

An Analysis of Teacher Questioning Strategies in Online ESP Classroom Activity

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ABSTRACT

This research aimed to determine the questioning strategies that the English teacher used and the student's perception of teacher questioning using Zoom meetings in ESP class at the Accounting Education Program. This research applied a descriptive qualitative method. The data were collected from the observation by video recorder during Zoom meetings, interview by audio recorder, and questionnaire. The data was taken from ESP teacher at the Accounting Education Program Universitas Galuh to find out the type of questioning strategies used and the students' perception of teacher questioning during Zoom meetings. The teacher of the ESP class in the Accounting Education program used all types of questions. Procedural, convergent, and divergent questions are the questions used by the teacher in online classroom interaction. Students' perception of teacher questioning in ESP class, 60% of students' agreeing to the teacher question through Zoom meetings makes online learning more interactive, 53.3% of students' agreeing to the teacher questioning helped improve their speaking skills in online classroom activity, 53.3% students' agreeing to the teacher questioning helped them increased their confidence, 46.7% students choose neutral that interaction in the zoom meeting is understandable and the last 46.% students choose neutral that interaction in the Zoom meetings is very clear. The English teacher must be aware of using types of questions that will be asked to the students.

Keywords: E-Learning, teacher questioning strategies, types questioning strategies, Zoom Meetings, ESP

Introduction

In early 2020 the COVID-19 pandemic hit the world, the covid-19 has rapidly changed the structure of people's lives, including in Indonesia. Education in Indonesia is forced to replace face-to-face learning with online learning. The E-learning system is a powerful tool for

achieving strategic objectives of the university (teaching, research and, serving the society) and it contributed to the progress on the institutional level as well as the personal level, including both faculty and students Divjak and Begicevic ((ASTRID et al., 2019). Many platforms can support online learning activities one of which is *Zoom Meeting*. *Zoom Meeting* is a collaborative, cloud-based video conferencing service offering features including online meetings, group messaging services, and secure recording of *sessions Zoom Video Communications Inc.* (2016 as cited in (Archibald et al., 2019).

Besides, in an online learning activity, teachers must prepare many strategies to make online classroom activity active and the students still feel enjoyed and understand the online classroom. One of the strategies is the teacher's questioning strategy, questioning strategies can be used to get responses, and information and to know that the students paid attention to the material that the teacher has given. They use questions to encourage critical thinking skills, to effectively assess the nature of the learning, and to build the confidence of their students to answer the question and speak up in their learning activity (Fusco, 2012, p. 1). Questioning strategies are very necessary because especially in online learning the interaction between teacher and students is most important.

E-Learning is one of the modes that can be utilized by teachers in the process of teaching and learning. According to Welsh *et.al*, (Trakru & Jha, 2020) said that "E-learning or electronic learning is known as instructional content or learning techniques eased by electronic technology and it aims at increasing the expertise, overall knowledge and productive capabilities of the learners in a global situation" (p. 96). With the use of technology in our daily lives, it is time to consider the concept of implementing technology into the curriculum and try to integrate technology into teaching to facilitate the learning process.

One of the technologies used for online teaching and learning is Zoom Meeting. Zoom is a collaborative, cloud-based videoconferencing service that features online meetings, group messaging services, and secure recording sessions (Zoom Video Communications Inc., 2016 as cited in (Archibald et al., 2019). Zoom offers the ability to communicate in real-time with geographically dispersed individuals via computer, tablet, or mobile device.

In the process of learning, it is important that learners conduct the act of questioning. Questioning is one of the processes of communication that is included in the learning process, as suggested by Nashruddin & Ningtyas (2020). Harmer (2017, as cited (Al-Zahrani & Al-Bargi,

2017) Asserted that teachers should encourage learners to produce communicative outputs and be engaged in communicative activities and that consequently, teacher involvement should be minimized. It means that the teacher needs a response when the teacher says something like a sentence, phrase, or words that needs to reply from the listener or students.

Richard and Lockhat divided questions into 3 types, The first is procedural questions. Procedural questions concern classroom processes and routines, as well as classroom management, rather than learning content. For example, while the teacher checks the assignments, or checks students' understanding. Second, Convergent questions, **are the** type of question that is used to keep students engaged in what they're learning. It can also help students think more critically and encourage classroom interaction. This type of question also engages student responses to previously presented information. Responses for convergent questions are often short answers, such as "yes" or "no" or short statements. Third, Divergent questions, Divergent question encourage students to give answers that aren't simple yes/no questions and require them to think at a higher level. Teachers encourage students to answer with their own information rather than with previous information. In other words, divergent questions often require students to analyze, synthesize, or evaluate knowledge.

The aspects of linguistics, materials, method, and learning design taught in ESP class are designed specifically to focus only on students' needs (Zohrabi as cited in (Gestanti et al., 2019). The characteristic of ESP is for students in higher education or employers at a specific workplace the materials and teaching methods should be set by student needs, the target, and the program that the students planned. Following this view, Saptiany & Prabowo (2024) believed that developing speaking proficiency was particularly crucial as the students would be in frequent interaction with individuals from various cultural backgrounds and navigate professional situations.

