

Questioning Strategies Used by an English Teacher in the Opening and Closing Sessions

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Abstract

Questioning strategies is an important stage in teaching and learning activities. It will determine how the learning runs. A questioning strategy was used in the opening and closing of the speaking class. It can build student's motivation in following the learning process. The purpose of teachers questioning strategy in opening and closing at students. In the research of this study, it used qualitative research by (Nugrahani, 2014: 4). This study found the teacher mostly using descriptive and comparative questioning in opening and closing class in class XI Bahasa and XII MIA Jombang. The interview of the teacher was mostly using probing, whereas the observation was mostly using descriptive and comparative questions and did not use probing.

Keywords: *Questioning strategies, Opening and Closing, Speaking class*

A. Introduction

In the teaching and learning process, the activities should be broken down into three phases, they are opening, main, and closing activities. Each phase has a purpose in learning activities. Teachers and students start the lesson by doing some repetitive activities or activities that make students curious to learn the material and at closing the teacher and students end the lesson by doing the opening is an activity carried out to introduce things to be explained so that students feel interested and curious about the material to be studied (Ojukwu, 2014). It means that opening activities in class are needed to prepare students before the class starts, while the closing was an activity to review lessons that have been passed to reinforce students that will remember the

material that has been studied (Widodo, et al., 2007), the meaning that reinforcement can strengthen students' memories of the material that has been passed.

The opening and closing in teaching and learning activities was used to foster student's interest before starting learning and improve student's memory when learning has been ended (Sanjaya, 2006: 42-44). These activities was used to mentally prepare students to be more ready to receive material because it helps teachers manage students' understanding of the lesson, which was done before and after the lesson was implemented. Opening and closing have an important role in classroom activity and make students understand the learning. In addition, opening and closing can also make students interested in learning. This activity is believed to have a positive impact on students being more interested in learning. Students were easier to understand the lesson, they were more active in answering and the class was more conducive. Because at the opening and closing the teacher can make students understand the material faster if using opening and closing.

To be able to carry out opening and closing activities properly, the role of the teacher was very much needed. According to Suharjo 2006: 51 the teacher plays a role in creating an educational atmosphere in teaching-learning, as in opening and closing activities that were meaningful, fun, creative, dynamic, as well as providing good role models. It means that the teacher's role in opening and closing activities makes the class more conducive and interesting so that the students feel curious and enthusiastic to learn that material. Teachers' questioning can help students to develop their skills in analyzing, inferring and guessing (Wasik et al. 2006) cited in Lee & Kinzie.

The questioning strategy has become a strategy in learning because every teacher in the class will use the question strategy to students to give the feedback that occurs in the classroom. Maphosa & Wadesango, (2017) said "although student learning, assignments, and activities were influenced by the learning experience, the responses of students were determined from the teacher's questions. In teaching and learning activities the teachers often give questions aimed at large groups, small groups, or individually, also prove that the question strategy used was effectively used to ask students to elaborate, clarify or strengthen their opinion. (Welsh & Sattes 2005) cited in Lee & Kinzie. This was used by the teacher to invite students to express opinions and get feedback so that interaction occurs. The use of question strategies in the teaching and learning process helps teachers to show what things will be learned in the material, and for students, they will feel curious and interested in learning. So the use of strategic questioning is very helpful.

Brown, (2000:131) states "After using the questioning strategy, the teacher can see how far the students' understanding is in learning English and can benefit from understanding what strategies work and what doesn't, and then define and implement strategies that work in the classroom." That means the teacher uses the strategy of asking students to guide students to core lessons and find out how well students understand the lesson to be implemented.

The purpose of this study was to identify what is questioning strategy used by the teacher and what are the purposes of the opening and closing activities that the teacher does in the classroom.

B. Literature Review

1.1 Questioning Strategy

The main objective of using a questioning strategy was to increase student participation. Interaction usually occurs when the teacher asks a question and a student answers the question voluntarily. (Good & Brophy, 2008) They gave an opinion about a learning model like this, they said, when the question and answer

activity took place, only students who were able to answer would answer enthusiastically, while students who could not answer will be quiet and just listen. As a result, a teacher only gets one student who pays attention, which means only one student is learning, while the others are only listeners.

