Teacher's Questioning Strategy to Teach Speaking at MA An-Nidhomiyah

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Abstract:

This study aims to describe the implementation and the students' responses toward the use of questioning strategy in teaching speaking. The research design of the study was qualitative which focus on case study research. It involved the eleventh-grade students of MA An-Nidomiyah as the subject of the research. The data were obtained through the observation during the teaching and learning process and an interview with the students. In this study, the researcher accomplished several steps to analyze the data, namely organizing and familiarizing, coding and reducing, interpreting, and representing. The result of the research finding proves that it is effective to use this strategy. So, using a questioning strategy can improve speaking skills and knowledge of vocabularies. Furthermore, it is suggested that questioning strategy can be effectively used in speaking class.

Keywords: Speaking Skill, Questioning Strategy, Teaching Speaking

Introduction

In the 21st century, the need of mastering English has become crucial for people in the world. People know that English is an international language that can be used to communicate with foreigners, or with people from English speaking country, it is a great advantage, no wonder if there are so many English learners in Indonesia, and English is now taught to the students since the very low level. The reason for this is that English becomes the major language used in global communication. Thus the need to master English is very essential, speaking skill.

Speaking is one of the English skills that are important to be mastered. According to Efrizal [1], speaking is one way to communicate ideas and think orally. Speaking unlike reading or writing happens in real-time. When you speak, you cannot edit and revise what you wish to say, as you can if you write. The teaching of speaking is having a high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Teaching speaking can not be separated from other objectives or skills, it means that when we teach speaking other skills like listening, reading, writing will be involved in the process. We cannot avoid them by teaching speaking skills only separated from other skills. Teaching speaking is also meant that the student is given opportunities to use the target language

through activities that allow them to use their imagination and activities in which they feel able to do and gain confidence.

There are many problems in speaking English for students such as vocabulary, grammar, pronunciation, fluency, and comprehension. For English teaching is successful there are several factors to be considered. The first factor is the teacher. They are influencing factors in the teaching-learning process. Before teaching in the classroom, the teacher must know about the condition of the student's characteristics of students. According to Armasita [2], the second factor is strategy. Teachers should find the best or effective strategies to teach speaking. Media or strategy is needed to help the students in the teaching and learning process. It also stimulates the students' motivation and students' interest in the lesson. Teacher's questioning is one of the strategies that can be used in teaching speaking.

According to Adedoyin [3], teacher's Questioning is the main part of classroom teaching and is one of the teaching methods to get the aim of classroom teaching. Teachers want to get students' responses and the first step is to answer questions. Through consistent dialog and communication again, the teacher can get the answers they want and evaluate the students. Questioning, as a general way used by teachers in class, plays an important role in classroom teaching Questions are used to evaluate students' knowledge and understanding of subject matter. It can help to review essential content in a subject and control the social behavior of students.

Review of Literature

The Nature of Speaking

Speaking is one way to communicate with ideas and think orally [1]. He thinks that speaking is regarded as one of the communication tools that convey orally. Speaking plays an important role in human life through speaking we can communicate clearly with other people. It is supported by Bahadorfar [4], speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating.

While Akhyak [5] said if speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right order with the correct pronunciation. It lined to Hendra [6] speaking is complex and difficult to master because it contains linguistic and non-linguistic elements such as vocabulary, intonation, articulation, formals and informal expression, gestures, and so forth. To produce smooth speech with different levels of delivery.

The Function of Speaking

There are some functions of speaking skill to known because the mastery of speaking skill in English is important for many students and foreign language learners. According to Alfi [7], there are three functions of speaking, they are talking as interaction refers to interactions that serve a primarily social function. When people meet, they exchange greetings, engage in small things talking and chatting, telling the latest experience because they want it friendly, and build a zone of comfortable interacting with others. Furthermore, talk as a transaction refers to a situation that focuses on a message about what is the speaker said or achieved to make other people understand clearly and accurately and also talk as performance refers to public speaking, which is the talking transmit before and audience information such as public announcements and speech. Speaking as performance tends to be in the form of a monologue rather than dialogue, often following a recognized format and closer to the written language of conversation. Each of these speech activities is quite dissimilar in terms of form, function, and requires different teaching approaches.

Besides, Septiany [8] mentions there are three functions of speaking skills they are transactions. It means giving information, just focus on message and communication strategies. Next, an interaction is reflected in patterns and rules it may be formal or informal greeting, small talk, narrative, compliments, and personal recounts so the people can give a response to each other, and performance. The last, performance is the speaker using a formal language like in public speaking. Furthermore, the function of speaking comes from Julio & Contreras [9] claim that students who can speak English well may have the biggest opportunities for finding a job, help students to get up-to-date information, getting a promotion, and for further education.

