



An analysis of teachers' questioning strategies during online learning in the classroom interaction

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Abstract

The purpose of this study is to find out what types of teacher questioning teachers that was used during English online learning as well as to find out how teachers perceive teacher questioning in classroom interactions that take place during online learning. This study used descriptive qualitative method. This research was conducted one of the junior high schools in the city of Tasikmalaya to 2 English teachers who teach 7th grade. Data for this study were obtained from classroom observations, interviews, and student assignments. The findings show that during two online learning sessions conducted by two teachers, the Grade 7 English teacher relied more on procedural questions. Convergent questions appeared in the second session by Teacher 1, while divergent questions were used in the first session by Teacher 2. Teacher questioning dominated because classroom interaction was less effective. Limited internet data and inadequate learning devices also reduced the effectiveness of the question-and-answer process, resulting in low student responsiveness. In conclusion, the effectiveness of teacher questioning in online learning remains low due to technical constraints and limited student engagement. Future studies should explore strategies to improve interaction and ensure better access to learning resources.

Key Words: *Teacher question; Teacher perception; Online learning; Classroom interaction.*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui jenis pertanyaan guru yang digunakan selama pembelajaran Bahasa Inggris daring serta untuk mengetahui bagaimana guru memandang pertanyaan guru dalam interaksi kelas yang terjadi selama pembelajaran daring. Penelitian ini menggunakan metode kualitatif deskriptif. Penelitian ini dilakukan di salah satu SMP di kota Tasikmalaya kepada 2 guru Bahasa Inggris yang mengajar kelas 7. Data untuk penelitian ini diperoleh dari observasi kelas, wawancara, dan tugas siswa. Temuan menunjukkan bahwa selama dua sesi pembelajaran daring yang dilakukan oleh dua guru, guru Bahasa Inggris Kelas 7 lebih mengandalkan pertanyaan prosedural. Pertanyaan konvergen muncul di sesi kedua oleh Guru 1, sementara pertanyaan divergen digunakan di sesi pertama oleh Guru 2. Pertanyaan guru mendominasi karena interaksi kelas kurang efektif. Keterbatasan data internet dan perangkat pembelajaran yang tidak memadai juga mengurangi efektivitas proses tanya jawab, yang mengakibatkan rendahnya respons siswa. Kesimpulannya, efektivitas pertanyaan guru dalam pembelajaran daring masih rendah karena kendala teknis dan keterlibatan siswa yang terbatas. Penelitian selanjutnya harus mengeksplorasi strategi untuk meningkatkan interaksi dan memastikan akses yang lebih baik ke sumber belajar.

Kata kunci : *Teacher question; Teacher perception; Online learning; Classroom interaction.*

INTRODUCTION



During the COVID-19 pandemic, teaching and learning were conducted online in accordance with government regulations to prevent school-based transmission. This shift to online learning significantly affected students, teachers, and educational institutions worldwide (Coman et al., 2020). Instruction was delivered through various digital platforms such as Google Classroom, Google Meet, Zoom, and WhatsApp.

Research on learning media highlights the importance of creating effective classroom interaction as a space for sharing, exchanging ideas, and developing learning content that supports both student and teacher development (Hansch et al., 2015). Classroom interaction refers to the communication that occurs between teachers and students during the learning process. Such interaction encourages student participation, collaboration, and relationship building (Ziarah, 2020). Through meaningful interaction, teachers can assess students' understanding of the material and monitor their progress in using the target language.

According to research from Sulistyani and Riwayatningsih (2020), obtained the standard format of communication in online classes, usually starting from the teacher asking students one by one, and students who were asked questions answered according to who the teacher appointed. In several other phenomena that occur in schools, it is known that online classes cannot be interesting and effective enough for students, because of the loss of direct interaction between students and their teachers, as well as with fellow students to exchange ideas, knowledge, and information while studying (Britt, 2006). The lack of proper interaction that occurs between teachers and students is a major concern related to online learning (Adnan and Anwar, 2020). Based on this phenomenon, one of the techniques that teachers' can use to achieve learning objective is by conducting a good teacher questioning. Questioning strategies are the ways which are used to ask something to the students in acquiring a purpose in teaching and learning process (Yunion, 2020). The strategy of asking is very important to gain knowledge because with the strategy of asking people can find out information. As a competent teacher, it must be noted how techniques to increase active and fun interaction in learning English, so that learning activities can run effectively and students can also participate in asking questions and expressing their opinions. According to Richards and Lockhart (1994), state that there are several points regarding the importance of questions in the learning process, namely: 1. Questions can stimulate and maintain student interest and focus in the classroom. 2. Questions can encourage students to think and focus on the material presented. 3. Questions can help teachers to find out students' understanding. 4. Questions can help teachers to obtain information related to certain structures or vocabulary targets in the classroom. 5. Questions can encourage students to participate in interactions in the learning process.