To get all the student's attention, the teacher must use a strategy that according to the teacher can bring all students to participate in the teaching and learning process. Here are some strategies according to Jacobsen & Eggen (2009) which are expected to be more effective in engaging students in learning, namely:

1. Redirect Question

In this question, the teacher encourages the students to engage in interaction and higher-order thinking in class. So that, one question has a lot of answers.

a. Descriptive questions

This question requires students to observe and describe an object or event.

b. Comparative question:

This question requires students to look at two or more objects to identify the equation (figurative concept).

2. Prompting

That is a series of questions that the teacher uses to guide students if the student's answer is wrong it will be led to the correct answer. (Use cues or hints to help students understand what the teacher means)

⇒ Example:

- Now imagine....
- Let's take a look...
- What do you see....

The question above is used to ask for clarity about something, the teacher uses series of questions to lock students' memories and these questions can lead to the lesson being learned.

3. Probing

Namely asking students to explain in more detail about the answer (students' answers are correct but still not strong), and so that students can increase their level of understanding of the lesson.

⇒ Example:

- What do you mean?
- Can you make it clear?
- What is your reason?

In probing all were asked to provide more detailed answers about the lessons they had before. The sample dialogue question and dialogues used above are examples of using probing strategies in the class.

4. Waiting Time

Give students a waiting time \pm 3-5 seconds or more so that students can answer questions with better quality answers.

⇒ Example :

- I'll give you 1 minute to think about this discussion
- Silent and waiting for the answer from the students is also included in waiting time

In the example above, we can see that the teacher uses waiting time for students so that students can answer the question better.

1.2 Opening Activities & Closing Activities

1.2.1 Opening Activities

The teacher always uses the opening before the lesson starts. It was expected to be able to attract students' interest in the lesson, and be ready to start the material to be explained, as said by Mansor et al. (2012)) cited in Sholikin, the teacher always carries out the opening before starting the lesson because it helps teachers in creating a fun and effective atmosphere. Learning that begins with the opening of activities before learning was certain to be very effective in attracting students' interest in lessons. Ojukwu (2014) adds that the opening activities carried out by the teacher was an introduction to the material to be taught so that students feel interested in what was being taught will be studied. In other words, the opening activities carried out by the teacher are mental preparations for students to receive the next lesson or receive the material to be carried out.

1.2.2 Closing Activities

Closing activities was carried out when the class was about to end. These activities are carried out to reinforce the material that was presented earlier so that students can remember more deeply about the lessons that have been conveyed earlier. This is the same as what Supriadi & Darmawan (2012) cited in Sholikin said. Closing the lesson was carried out to find out the achievement of goals and understanding information from the material that had been given. Closing is carried out by the teacher to measure the level of students' understanding of the actual meaning of this lesson, what benefits are obtained when learning this material; Ojukwu (2014) also said the same thing that at every completion of the learning process the teacher needs to carry out closing the lesson to emphasize this. Important things from the learning process so that learning is more meaningful.

This skill was no less important than the skill of opening lessons, namely closing the lesson. According to Widodo, et al. (2007) when closing lessons, the teacher must reflect together on the material that has been studied, make reinforcement or reinforcement to build a comprehensive understanding of the material.

1.3 Speaking Class

Language is one of the liaisons in communication, in the use of language we need to speak, so that the other can understand what we mean, speaking skill is an ability used to communicate in everyday life, especially in terms of education. In education, speaking skills are used in interactions between teachers and students or

students and students. Brown (2000) said “inspeaking there are two things that need to be considered, namely the right language (clear, articulate and grammatically correct) and fluent language (natural and flowing) (p.268).

