

THE IMPACT OF TEACHER QUESTIONING ON CREATING INTERACTION IN EFL CLASSROOM: A DISCOURSE ANALYSIS

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ABSTRAK

Kata kunci:

pertanyaan guru,
interaksi di kelas EFL,
analisis wacana, SMPN
Mataram.

Dampak Pertanyaan Guru terciptanya Interaksi di kelas bahasa Inggris sebagai Bahasa Asing: Sebuah Analisis Wacana (Penelitian Kualitatif Deskriptif di SMP Negeri Mataram). Artikel ini meneliti pengaruh pertanyaan terhadap terciptanya interaksi dalam bahasa Inggris sebagai bahasa Asing di kelas Bahasa Asing (EFL). Ini juga berusaha untuk menentukan karakteristik pertanyaan yang mendorong peningkatan interaksi kelas. Data dikumpulkan melalui rekaman video kelas EFL yang dianalisis menggunakan teknik Analisis Wacana. Partisipan dalam penelitian ini adalah siswa SMPN Mataram. Pertama, kelas yang berpartisipasi direkam dan data yang dikumpulkan ditranskripsi. Pertanyaan yang diajukan di setiap kelas kemudian dibagi menjadi dua kelompok: pertanyaan yang dianggap meningkatkan interaksi kelas dan pertanyaan yang gagal menciptakan interaksi kelas. Akhirnya, fitur yang menentukan dari setiap kelompok pertanyaan ditentukan. Hasil penelitian menunjukkan bahwa dampak pertanyaan guru dalam menciptakan interaksi kelas efektif. Dengan kata lain, beberapa jenis pertanyaan secara signifikan meningkatkan interaksi kelas.

ABSTRACT

Keywords:

teacher questions,
interaction in the EFL
classroom, discourse
analysis, SMPN Mataram

Rastiani. 2019. The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis (A Descriptive Qualitative Research at SMP Mataram). This study examines the effect of questions on fostering interactions in English as a Foreign Language (EFL) classroom. It also seeks to determine the characteristics of questions that encourage increased classroom interaction. Data were collected through EFL classroom video recordings that were analyzed using the Discourse Analysis technique. Participants in this study were students of SMPN Mataram. First, participating classes are videotaped and the data collected is transcribed. The questions asked in each class are then divided into two groups: questions that are considered to increase class interaction and questions that fail to create class interaction. Finally, the defining features of each group of questions are determined. The results show that the impact of teacher questions in creating classroom interaction is effective. In other words, several types of questions significantly increase class interaction.

INTRODUCTION

Classroom interactions involve a large number of teacher questions addressed to students (Brown, 2006). Richards (2003) states that verbal question and answer actions that occur between teachers and students are more often than other events in the EFL classroom. According to Dalton- Puffer (2007), instructions that include asking verbal questions during lessons are more effective in producing achievement than instruction that is asked without question. Research shows that verbal questioning is a teaching method used by classroom teachers to involve students in class discussions and encourage more interaction (Adedoyin, 2015). Foreign language teachers focus

primarily on facilitating student learning and the acquisition of other languages. However, this process requires class interactions and real involvement of students so that they can be successfully achieved (Gillies, 2004). Kumpulainen and Wray (2002) assert that: "It seems that in many contemporary classes social interaction is seen as a valuable tool for learning.

In addition, researchers also hope that students accompanied by teachers who need to provide important questions, also inspire students to fight "Question", because the results of research conducted by Prilanita and Sukirno (2017) that the learning method used by teachers indirectly influence the skills ask students. The hope is not only teachers who are then proficient at making basic questions, students are also asked to ask so that they benefit both parties and there is a joint learning process. The above confirms what was emphasized by Boyes and Watts (2009: 79) that asking is an important activity for students to explore the world in which they live, find alternative solutions to existing problems, see the causal relationship effects and relationships between things that around them, and set hypothetical questions (if / then). The teacher's ability to make good questions will help student participants to find the right solution and deepen their understanding of the material being taught. Research from Redhana (2012) provides a strong affirmation through a series of experiments conducted by testing the effectiveness of the problem-based learning model and Socrates questions to improve students' critical thinking skills in science subjects in middle school. This method has proven effective for improving students' abilities. critical thinking skills. One of the main points of this learning model is to provide questions, such as and conceptual and Socrates questions. Creating class interactions requires the use of various effective techniques and effective implementation of pedagogical intentions to develop the teacher's understanding of class interactions (Seedhouse, 1997). This can be achieved by understanding the types of features and events that occur in classroom settings that function to facilitate the creation of class interactions. Using questioning behavior is one technique that is usually used by teachers to promote and create class interactions (Lynch, 1991). We have noticed that the teacher often and extends to us verbal questions and answers in the EFL class as a means of engaging students in class discussions and creating interactions. However, some of these verbal questions fail to get the desired interaction while others succeed in doing so.