Previous research from Ziarah (2019), which examined teacher questioning based on the theory of 3 teacher questioning (procedural question, convergent question, divergent question) from Richard and Lockhart (1994) said that English teachers used procedural questions more in the classroom rather than convergent or divergent when direct face-to-face learning takes place. In this previous study, there were 15 procedural questions and 1 convergent question used by the teacher in the classroom. This research will be conducted using the same theory from Richard and Lockhart (1994), regarding three types of teacher

questions (procedural questions, convergent questions, and divergent questions). Procedural questions are in the form of questions made by the teacher to direct instruction in the classroom or ask about student routines. Students who receive procedural questions usually need answers obtained from facts, those are the statements they have experienced themselves based on the procedures directed by the teacher and do not require higher order thinking to answer them. Meanwhile, convergent question does not require students to answer with long and complex answers. The teacher usually gives students simple questions which will then be answered with a "yes" or "no" response by the student. Then, divergent questions are questions that attract students to provide answers with a wider range of ideas. Basically, the responses or answers given to this question are in the form of a fairly long description that requires high-level thinking skills. This convergent question stimulates students to express their personal opinion by combining some of the information and knowledge they have acquired. So based on the things that have been described, this research is interested in researching in the same topic, namely about what types of teacher questioning are based on the theory of Richard and Lockhart (1994) and also how teachers perceive the implementation of teacher questioning when learning at school. online class.

METHOD

This qualitative study utilized purposive sampling to select English teachers in junior high schools who met specific criteria, including having at least five years of experience and active classroom interactions (Sugiyono, 2012). Data was collected through online classroom observations over two sessions, where the researcher acted as a non-participant and documented teachers' questioning techniques via screenshots and an observation checklist (Marshall & Rossman, 2006). Observations were supplemented by interviews with two teachers (Wasi'ah, 2016) and student assessments to verify instructions. The collected data was analyzed using Miles and Huberman's (2014) interactive model (reduction, display, conclusion, and verification). Methodological triangulation—comparing data from observations, interviews, and assessments—was employed to ensure the validity and credibility of the findings (Denzin, 1970; Cohen et al., 2000), while ethical conduct, including consent and confidentiality, was strictly maintained (Aluwihare & Samaranayake, 2012).

This study employed a descriptive qualitative method to analyze the types of questioning strategies used by English teachers at SMPN 9 Tasikmalaya, a public junior high school. The research involved two English teachers and two Grade 7 classes with active classroom interaction: Class 7C (30 students) and Class 7J (18 students). Data were collected through non-participant observation conducted during two online class meetings for each teacher. During these sessions, the researcher entered the virtual learning environment but did not participate in the activities. Classroom interactions were documented through screenshots and recorded systematically using an observation checklist to identify the types of teacher questions used during instruction. After the observations, semi-structured interviews were conducted with both teachers to gather further clarification regarding their questioning strategies. Additional data were obtained from student assignments to determine whether students understood the teachers' instructions and were able to complete tasks as

expected. This combination of instruments provided comprehensive insight into the teachers' questioning practices during online learning.

The participants were selected using purposive sampling, focusing on English teachers who taught two classes with active classroom interaction. Data were collected through observations, interviews with two teachers, and student assessments.

For data analysis, the study utilized the Miles and Huberman (2014) interactive model, which includes the stages of data reduction, data display, conclusion drawing, and verification. To ensure data credibility and avoid bias, the study used methodological triangulation, comparing the data obtained from the interviews, observations of online classes, and student assessments.