For the current study, the writers have formulated the following research questions:

1. What are the strategies commonly used by teachers in an online learning mode?
2. What are the students' teacher questioning strategies in ESP class by using Zoom Meetings?

Research Method

Research Design

Relevant to the research questions and research purposes, a descriptive qualitative method was applied in this study. According to (Walliman, n.d.) “ Descriptive is designed to examine situations to establish what the norm, i.e. what can be predicted to happen again under the same circumstances” (p. 10). Rather than measures, estimates, and numerical figures, descriptive qualitative research is often concerned with words, vocabulary, and experiences.

Research Site

This research was conducted at The Accounting Education Program Universitas Galuh. Universitas Galuh located in Jl. R. E. Martadinata No.150, Mekarjaya, Boreg, Kabupaten Ciamis, Jawa Barat 46213. The researcher chose this program study to this research because it was relevant for participants for this research. After all, Universitas Galuh used Zoom Meetings for online learning activities during this pandemic COVID-19 situation.

Research Participant

The participants of this study the students of the Accounting Education Program at Universitas Galuh.

Data Collection

Data collection is defined as the procedure of collecting, measuring, and analyzing the research. To get accurate data, this research used observation, interviews, and questionnaires.

To investigate An Analysis of Teacher Questioning strategies in an online ESP class at The Accounting Education Program the researcher chose observation non-participant. According to (Wolpe, 1978) “Observation seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities” (p. 63). The researcher observed one lecture on ESP. The second step, in this research is the interview, the researcher chooses the semi-structural interview technique. According to (Wolpe, 1978) “Interview is a two-way method which permits an exchange of ideas and information” (p. 59).

The third step is the researcher using a questionnaire to obtain personal information from the students.

Data analysis techniques

The techniques of data analysis in this research used are qualitative data analysis and transcribe with Triangulation analysis. According to (Abdalla et al., 2018) “Triangulation can combine methods and collection sources of qualitative and quantitative data (interviews, questionnaires, observation, and field notes, documents, among others) as well as different methods for data analysis (content analysis, discourse analysis, descriptive and/or inferential methods and statistics, among others)” (p. 72). There were some steps that the researcher took. First, the researcher observed the teacher questioning strategy at online ESP classroom activity using Zoom Meetings video recorder of the observations and then the audio recording of the interview from the lecture of ESP class at accounting education program transcribed the types of questions that the lecture was used in class to be analyzed. Then for the result of the questionnaire from students, the researcher transcribed and analyzed the perception from students about teacher questioning.

FINDINGS AND DISCUSSION

Findings

The findings of this research are to identify the answer from the research questions as obtainable from the instrument which aims to describe and explain the type of questioning strategies commonly used by the teacher in online learning and interpreting the students’ teacher questioning strategies in ESP class using Zoom meetings. From the data collected through the recorder in one meeting class that the researcher had done, it is indicated that the ESP teacher actively used a questioning strategy during the teaching-learning process in the classroom. When the teacher started the class, the teacher said greeting asked about the students’ conditions and checked the students’ attendance list. To check the student’s understanding of the previous material, the teacher asked about the student’s previous knowledge.

According to (Chandra Sekhara Rao & Pradhan, 2018) “Question strategies will encourage the learners to think, analyze, recall the facts, generalize, differentiate, classify and apply the facts in real life like situation” (p.699). The question can also increase the students’ curiosity about the lesson. The teacher also always asked questions to attract students’ attention and motivated students to more contributions in class so students could improve their speaking skills ability. The teacher used the procedural question to evaluate the student’s readiness and encourage those who wanted to participate in the presentation to provide it. This type of question is also used by the teacher to check the students’ tasks. The convergent question also used by the teacher in this classroom activity, these type questions to check the student’s understanding of the subject. The question was like simple questions because the teacher wanted to know the students’ understanding and attention. The teacher encourages students to think critically with the divergent question the teacher will ask this type of question to find out what the student’s statement.

To answer the second research question interpreting students’ teacher questioning strategies using zoom meetings. Analysis of student data regarding learning perceptions through Zoom meetings was carried out with the help of SPSS 25. The following is a table of the frequency distribution of each questionnaire question presented in Table 4.1 – 4.5

Table 4.1

Table of the frequency distribution Q1

Criteria	Frequency	Percent
Disagree	2	13,3
Neutral	3	20,0
Agree	9	60,0
Strongly Agree	1	6,7
Total	15	100,0

Based on Table 4.1, it is known that from a total of 15 students, there were 9 students (60%) agreeing that the Teacher question through Zoom Meeting make online classroom activity more interactive, 1 student strongly agreed, 3 students (20%) neutral and 13.3%

disagree, it can be concluded that students agree that Teacher question through Zoom Meeting makes online classroom activity more interactive

Table 4.2

Table of the frequency distribution Q2

Criteria	Frequency	Percent
Neutral	6	40,0
Agree	8	53,3
strongly agree	1	6,7
Total	15	100,0

Based on Table 4.2 it is known that from a total of students, there were 8 students (53.3%) agreed to the Teacher questioning helped to improve my speaking skills in online classroom activity, 1 student strongly agreed (6.7%), and 6 students (40%) neutral. It can be concluded that students agree that Teacher questioning helped me to improve their speaking skills in the online classroom activity.

