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## DEVELOPING HARMONY OF DIGITAL TRANSFORMATION IN ELT

### An Analysis of Pre-Service Teacher's Questioning Strategies during the ELT Classroom Interaction

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#### Abstract

This research aimed to analyze pre-service teacher questioning strategies during the ELT classroom interaction, especially the types of questions and strategies that were used. The research was conducted at a senior high school in Jember. This research applied descriptive qualitative research. The subject of this research was the pre-service teacher. The data were collected through observation and interviews. The data were analyzed through six steps, the steps were preparing and organizing the data analysis, exploring the data, coding the data, representing the data, interpreting the data, and validating the accuracy of the findings. The findings of this research revealed that the pre-service teacher used 10 types of questions, to be precise prompting, probing, punishment, rhetorical, compliance, knowledge, comprehension, application, analysis, and synthesis questions. Then, the researcher also found that the pre-service teacher used the questioning strategies, such as clarity of the questions, prompting, probing, pausing, directing, punishment, distributing, rhetorical, compliance, and cognitive questions levels. Both of the questions and strategies were used very well by a pre-service teacher, even though there were some aspects which were not used during the questioning process. The further researches are also presented in this study.

*Keywords:* Pre-service teacher, Questioning strategies, Types of questions, ELT classroom interaction.

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#### INTRODUCTION

In Indonesia, English is not the daily language that the students use. Daud et al. (2019) stated that most students never use English outside the class in their daily language. It can be a problem that students are quiet and passive when the teachers teach. Sulistiyo (2016) stated that English language teaching and learning in Indonesia presents difficulties that are not encountered in other countries because English in Indonesia was uncommonly used in daily activities. Therefore, it is important to create interaction in the ELT classroom between the teachers and the students to make the atmosphere in the class more enjoyable.

Creating the interactive atmosphere in ELT classroom interaction is not easy. It is necessary to use an appropriate strategy. The strategy that can be used in the ELT classroom is questioning strategies which can be seen as a tool for creating classroom interaction in the class (Wangru, 2016). Questions are significant because they require responses and interaction as students' duty to be involved in the

classroom interaction with communicative language with the teachers. Then, questioning strategies are one of the most frequently used strategies in ELT. It can stimulate students' critical thinking in classroom interaction. Rashid & Qaisar (2016) explained that critical thinking is an important skill in all language classrooms where the purpose of the curriculum is to improve individual centeredness and develop critical pedagogy.

Then, the issues of questioning strategies have been raised by some researchers, especially about questioning strategies during ELT classroom interaction. Questioning strategies are good for all levels of education. It is essential tools in educational settings because they can improve students' competence and know the students' understanding that is one of the tools that can create an interactive atmosphere, even though sometimes there is a lack of sufficient. Then, the lack of sufficient might happen because the teachers only focus on themselves rather than to their students (Groen et al., 2015; Jiang, 2014; Heikoken et al., 2017; Rido, 2017).

Moreover, questioning strategies are used as a tool to get the students' responses and can help the teacher to know what the students think about a certain topic (Barjesteh & Moghadam, 2014; Qashoa, 2013). Besides, questioning can be implemented in elementary school which is important in collecting current understanding and transferring it to the next cognitive level (Hodge, 2018; Rashid & Qaishar, 2016).

From the previous researches, it was known that the research on the teacher's questioning strategies during ELT classroom interaction had been done in any case and context. All the previous researches above had the same statement that questioning strategies are important during classroom interaction. Although numerous studies have been done to analyze teachers' questioning, only few researchers have investigated the analysis of pre-service teacher's questioning strategies during the ELT classroom interaction. Then, the research objectives of this research are: 1) to know the types of questions that the pre-service teacher used in the classroom; and 2) to know the pre-service teacher's questioning strategies used during the ELT classroom interaction at senior high school.

## **METHOD**

This research was descriptive qualitative research. Dulock (1993) explained that descriptive research is to show the characteristics of persons and situations in a certain phenomenon. This research was designed to describe the pre-service teacher's questioning strategies during the ELT classroom interaction. The data collection method involved observation and interviews. The type of observation used in this research was a non-participant observation. Ary et al. (2010) stated that in nonparticipant observation, the researcher does not participate in any activities during the research process. Then, for the interview, the researcher conducted a semi-structured interview. Gill et al. (2008) explained that a semi-structured interview consists of several key questions to help the interviewer to determine the areas to be explored. The data was analyzed through six steps which involved preparing and organizing the

data analysis, exploring the data, coding the data, representing the data, interpreting the data, and validating the accuracy of the findings (Creswell, 2012).