RESULT AND DISCUSSION

1. Result of Test

This research was conducted through two weeks of observations in two Grade 7 classes at SMPN 9 Tasikmalaya, focusing on the questioning strategies used by two English teachers teaching the same material. Teacher 1 taught class 7J and Teacher 2 taught class 7C, with online lessons held twice a week. The findings show that both teachers used three types of questions based on Richard and Lockhart's (1994) framework, but with different patterns. Teacher 1 used three procedural questions and one convergent question in the first meeting, and only one procedural question in the second meeting. Teacher 2 used two procedural questions and one divergent question in the first meeting, and only one procedural question in the second meeting.

Questioning Frequency and Types

The key finding is that both teachers utilized two out of the three question types, with Procedural Questions being the most dominant.

No	Types Of Teacher Questioning	Teacher 1		Teacher 2		Total number
		Meeting		Meeting		
		1	2	1	2	
1	Procedural	<p>4. Teacher 1 : Assalamualaikum good morning my class, welcome to english listening all right, are you ready to study with me? <i>Wa'alaikumsalam, good morning, ready mam</i></p> <p>5. Teacher 1 : sudah pada bisa masuk akun belajar Id? <i>sh tya bu lupa belum</i></p> <p>6. Teacher 1 : Assalamualaikum update anggota Google Classroom baru 14 orang yang lain kenapa?</p>	<p>3. Guru 1 : Selamat pagi anak-anak semoga di hari ini yang mendung tetapi hatinya tetap cerah, jadi selalu cheer up selalu bersemangat dalam pembelajaran dengan Ibu. Welcome to English with me. Kemarin sudah Ibu berikan tugas, kalian sudah menulis kemudian kalian sudah berlatih membaca how to read atau how to speak ya, bagaimana cara membaca atau berbicara mengenai greeting yang Ibu sampaikan melalui voice note. Untuk itu sekarang silahkan kalian kirim apa yang sudah kalian latihkan di rumah ke Ibu, dengan cara menyebutkan terlebih dahulu. Contohnya Hello my name is Wiwin, I'm 7I saya kelas 7I atau I'm 7J saya kelas 7J. Nah itu</p>	<p>3. Guru 2 : Assalamualaikum wr. wb. Good morning everybody. How are you today? Today is English class please pay your attention to me. I'd like to give a material in this group, but before I give the material please make list of absen, okay?</p> <p>4. Teacher 2 : Okay class, sebelum ke materi selanjutnya for the first meeting in this English class I want to Introduce about my self my name is Adang Jani my full name is H. Adang Jani S, Pd. M, Pd. I am an English teacher in this class an the others, I live on Jalan Cilolohan at no.95 Tasikmalaya I was married and I have 3 child all of my child are son, my hoby is playing soccer and badminton my favorite food is semur jengkol, I think it is about intrduction my self and then please pay your attention after that all of student here must try to introduce your self, you understand?</p>	<p>1. Teacher 2 : have you done your homework immediately?</p>	
			<p>kalian lakukan ke jaringan pribadi Ibu ya jangan ke grup, all right? <i>All right mam</i></p>			
Total number		3	1	2	1	7
2	Convergent	<p>2. Teacher 1 : Have you ever introduce your self in English? Today material is about Greeting and introducing self</p>				
Total number		1	-	-	-	1
3	Divergent			<p>2. Teacher 2 : so what do you think about greeting?</p>		
Total number		-	-	1	-	1

Table 2. Examples of Teacher Questioning Types Used by Teacher 1 and Teacher 2 Across Two Online Class Meetings

No	Types of Questions	Teacher 1		Teacher 2		Total number
		Meeting		Meeting		
		1	2	1	2	
1	Procedural	3	1	2	1	7
2	Convergent	1	-	-	-	1
3	Divergent	-	-	1	-	1

Table 1. Distribution of Teacher Question Types Used by Teacher 1 and Teacher 2 Across Two Meetings

The data indicates that Teacher 1 used Procedural questions more frequently than Teacher 2. Overall, Procedural questions constituted the vast majority of questions asked (7 out of 9 total questions).

