



An Analysis of Students' Questioning Skill in English Foreign Language Class

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Abstract

This Research aimed to know the level of questions used by students and to know the student's factors to ask questions in classroom at sixth semesters at Madako University. This research employed descriptive qualitative research. The samples of the research were five students at class A which were selected purposively. The techniques for collecting data used observation checklist, interview, and documentation. The obtained data were percentage and analyzed based on interactive model of Miles & Huberman, some steps among data reduction, data display, and conclusion drawing. The result of the observation showed that C1 (remembering) (13.3%), C2 (understanding) (26.6%), (analyzing) (33.4%), and (evaluating) (26.7%), while analyzing was a level the most frequently used by the students. The result of interview there were two factors namely: internal and external in internal factor the researcher found that Interest and motives of student curiosity. In external factor that the researcher found lecturer's factor (motivation of the lecturer) and environmental's factor. Therefore, the researcher conclude that the student at sixth semester at Madako University have the skill of questions in level medium because most of them only used questions analysis, and they have two factors to ask question, they are internal and external factors.

Keywords: Questioning Skill and Classroom Interaction.

Introduction

Classroom interaction is an activity between students and teachers, students and other students. In the context of a university, the interaction between students and lectures becomes crucial in the teaching and learning process. (Dagarin, 2004)supports that classroom interaction can be defined

as a two-way process between the participants in the learning process. The teacher influences the students and vice versa. In same way (Ellis, 2005) that classroom interaction is involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, the successful of learning through interaction can not be spoken. In addition (Chaudron, 1988) revealed that Interaction between students and teacher is fundamental to the learning process Therefore, it is clear that interaction in the classroom is seen as crucial since the interaction involves both teacher and students to the teaching materials where they have communication during the interaction in the English classroom. In other statements (Smith et al., 2005) argued if student to student interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competence. On the one hand, interaction is often referred to as dialogue. Dialogue is one of the well-known social interactions, and they are always conducted in the classroom to build their collaborative learning process. (Bunt, 2000) A dialogue act has a informational content, or as we prefer to say, a `semantic content certain information that has a particular significance in the new context, resulting form the performance of the dialogue act. A dialogue act also has a communicative function which denes the significance of this information by specifying in what way a context should be updated to take that information into account

The activity of the conversation is usually carried out in the presentation. During the presentation, the lecturer and the students asked questions and gave feedback to answer the questions. Asking and answering questions are typical social interactions expected in most classroom interactions. It can be measured to see whether the teaching and learning process is successful and whether all students understand the material. In other hands, students' question become one of the important things in the

classroom interaction. Because, it will show that the learning process have a good impact or not. furthermore, the lecturers will realize that how far the students really understand the materials that he or she demonstrates to their students in the classroom. A good question has some typical such as creative act, structured well, and add the knowledge. According (Modjanggo, 2018) questioning is one of the most popular teaching methods. For thousands of years, teachers have known that the process of questioning can convey factual knowledge and conceptual understanding. Unfortunately, although The questioning behavior may greatly promote the learning process, if it is not done correctly, it also has the ability to stop the child from learning. (Masyruha, 2018) stated that studied the questioning behavior of EFL teachers in order to better understand how to design questions that can help expand students' knowledge and promote creative thinking.

Based on the primary research by the researcher and teaching process in Sixth semester of Madako University, in conducting the presentation. The lecturer gave materials and asked them to make class presentation and divided into several groups discussions. There were some the students viewed actively ask the question, and there is viewed some group member of them only silent in the classroom until the class discussion was over. It will be became a problem if only a few students look active and participate in the class. This thing will not bring the class become conducive and not achieve the goals of the teacher. In order to overcome this problem, the teacher applied teaching strategy by giving them non stop discussion where are all expected to share their argument, ideas, and ask them to open question session. Those solution would be became decrease of the students only silent during discussion class or presentation.

By paying attention to and referring to the description above, the researchers are interested in conducting a study entitled "Analysis of EFL Students' Questioning Skills in Class Interaction" The reason is because only a

few of the students are actively asking questions in class. Moreover, for the presentation session, some of the students ask their friends to create a question to be asked to the presenter, even some of them ask the presenter to give them the question right before they start the presentation. Researchers focused on EFL sixth semester students at Madako University. This study aimed to determine the extent of students' questioning skills in class and also to determine the level of the questions given.

