



The Multifaceted Dimensions of English Linguistics, Literature and Education

Proceedings of International Conference
on the 2nd English Linguistics, Literature and Education (ELITE)
10 -11 October 2014

Editors:
Santi Erliana
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QUESTIONING STRATEGIES FOR IMPROVING INTERACTIVE ENGLISH LEARNING

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Abstract: One of the best ways to develop your role as a teacher, facilitator, initiator, and sustainer of interaction is to develop a repertoire of questioning strategies. In teaching and learning English as the first foreign language in the classroom, where learners often do not have a great number of tools for initiating and maintaining language, your questions provide necessary stepping stones to communication and interaction. Appropriate questioning in an interactive classroom can fulfill a number of different functions as follows. For example: teacher questions give learners the opportunity to produce language comfortably without having to risk initiating language themselves, teacher questions can serve to initiate a chain reaction of student interaction among themselves, teacher questions give the instructor immediate feedback about student comprehension and teacher questions provide students with opportunities to find out what they think by hearing what they say. If questioning strategies can be built by teacher in the classroom, learners not only can answer the questions but also they can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem solving, tasks, or dialogue journals.

Keywords: *questioning strategies, improving, interactive English learning*

INTRODUCTION

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to “negotiate” meaning, or simply started, to get an idea out of one person’s head and into the head of another person and vice versa.

According to the competence based curriculum which was issued by the Indonesia Ministry of National Education reflects that the goal of English learning in Indonesia is to develop communicative competence and to enable the

students be able to communicate and interact in English orally and in writing. Interacting here means to understand and to express information, thoughts, feelings, and develop science, technology, and culture. Ability to communicate and interact is the ability to understand or to produce spoken text or written text to be realized in the four language skills, namely listening, speaking, reading and writing. But in this paper only emphasizes on speaking skill through providing questioning strategies for improving interactive English learning. Through questioning strategies provide necessary stepping stones to communication and interaction.

DISCUSSION

The Nature of Interaction

In this part, it will be explained about the nature of interaction. Interaction is an important word for language learning, especially for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication, it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meanings, and we collaborate to accomplish certain purposes. And after several years of teaching and learning language, we have discovered that the best way to learn to interact is through interaction itself. Interaction is mutual or reciprocal action or influence (A Merriam - Webster, 1991: 596)

Relation to this, Littlewood's view in Nunan (1993:12) states that in communicative language teaching, there are some skills that need to be considered as follows: (1) the learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message; (2) the learner must distinguish between the forms he has mastered as part of linguistic competence, and the communicative functions which they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system; (3) The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language; and (4) The learner must become aware of the social meaning of language forms. For many learners this may not entail the ability, to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or

more people, resulting in a reciprocal effect on each other (Brown, 2007:212). According to the interactional view of language that language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals (Richards and Rodgers, 1986: 17). Language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry being drawn on in the development of interactional approaches to language teaching include interaction analysis, conversation analysis, and ethnomethodology. Interactional theories focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges. Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate meaning or to get an idea out of one person's head and into the head of another person and vice versa.

From the explanation above, it can generally be concluded that classrooms are from very beginning of language study, the classrooms should be interactive and conducive. Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem solving or tasks. In interaction, students can use all they possess of the language - all they have learned in real life exchanges, even at an elementary stage, they learn in this way to exploit the clarity of language.

The Roles of the Interactive English Teacher

Teaching English is not only transfer of knowledge, but also transfer of beliefs, morals, values and character building (Huriyah, 2013: 98). Teaching English in Indonesia has started from elementary school level until university. Various curriculum and methods have been

developed to enhance learner's ability in mastering English. Nevertheless the result is not felt the maximum in making learners can interact and cooperative well through English. There are some aspects should be done by interactive teacher in order to the learners be able to communicate and interact in English well. One of them, an interactive teacher should have some roles to make learners can communicate and interact with other people in English.

