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AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING CLASSROOM INTERACTION IN SENIOR HIGH SCHOOL (A Case Study at One of Senior High School in Pangandaran)

Ni'ma Faroidatul Ardani
English Education Program FKIP Galuh University, Ciamis, Indonesia
nimafaroidatul123@gmail.com

Dedeh Rohayati
English Education Program FKIP Galuh University, Ciamis, Indonesia
dedehrohayati2017@gmail.com

Andi Rustandi
English Education Program FKIP Galuh University, Ciamis, Indonesia
andru.unigal@yahoo.co.id)

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Abstract: Questioning is known as the most influential teaching skill and frequently used as efficient strategy for teachers in classroom teaching. A question proposed by the teachers can stimulate the students' learning, gain knowledge, help students building understanding to think critically and creatively, and identify the output of the students before or after teaching. Unfortunately, asking questions to the students does not always work well. Sometimes, the teacher fails to engage the students to answer the questions. Therefore, teachers should consider the use of questioning strategies to improve students' engagement in learning. This study aimed to find out the English teachers' questioning strategies used by the teachers to improve students' engagement in classrooms, and to explore the factors contributing to the type of questioning strategies used by the English teachers during the classroom interaction. The method of this study is qualitative research involving one English teachers and students at one of Senior High School in Padaherang. To collect the data, the researcher used observation and interview. The result of the study showed that the teacher used some questioning strategies consisted of yes/no questions, type short answer/retrieval-style question and display questions. The teachers used those questions because the condition and material used native language that provided the students time to think the answers. Students' responses positively to the teacher's questioning strategy resulted in a good effect and class interaction. When they have difficulty answering these questions in English, they will use Indonesian language. Therefore, the researcher suggested that teachers should be more aware of their questioning skills and use them to improve the students' engagement in classroom.

Keywords: teachers' questioning; classroom interaction; teaching strategies

INTRODUCTION

Questioning strategies in classroom interaction is very important for the successful teaching-learning process. In creating an interactive classroom, teachers need to provide support, which can be in the form of questions (Hite et al., 2024). This strategy is implemented to students by interacting and involving them to train their speaking skills and also to ensure that the students master the concepts. The majority of foreign language students are more interested in learning how to speak, as this skill seems to be the most important (Huang et al., 2024). A question is used by the teacher to build an interaction with students by giving some questions to get feedback from students. Through questions, the teacher can motivate students to share their ideas with others. As stated by Bernaus & Gardner (2008), teaching English focused more directly on the relationship between student's motivation, language achievement, and teacher's didactic strategies used in the EFL class. In engaging classrooms, outstanding English teachers employ a variety of classroom tactics to encourage pupils to speak throughout class (Xuerong, 2012). Therefore, the students are demanded to be active in the classroom interaction while teachers are also demanded to communicate in the classroom interaction.

In reality, delivering questions to the students does not always work well because the teachers sometimes fails to engage the students in the process of answering the teachers' questions (Lesiana, et al., 2024). The teaching and learning process between teacher and student in the classroom needs a strategy. By referring to communicative language teaching approach in language classrooms (Dos Santos, 2020), some strategies can be used by the teacher in the English classroom interaction, for example, by having a general or yes/no questions, special questions using wh-words, choice questions, and disjunctive or tag/tail questions, and one of them is questioning strategy. Active learning strategies can improve students' critical thinking (Nelson & Crow, 2014). Teachers had to apply strategies to make students enjoy and be active in teaching teaching-learning process. To help the students improve student ability in speaking, the teacher needs some strategies to master speaking skills (Wahyudi, 2017). Thus, the questioning strategy is the strategy used by teachers to get the students' responses, to have good grammar, and lead the students' skill in pronunciation.

Studies on related topics have been conducted by several researchers (Sari, 2019; Mikhael et al., 2022; Erianti et al., 2018; Putri & Reflinda, 2021; Winanta et al., 2020; Nisrina, 2023). The research reported by Mikhael et al. (2022) revealed that "the most common form of verbal communication among teachers" and "the most inspirational instructors' verbal communication was questioning". The study conducted by Erianti et al., (2018) and Putri & Reflinda, 2021 come up with the result that several type of teachers' questioning are identified and thus students have their preferences towards teachers' questioning strategies. Winanta et al., 2020 found that 1) among 12 talk types in the FLINT system, 9 types were used and the highest type is 'praises or encourages'; 2) the use of criticism was very rare to keep the students' feelings and mental. The result of the study conducted by Nisrina (2023 shows that the teachers found questioning strategy useful and used mostly short answer and yes/no question in teaching and learning activity; however it was hampered by lack of students' vocabulary. Studies on related topic have not been implemented yet in the area of Pangandaran Regency, mainly at one of Senior High School in Pangandaran Regency. Specifically, this study aimed to find out the English teachers' questioning strategies used by the teachers to improve students' engagement in classrooms, and to explore the factors contributing to the type of questioning strategies used by the English teachers during the classroom interaction.