Therefore teachers need to often adjust their asking techniques to achieve the desired goals of the questions asked (Hussain, 2003). This study seeks to investigate interactions as a consequence of verbal questions and to identify feature questions that lead to class interactions. This study considers the features of the following questions: the level of cognitive questions, their complexity, type (referential or display), and communication patterns that tend to emerge. The same analysis will be made of questions that fail to achieve this goal. Therefore, the main objective of this study is to investigate the effect of questions that are effective in fostering classroom interactions in EFL settings. When this study investigates the features of questions that encourage increased interaction according to the level of cognitive, complexity, type of question -

referential or display - and communication patterns. Pedagogically, this information can be useful for teachers when developing and implementing lesson plans. By understanding the importance and role of questions, the instructor can formulate questions that promote increased class interaction and minimize the use of questions.

RESEARCH METHOD

The research method used in this study is qualitative. Qualitative research uses methods such as participant observation or case studies that produce narratives, descriptive explanations about the background or practice. Use this method and reject style of displacement and style interpretation (Drislane & Parkinson, 2011). The research paradigm is interpretative, which is based on research thinking that must be solved with challenging reality. The essence of interpretivism works with proven subjective meanings in the social world and is used to build new theories. But in this study, the interpretation is the dominant research paradigm; some quantitative data is used to make several classifications between question features and frequency of conversation interactions. For the purposes of obtaining data, recordings are used to support the features of the most important questions.

The findings of this study indicate that the level of classroom interaction in SMPN Mataram in the EFL context can increase significantly through the use of question and answer techniques. Questioning techniques are demonstrated as being widely used in EFL classrooms that are observed. This is consistent with the classification According to Brown and Wragg (1993), teacher questions serve as a tool to attract and curiosity about a topic, to focus attention on specific problems and concepts, to develop active approaches to learning, to stimulate students to ask. about themselves and others, to check student understanding, to get information, and to control class. The data collected also confirms that the use of questioning techniques used in English classes helps students become more involved in classroom interactions. While questions were found to be the dominant feature of EFL classrooms, interactions occur at different levels depending on the questions asked. In addition, interactions seem to vary between low and high levels of interaction when verbal questions were asked, depending on the level of student skills, pedagogical goals, and time onstraints. Researche can analyze that the questioning give positive affect for the student. The student speak up more, at least only in word by word but they understand what they said. The question ask by teacher do not determine the number of student answer.

This study has one variable that was the impact of asking English teachers during class interactions. Therefore, the strategy of asking the teacher refers to the English teacher during class interactions. This study has one variable that was the impact of asking English teachers during class interactions. Therefore, the strategy of asking the teacher refers to the English teacher during class interactions.

Participants in this study were the eight grade students of SMPN Mataram consisting of two classes. Other than that researchers only took 1 class from 2 classes which students consisted of 25 people per class so the total students were 50 students but the researchers only chose 1 class that is class VIII.1 and researchers only took 10 people from the class to be sampled. To select students as participants, researchers applied a purposive sampling technique. Purposive sampling, also known as judgmental, selective or subjective sampling, is a type of non-probability sampling

technique. Non-probability samples focused on sampling techniques where the unit under investigation is based on the assessment of the study.

Research Instrument

There are observations and interviews.

- 1) Observation, by observing the teaching-learning process, researchers get data from natural situations. In the process of observation, researchers are known by the participants. According to Creswell (2009), the advantage of observers as participants is that information or data can be recorded when it occurs or occurs.
- 2) Interview, according to Griffe (2012), interview is the meeting which is conducted face to face one to one, the research which play the role as interviewer poses some question for the interviewee in order to gain the data. The interviewee is an English teacher. In this case, the reseracher uses semi-structured interview is a type of interview in which the researcher prepare the guiding questions, the format of the questions will be open-ended question, and the interviewee is given a chance to elaborate their answer in investigative.

