

PERTANYAAN PROMPTING GURU BAHASA INGGRIS DI DALAM PROSES BELAJAR MENGAJAR

English Teacher Prompting Question In Teaching Learning Process

Andri Derian Putra^{1*}

Armillia Riza²

Herfyna Asty³

^{1,2,3}Universitas PGRI,
Sumatera Barat, Padang
Sumatera Barat

email:
andriiderian24@gmail.com

Abstrak

Penelitian ini bertujuan untuk melihat tipe-tipe pertanyaan Prompting yang digunakan oleh Guru dalam proses belajar mengajar. oleh karena itu peneliti menggunakan *descriptive qualitative research* untuk penelitian ini. Partisipan dalam penelitian ini adalah dua orang guru bahasa Inggris SMP N 1 Padang Ganting, Batusangkar. Masing-masing guru mempunyai tugas mengajar di kelas tujuh dan delapan. Dalam mengumpulkan data, peneliti menggunakan observasi ceklis dan video recorder. Video recorder digunakan untuk merekam proses belajar mengajar didalam kelas, sedangkan, observasi ceklis digunakan untuk melihat tipe-tipe dari pertanyaan Prompting yang diberikan guru dalam proses belajar mengajar. Peneliti melakukan observasi dengan menggunakan *observation* (ceklis, field note dan video recorder) sebagai alat selama observasi. Setelah menganalisa data observasi, peneliti menemukan bahwa guru bahasa Inggris di SMP N 1 Padang Ganting, Batusangkar menggunakan tipe pertanyaan Prompting, yaitu *gestural, prompting, verbal prompting, visual prompting*, didalam proses belajar mengajar. Guru menggunakan ketiga dari tipe pertanyaan prompting yaitu *gestural prompting, verbal prompting, and visual prompting*. Sementara itu, guru juga melakukan *mixed* pada saat penggunaan pertanyaan prompting. Guru akan melakukan *mixed* pada saat menggunakan salah satu dengan tipe prompting lainnya dari pertanyaan prompting. Pada saat kegiatan proses belajar mengajar guru akan menggunakan dua dari tiga tipe pertanyaan prompting tersebut pada waktu yang bersamaan untuk membimbing dan menstimulasi pemikiran kritis siswa.

Kata Kunci:

Pertanyaan Guru
Pertanyaan Prompting
Tipe pertanyaan Prompting

Keywords:

Teachers' question
Prompting question
Types of Prompting question

Abstract

This study aims to see the types of Prompting questions used by teachers in the teaching and learning process. therefore the researcher used descriptive qualitative research for this study. The participants in this study were two English teachers of SMP N 1 Padang Ganting, Batusangkar. Each teacher has teaching duties in grades seven and eight. In collecting data, the researcher used observation checklist and video recorder. The video recorder was used to record the teaching and learning process in the classroom, whereas, the checklist observation was used to see the types of Prompting questions given by the teacher in the teaching and learning process. The researcher conducted the observation by using observation (checklist, field note and video recorder) as tools during the observation. After analyzing the observation data, the researcher found that English teachers at SMP N 1 Padang Ganting, Batusangkar used the types of prompting questions, namely gestural, prompting, verbal prompting, visual prompting, in the teaching and learning process. Teachers use all three types of prompting questions, namely gestural prompting, verbal prompting, and visual prompting. Meanwhile, the teacher also mixed when using prompting questions. Teachers will mix when using one with the other prompting types of prompting questions. During the teaching and learning process activities, teachers will use two of the three types of prompting questions at the same time to guide and stimulate students' critical thinking.

INTRODUCTION

Interaction is a very important thing in the teaching-learning process because, with interaction in the teaching and learning process, the teacher can share everything with the student, like knowledge, experience, and idea. The teacher should have good interaction with the student. Because with good interaction teacher can facilitate the student to develop their knowledge. in the other hand teachers can be a facilitator who has important roles in the teaching and learning process.

According to (Emily & McLaughlin, 2014) Teacher is a facilitator that be a medium and transfer knowledge to student and satisfy the educational needs of the learners in such a manner that they play an important and positive role in the upliftment of society. On the other hand in the teaching-learning process, the teacher as a facilitator has a crucial role in increasing student quality in society by sharing all the knowledge with the student and the student can apply it to the community.

One important part of interaction is the teacher's question. The teacher will gives a question to the student at the pre or the post teaching. It is to find out how much the student understands the material that the teacher explained. Giving questions is important because if students do not understand the material teacher can give a question to stimulate students' critical thinking and make the student back to focus on the material. According to (ASTRID et al., 2019) a question is any sentence in the interrogative form that can arouse learners' interest in the content elements to be learned and create knowledge for them. It means the question is an interrogative sentence that makes the student interested, active, and curious about the fact of the content. and this sentence can increase the student's knowledge. In teachers' questions, there is a type of question in the learning process used by the teacher. It is a Prompting Question.

