

A Study on The Use of Classroom Questioning Strategy in Teaching Speaking Skills

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Abstrak

Penelitian ini bertujuan untuk mengulas dan menguraikan bagaimana penggunaan strategi pertanyaan di kelas dapat meningkatkan pengajaran keterampilan berbicara, serta bagaimana respon siswa setelah strategi ini diterapkan. Penelitian ini dilakukan dengan menggunakan metode penelitian kepustakaan. Sumber data terdiri dari dua jenis: data primer, yang diambil dari metode Socrates (Boghossian, 2004), dan data sekunder, yang diambil dari dokumen yang didasarkan pada artikel ilmiah dan dua tesis sarjana dari tahun 2018 hingga 2023. Berdasarkan beberapa studi penelitian, temuan-temuan tersebut menyoroti berbagai pendekatan dalam mengimplementasikan teknik-teknik bertanya. Terlepas dari perbedaan dalam penerapannya, semua strategi bertujuan untuk merangsang minat siswa dan membangun kepercayaan diri mereka dalam berbicara bahasa Inggris. Tanggapan siswa bervariasi, dengan sebagian besar menunjukkan antusiasme dan ketertarikan pada topik yang mereka pahami. Namun, beberapa siswa terkadang mencampuradukkan bahasa atau memberikan jawaban yang salah. Variasi ini merupakan bagian alami dari proses pembelajaran, menggarisbawahi pentingnya strategi pertanyaan yang adaptif dan menarik dalam pembelajaran bahasa.

Kata kunci: keterampilan berbicara; metode sokrates; strategi bertanya

Abstract

The research aimed to review and elaborate on how the use of classroom questioning strategies can enhance the teaching of speaking skills, as well as how students respond after these strategies are applied. This study was conducted using the library research method. The data sources consisted of two types: primary data, which were taken from the Socratic method (Boghossian, 2004), and secondary data, which were drawn from documents based on scientific articles and two undergraduate theses from 2018 to 2023. Drawing from several research studies, the findings highlight various approaches to implementing questioning techniques. Despite differences in implementation, all strategies aim to stimulate students' interest and build their confidence in speaking English. Student responses varied, with most expressing enthusiasm and interest in topics they understood. However, some students occasionally mixed languages or provided incorrect answers. These variations are a natural part of the learning process, underscoring the importance of adaptive and engaging questioning strategies in language learning.

Keywords: socratic method; speaking skills; questioning strategy

Introduction

One of the goals of learning English is for students to master language ability, one of which is speaking. Speaking is a communication activity that consists of at least two people using words or sentences. Also speaking is the process of saying words, conveying a message, or explaining something by using the voice to have a conversation with someone. Students learning English at school do not guarantee that students can speak English fluently. Teaching speaking is very influential on the success of students in learning. Teaching speaking in English is one of the most needed learning for students in developing future careers. In reality, the results of student learning at school are not as expected. Due to difficulties in learning speaking which requires students to convey ideas, tell stories, and express emotions through speaking. Melyaningsih (2015) adds that the student's problems in speaking related to the instructional activities in school are, the students have low speaking ability, lack of vocabulary, and lack of opportunities for speaking habits. Therefore, there are several problems faced by students that speaking learning is not effective such as, there is low student motivation in learning, insufficient school facilities, there is low interaction in the learning process, and an ineffective learning method for some of the students. It all causes students to have no interest in learning to speak English.

The classroom questioning strategy is an old technique in teaching English speaking. Previously introduced by Socrates with the name of Socratic method. And now developed again by researchers with the name of classroom questioning strategy. Classroom questioning strategy is one of the questioning methods used by teachers to students to determine the level of students' understanding of lessons or knowledge. Besides that, it is to build interaction between teachers and students so that teachers can assess whether the learning given to students is successful or not. students to train students to speak and answer questions using English. In previous research, the classroom questioning strategy was effectively used in teaching English speaking. Wahyudi (2017) reported that the questioning strategy is effective in changing student speaking skills in teaching based on the same factors such as encouragement, prior knowledge, self-management, and participation. Supported by Wana et al, (2023) that the question strategies can build interaction and communication between teacher and student are more valuable and the impact of questioning strategy is the students can be more understanding about the lesson and improve their higher-order thinking skills. In conclusion, the classroom questioning strategy is effective in teaching students speaking skills.