Procedures of Data Collection

In gathering the data of this study, there are two kinds of collected for the first transcription of classroom observation and the second interview. In order to gain both of kinds of data, there are two instruments used by the researcher, namely :

- 1) Observation in the class (Recording)

In this study, observation is used in collecting the data needed. The observation is specifically conduct in the classroom setting, since this study attempts to investigate the questioning strategies applied by the teacher. Classroom observation is conduct in this study in order to obtain the data directly from the subjects of the study and the time to ask students 5-10 minutes.

By doing observation, it is expecting that the researcher will have the opportunity to get as much information as possible regarding the issue being investigated. Unfortunately, there is a difficulty in carrying out the observation. It is true that several behaviors of interest occur rapidly in an educarional setting. Then, this kind of behavior may be missed by the observer while doing the observation. Therefore, recording is utilized as the primary strategy in gathering and collecting the data needed in this study in order to get the details of the behaviors that are not covered through direct observation.

- 2) Interview

The interview process is conducted after finishing the classroom observation and recording process. In interview the reseracher used semi- structured interview . it is intended to give much greater freedom to ask, in case of need, supplementary questions or even to omit certain questions if the situation so requires. The interview process was recorded by audio recorder. used audio recorder was intended to help the interviewer in gaining the more detailed data during the interview.

Data Analysis

The data analysis technique used in this research was an interactive model of analysis. According to Miles and Huberman (1992:16) defined there are four concurrent verification flow of activity in the model deta collection, data reduction, data display, and data conclusion drawing and verification.

- Data Collection : After identifying the problem, the researcher collected the data by interviewing students as information and observing the teaching and learning process to gain more supporting data. All the recording data and observation

checklist were collected and then the researcher wrote the transcription of the recording from the transcription, the researcher get data.

- Data Reduction : It is process of minimizing the amount of the data needs to be stored in a data storage environment. In this researcher, the researcher select data obtain at the time of research regarding the students.
- Data Display : In the step, the researcher made describe and discusses the finding of the researcher in the form systematically. Therefore, it is easy to be analyzed. Display the data means to present data into organization.
- Conclusion Drawing and Verification : The last step, the researcher made conclusion and suggestion based on the data analysis.

RESEARCH FINDINGS

Based on the results of data analysis, researchers found the impact of teacher questions in creating interactions in EFL in terms of discourse analysis. Data collected from observation sheets, video recordings and interviews. Data collection was carried out on Thursday, March 12, 2023 at 7th grade of State Middle School of Mataram. The situation in the classroom in the teaching and learning process at first the teacher takes absent and absent students in the class, as for students who are not present the teacher asked students. The teacher asked why he did not come and then several students answered that the student who did not come was sick. After taking attendees, the teacher refreshes last week's lesson by questioning what was learned last week. When the teacher asked all students enthusiastic to answer questions from the teacher. After repeating questioning the lesson last week the teacher asked students to put out their textbooks, then the lesson began in the learning process the teacher gave the material to be discussed at the meeting. Once the teacher gave questions to students about the material given ie material about "birthday invitations ". Students were enthusiastic about answering questions from their teacher and creating interaction in the classroom. The researchers, the situation in the classroom was very comfortable and orderly because the teacher and students both participate in the class. The way the teacher gives questions to students was by "does anyone know about this learning? who knows? why can? try to tell me a little what I have explained?"

In the class the teacher and students are very participating according to their respective roles where the teacher was the student monitor while the student was the audience. In the process of asking the teacher to students it was not tense because that student was also happy to answer questions from the teacher. If the teacher gives questions to students, students enthusiastically answer questions from the teacher and create interaction in the classroom. Besides that, interactions also increase because of students who ask and answer in class. In the learning process the situation in the classroom was very active and fun because of the question and answer. Before the question-and-answer process begins the teacher gives the opportunity for students to read and do the assignments given by the teacher. As students were told to look for difficult words that were in the textbook. After the students have done the assignments,

the teacher asks again the tasks that have been completed by the teacher while the task was to make a birthday invitation.

In this study, researchers had 10 people class VIII interviewed and asked 6 questions related to the teacher's asking strategies in classroom interactions. from students, researchers found that the average student agreed with the research questions asked. The researcher sees that students really like it when the teacher asks because by asking students can better understand the lessons that have been given by their teacher.

Table 1.1. Extract 1

Question	Answer
1. Do you like if your teacher asks some questions? <i>(Apakah kamu menyukai ketika gurumu mengajukan beberapa pertanyaan?)</i> a. IF YES, why do you like ? <i>(jika ya, mengapa?)</i> b. IF NO, why you don't like?	<i>Saya suka karena saat ditanya kita dapat memahami apa yang dibreikan oleh guru.</i>

From the students' answer above that students really like what the teacher asked. Because the questions can remind past lessons and are being studied now and the question the teacher also helps students to open up insights and look for answers about what the teacher questions. From students' answers too explain that teacher questions can also make students remember and better understand what they have learned.