METHODS

The researcher chose qualitative paradigm because it deals with the form of words or pictures rather than numbers (Fraenkel & Wallen, 2006, p. 472). In addition, data analysis is the most complex and mysterious of all of the phases of a qualitative project, and the one that receives the least thoughtful discussion in the literature (Thorne, 2000). This research used the type of case

study because it performs analytical generalization, which is defined as the logic by which a case study can extend beyond the original case study and based on the meaning of similar theoretical concepts or principles (Christie et al., 2000; Yin, 2018). Regarding the first primary data, it was obtained from the non-participatory because the researcher only observed the teacher questioning strategy during the learning and teaching process in the classroom. In a nonparticipant observation study, the researcher observes the activities of a group without in any way participating in those activities (Fraenkel & Wallen, 2012, p.446). To avoid the missing behavior of interest occurring rapidly in a classroom setting, the researcher used video recording of teaching-learning processes of English subjects as the secondary strategy to collect the data. Final steps of observation was to analyze observation result by using the method of thematic analysis (Braun & Clarke, 2024). The second primary data were based on the semi structured interview (Creswell & Poth, 2016). Some method for recording an interviewee's words exactly is required (Fraenkel & Wallen, 2012 p. 457). An interview is a meeting of two persons to share information and ideas through responses, resulting in communication and joint construction of meaning about a particular topic (Hawa & Makmuroh, 2016). The result of interview were analyzed through transcribing, coding, and categorizing.

RESULTS AND DISCUSSION

The result of this study is presented in the Table 1 and Table 2. As previously mentioned, the present study is to find out what kind type of questioning strategies commonly used by teachers in the English learning process in the classroom and to explore the factors contributing to the type of questioning strategies used by the English teachers during the classroom interaction. The result of finding will be elaborated in the following organization:

1. The types of questioning strategies used by English teachers during classroom interaction

To answer the first research question, the data collection was from the observation which were captured by video recording. In this observation, the researcher focused on getting data about the type of question strategies with the transcript of the observation. After combining the codes of themes, it was to reports those themes resulting in three elements of observation as given in Table 1:

Table 1. The result of observation

Pre-activity At the beginning of learning, the teacher started the class. The teacher's greeting asked the students' conditions, and checked the students' attendance list. To check the student's understanding of the previous material, the teacher asked for the student's previous knowledge.
Core- activity The teacher gave new material, the material was written on the whiteboard. After that, the teacher explained the material, and an interaction occurs between the teacher and students. The teacher made examples of sentences related to the material, then the teacher asked "do you understand?" The student replied, "yes, I do". Hearing these answers, the teacher continued other interactions by reviewing several examples of dialogue, then the teacher asked questions about the dialogue, then students answered. The teacher also instructed students to make a dialogue with their desk mates about the material. Then, it was displayed in front of the class.
Post-activity After the students had a dialogue, the teacher reaffirmed to the students about the material. Then, the teacher gave some questions to do at home and would be discussed next week. After the learning process was over, the teacher led the prayer and greeted the students to go home.

Based on Table 1, the teacher asked the question to measure the students' comprehension. She used the question to find out how far the students could get the meaning of the lesson. In asking

the question, the teacher gave the students enough time to think before answering the question, repeated the question when there was no response from students, and the teacher modified the question if the question was not understood by using the Indonesian language. There are some points obtained from the observation:

Point 1: The teacher greets the entire class to encourage all students about their condition. The teacher greets the entire class to encourage all students to answer the question.

This can be seen in the following Excerpt 1:
T : "Good afternoon class, how are you today? S: "Good afternoon Mom. I'm fine and you?"

After the teacher asked about the condition and greeted the students, the teacher asked about their knowledge of the material as described in Excerpt 2:.
T: "I'm very well. Do you remember our material last week? If you get the point, let's continue to the next material"

Point 2: It indicates that the teacher wanted identify the student's understanding of the material. It means the teacher used a divergent question strategy with the students. In this type of question, the teacher asked about the material that was given by the teacher and checked the understanding of the students as illustrated in Excerpt 3:

T: "Do you understand? S: "Yes, I do"
T: "If you get the point, please write a sentence from this expression"

Point 3: It shows that the teacher asked the question to find out the students' understanding of the material and to make sure they were getting attention in the class. The teacher called the students' names when asking the question to elicit the students' responses as depicted in the following Excerpt 4:

T: "Now, I will call one by one name to answer and give a sentence from the expression"

Point 4: It shows that this questioning strategy is to check the students' understanding of the subject with a convergent question, and the answer to this question is a yes or no response from the students. this indicates that the teacher wanted to identify the student understanding and attention related to the lesson and material.
T: "Any questions about this material?" S: "No"
T: "Okay, do you understand? S: "Yes, ma'am".

Based on the Point 1, Point 2, and Point 3 above, it can be concluded that the teacher used some interaction in the classroom. As it was concerned, interaction in the classroom is very important to improve students' ability to recognize work-related problems and apply effective strategies and solutions to fundamental challenges. This is an embodiment of an active learning strategies to improve students' critical thinking ability (Nelson & Crow, 2014).