There were three relevant researches which has relevance with this research: The first researcher (Fajria Rusdi Yudiarti, 2018) entitled *The Questioning Skill Development Of The University Students In Indonesian Efl Classroom* utilized observation and interview as the instrument of the research. The results of this research demonstrated that there are marked differences of the way students develop their questioning skill; The development of students' questioning skills falls into three categories: Lowly Developed Questioning Skill (LDQS), Mediumly Developed Questioning Skill (MDQS) and Highly Developed Questioning Skill (HDQS). In relation to the students questioning skill and the impact on their speaking performance, it also bears marked differences, those are Good Speaking Performance (GSP), Fairly Speaking Performance (FSP) and Weak Speaking Performance (WSP). The second researcher (Zulkifli & Hashim, 2019), *the Development of Questioning Skills through Hikmah (Wisdom) Pedagogy* The results showed that an improvement where the students were able to produce questions from lower order thinking questions (LOTs) to higher order thinking questions (HOTs) according to Hierarchy of Bloom's Taxonomy. This research recommends teacher to apply Hikmah Pedagogy in order to enhance critical thinking among students. The third researcher namely Putri (2019) "found the type of question that the most frequently used is comprehension question with 9.31%. and teacher's questioning skill in teaching English can not be said to be effective because some of the students were not

responding to the teacher's question. In relating the previous research previously, the researcher takes the research gap among of the third of researchers and it can be concluded that there were some similarities and differences the current researcher presents about study Analysis of questioning skills in same topics. Meanwhile, the differences are placed on the variables, result, and research participant. In the current research, it focused on finding out the level of questions used by student and the factors of student to ask questions in classroom particularly at Madako University.

Research Method

The Design of this research was a qualitative research. Masyruha (2018) stated that qualitative research is the collection ,analysis and interpretation of comprehensive narrative and visual (i.e.,nonnumerical) data to gain insights into a particular phenomom of interest The researcher applied it to know the level of questions student at sixth semester of Madako University. The research samples were consisted of 5 English students at A Class of 2th semester, which used purposive sampling. The main instrument in this research was the researcher it self and it supported by some additional instruments such as observation checklist, interview and video or audio recorder in getting the data. The technique used to analyze were percentage by (Huberman, M., & Miles, 2002) in this following are the steps to conduct the research. The first step was the present the data in the form of description. Second, for answering the research question, the researcher analyzed the data from voice or video recorder to find the level of questions used by students. third, the researcher did the interview to find out the factors of how the student asked questions in classroom interaction. (Heigham, J., & Croker, 2009) categorized interview in some type, namely structured, open interview structured interviews and semi structured interviews. In this research,

the researcher used semi structured interview which consist of open-ended question.

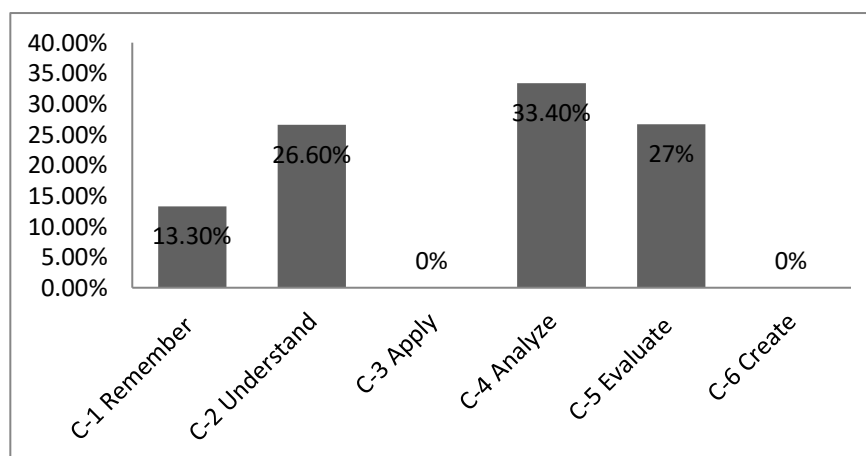
In analyzed the data, researcher reduced the data that refers to the process of selecting data, making main summary, choosing the main point, and deleting the useless ones. The data that finished from reduction will give clear description make easier for the researcher to collect the further data. Then, the displayed in the form of table, graphic, phi chard, pictogram and other equivalent of them". In this step, the researcher will present the data in the on a table and the researcher explained it in description. Furthermore, the data conclusion and drawing, in this process the conclusion is stated after getting all of the data which were analyzed or collected.

Finding and Discussions

Findings

The Result of level Questions Students In Madako University

The researchers collected the data from observation checklist, and video recording the researcher found that there are 15 questions from student presentation in classroom.