In this study, the researcher reviewed and elaborated on some recent articles relevant to the technique of classroom questioning strategy in teaching English speaking. Further comparing and reviewing is needed to see how previous researchers used the technique with effective results. And can be a reference material for teachers and future researchers in using the technique of teaching English speaking with a good

classroom questioning strategy.

Methods

The researcher applied the library research method. Library research is a qualitative design that uses references to journal articles, books, and other media in conducting research. Muhammad et al (2021) add that library research is a research activity carried out by collecting information and data with the help of various materials in the library related to the problem to be solved. Furthermore, there are two kinds of data namely primary and secondary data. The primary data was taken from the dissertation and theses by Peter Boghossian (2004), who adopted the Socratic Method, by the proponent of the method is Socrates. Then, Secondary data in the form of scientific writings about classroom questioning strategies in teaching speaking skills in several recent articles and undergraduate thesis relevant to this research in the period 2018-2023. Which can be obtained through the library or the Internet.

The researcher used a qualitative approach in which the form of data is utterances. Data are collected from existing documents which are academic papers namely articles. These documents are obtained either from the library or the Internet. The researcher applied the content analysis method to analyze the data. The information collected is organized and analyzed utilizing the content analysis method. It is a method of collecting and analyzing information from writings to reply to the research questions. According to Haggarty (1996), content analysis is a research method that allows the collection of both qualitative and quantitative data in one study, then analyzed systematically and reliably so that generalizations are obtained from it about the category. The researcher investigated the previous procedure suggestions from Muhammad et al (2021) firstly, reading and identifying the data sources to find the information needed. Secondly, understanding the content and key information of data sources. Thirdly, describing the information found in data sources. Fourthly, organizing the information and explanations. Lastly, conclude from the data sources' descriptions which were obtained.

Results

The researcher found that 25 studies had been conducted related to the use of questioning strategy in teaching speaking skills from 2018 to 2023. However, not all studies are relevant to this research. Based on the data sources, the researcher focused on reviewing eight studies about the use of classroom questioning strategies in teaching speaking skills as a representative. Those eight studies are as follows: Hanna (2018) The Implementation of Questioning Strategy In Teaching Speaking For The Tenth Grade In Ma Al-Abror Blumbungan Pamekasan, Irawati (2021) Teacher's Questioning

Strategies Used In The English Speaking Class of Junior High School, Farihin (2021) Teaching Speaking Using Questions Strategy Of The Eight Grade At MTS MA'Arif Klego, Cerlya (2023) Lectures' Questioning Strategies In English Speaking Class, Sujariati (2016) English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu, Ekawati (2019) An Analysis of Teacher's Questioning Strategies During The Classroom Interaction At SMAN 4 Makassar, Syafi'I (2022) Teacher's Questioning Strategy to Teach Speaking at MA An-Nidhomiyah, and Yasid (2021) Teacher's Questioning Strategies In Achieving Students' Speaking Competence In English Classroom.

After identifying and understanding eight studies related to the research topic, the data reviewed in this research were organized into their classifications based on the technique of data analysis which included researcher names, titles, years, procedures, reasons, and results.

The first study was conducted by Hanna (2018). This study aimed to find out the implementation of questioning strategy, types of questioning strategy, and how the students respond to the implementation of questioning strategy. The instruments used by the teachers answer observation, interview, and documentation. The researcher adapted the procedures of questioning strategy from MA (2008). The procedures are still related to the proponent. However, the paper reviewed used either adopted teaching procedures. The result remains the same, the implementation of the procedures of questioning strategies in teaching speaking made students progress in speaking skills. In her studies, the researcher started by deciding the topic related to the student's environment, it was proven that the students could relate their real experiences to the questions. So, that they could answer bravely, then they gave some vocabulary related to the topic. After that, the teacher chooses some students who have low ability and medium or high ability in speaking to treat them with both convergent questions and divergent questions.