Table 1.2. Extract 2

Question	Answer
What types of question that you like when your teacher ask? <i>(pertanyaan seperti apa yang kamu sukai ketika gurumu bertanya?)</i>	<i>Pertanyaan yang sangat mudah dan jelas.</i>

From the students' answers above, students prefer to be given easy and clear questions according to the level of student knowledge. So the teacher must also pay attention to the level of questions given to students. In this case students were very participating in answering questions from the teacher if the questions given were easy and have been explained before

Table 1.3. Extract 3

Question	Answer
What are the question that mostly ask from your teacher? (<i>jenis pertanyaan apa yang sering ditanyakan gurumu ?</i>)	<i>Jenis pertanyaan what do you think ?</i>

From the students' answers above, the type of question that was often asked by the teacher to students was about asking what you think about the material.

Table 1.4. Extract 4

Question	Answer
Is it difficult to answer the question from your teacher? (<i>apakah sulit menjawab pertanyaan dari gurumu?</i>)	<i>Inshaallah tidak terlalu sulit jika pertanyaan yang diajukan sudah dijelaskan.</i>

From the students' answers, it is stated that if the teacher gives questions, students are enthusiastic in answering them if the questions were related to the material that has been explained. From this study the researchers saw that in the process of answering the questions in the class the students greatly participated because the questions asked by the teacher involved the lessons that were explained. Students really like it when their teacher asks questions because if their teacher asks questions, students were enthusiastic about finding answers to their teacher's question.

Table 1.5. Extract 5

Questions	Answer
Are you afraid or shy to answer your teacher questions? (<i>apakah kamu merasa takut ataupun malu ketika gurumu bertanya ?</i>)	<i>Tidak malu. Karena buat apa malu kalau Cuma di dalam kelas lebih baik salah di dalam kelas daripada salah di</i>

<p>a. IF YES, why do you afraid or shy ?</p> <p>b. (ji Jika benar, kenapa kamu takut ataupun malu ?)</p> <p>c. IF NO, why you don't Afraid or shy?</p> <p>d. (Jika tidak, kenapa kamu takut atau malu?)</p>	<p><i>luar kelas.</i></p>
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From the students' answers above that when students answer questions from the teacher students do not feel embarrassed or afraid to answer their questions, because students realize that this was a learning and practice of speaking in front of many people. Students assume that answering questions from the teacher trains students' courage to express what students know about the lessons that have been discussed. Students assume that being in class was a place to express opinions and ask questions about the lesson being learned. So students practice their confidence from answering questions from their teacher.

Table 1.6. Extract 6

Questions	Answer
<p>Do you think from your teacher question will guide you to speak up for make the class more interview? why?</p> <p><i>(apakah kamu rasa pertanyaan gurumu akan membimbingmu</i></p>	<p><i>Ya, pertanyaan yang diberikan oleh guru dapat meningkatkan interaksi di dalam kelas dan meningkatkan pengetahuan.</i></p>
<p>Agar berbicara untuk meningkatkan interaksi didalam kelas? mengapa ?)</p>	

From the students' answers above that the question and answer method that takes place in the teaching and learning process was effective because if the teacher asks then the student will try to answer questions from his teacher. When students answer questions from their teacher, interaction in the classroom arises between students and teachers and then students and students. The question and answer method was also encouraged to increase student knowledge because teachers often ask questions so students will find out about the discussion of material that has been given by the teacher.

CONCLUSION

Based on the findings of the research questions in the previous chapter. The researcher concluded that the impact of teacher questions on creating interactions in EFL in terms of discourse analysis is positive. Proven by this research that the questions raised by students help students to increase interaction in the classroom. This is evidenced in interviews conducted by researchers to students and through observation during the learning process in the classroom. But teachers more often use simple and basic questions so students are more motivated to speak and students are more confident to answer the teacher's questions.

The researcher considers that the impact of teacher questions in creating interaction in the classroom is effective because students are enthusiastic about answering questions from the teacher if the teacher gives questions while the questions do not come out of the subject matter and have been explained by the teacher. The interview is a tool used to find out students' feelings about the question and answer system in class, the average student likes when the teacher asks a question.

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