## RESULT

### Results

The researcher got the data from the observation and interview with a pre-service English teacher. Through observation and interviews, the researcher got data dealing with the pre-service teacher's questioning strategies. The findings of this research are explained in the following sections below.

#### Types of Questions Used by A Pre-service Teacher

The researcher got types of questions used by a pre-service through observation.

Table 1. Types of Questions Used by A Pre-service Teacher

No

Types of Questions	Frequency				
	First meeting	Second meeting	Third meeting	Fourth meeting	Fifth meeting
1. Prompting	0	0	0	0	2
2. Probing	0	1	0	1	
3. Punishment	1	0	0	0	1
4. Rhetorical	1	0	1	0	1
5. Compliance	2	0	0	1	0
6. Knowledge	3	4	2	2	5
7. Comprehension	22	5	29	26	52
8. Application	2	0	0	1	0
9. Analysis	2	0	1	0	0
10. Evaluation	0	0	0	0	0
11. Synthesis	0	0	1	1	1
Total	35	9	35	31	63

The table above showed that in the first meeting, the pre-service teacher asked 8 types of questions with a total of 34 questions. Then, in the second meeting, she asked 2 types of questions with a total of 9. For the third meeting, she asked 6 types of questions with a total of 35 questions. In the fourth meeting, she asked 5 types of questions with a total of 31 questions. Furthermore, in the fifth meeting, she asked 8 types of questions with a total of 63 questions. From the observation, the researcher found that the pre-service teacher used 10 types of questions. There were prompting, probing, punishment, rhetorical, compliance, knowledge, comprehension, application, analysis, and synthesis questions.

### A Pre-service Teacher's Questioning Strategies

Dealing with the research questions about teacher's questioning strategies, the researcher used observation from Supeno et al. (2019). The following table explained a score of the pre-service teacher's questioning strategies based on ten skill components. The score had a range 1 to 5 score in each point.

Table 2. A Pre-service Teacher's Questioning Strategies

No	Skill	First Meeting	Second Meeting	Third Meeting	Fourth Meeting	Fifth Meeting
1.	Clarity of the questions	5	5	5	5	5
2.	Prompting question	0	0	0	0	5
3.	Probing question	5	0	5	0	5
4.	Pausing technique	5	5	5	5	5
5.	Directing question	5	5	5	5	5
6.	Punishment question	5	0	0	0	5
7.	Distributing question	10	10	10	10	10
8.	Rhetorical question	5	5	5	0	5
9.	Compliance questions	5	0	0	5	0
10.	Cognitive question levels		20	10	20	20
Total Score		65	40	55	50	65

The table above showed that the clarity of the question that was delivered by a pre-service teacher was excellent and had a score of 5 in the first to the fifth meeting. All of the questions delivered by the pre-service teacher were clear. The students could understand the questions that were delivered by the pre-service teacher.

Then, the strategies to deliver prompting questions. In this part, there were 2 points observed. They were expressing the questions in another way and expressing the previous explanation. In this strategy, the pre-service teacher only used to express the questions in another way. This strategy to deliver prompting questions had a 0 score in the first to the fourth meeting because the pre-service teacher did not use it at the meeting, but in the fifth meeting the strategies she used could be scored 5 for expressing questions in another way was excellent. In the fifth meeting, the students did not know the meaning of the vocabulary, therefore the pre-service teacher decided to express the questions in another way to give hints to the students that made them be able to answer the questions.

Moreover, the technique to deliver probing questions. There were 6 points observed in this part, they were clarification, argumentation, agreement with other students, relevance, example, and complex answer. The strategies to deliver the probing questions had a 0 score in the second and the fourth meeting because a pre-service teacher did not use it at the meeting, but had a 5 score of clarification in the first, third, and fifth meetings. The clarification of the probing questions was excellent to made the students think more deeply. In the first and fifth meetings, these questions were used when a pre-service teacher

asked the students to clarify the sentence. Then, in the third meeting, probing questions could appear to ask about the different meanings of the vocabulary.