The second was conducted by Irawati (2021). The study was to identify types of teachers' questions by using a questioning strategy in teaching speaking skills. This study was carried out with a teacher and students speaking English in two classrooms. The data were collected from classroom observation, documentation, and interviews. This study shows that the teacher applies all the questioning strategies. The implementation of the procedure of this study is different from the proponent's data because in this study the researchers focused more on the type of question, but when viewed from the results of interviews conducted by teachers to students the way teachers ask questions is similar to the proponent's data on the use of questioning strategies. So, the results of the use of questioning strategies can be said to provide good progress in this study. In this study, the researcher gave questions according to the type of questions to students, from simple questions to deep questions. Students responded well when the teacher asked with a short answer, sometimes students were silent and

did not answer questions from the teacher when they were confused and did not know how to answer in English. As said by Rogoff (1990) questioning is effective when students are actively involved in the learning process in constructing responses.

The third study was conducted by Farihin (2021). The purpose of this study was to describe the implementation of teaching speaking by using learning starting with question strategy, then to describe students' responses on the implementation of question strategy, and the factors influencing the implementation of teaching speaking through question strategy. In this study, the teacher and the students of MTs Ma'Arif were as subjects of the research and the resources data. The techniques of data collection used were observation, interview, and documentation. The researcher used the procedures of learning starting with a question strategy from Silberman (2007), this method is similar to the use of the proponent but modified and explained simply. Related to the interview, the students can easily teach speaking through learning starting with question strategy. They feel that this strategy is the right strategy which can make it easier to understand what the teacher has taught. The students enjoy and focus on teaching speaking with question strategy because this strategy is fun.

The fourth study was conducted by Cerlya (2023). The purpose of this study was to investigate the questioning strategies employed by lectures in English speaking classes. The participants in this study were two English lecturers who taught English speaking skills and ten students. Data were collected by interview and questionnaire. The researcher used theories (Chin, 2007) in teaching the speaking classes. This theory is slightly different from the proponent because in this study there is no procedure applied by lecturers in using questioning strategies, lecturers ask according to the conditions and situations in the classroom by the theory mentioned earlier. A positive response from students using this strategy encouraged the lecturers to use these strategies constantly when asking questions in class. The lecturers' questioning strategies have had a positive influence on students because students might answer questions based on the topics being taught, and it helped the lecturers manage the students' responses in class. As a result, the lecturers' questioning strategies during speaking class might energize the teaching and learning process.

The fifth study was conducted by Sujariati (2016). This study was to find out the teacher's questioning strategies, the reason for using the questioning strategies, and the effects of the questioning strategies on student's learning activities. The sample of this study was the teachers of senior high school in Gowa (SMAN 1 Bontomarannu). Data collection of this study through recording, observation, and interview. In this study, the researcher applied the teacher's question by Eble (1988) in three sessions. This procedure is different from the proponent, it can be seen from the different steps taken. But both make the interaction and communication between teachers and students more valuable. In this study, students' responses are seen from interviews conducted by four different teachers in the learning process. All teachers give more simple questions with

yes/no answers and almost all students respond well. However some students still do not understand the meaning of the teacher's questions but students still answer with English answers even though they are wrong, the teacher still appreciates it. Students still need repetition from the teacher when the teacher asks because, for some students, it can be hard to answer and take a long time to understand deeper questions. According to Rusdy et al, (2023), the results showed that each strategy used by the teacher had an interaction between them, so the questioning strategy produced results, although not all students could answer the questions.