According to Chelinedyon Tella(2018)

Prompting means asking follow-up question when the first answer is inappropriate. Prompting means teacher provides hints while probing means teacher asks for more detailed answer. In other means, when the student do a incorrect answer then the teacher will give a clue or hints to give the detail or more specific about the question means.

Based on the researcher's pre-observation at SMP N 1 Padang ganting, Batusangkar when the researches did Teaching practice, the researches found a phenomenon related to English teachers prompting questions in the teaching-learning process. student is hard to found the answer of what the teacher need to ask to the student. Then to help the student lead to the best answer, the teacher using hints in question the purpose is to stimuly students critical thinkng by using a clue that the teacher give before. Next, for the purpose of the research are: to identify what types of teacher-prompting question of the Prompting question is used by the teacher in the teaching and learning process at SMP N 1 Padang Ganting, Batusangkar

METHODOLOGY

In this research, the observation tools are video recording and field notes as an instrument. These instruments are explained below :

I. Observation checklist

An observation checklist is a list of things that an observer is going to look at when observing a class. (Cresswell 2012) observation checklist consists of some questions. The researcher collects the data based on the actual situation. The research is an observation checklist to know the detail about the types of teachers prompting questions. In this research, for the observation checklist the researcher used function from type of Prompting question based on explanation by Guide & Families (2020).

2. Video Recording

(Ukkonen-Mikkola & Ferreira, 2022) the use of video recordings is appropriate when the researcher needs to analyse (i.e. treat the whole by relation to its single parts) the multiple aspects of a continuity of actions in order to understand the essence of the phenomenon he/she is investigating.

FINDINGS AND DISCUSSION

As a result of this research, the researcher found answer the research question above, the researcher concern about the type of prompting question that the English teacher use in teaching learning process related with sub point on chapter two according to (Guide & Families, 2020) it is about types of prompting question there are: gestural prompting, verbal prompting, and visual prompting that used by English teacher in teaching learning process at SMP N 1 Padang Ganting. In the observation the researcher found that the english teacher at SMP N 1 Padang Ganting all of of three types of prompting question there are: gestural prompting,verbal and visual prompting. The teacher will give gestural prompting to lead the student if student did not understand about what the teacher means. Teacher also will give gestural prompting like pointing, and nodding to suggest the student if the student have correct answer. Next The teacher use verbal prompting when the student cant find the meaning of vocabulary or words then the teacher will give some clue related with the vocabulary. And for the visual prompting the teacher use a picture or video then give a clue relate with the picture or audio to make to the student imagine what the best situation about the clue that the teacher give. The researcher also found the teacher use the type of prompting in the same time.in other means when teacher use one of prompting type the teacher also use another prompting type in the ssame time. And for the function of prompting question use by English teacher

at SMP N 1 Padang Ganting based on the observation the researcher found that when English teacher use prompting question in teaching learnig process make the student more active to answer teachers question. Futhermore when the student did not understand about the meaning of vocabulary or sentence that the teacher give the student a clue makes the student understand about what the teacher means

CONCLUSION AND SUGGESTION

In this study, the researcher analyzed Prompting question is a interogative sentcence that give by teacher to students. By giving a clue and leads the student when they can't find the meaning of words or sentence. prompting question is also have a function to check students understanding by ask a respond after the teacher give a clue. There are three kind of types of prompting question there are : gerstural prompting, verbal prompting and visual prompting. The types of prompting question use by English teacher have function to stimulate students critical thinking by give a clue to leads the student to the correct answer.

Dealing with the research finding, it could be view for students, teacher and also the researcher. Therefor the researcher has some suggestion. First, for the English teacher should be more pay attention related to the teachers prompting question in teaching learning process. By giving a clue when the student cannot find the answer of the problem. Teacher can easily to leads the student go to the correct answer. And for the student it can be helpfull to solve the problem by identifying a clue that the teacher give to them. for the researcher, it will be additional knowledge related teachers prompting questions. Using prompting question can help the teachers to leads the student to choose the best answer. Futhermore, prompting question also have function to complete students response in teaching learning process.

