by Kyriacou (2009) underscores the importance of interactive dialogue, where teachers use questions to scaffold students' learning and encourage deeper discussions. Without active teacher facilitation, classroom interactions risk becoming passive, limiting opportunities for authentic language use (Mercer & Dawes, 2014). One of the most effective ways to promote classroom interaction is

through questioning strategies. Questions serve multiple purposes, such as checking comprehension, stimulating critical thinking, and encouraging participation (Tofade, Elsner, & Haines, 2013). According to Gall (1970), questions are a fundamental teaching tool that not only assess knowledge but also direct students toward deeper cognitive engagement. Similarly, Cotton (2001) found that teachers' questioning strategies significantly impact student achievement, with well-structured questions leading to better retention and comprehension.

Different types of questions elicit different levels of cognitive engagement. Lower-order questions, such as recall-based questions, check factual understanding, while higher-order questions, such as analytical and evaluative questions, encourage students to synthesize information, apply concepts, and think critically (Bloom, 1956). Research suggests that classrooms where teachers consistently use higher-order questioning strategies see increased student participation, improved problem-solving skills, and deeper comprehension (Chin, 2006; Al-Zahrani & Al-Bargi, 2017). Several studies have explored the effectiveness of different questioning strategies. Wangru (2016) identifies four essential questioning strategies: prompting questions, which engage students by capturing their interest; probing questions, which encourage deeper thinking and elaboration; repeating questions, which reinforce key ideas and concepts; and redirecting questions, which invite multiple students to respond, promoting discussion. Walsh and Sattes (2015) emphasize that teachers should balance lower-order and higher-order questions to create a dynamic learning environment.

Despite the benefits of effective questioning, teachers often face challenges in implementing engaging and meaningful questioning strategies. Some common issues include an over-reliance on closed-ended or display questions, which limit discussion, and failure to scaffold difficult questions, which can lead to disengagement (Mercer, 1995). While many studies highlight the importance of questioning strategies in language learning, there is limited research on how teachers implement questioning strategies at the junior high school level in Indonesia, particularly in SMPN 26 Padang. Studies by Dian Ekawati et al. (2021) and Nasrudin et al. (2020) explore questioning strategies in high school contexts but do not focus on how often specific questioning strategies are used or their impact at the junior high level.

Given the research gap, this study seeks to analyze how questioning strategies are implemented in English classrooms at SMPN 26 Padang. By identifying the types, frequency, and effectiveness of questioning strategies, this research will provide insights into how teachers can enhance classroom interaction and improve students' learning experiences. Findings from this study can help teachers refine their questioning strategies, making classroom discussions more interactive and engaging. SMPN 26 Padang is a public junior high school with a diverse student population. It was selected for this study because of its unique learning environment, where students come from different linguistic and socio-economic backgrounds. Additionally, previous classroom observations during Field Experience Practice (PPL) indicated that students often struggled with critical thinking and active participation, suggesting that questioning strategies play a crucial role in shaping the learning process.

This study aims to analyse types of questioning strategies used by English teachers at SMPN 26 Padang during classroom interaction and how frequently teachers implement different questioning strategies. This research aims to contribute to the field of English language education by providing a comprehensive analysis of teachers' questioning strategies in classroom interactions. By filling the existing research gap, this study will offer practical recommendations for teachers on how to use questions effectively to improve learning outcomes at SMPN 26 Padang.

B. Identification of the Problem

Effective classroom interaction is essential for fostering an engaging and meaningful learning experience, particularly in language learning. One of the key factors that influence classroom interaction is the teacher's questioning strategy. Questions serve as a tool to stimulate critical thinking, encourage student participation, and assess understanding. However, despite the recognized importance of questioning strategies, their implementation in classroom settings often falls short of expectations.

Observations during the Field Experience Practice (PPL) at SMPN 26 Padang revealed that students often exhibited low levels of critical thinking, struggled to comprehend lesson materials, and remained passive during class discussions. This raises concerns about whether the questioning strategies employed by teachers are effectively facilitating learning. In many instances, teachers predominantly relied on lower-order questions that required only recall-based responses, limiting students' opportunities to develop higher-order thinking skills.