Table 4.3 . Table of the frequency distribution Q3

Criteria	Frequency	Percent
disagree	2	13,3
Neutral	5	33,3
Agree	8	53,3
Total	15	100,0

Based on Table 4.3 it is known that from a total of students, there were 8 students (53.3%) agreed that the Teacher questioning helped students increase their confidence, 5 students neutral (33.3%), and 2 students (13.3%) disagreed. It can be concluded that students agree that Teacher questioning helped to increase their confidence

Table 4.4

Table of the frequency distribution Q4

Criteria	Frequency	Percent
strongly disagree	1	6,7
Disagree	3	20,0
Neutral	7	46,7
Agree	3	20,0
strongly agree	1	6,7
Total	15	100,0

Based on Table 4.4 it is known that of the total students, there were 3 students (20%) agreed that interaction in the Zoom Meeting is understandable, 7 students neutral (46.7%), 1 student' (6.7%) strongly agreed, 3 (20%) students' disagree, and 1 (6.7) students' strongly agree. It can be concluded that most of them choose neutral because when interacting in the Zoom Meeting some students are obstructed by external factors, such as a poor signal connection, which causes online learning to run not smoothly through a Zoom meeting, but students with good signal connections can understand learning well.

Table 4.5

Table of the frequency distribution Q5

	Frequency	Percent
Strongly Disagree	2	13,3
Disagree	2	13,3
Neutral	7	46,7
Agree	3	20,0
strongly agree	1	6,7
Total	15	100,0

Based on Table 4.5 it is known that from the total students, there were 7 students (46.7%) who chose neutral that interaction in the Zoom Meetings is very clear, 2 students (13.3%)

strongly agree, 3 students (20%) agree, 3 students (20%) disagree, and 2 students' (13.3) strongly disagree. It can be concluded that most of them choose neutral because when interacting in the Zoom Meeting some students are obstructed by external factors, such as a poor signal connection, which causes online learning to run not smoothly through a Zoom meeting, but students with good signal connections can understand learning well.

Discussion

The first research question asked the type of questions that tend to be used by the teacher. Several teacher questions are used in the classroom. 48 questions were found in the online classroom activity. According to (Richard & Lockhat, 1996) When this system is applied to the description of what happens in whole-class teacher-led activities, the findings from both second-language classrooms and first-language classrooms are the same: about 70% of the classroom time is taken up by the teacher talking or asking questions. That is why is not surprising to know the total number of questions asked in the online classroom interaction. (p.161).

In conclusion, from three types of questions, the type of questioning strategies used by teachers in ESP class during Zoom meetings is convergent questions is found to be the questions that are commonly used by the teacher in online classroom interaction. Although the teacher used several questions for different purposes, such as asking the students to explain the meaning of some expressions used in the material, asking them to give an example of the expression, and also asking them to double-check their answers in the exercises to see if they were correct, the role of the questions remained the same. These questions were asked by the teacher to improve their knowledge and promote classroom interaction. In online learning interaction using Zoom meetings, the teacher got some problems, the teacher had to repeat the question when students had a bad internet connection. After all online learning using Zoom meetings is very effective during the current pandemic, as the teacher said during the interview because it is assisted by several features that support online learning. This view is in line with that stated by Vebriyanto, as cited by Kholisoh & Bharati (2021). They elaborated that questioning, as a part of classroom interaction was seen as an initiative from the teachers to build a conducive atmosphere to activate students' interest during the teaching and learning

process; therefore it was a stimulus to encourage and engage the students in classroom interaction.

CONCLUSIONS

This research describes two things they were the types of teachers questioning strategies that were used in ESP class during Zoom meetings and students' perceptions of teacher questioning strategies using Zoom meetings. The teacher of the ESP class in the Accounting Education program used all types of questions. Procedural, convergent, and divergent questions are the questions used by the teacher in online classroom interaction. From 48 questions, it is found that 53% is dominated by convergent questions. The majority of the questions were asked to encourage students to participate in the teaching material, which did not require higher-order thinking. It focused on recalling previous material and required only a few short answers to the questions. The other question types, such as procedural, dominated the online classroom interaction in 42%. 5% was dominated by divergent questions. It is a slight question used in classroom interaction.

Students' perception of teacher questioning in ESP class, 60% of students agreeing to the teacher question through Zoom meetings makes online learning more interactive, 53.3% of students' agreeing to the teacher questioning helped improve their speaking skills in online classroom activity, 53.3% students' agreeing to the teacher questioning helped them increased their confidence, 46.7% students choose neutral that interaction in the zoom meeting is understandable and the last 46.% students choose neutral that interaction in the Zoom meetings is very clear. It can be concluded that most of them choose neutral because when interacting in the Zoom Meeting some students are obstructed by external factors, such as a poor signal connection. The teacher solves the problem using the chat feature and repeats the questions to the students.

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