Then, the pausing technique used by a pre-service teacher had a 5 score because the pausing technique was used very well in the first meeting to the fifth. The pausing technique used by a pre-service teacher was excellent because could give the time to students to think about the answer after receiving the questions. The pausing technique used by a pre-service teacher was excellent.

Moreover, in the directing question, there were 2 points observed, they were random and in order. This technique had a 5 score of directing questions randomly in the first to the fifth meeting. This section was excellent because a pre-service teacher directed the question randomly. That was good even though a pre-service teacher did not use an attendance list.

Next was the technique to deliver punishment questions. This technique had a 0 score in the second, third, and fourth meetings, had a 5 score in the first and fifth meetings. The punishment question was used in the first meeting because there was a certain male student that was noisy. In addition, in the fifth meeting, this punishment was used again because there was a male student that was laughing during the teaching-learning process. From that, a pre-service teacher decided to throw the question to the students who disturb during the class. This technique was helpful for a pre-service teacher to manage the students and the atmosphere in the classroom.

Then, the distributing question had 2 points that were observed, they are to all students and certain students in the classroom. The distributing questions had a 10 score in every meeting, each point had 5 scores. This technique was excellent because a pre-service teacher could distribute the questions for both all students in the classroom and certain students so that all students get the opportunity to answer the teacher's questions.

Furthermore, there was the technique to deliver rhetorical questions. This technique had 5 scores in the first, second, third, and fifth meetings, but in the fourth meeting had a score of 0 because there was no rhetorical question. The technique of delivering rhetorical questions was excellent that was delivered by a pre-service teacher at the beginning of the class.

Next, the technique is to deliver compliance questions was used in the first and fourth meetings had a 5 score, but had a 0 score in the second, third, and fifth meetings. This technique to deliver the compliance questions was excellent because a pre-service teacher gave the students to practice and answer the questions related to the material. Moreover, in the first meeting, the technique to deliver compliance question rise when a pre-service teacher asked the students made the example of the material that learned. Then, in the fourth meeting, a pre-service teacher asked the students to memorize agree and disagree responses. The technique to deliver a compliance question that was used by a pre-service had a connection with the application question that had command words.

The last was delivered the level of the cognitive questions. There were 6 points in this section, they were knowledge questions, comprehension questions, application questions, analysis questions,

evaluation questions, and synthesis questions. The strategies to deliver cognitive question levels has a different score in every meeting, but had the same score which was 5 score in each point. All of the techniques to deliver the level of the cognitive questions were excellent. The first meeting had a 20 score because a pre-service teacher delivered 4 types of questions based on Table 1 above, there are knowledge, comprehension, application, and analysis questions. Knowledge questions were asked about the material that learned. Then, comprehension questions were asked by her when she asked the students about the vocabulary that was important in English material. Then, analysis questions were asked when she asked the students to analyze the sentence. The second meeting had a 10 score because the pre-service teacher only delivered 2 types of questions, there were knowledge and comprehension question. The knowledge questions were asked to the students about the previous material. Then, comprehension questions were asked to the students about the meaning of vocabulary and others related to the material. The third meeting had 20 score because she delivered 4 types of questions based on the level of the cognitive questions, there were knowledge, comprehension, analysis, and synthesis question. The knowledge questions were asked to the students about the previous material learned, which was great to remind the students. Then, comprehension questions were asked the students related with the material like the example, meaning, and answer. The pre-service teacher also asked analysis questions to ask them to analyze the sentence. In addition, synthesis question was asked when the teacher asked questions related to knowing students' creativity. That can happen because of synthesis questions one type of question that can stimulate creativity.

The fourth meeting had scored 20 because she delivered 4 types of questions, there were knowledge, comprehension, application, and synthesis question. The knowledge questions were used by the pre-service teacher to ask the students about previous material about the meaning of opinion and agreement. Then, she asked comprehension questions about the meaning of vocabulary or sentence, and the example related to the material. Then, the application questions were asked to the students to memorize agree and disagree responses, then they should speak in front of the teacher. Last was synthesis questions. These questions were asked when she asked questions that made the students think creatively. The last meeting had 15 score for 3 types of questions, there were knowledge, comprehension, and synthesis question. The knowledge questions were asked to the students about the answer that was answered earlier. This section means to recall students' memory about the questions related to the topic that have been answered. Then, comprehension questions were asked to the students about the questions of the given. Then, the synthesis questions were asked to know about the student's opinions about a phenomenon like bullying.

