

Questioning Strategies during the Classroom Interaction: A Case Study at SMK YP Gajah Mada Palembang

ABSTRACT

The aims of this study were to find out: (1) the types of questioning strategies employed by the teachers of English and (2) students' perceptions on the use of teachers' questioning strategies. The research method applied for this study was qualitative which is classified as a case study. Two teachers of English and two eleventh grades students took part in this study. To collect the data, observations and interviews were used. Observations and interviews with two teachers of English were conducted to identify the types of questioning strategies during the classroom interaction. In addition, interviews with two students were applied to explore students' perceptions on the use of questioning strategies used by the teachers of English. The research findings revealed that both teachers used three types of questioning strategies, namely procedural, convergent, and divergent questions. The researcher also found that students feel that the teacher's questions can increase students' participation learning activities, build students' interest and curiosity about a problem being discussed, developing students' patterns of thinking and active learning, guiding students' thinking processes because good questions will help them to determine good answers, and focus students' attention on the problem being studied. Furthermore, students expressed that the fear of asking is often experienced by students, questions and answers often deviate from the material presented, it wastes a lot of time if questions are difficult to answer, and not all students will have the opportunity to answer questions if the number of students is large.

Keywords: *Classroom Interaction, Students' Perceptions, Questioning Strategies.*