REFERENCES

Ainayah, A. (2021). Cognitive Level in Reading Question of Student'S Book "Bahasa Inggris" for Tenth Grade of Senior High School. *TELL US Journal*, 7(1), 171–186. <https://doi.org/10.22202/tus.2021.v7i2.5119>

ASTRID, A., AMRINA, R. D., DESVITASARI, D., FITRIANI, U., & SHAHAB, A. (2019). The Power of Questioning: Teacher's Questioning Strategies in the EFL Classrooms. *Indonesian Research Journal in Education (IRJE)*, 3(1), 91–106. <https://doi.org/10.22437/irje.v3i1.6601>

Brancati, D. (2020). *Social Scientific Research (excerpt)*. September 2018. <http://e.pub/7nto6fd1wj15i6yxyll8.vbk/OEBPS/s9781526452825.i930-print-1550102414>.

Emily, P., & McLaughlin, T. F. (2014). International Journal of English and Education. *International journal of English and education*, 3(2), 581–584.

Ernita, G., & Apriliani, T. (2020). Teacher'S Questions Used in Teaching English At the 1St Grade Students of One Junior High School in Bandung. *PROJECT (Professional Journal of English Education)*, 3(1), 78. <https://doi.org/10.22460/project.v3i1.p78-82>

Fisher, M. A. (2015). Copyright American Psychological Association. *Confidentiality Limits in Psychotherapy: Ethics Checklists for Mental Health Professionals*, 2, 3–10.

Frankenfield, A. L. (2021). Scholar Commons Assessing Prompting and Prompt-Fading Strategies in Individuals with Autism Spectrum Disorder. March.

Gay, L.R and Peter, Airasian. 2000. *Educational Research Competence for Analysis and Apllication*. New Jersey: Prentice-Hall Company.

Guide, C., & Families, F. O. R. (2020). *What is Reinforcement? What are the steps for using reinforcement?* 1–7.

Hayes, D. (2013). The Use of Prompting as an Evidence-based Strategy to support children with ASD in school settings in New Zealand. ERIC Number: EJ1025644 Journal Articles; Reports - Evaluative, 14(2), 52–56. <https://files.eric.ed.gov/fulltext/EJ1025644.pdf%0Ahttps://eric.ed.gov/?id=EJ1025644>

Kurniawati, D., Adi, S. S., & Brawijaya, U. (2021). A DESCRIPTIVE ANALYSIS OF TEACHER ' S QUESTIONING STRATEGIES IN IMPROVING ENGLISH CLASSROOM INTERACTION FOR JUNIOR HIGH. 8(December), 192–201.

Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: literature review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1–4. <https://doi.org/10.33750/ijhi.v4i1.102>

Moore, Kenneth D. 2001. *Classroom Teaching Skill*.Mexico: McGraw-Hill Companies, Inc

Padhi, G. (2021). Factors Affecting Teaching-Learning Process. *International Journal of Creative Research Thoughts (IJCRT)* , 9(4), 2418–2423. www.ijcrt.org

Papadopoulos, P. M., Demetriadis, S. N., Stamelos, I. G., & Tsoukalas, I. A. (2010). The effect of prompting to students with different learning styles. *Multicultural Education and Technology Journal*, 4(3), 198–213. <https://doi.org/10.1108/17504971011075192>

Prasetyianto, M. (2019). Kinds of Questions Making Efl Students Learn: Students' Perception. *JOALL (Journal of Applied Linguistics & Literature)*, 4(2), 162–176. <https://doi.org/10.33369/joall.v4i2.7607>

Riyaz Ansari, M., Rahim, K., Bhoje, R., Bhosale, S., College of Engineering, M., & Mumbai, N. (2022). *a Study on Research Design and Its Types*. July, 1132–1135. www.irjet.net

Sequeira, A. H. (2012). Introduction to Concepts of Teaching and Learning. *SSRN Electronic Journal*, September 2012. <https://doi.org/10.2139/ssrn.2150166>

Shanmugavelu, G., Ariffin, K., Vadivelu, M., Mahayudin, Z., & R K Sundaram, M. A. (2020). Questioning Techniques and Teachers' Role in the Classroom. *Shanlax International Journal of Education*, 8(4), 45–49. <https://doi.org/10.34293/education.v8i4.3260>

Sujariati, S., Rahman, A. Q., & Mahmud, M. (2016). English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu. *ELT Worldwide: Journal of English Language Teaching*, 3(1), 107. <https://doi.org/10.26858/eltww.v3i1.1884>

Ukkonen-Mikkola, T., & Ferreira, J. M. (2022). Video Recording as a Research Method for Investigating Children under Three Years of Age. *Vzgoja in izobraževanje predšolskih otrok prvega starostnega obdobja*, January, 67–76. <https://doi.org/10.26493/978-961-293-134-6.67-76>

Zanuttini, J. (2021). *IS PROMPTING AN EFFECTIVE INSTRUCTIONAL STRATEGY FOR INDIVIDUALS WITH DISABILITIES ? July*.