Based on this observation result, it can be concluded that there is a classroom interaction during the teaching-learning process between the teachers and the students by asking various questions. In fact, the questions posed by the teacher reached the interactive learning process. It's related to Dös et al. (2016) who claims that "since ancient times, the use of questions has been a key evaluation strategy. It has been suggested that smart questioning and effective teaching go hand in hand". It has been thought that there is a relationship between asking good questions and effective teaching (Dös et al., 2016). In the classroom, this type of questioning has been utilized as a critical assessment tool for centuries.

2. The factors contributing to the type of questioning strategies used by the English teachers during the classroom interaction

In order to answer the second research question, the factors contributing to the type of questioning strategies used by the English teachers during the classroom interaction, the researcher had the interview with one English teacher. In this research, there are five questions of interview and the result of the interview is given inn Table 2.

Table 2. Interview Result

No	Interview Questions	Interview Answers
1.	*R:* What types of question that you used in teaching process in your class? Tell the reason why you use that type of question?	*T:* In the teaching-learning process, I just asked the questions related to the material and conditions in the class. It just runs based on the condition of the classroom interaction or based on the student's responses. But, in more time, the types of questions that are often used fall into the yes/no questions, type short answer/retrieval-style questions, and display questions. Because the convergent question was also used by the teacher in this classroom activity, these types of questions is beneficial to check the students' understanding of the subject.
2.	*R:* What types of question that is frequently used?	*T:* the types of question that is frequently used is short answer.
3.	*R:* Did you find difficulties when asking students some questions?	*T:* Yes, of course. The difficulty is that sometimes the students has no motivation to ask questions or to learn more material. So, every time we finish the material, I don't understand why I don't want to ask or find out. Another difficulty was that students sometimes did not understand my questions and they find it difficult to answer the questions in the English language.
4.	*R:* Well, how do the students perceive your questions?	*T:* The students responded positively. Every time they were asked, they immediately look for answers. Since some students are basically very unique and different; so I give them the directions and lectures first to stimulate their answer.
5.	*R:* How effective are the question that you use in classroom interaction?	It is very effective because I adjusted the types of questions according to the students' abilities. The most important thing is that there is interaction in the classroom with the assistance of questioning strategy.

Based on Table 2 above, it can be concluded that the teacher asked the question in the classroom interaction based on the classroom condition and also based on the student's response. The researcher had collected and analyzed the data and collected them resulting in the following points (Point 1 and Point 2:

Point 1: In the interview, it reveals the teacher's preference in using the question. Actually, the teacher just asked for questions which are related with how the function of that question itself. Also, the teacher used their question which related with the condition and material. Sometimes she used yes/no questions, type short answer/retrieval-style question and display questions the types of questioning strategy; it just run based on the condition of the classroom interaction and also based on the students' responses. She just asked the students to follow up the material that how far the students' comprehension, and asked the students for their knowledge and understanding.

Point 2: In the interview, the teacher gave her reason and explained her preference in using her question. Actually, the reason why the teacher gave the question is to find out the comprehension of the students about the lesson, the teacher guess that it was easy to measure how the students understand and pay attention to the teacher explanation. Another reason is that the questioning strategy motivate them to listen. The teacher thinks that every teachers must understand the class situation, so that students can focus on listening to material delivered by the students.

As it is explained previously, the second result of this study was asked the factors contributing to the type of questioning strategies used by English teachers during classroom interaction. Factors contributing to questioning strategies can help the teacher to create a good atmosphere in the classroom, mainly to improve classroom interaction. The interaction is also an affective, temperamental matter, not merely a question of someone saying something to someone (Xuerong, 2012). So, it can be concluded the teacher thinks that an educator who asks questions effectively will educate students positively to think actively in the learning process. The teacher also asks questions about the material to stimulate students' minds in communicating and can function to encourage students in the involvement of discussion at that time. In addition, language learning does not only mean training and language skills but also concentrating on the ability to communicate. In other words, the communicative approach is at the core of the teaching process, mainly the process of communication (Dos Santos, 2020). Communication and interaction in the classroom is very important to improve students' ability, to recognize work-related problems and to apply effective strategies and solutions to fundamental challenges.

CONCLUSION

The researcher makes some conclusions about the types of questioning strategies used by the teachers in the teaching-learning process and students' responses toward the questioning strategies used by the teachers. This research has found that there were some questioning strategies used by the teachers: yes/no questions, type short answer/retrieval-style questions, and display questions. The students' responses to the teacher's questioning strategy are positive indicating that questioning strategy has a good effect and can influence the attractive class interaction. When they have difficulty answering these questions in English, they will use the Indonesian language. This study showed that the teachers succeeded in encouraging their students to engage and interact actively in the whole class discussion. They used varied strategies of questioning to push the students to respond to the questions. In general, students like to answer questions posed by the teacher.

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