Definition Teacher's Questioning

A Questioning is any sentence that has an interrogative form or function. In classroom settings, teacher questions are defined as instructional clues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. Adedoyin [3] states that teachers' questions are of significant value for many instructional

purposes, eliciting student reflection, and challenging deeper student understanding and engagement in the classroom. The goal is to check if the students understand what they have been taught, and to enhance students' involvement, and promote students' creative thinking in classroom interaction [10].

According to Temiz [11] if teacher questioning is a skill of effective teaching which involves good planning, higher cognitive thinking, and creating cognitive improvement in the class. When teachers use teacher's questioning correctly, it can enhance student learning by developing critical thinking skills, reinforce student understanding, correct student misunderstandings provide feedback for students, and enliven classroom discussions.

Type of Teacher's Question

According to Franke [12], there are 4 types of teacher Questioning practices in the classroom. First, general questions are not related to anything specific that a student said. Second, specific questions: address something specific in a student's explanation. Third, probing sequences of specific questions: probing sequences of specific questions consisted of a series of more than two relate questions about something specific that a student said and include multiple teacher questions and multiple student responses. Last, leading questions is the teacher guide students toward particular answers or explanations and provide opportunities for students to respond.

Another categorization, which will be fundamental for this study, for teachers' questions was present as follows [11]: First, Yes/No questions, e.g. "Here is a picture of a woman. Have you seen her face before?. Second, Short answer/ retrieval-style questions, e.g. "What did she say about the film?". Third, open-ended questions, e.g. "Whom could he have telephoned?". Fourth, display questions (questions requesting information already known to the questioner), e.g. "What color is this pen?". Fifth, deferential questions (questions requesting new information), e.g. "What did you study at university?". Sixth, non-retrieval, imaginative questions (questions that do not require the learner to retrieve given information but instead call on inferred information or information in which an opinion judgment is called for), e.g.

"What do you think the writer was suggesting by making the central character an animal?"

Steps Use Teacher's Questioning

When teacher use strategy in teaching and learning in class, they certainly prepared so that the strategy in use make students better understand and able to develop their knowledge especially in speaking. Toni [13] presented some suggestions about Questioning by paying attention to questioning strategies to decrease classroom management problems. These are prepared several questions when writing the lesson plan. Form prospects of the learners' probable reactions before commencing Questioning. Then, ask questions from a variety of students. The question at the level of students' proficiency and ask questions that elicit accurate responses. Offer students adequate wait time after asking a question. Vary and change the way students answer the questions. After that, ask questions from different learners and respond to each of the replies and correct the errors.

Method

In this research, the researcher used descriptive qualitative research. The descriptive qualitative research was the data analyzed consists of forms of words, phrases, utterances, or sentences that did not in the forms of numbers. Based on Siagian & Adam [14] descriptive qualitative research was research included collecting data to answer the question about the status of the research subject and to understand the phenomenon experienced by the subject. Furthermore, Mahajan [15] said qualitative research was a form of social action that emphasized the way people infer and understanding their experience in the social reality of individuals. The purpose of descriptive qualitative research was to describe a phenomenon or situation that happened in group communities and this research concerned with what than how or why something happened [16]

Results and Discussions

The Implementation of Questioning Strategy

From this research, the observation has been done to describe the implementation of the teacher's Questioning to teach speaking in the WhatsApp group. As a result of observation, the researcher described in the following discussion. Besides, the material was asking and giving information. The teacher did not explain the material and purpose. When the teacher taught the material, the research found that the teacher did not have difficulties. He was able to teach students well. He had mastered material asking and giving information well and asked some questions about the material to the students on that day.

In this question, the teacher got different answers. the difficulties subject in a study about English were speaking and grammatical. the teacher asked the same questions to some students to get different questions about the information. the last material teacher Just asked about the students' purpose in study English the same with the previous question, the teacher asked the same question to some students The result the conversation showed that the teacher did not explain the material, he just used the teacher's Questioning strategy during the lesson. The teacher's purpose to give some questions was to help students' develop their speaking. The teacher asked the different questions from low until high questions. These steps help students to be critical think of my teacher's Questioning strategy. In this session after they answered these questions, the students generated their knowledge and produced the new information, and used their words. The students also have a new vocabulary.

All those activities showed that the teacher explained to the students about the steps of the teacher's Questioning strategy such as, asking questions from a variety of students, questioning at the level of students' proficiency, asking questions that elicit accurate responses, offering students adequate wait time after asking a question, varying and changing the way students answer the questions, asking questions from different learners and responding to each of the replies and correct the errors. When the student could not answer the question, then another student help to answer although in the Indonesian

language and then translate it into English. Like the previous meeting, the teacher gave questions from the low until the high question. In this session, the student could answer the question in their word. In the past lesson, the teacher concluded and hope about the lesson.