Another issue observed was that students were often given limited support in formulating their responses, which can lead to superficial answers and reduced participation. Additionally, some students appeared hesitant to respond due to fear of making mistakes or lacking confidence in their language abilities, which may indicate a need for more supportive and interactive questioning strategies.

Furthermore, while various questioning strategies exist to enhance classroom interaction, it remains unclear which specific strategies are most frequently used by teachers at SMPN 26 Padang and how these strategies impact classroom interaction. There is also a need to investigate whether teachers are balancing different types of questions to promote both comprehension and critical thinking skills. Without a clear understanding of these aspects, improving classroom questioning practices and student participation remains a challenge.

Given these concerns, this study aims to analyze the questioning strategies used by English teachers at SMPN 26 Padang, examine their frequency, and assess their effectiveness in promoting classroom interaction. By identifying potential gaps and challenges in teachers' questioning strategies, this research seeks to provide valuable insights and recommendations for enhancing classroom interaction and improving students' learning outcomes.

C. Limitation of the Problem

This study focuses on analyzing the questioning strategies used by English teachers during classroom interactions at SMPN 26 Padang. The research is limited to identifying the types of questions used, examining their

frequency, and assessing their impact on classroom interaction. While questioning is a crucial aspect of teaching, this study does not cover other instructional strategies that may also influence student participation, such as classroom management techniques, teacher feedback, or cooperative learning methods.

Additionally, this study is restricted to English language classes in a junior high school setting, meaning the findings may not be fully generalizable to other subjects or educational levels. The research conducted within a specific timeframe, which may not capture variations in questioning strategies across different school terms or academic years.

Moreover, the study primarily focuses on teachers' questioning strategies rather than students' responses in detail. Although students' responses considered as part of the analysis, factors such as students' motivation, learning styles, or prior knowledge will not be examined in depth. These limitations are acknowledged to ensure a clear and focused investigation into the role of questioning strategies in classroom interaction.

D. Formulation of the Problem

This study aims to analyze the questioning strategies employed by English teachers during classroom interactions at SMPN 26 Padang. Specifically, it seeks to identify the types of questioning strategies used, determine which strategies are most frequently applied, and explore their role in promoting active participation in the learning process. By addressing these aspects, the study aims to provide insights into how teachers' questioning strategies contribute to fostering interactive and effective classroom

discussions.

E. Research Questions

Based on the problem formulation above, the research question for this research are as follow:

1. What type of questioning strategies do English teachers use during classroom interactions?
2. Which questioning strategies are most frequently employed by English teachers in classroom interactions?

F. Purpose of the Research

The purpose of this research is to analyze the questioning strategies employed by English teachers during classroom interaction at SMPN 26 Padang. Specifically, this research aims:

1. To identify the type of questioning strategies used by English teachers to facilitate classroom interaction.
2. To determine which questioning strategies are most frequently applied in classroom interaction.

By achieving these purposes, this research seeks to provide a deeper understanding of how teachers' questioning strategies contribute to students' engagement and classroom interaction. The findings are expected to offer valuable insights for educators, helping them refine their questioning strategies to create a more interactive and effective learning environment.

G. Significance of the Research

This research is significant for several reasons:

1. For Teachers

This research provides insights into the types and frequency of questioning strategies used during classroom interactions. By understanding the effectiveness of different questioning strategies, teachers can refine their approaches to encourage critical thinking, and create a more interactive learning environment.

2. For Students

Effective questioning strategies can enhance student participation, comprehension, and language development. By identifying the most frequently used strategies and their impact, this study may contribute to improved classroom interactions, making learning more engaging and meaningful for students.

3. For Researchers

This study adds to the body of knowledge on questioning strategies in language teaching, particularly in junior high school settings. By examining questioning strategies in the context of SMPN 26 Padang, the research provides valuable data that can inform future studies on classroom interaction and teacher-student communication.