Online Learning Context and Procedure

The material covered during the observed sessions was listening and speaking for introducing oneself. The online learning setup was characterized by:

- Platform: Primarily WhatsApp group, used for instructions, attendance lists, and interaction.
- Time: Flexible, with the teacher spending the entire day online to monitor students and answer questions.
- Instructional Delivery: Learning materials or instructions were primarily delivered via voice notes, texting chat, and PowerPoints. Voice notes were specifically used for greetings and self-introduction, especially since the 7th-grade students were new to the teacher. Short questions were usually answered via text messages.

2. Result of Interview

The researcher conducted an interview session with two English teachers who taught in 7th grade at different times. This interview session was carried out after the observation process in the class was completed, the implementation of this interview took place through voice notes and telephone sessions which were recorded by the researcher for approximately 30 minutes. Based on this, the following transcript was successfully entered in a table by the researcher.

Question
What learning media do you often use to interact and deliver material to students?
Are there any obstacles or challenges experienced when conducting distance learning through online classes?
What do you know about teachers' questioning?
In your opinion, how important is teacher questioning in the learning process in online classes?

Do you often give teachers' questioning in online classes?
What kind of teachers' questioning strategies do you usually use in online classes?
How effective do you think these strategies are in online classroom interactions?
Can the questioning strategy build interaction in the classroom?

Based on the findings, the study concludes that English teachers primarily employed Procedural Questions in their online classes, reflecting the basic English level of Grade 7 students and the inherent limitations of distance learning. Both interviewed teachers confirmed the critical importance of questioning for monitoring student focus, guiding instruction, and building interaction, yet they acknowledged the strategies' limited effectiveness (estimated at 60%) due to persistent challenges like limited student internet quota and device access. The dominance of Procedural Questions over convergent or divergent types suggests a pragmatic approach, where teachers prioritized simple communication and checking task understanding via easily accessible platforms like WhatsApp. To mitigate these obstacles and engage students, teachers adapted by using mixed language and adjusting questions to align with students' basic ability, ensuring instructions and material checks remained clear despite the difficulties of the online environment.

3. Discussion of Test

Teacher questioning during online learning via WhatsApp was found to be less effective due to limited internet quotas, unequal access to mobile devices, and flexible learning schedules that caused some students to be absent from activities. These conditions hindered classroom interaction between teachers and students. This contrasts with previous face-to-face studies, such as Ziarah (2019), where interaction in a Grade 12 classroom was smooth and teachers' questioning successfully encouraged active participation. Unlike earlier studies conducted in Grade 12 classes (Ziarah, 2019; Rosyidah, 2018), this study focused on Grade 7 students to explore how teachers use language to interact with younger learners.

The research findings indicate that English teachers primarily utilized Procedural Questions during online learning sessions (7 out of 9 total questions observed), with Teacher 1 also using one convergent and Teacher 2 using one divergent question, reflecting a focus on basic classroom management and instruction. Both teachers emphasized the critical role of questioning for guiding students and checking focus, especially for Grade 7 students whose English ability is considered basic, necessitating the use of mixed English-Indonesian language for clarity. However, based on both observation and interview data, online interaction was deemed less effective (around 60% effectiveness) compared to face-to-face classes due to significant external obstacles, primarily students' lack of internet quota and limited access to personal mobile phones. Consequently, teachers favored easily answered procedural questions to monitor participation and relied heavily on student

assignment assessment to gauge higher-order thinking and material comprehension, rather than frequently using convergent or divergent questioning in the restricted online environment.

CONCLUSION

The research concluded that the two Grade 7 English teachers at SMPN 9 Tasikmalaya utilized three types of questioning—procedural, convergent, and divergent—during online learning activities, based on Richard and Lockhart's (1994) framework. Specifically, Teacher 1 used procedural and convergent questions, while Teacher 2 used procedural and divergent questions. Out of nine total questions observed, procedural questions (focusing on instructions and assignments) were dominant (seven instances). This preference stemmed from the teachers' perception that the online learning process was less effective for student interaction. Consequently, procedural questions were favored to guide students and check basic comprehension, whereas convergent and divergent questions were used less frequently due to the difficulty in achieving responsive, active interaction in the remote setting.

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