Based on diagram 1, The results of the diagram show that the number of questions in the cognitive domain level C1 (remembering) there are 2

students who giving questions (13.3%), level C2 (understand) there are 4 students who giving questions (26.6%), C3 (apply) not found students who giving questions 0%, C4 (analyze) there are 5 students ask (33.4%), C5 (evaluating) there are 4 students asking (26.7.%), and C6 (creating) (0%).Some of these questions can find out the percentage value (%) of students who giving questions at the level of C1 (remembering), C2 (understanding), C3 (applying), C4 (analyze), C5 (evaluate), and C6 (create) in the cognitive domain based on Revised Bloom's taxonomy by (Anderson, L. W., Krathwohl, 2001)

The Result of interview

The researcher conducted interview to 5 students to get more information about their factor to ask questions in classroom. the researcher used hand phone to get the data. Before the researcher asked deeply about factor student to ask questions in class. The researcher intended to get their reason to ask questions by asking several questions. Semi structured interview was used as instrument in this research.

Internal Factor

Internal factors are factors that come from within students, which are included in the internal factors are, interest, curiosity about something

a. Interests

Interest is about Students who are interested in a lesson will always ask questions about things they do not understand.

Interviewer : Do you like to ask questions in classroom? Why?

Informant 1 : No, because I don't believe in my questions, usually I want to ask, I'm just afraid to get out of the material.

Informant 2 : Yes, personally, I really like to ask questions in class, because I think asking questions is a window to get more knowledge from the lecturer.

There are 4 students like to ask questions in class and 1 students said sometimes they ask if the material is not understood, and 1 students said No, because he don't believe his question and he afraid to get out of the material. Based on the data above the researcher concluded that, not all the student like to ask question in class but they ask questions if we confused with the material or anything, and most of them like to ask questions in class because they want to add more knowledge.

b. Have a feeling lack of courage in asking

Interviewer : Are you afraid to ask questions? Why?

Informant 1 : Sometimes, sometimes I'm afraid to ask because I'm afraid to be wrong.

Informant 2 : I don't think so myself, because I thought it was very fun to ask questions, I could get more knowledge and more information.

Based on the result of interview, there were three students not afraid to ask questions in class, and two students said sometimes the reason is because she afraid that people will laugh about her question, and other reason is afraid for making mistakes. And afraid to ask questions the reason because she is often nervous and she afraid to say the wrong thing so the researcher concluded that not all the student afraid to ask questions because ask questions is important to get more information, and a few of them happy to ask questions in class but there are also afraid because nervous ,and afraid making mistakes to ask question.

c. Motives of student curiosity

Motives are everything that encourages someone to act to do something. The motive for the great curiosity of students in a lesson can be seen in their enthusiasm for following the lesson.

Interviewer : Do you ask questions because you don't know?

Informant 1 : Sometimes I know, sometimes I don't, because I want to clarify my understanding

Informant 2 : Yes, I asked because I didn't know, asking the question again like before to collect as much information as possible so that we can understand and know more about the information conveyed by the lecturer.

Based on the result of interview, showing that two student of five students said that they ask question because they do not know and 3 students said sometimes about don't know the material sometimes to test ability their friends in mastering the material, so the researcher concluded that , most of students ask questions because they do not know the material and because ignorance of something.

External Factors

Students' external factors are factors that come/source from outside the student's self that affect the learning process of a student. It includes the motivation of the lecturer and the learning environment.

a. Lecturer's factor (motivation of the Lecturer)

The motivation of the lecturers comes from the lecturers to encourage students to be more active in class, especially when asking questions.

Interviewer : Are you asking because you are motivated by your lecturer or friends?

Informant 1 : Yes , because I think they are the ones who motivate for me to ask questions.

Informant 2 : You could say so, because maybe there are friends I'm the one who can convey aspirations, so, I sometimes convey it myself

Based on the result of interview, some of students said they motivated to ask questions because they lecturer and there is student said they motivated from their friends, the reason if other people can why I can't, and some of them also say that they are self-motivated.

b. Environmental factors

The learning environment greatly affects students' questioning skills, especially if the learning environment is fun, it can make students feel more active in class and more comfortable.

Interviewer : Do you think that a fun learning environment could affect you in asking in class?

Informant 1 : Yes of course ,because if we have a good mood so we can be active in class especially for ask.

Informant 2 : For myself, yes, it is very influential because when we are happy in the learning process there we are comfortable in collecting information from the lecturers, the learning environment is very influential, even in the educational aspect.

Based on the result of interview, most of them said yes a fun learning can affect them to ask questions in class is very influential because when we are happy in the learning process there we are comfortable in collecting information from the lecturers, the learning environment is very influential, even in the educational aspect. most of them also said has an effect, because if the environment we live in is comfortable, our mindset will also be more open so we are also more enthusiastic to ask questions and be active in class.