4. For Educational Institutions and Policymakers

The findings of this study can serve as a reference for curriculum developers and policymakers to enhance teacher training programs, ensuring that educators are equipped with effective questioning strategies that promote student-centered learning.

H. Definition of the Key Terms

1. Questioning Strategies

Questioning strategies refer to the techniques and methods teachers use to pose questions during classroom interactions to engage students, assess their understanding, and stimulate critical thinking. These strategies can include prompting questions, probing questions, repeating questions, and redirecting questions.

2. Classroom Interaction

Classroom interaction refers to the communication and exchanges that occur between teachers and students during the learning process. Effective classroom interaction plays a crucial role in language learning, as it fosters comprehension, and participation.

3. SMPN 26 Padang

SMPN 26 Padang is a public junior high school in Padang, Indonesia, which serves as the research site for this study. The study examines the questioning strategies employed by English teachers at this institution during classroom interactions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to analyze the types of questioning strategies used by English teachers during classroom interactions at SMPN 26 Padang. Based on the findings several conclusions can be drawn. First, the teachers predominantly used prompting, probing, and repeating strategies, while redirecting was not observed at all. Among these, prompting was the most frequently employed, accounting for 49% of the total questions. These strategies were effective in eliciting student responses, but they mostly focused on lower-order thinking skills, which may have limited students' ability to engage in deeper, more critical thinking. The use of higher-order questioning strategies, such as those requiring analysis, evaluation, or creation, was notably low.

Another important conclusion is the way questions were classified according to Bloom's Taxonomy. A majority of the questions asked during the observations fell under remembering and understanding. While these questions are essential for building foundational knowledge, they do not encourage students to think critically or engage in higher-order cognitive tasks such as analyzing or evaluating. This limited cognitive demand may have contributed to surface-level student responses, as learners were primarily required to recall facts rather than develop more complex reasoning or problem-solving skills.

The overall questioning patterns observed suggest that while the teachers were successful in eliciting responses from students, they did not create enough opportunities for deeper engagement or critical thinking. The findings

highlight the predominance of lower-order questions, which focused on factual recall rather than deeper exploration of concepts. These patterns indicate a need for teachers to incorporate more diverse questioning strategies, especially those that stimulate critical thinking and encourage students to engage in discussions that promote higher-order thinking.

B. Suggestion

Based on these findings, several suggestions can be made to improve the effectiveness of questioning strategies and to enhance classroom interaction. Teachers should be encouraged to use a balanced mix of questioning strategies that includes both lower and higher-order questions. This balance will not only help elicit immediate responses but also stimulate students to engage in deeper thinking and reflection. Professional development programs could focus on helping teachers develop higher-order questions, which could help shift classroom interactions from simple recall to more complex problem-solving tasks.

Additionally, teachers should be encouraged to incorporate more higher-order thinking questions into their lessons. These questions, such as those that require students to analyze, evaluate, or create, would help students engage more critically with the content. By focusing on such questions, teachers can enhance students' cognitive development and promote skills that are essential both in academic and real-world problem-solving contexts. Training on how to scaffold student responses and support critical thinking through questioning would also be valuable for teachers.

Another important suggestion is for teachers to foster more interactive

classroom environments where questioning serves as a tool for dialogue rather than just a means of eliciting correct answers. Engaging students in conversations and group discussions through open-ended questions can encourage deeper engagement with the material and foster collaborative learning.

To further enhance questioning strategies, peer observation and feedback can be highly beneficial. Teachers can observe their colleagues' questioning strategies, exchange insights, and provide constructive feedback on how to improve questioning skills. This kind of reflective practice will help teachers become more aware of their own questioning styles and identify areas for growth.

Finally, ongoing professional development focused on questioning strategies, classroom interaction, and the effective use of Bloom's Taxonomy in lesson planning would be extremely beneficial for teachers. Such programs would equip teachers with the tools needed to improve their questioning strategies and better foster critical thinking in their classrooms.

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