## **DISCUSSION**

From the findings above, the researcher found that the pre-service teacher used 10 types of questions during the ELT classroom interaction at a senior high school in Jember. There were

prompting, probing, punishment, rhetorical, compliance, knowledge, comprehension, application, analysis, and synthesis questions. The highest total number of questions asked was in the last meeting with a total of 63 questions. Moreover, from the types of questions asked by the pre-service teacher, comprehension question was the most frequently used in the teaching-learning process as shown in Table 1. It occurred because the pre-service teacher wanted to know the students' comprehension of the material during the ELT classroom interaction. This finding was the same as Prasetyawati (2015) who revealed that comprehension questions were the most frequently question used by an English teacher during the teaching-learning process. On the other hand, the finding did not match with Matra (2014) who showed that knowledge or recalling questions was the most frequently used. Besides, the researcher found that the evaluation question was never asked during the teaching-learning process. This finding was in line with Prasetyawati (2015) found that was evaluation question never used during the meeting. It happened because of the students' thinking level.

Moreover, the researcher found that the pre-service teacher also applied the questioning strategies, such as clarity of the questions, prompting, probing, pausing, directing, punishment, distributing, rhetorical, compliance, and cognitive questions levels that were already mentioned in Table 2. Clarity of questions was clear from the first meeting until the last meeting. It could help the XI students in senior high school in Jember easier to get the point of the questions delivered by her. Then, the prompting question was also great because it could help the students answer the question because the pre-service teacher gave clues if the students cannot answer the questions. Next, probing questions made the XI students think more deeply. The finding of the probing question strategy was the same as Fitriati et al. (2017) who explained that probing question was the type of question that required students to think deeper. The pre-service teacher asked both prompting and probing questions well.

Then, the pausing technique used by the pre-service teacher was important for the students to give them a chance to think about the questions delivered. This technique was used from the first until the last meeting during the research process. Furthermore, directing the questions that are used randomly was not based on the attendance list of the classroom.

The advantage of random questions could immediately find out the ability of the students. Besides that, it is also to find out the readiness of students in the learning process, because by directing questions randomly, students will not automatically get ready to answer the questions that have been provided.

Next, punishment questions were used based on the condition of the classroom. If there were disturbing students, laughing, or being noisy the pre-service teacher asked them questions to make them focused and make sure that they understood. Then, in the process of distributing the questions, a pre-service teacher distributed the questions very well, both to all XI students and certain students during the ELT classroom interaction.

Next, rhetorical questions were delivered to introduce new material. These questions were always delivered at the beginning of the teaching-learning process in XI grade. In addition, compliance questions were delivered to give the students instruction, such as asking the students to memorize and making an example based on the material. Both of the techniques used were good.

The next was delivered cognitive questions level. Based on Table 1 showed that there were several types of questions that were used, such as knowledge, comprehension, application, analysis, and synthesis questions. Yet, the evaluation question was never used during the teaching-learning process because of the students' thinking levels.

Based on the discussion above, the researcher underlined that the pre-service teacher used 10 types of questions. There were prompting, probing, punishment, rhetorical, compliance, knowledge, comprehension, application, analysis, and synthesis questions. The comprehension questions were frequently asked, yet the evaluation question was never used during the ELT classroom interaction. Moreover, all of the strategies used by a pre-service teacher in questioning were great.

## CONCLUSION

All in all, it was found there were 10 types of questions used by a pre-service teacher in grade XI at senior high school in Jember, precisely prompting, probing, punishment, rhetorical, compliance, knowledge, comprehension, application, analysis, and synthesis questions. Additionally, comprehension questions were frequently used during the ELT classroom interaction. Evaluation questions never appeared in all meetings during the teaching-learning process. Furthermore, all of the pre-service teacher's questioning strategies were great, such as clarity of the question, delivery of the prompting question, probing question, pausing technique, directing question, punishment question, distributing a question, rhetorical question, compliance question, and cognitive question levels. Both of the questions and strategies were used very well by a pre-service teacher, even though there were some aspects which were not used during the questioning process. Moreover, future researchers are suggested to analyze types of questions based on students' levels during the teaching-learning process.

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