Learning speaking class was very much needed in improving student’s ability to learn to speak in public, for example, initially students dared to speak in front of the class using English, even though the language used was still not fluent but this ability came from the habit of daring to speak in front of other people. As said by Richard, 2008 “A person’s ability to speak English is judged by their ability to speak.”

C. Research Methodology

Qualitative research was research that leads to the detailed and natural description of an object (Nugrahani, 2014: 4). Based on the illustration, it can be concluded that qualitative research does not have a problem, but when the research begins, the researcher feels what is happening in the research place. The design of this research is descriptive qualitative because the researcher describes the findings encountered when conducting research. This description focuses on the things found in this research and can be part of this thesis. This study described the teacher questioning strategy in opening and closing of speaking class.

1. Participants / Population and Sample

The participant of this research was an English teacher from Senior High School in Darul Ulum Jombang who teaches in grade 10 and 12 Senior High School. The reason for choosing a teacher in MAN x was because based on personal experience by the researcher, the researcher asks some students and some students say that their teacher uses questioning in opening and closing at his class.

2. Instruments

In this study, the researcher used two methods or data collection instruments, namely interviews and observations. In the interviews, it was used to find questioning strategies used by the teacher at opening and closing, “interviews are dialogue or conversations between interviewers and resource person that aim to obtain information (Arikunto, 2010:198). The questions used in interviews are based on the theory by Jacobsen & Eggen 2009. Observation was used to find out the reason why the teacher uses a questioning strategy in opening and closing, this observation was done when the teacher was teaching in a class by (see appendix 1 and 4) recording from the beginning to the end of the lesson. As said by Arikunto, 2010 “activities in observation included activities seen using the five senses (p.199).

3. Data Analysis

The Interview was: a) Writing down the interview and reading it many times. The researcher read many times in order to understand the contents of the interview result, b) Matching the result of the transcript interview by using the theory. The researcher used Jacobsen & Eggen (2009) as the theory used, and read many times to familiarize with the result that have been obtained, c) Grouping into parts. The researcher grouped some of the result of the interview that had been found into several parts, d) Making the result of the interview in form of table.

The Observation was: a) Writing down all the questions asked by the teacher to students in the observation guide. The researcher wrote the questions that are spoken by the teacher to ensure that the questions were included in the opening or closing in the observation guide, b) Making classification table. The researcher made the classification table and matches it with the theory that used c) Grouping into parts. The researcher grouped some of the result of the classification table into several parts.

D. Findings

In this chapter, the researcher wants to discuss and focus on how was going in the classroom, especially the types of questioning strategies that the teacher uses in the opening and closing session and the purpose of the teachers' questioning strategies. This research is focused on the questioning strategies that teachers use in a speaking class, the observation was conducted in class XI Bahasa and XII MIA. The teacher discussed in class XI Bahasa was simple perfect tense and the XII MIA was giving and offering help.

4.1.1 Descriptive Question and the Purpose

Table 4. 1 Descriptive Questions XI Bahasa

No	Time	Teachers' Questions	Purpose of the Questions
1	05.43-05.49	- So what is the topic about? - What will we learn today?	To prepare students before class start
2	06.17-06.22	Jadi present perfect digunakan untuk? Apa yang ada diketerangan disitu?	To prepare students before class start
3	45.00	What we have learned today?	To help students review the material that has been completed
4	49.27	What is present perfect tense use for? What is it for? What is the use of present perfect tense?	To help students review the material that has been completed

Table 4. 2 Descriptive Question XII MIA

No	Time	Teachers' Question	Purpose of the Questions
1	00.30	Masih ingat tentang what we study last week?	To prepare students before class start
2	00.44	Masih ingat yang dipelajari 2 minggu kemarin? Apakira-kira?	To prepare students before class start
3	39.97	Jadi kalau begitu kesimpulan kita surat lamaran pekerjaan yang harus ada pada surat itu apasaja?	To help students review the material that has been completed
4	40.64	Any question?	To help students review the material that has been completed