Discussion

This research was conducted at sixth semester of Madako University. In this research there were 10 students was taken as research samples. The samples was selected purposively with the criteria of the students. This research have two research questions the first is to know the level of questions

student and the second is to know the factor student to ask questions in classroom. So the researcher used observation checklist, interview and documentation to get the data. The first to know the level questions used by student, the researcher used observation checklist based on the theory of (Costa, 1985). Furthermore, in first meeting the researcher forgot to bring the paper observation checklist so the researcher just took video recording to get the questions from student, and the second meeting the researcher used observation checklist and get the questions used by student, and the last meeting the researcher came late so just take the data used audio recording.

There are 6 level of questions according to bloom taxonomy (Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H., dan Krathwohl, 1965) revised remember, understand, apply, analyze, evaluate, create. In line with the existed theory (Anderson, L. W., Krathwohl, 2001)) shows several different research finding that the recent researcher and the former researcher found the level of questions students in low level because most of them ask questions used comprehension and the former researcher used old theory .

Having conduct the data of observation, the researcher found that in first meeting there were five questions used by student, and the second meeting there are five questions and the last meeting there is six questions used by students based on data observation, The results of the level of questions by student show that the number of questions in the cognitive domain level C1 (remembering) there are students who ask (13.6%), level C2 (understand) there are 4 students who ask (26.6%), C3 (apply) not found students who ask 0%, C4 (analyze) there are 5 students ask (33.4%), C5 (evaluating) there are 4 students asking (26.7%), and C6 (creating) (0%). Some of these questions can find out the percentage value (%) of students who ask at the level of C1 (remembering), C2 (understanding), C3 (applying), C4 (analyze), C5 (evaluate), and C6 (create) in the cognitive domain based on

Revised Bloom's taxonomy (Bloom et al., 1956). In relating the result of the research above, this research showed that there were some significant differences among from the previous studies. In the first previous study, the title was the questioning skill development of the university students in Indonesian efl classroom. The results of this research demonstrated that there were marked differences of the way students develop their questioning skill; The development of students' questioning skills falls into three categories: Lowly Developed Questioning Skill (LDQS), Mediumly Developed Questioning Skill (MDQS) and Highly Developed Questioning Skill (HDQS). In relation to the students questioning skill and the impact on their speaking performance, it also bears marked differences, those are Good Speaking Performance (GSP), Fairly Speaking Performance (FSP) and Weak Speaking Performance (WSP).

The second previous study is (Zulkifli & Hashim, 2019) The Development of Questioning Skills through *Hikmah* (Wisdom) Pedagogy The results showed that an improvement where the students were able to produce questions from lower order thinking questions (LOTs) to higher order thinking questions (HOTs) according to Hierarchy of Bloom's Taxonomy. This research recommends teacher to apply Hikmah Pedagogy in order to enhance critical thinking among students.

In conjunction on the result of interview, the researcher found two factors why the student ask the question. They are internal and external factors. In internal factors the researcher found that most of them like to ask questions in class to add more knowledge and information and they interest to ask in class if they do not understand about the material in order to get the complete and clear information. They also said that they were not afraid to ask questions in class, because ask questions is important to get more information, but a few of them said and afraid to ask question because they nervous if their friends laugh it off, afraid to make mistakes to ask question

And they also said most of them ask questions because they do not know and want to know the material that makes them confused.

In addition, when the researcher took the result of interview that the researcher found that are Interest, Have a feeling lack of courage in asking (Nervous and afraid making mistake), Motives of student curiosity. In the External factor, the Researcher found that some of students said they motivated to ask questions because they lecturer and there is student said they were motivated from their friends, the reason if other people can why I can't, and some of them also say that they are self-motivated. most of them said yes a fun learning can affect them to ask questions in class, so the researcher concluded that, environmental factor very influential on them, because if they happy and have a good mood certainly they can enjoy in classroom and ask questions and to be active in the class. As stated by (Astuti, 2015) pleasant learning atmosphere will affect the enthusiasm and mood of students. Students who have a passion for learning and have a pleasant mood will follow the lesson attentively and will not hesitate to ask questions and express their ideas. " so the researcher found that based on the result of interview there are , Teacher factors and Environmental factor.

Conclusion and Suggestion

Based on the result above the researcher conclude that student at sixth semester of Madako University have the skill of questions in level medium because most of them just give questions analysis, and they have a two factor to ask question, internal and external factors.

Some suggestions can be for student and lecturer. For the student Students must be bolder in expressing opinions and asking questions on material that they do not know in order to increase their knowledge and self-confidence, which can be helped by the lecturer's motivation. For the lecturer the researcher hopes this research can benefit to lecturer especially

English lecturer to know the level questions by student and factor that make student ask questions in classroom.

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