The sixth study was conducted by Ekawati (2019). This study aimed to find out the questioning strategies that the English teacher used and the reason why the English teacher their questioning strategies during the classroom interaction at SMAN 4 Makassar. The subject of this study consisted of three English teachers, each teacher taught a different class. The data were collected from the observation and interview. In this study, the procedure applied is different from the proponent, because the researcher focuses on the type of question. The teacher applies the questioning strategy according to the type of question by Xuerong (2012). Based on interviews conducted by researchers, Questioning strategies provide a way to make students clear about teachers' questions. Sometimes students are quiet because they probably do not understand what has been asked by the teacher, how to answer it or feel shy. For that teachers should diversify their questioning strategies, encourage more student participation, balance their talk with student responses, provide constructive feedback, and receive proper training in questioning techniques. By making these adjustments, teachers can create a more interactive, engaging, and effective learning environment that enhances classroom interaction and improves student outcomes.

The seventh study was conducted by Syafi'i & Sudarso (2022). This study aims to describe the implementation and the students' responses toward the use of questioning strategy in teaching speaking. The subject of this study was students of MA an-Nidhomiyah. The data were obtained through observation and interviews. The procedure that the researcher applied by Tom (2019). This procedure is similar to Proponent's implementation however is only done in four steps. And there is an activity to give students time to think before answering. 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 happy joining the lesson because of the teacher's questioning of teaching and learning in class. Data from the interviews, the researcher could say that the students are enthusiastic about taking part in this activity. It can be seen from their actions when they tried to speak English properly. Chin (2007) stated that the questioning strategy is characterized by flexibility as the teacher adjusts questioning based on students' responses to engage students in higher-order thinking. It was also endorsed by the response of students, most students stated that most of their friends were enthusiastic

in-class participation.

The eighth study was conducted by Yasid et al (2021). The study aimed to know the learners' answers and the teachers' reason for achieving students' speaking competence in English classrooms. The qualitative method is chosen to see the researcher's questions responses, the observation in the classroom, and some questions toward the educator. The researcher applies the question method from Cole & Chan (1987). Slightly different from the method applied by the proponent, in this study, the researcher focuses more on the types of questions used by teachers in learning. Where there are three types of questions used by teachers in class and private lessons. However, those strategies can construct the confidence of students in responding. The students' responses to the teachers' questions used more short answers in the teaching and learning process. The students' responses to state school were engaged in discovering the most effective strategy used by the teacher in seeing the students' reactions in employing the strategy of questions. Ma (2008) explained that raising the questions is an effective method for the teacher to guide students to think actively and to foster the student's ability to do analysis and creation. Moreover, the students also gave good responses after rephrasing the strategy based on the findings while providing additional information to make the state school students comprehend the teachers' questions.

Based on the discussion of the eight articles above, there are no articles that use the same method as the primary data. All articles that become data in this study use different methods of applying questioning strategies. However, almost all the results of the study explain the same results, namely, the improvement of students in speaking English using questioning strategies. Using questioning strategies in teaching speaking leads to a wide range of improvements, including enhanced speaking skills, increased student participation, better critical thinking, and boosted confidence. It also promotes a more interactive and engaging classroom environment, where students develop not only their speaking abilities but also their listening, comprehension, and interpersonal skills. With personalized feedback and structured interaction, questioning strategies are an effective tool for fostering both language development and general cognitive growth. Likewise, the responses given by students after the application of questioning strategies are almost similar, some students will be silent when they don't understand the question, and there are also students who are afraid to answer because they don't feel confident. The teacher faces it by using questioning strategies, even though students answer incorrectly the teacher still gives appreciation and explains in a good way. Shen (2012) also stated that there was evidence that a question can motivate students to be involved in the learning process, focus students' intentions, increase students' critical thinking, and the teachers can assess the students' understanding of the material given. It can be concluded that the questioning strategy is suitable for teaching English-speaking skills to increase students' knowledge and interest.

Conclusion

Based on the findings and discussions, the researcher concludes that while the use of questioning strategies in teaching speaking varies across different studies, all adaptations ultimately serve the same goal of improving students' speaking skills. Despite differences in implementation, all these approaches share the common objective of engaging students and encouraging them to speak English confidently. This is evident from the students' responses, which, although varied ranging from enthusiasm and interest to occasional mixing of languages or incorrect answers, demonstrate active participation. Such responses reflect the natural learning process, highlighting the effectiveness of questioning strategies in motivating students to engage with the language.

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