4.1.2 Comparative Question

Table 4.3 Comparative Question XI Bahasa

No	Time	Teachers' Questions	Purpose of the Questions
1	03.17	Have itu present past atau future?	To compare between past and future
2	03.31	Kalau have itu yang akan datang atau yang sekarang?	To compare between past and future
3	07.42	Kalau kita kaitkan dengan tugas kita yang belum selesai, ada hubungannya gak dengan past? Apa kira-kira hubungannya dengan past?	To identify the use of verbs in the previous task and its relationship with the previous task
4	08.00	Ada hubungannya nggak dengan sekarang? Berkaitan dengan tugas yang seharusnya kita kerjakan?	Repetition because students answer is wrong, to identification verb in the tenses

Table 4.4 Comparative Question XII MIA

No	Time	Teachers' Questions	Purpose of the Questions
	03.25	Tapi kalau misalkan seperti yang saya tunjukkan "would you like to help me?" itu menawarkan atau meminta?	To compare between offering or giving help

4.1.3 Prompting

Table 4.5 Prompting XI Bahasa

No	Time	Teachers' Questions	Purpose of the Questions
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01.55-02.43	- I want to ask you, "finished what kind of verb? Or what verb? Or which verb? Verb ke berapa?" - Verb1, verb1 ada "ed" nya atau nggak? - Kalau ini ada "ed" nya nggak? - Berarti ini verb1 atau bukan? - Dimana kamu tahu itu verb3? - What else? Any other ideas? Or any other answers?	To help or lead students to find the correct answer
2 04.08	Masih ingat kira-kira kalian, ada teks yang digunakan untuk menceritakan pengalaman masa lalu, teks jenis apa?	To help or lead students to find the correct answer
3 07.24	Link itu apa? Dari sini ke sini terus ada penghubungnya ditengah-tengah disebut apa?	To help or lead students to find the correct answer
4 39.36	Siapa ya! Kalau she tadi pakai? He pakai? She and he? I? You? We? They? I and he? He and i? he and you?	To help or lead students to find the correct answer

Table 4.6 Prompting XII MIA

No	Time	Teachers' Questions	Purpose of the Questions
1	02.16-02.47	- We are going to unit 1 or chapter 1, it is about? Unit 1 is about? - What is the meaning?	To help or lead students to find the correct answer
2	03.00-03.10	- May I help you artimya? - Kira-kira itu termasuk menawarkan atau meminta?	To help or lead students to find the correct answer

E. Discussion

The findings that have been found by researchers indicate that are several strategies used by the teacher in the opening and closing, namely redirect question (descriptive question and comparative question), prompting and probing. The questioning strategy used can attract students' interest in learning and motivate students to focus more on the lesson so that they feel ready to learn and do not feel forced (Maphosa & Wedasango, 2017). Not only had that Good & Brophy 2008 "the main object of using the question strategy is to increase student's interaction in a lesson.

At the opening and closing the question strategy was used by the teacher to help them to organize the course of a teaching and learning activity. The opening is used by the teacher to increase students' enthusiasm for learning and make them interested in learning (Mansor et.al cited in sholikin). In the XI & XII grade opening activities the researcher found that they used more descriptive questions only and only occasionally used prompting.

In the closing activities, the most frequently used question strategy is also descriptive and comparative in grade XII more often uses descriptive while in grade XI the teacher uses comparative. Closing is used to measure students' understanding after the lesson was over and used to find out whether the purpose of closing can be achieved (Supriadi & Darmawan cited in Sholikin 2018). So that the strategy of the question used by the teacher at the time of closing was indeed o find out students' understanding and see if they paid attention during the lesson.

Conclusion

Strategy questions on opening and closing was the teachers' way to help them mentally prepare students and are useful for managing the course of the lesson in this study the teacher uses all the theories that the researcher uses in this thesis. But during the interview and observation, it was found that during the interview the teacher used all questioning strategies, but during the observation, the researcher only found 3(three) out of 4(four) question strategies. The research was conducted in MAN x, which is around PPDU, the researcher choose that school because the researcher had asked several students about their teacher, then asked permission for research, finally the researcher

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