The Students' Respond Using Questioning Strategy to Teach Speaking

In the first meeting when the teacher gave the question some of the students were still confused to answer the teacher's question. Almost all students were passive when the teacher gave questions. After several minutes teacher need to translate the question into Indonesian so that the students could understand. One by one of the students tried to answer the same question with a different word. They tried to answer and develop their speaking. After that teacher gave a question consist of students' information and asked another question to make all of the students more active. When the students less vocabulary, other students helped to answer. In the second meeting, the teacher appointed the students to answer the question based on the text. The appointed students gave good to respond by answering the teacher's question. In this meeting, the students' response was more good than in the previous meeting because in this meeting the students able to develop their words.

The researcher also interviewed the students to know their responses about learning by using the teacher's questioning. They gave a good response. Even there were most students said that they were happily joining the lesson by the teacher's questioning of teaching and learning in class. Data from the interviews, the researcher could say that the students enthusiastic about taking part in this activity. It can be seen from their actions when they tried to speak English properly. It was also endorsed by the response of students, most students stated that most of their friends were enthusiastic in-class participation. By using this technique the students were more interested, more enjoying and it did not make them embarrassed to answers the contents of the text in front of the class. He also gave them the motivation to improve their speaking, gave experience to students to practice English speaking, and gave them more confidence to speak in front of the class.

Discussion

The Implementation of Questioning Strategy

From the findings, the researcher observed the situation in the implementation teacher's questioning strategy to teach speaking and took data observation's students. There are some steps while teacher implementation teacher's questioning, such as: In the opening of the teaching and learning process based on the observation, the teacher was good when opened the lesson because the teacher opened the lesson used greeting to start the lesson and also asked the student condition. The first step is the teacher started the lesson with asked about the student's information. According to Adedoyin [3] in the second chapter if teacher's question is used for eliciting students' reflection in the classroom. But in the first question, the students still passive and did not understanding. So the teacher has to translate the Question into Indonesian so that the students could understand. The second step was when the teacher asked the same question to another student to get a different answer. There were nine steps to used teacher's Questioning in the classroom, although not all students can answer the teacher's question the teacher tried to make the student think creatively with different answers. It was a relation by Temiz [11] in the second chapter if the teacher's questioning was a skill of effective teaching which involves creative thinking students in the classroom.

In the next meeting, the teacher gave a story and asked students to analyze it after that teacher gave some questions. In the first question, the teacher asked about the basic question or started at a low level. When the student cannot answer the teacher's question, the teacher offers the question to another student. When the student answers the question, the teacher responds to the student's answer with replies and correct the errors. Based on Toni [13] the last step used by the teacher's Questioning is to respond to each of the replies and correct the errors. Based on the data from closing in the teaching and learning process concluded that when closing the lesson the teacher did not conclude. He was just given the opportunity to understanding students about the lesson and then the teacher closed the lesson with salam and leave-taking.

The Students' Respond Using Questioning Strategy to Teach Speaking

From the findings of students' respond the researcher got the information based on the observation and the interview. When the teacher started the question, most students still passive. But the teacher tried to do something. after several minutes the teacher tried to translate the question into Indonesian so tint the Student can understand. One by one the student tried to answer the same question with different words. It was suitable in the second chapter Frequently a lesson is composed of countless questions that often require minimal effort and low-level thinking to answer.

When the teacher gave a question, certainly the student's response was the question when the student could answer the teacher's question, so the students gave a response. They tried to answer and develop their speaking. After that teacher gave a question consist of the student's information and asked another question to make all of the students more active. When the student less vocabulary, other students help to answer. giving questioning my teachers can be motivated, activated, and challenged to answer the questions.

In the second meeting, the teacher appoints the student to answer the question based on the text. The student which was appointed gives a good response with the answer to the teacher's question. During the lesson, the teacher just gives the question that made the students more active than students just read the book. in the second chapter if in the process of teaching in the classroom, students tend to be aroused thinking through the questions the teacher and the reading in textbooks.

Based on the interview some students feel enjoy this strategy. Because students assume if teacher's Questioning can stimulate students' thinking and train students to brave in speaking. These responses were related by Ma [10] in the second chapter. The goal is to check if the students understand what they have been taught, and to enhance students' involvement, and promote students' creative thinking in classroom interaction.

Conclusion

Based on those findings and discussion above, the questioning strategy is an effective strategy that can be used to teach speaking. It can help

the students to enhance their skills in English, especially in speaking because the students were motivated like replaying the material directly. It also provides clarity for topics that were difficult to understand. It meant Questioning strategy can be good and relevant media to deliver the difficult topic, so the students can understand directly. Not only the students but the teacher also agreed if the questioning strategy was an effective medium to teach all English skills to the students.

After conducting the research, the researcher wants to give some suggestions that the researcher has been done this study via online class *WhatsApp*, the researcher thought this study has many deficiencies for example because of the COVID-19 pandemic the meeting could not happen like normal conditions till the implementation of the media was poorly. The researchers believe to the next researcher can analyze the implementation of a questioning strategy with the use of another research design, deeper and better analyses, and the result of this study may be used as early information to conduct further research.

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