Interactive teachers should play an important role in the teaching and learning process. Today, many electronic media are used as a teaching tool. However, its existence still can not fully replace the position of teacher. There is something missing that had been attached by the interaction between teachers, learners and between many other people.

An interactive teacher is one who is fully aware of the group dynamics of a classroom. A classroom should be like orchestra (Deporter, at al, 2000:81). Everybody or every student in the classroom should communicate and interact with his / her friends through language. The success of classroom learning is very much dependent on how students relate to each other, what the classroom environment is, how effectively students cooperate and interact with each other, and of course what roles the teacher and the learners play (Dornyei and Murphey, 2003: 98). But it is important to remember that effective interaction within the dynamic of a classroom is a gradual incremental process. Effective learning in students "Zones of proximal development" involves (starting out with) firm leading and modeling on the part of the teacher and (shifting) as students internalize more and more of the processes and teachers learn how to let go.

Teachers can play many roles in the teaching and learning process. Just as parents are called upon to be many things to their children, teachers can not be satisfied with only one role (brown, 2007: 214). Teacher roles are often best described in the form of metaphor : teacher as doctor, teacher as judge, teacher as director, teacher as nurse, teacher as gardener, teacher

as seller, teacher as manufacturer, and others. Here, it will be explained the roles of interactive English teacher in order to the classroom is more condusive to creating an interactive English classroom then others are as follows:

The Teacher as Motivator

An interactive teacher never lets the limitations of his/her students restrict their vision. He/she constantly motivates them to success, to reach a head and to Broaden their horizon. An interactive teacher should encourage and inspire his/her pupils to think beyond their confines and help them realize their talents as well as the need to pursue them with diligence. In teaching and learning English, an interactive teacher should allow the students to learn with playing, asking question, discussing, doing the meaningful something, and motivating them to become learning activity to be enjoyable experience (Hutchinson & Waltes, 1994: 54).

The Teacher as Controller

An interactive teacher should be able to play an important role as controller. A controller can determine what the students do, when they should speak, when they should ask the question, and what language forms they should use. They can often predict many student responses because everything is mapped out a head of time, with no leeway for divergent paths. In some respects, such control may sound admirable. But for interaction to take place the teacher must create a climate in which spontaneity can thrive, in which unrehearsed.

Language can be performed, and in which the freedom of expression given over to students make it impossible to predict everything that they will say and do. Brown (2007) states that an interactive teacher is to provide the kind of warm, embracing climate that encourages students to say or speak, however halting or broken their attempt may be. Basically, an interactive teacher should be able to encourage students to interact and communicate with each others.

The Teacher as Director

In some interactive classroom, time can legitimately be structured in such a way that teacher should be like conductor of an orchestra or a director of a drama (Brown, 2007: 215). As students engage in their rehearsed or spontaneous language performance, (performance by Chomsky in Gleason, 1998: 20) as the actual use of language in correct situations), it is your job to keep the process flowing smoothly and efficiently. The ultimate aim of such direction, of course, must always be to enable students eventually to engage in the real life drama of improvisation as each communicative event brings its own uniqueness.

The Teacher as Manager

An interactive teacher role as manager is like one who plants lesson, modules, state of the arts, courses, and who structures the larger, larger segments of classroom time, but who then allows each individual player to be creative within those parameters. Managers of successful teaching and learning, for example: retain control of certain larger objectives of learning, keep students pointed toward goals, engage in ongoing evaluation and feedback, but give freedom to each students to work in his/her own individual tasks of expertise.

The Teacher as Facilitator

An interactive teacher is one who plays an effective role of a facilitator. A facilitator who is able to help children set their goals and provide them a compass of values along with education to guide towards their goal. A facilitator might be described as facilitating the process of learning and making learning easier for students; helping them to clear a way road blocks, to find shortcuts, to negotiate rough terrain. The task of facilitating role requires that you start from managerial or directive role then allow students with your guidance to find their own pathways to success. A facilitator capitalizes on the principle of intrinsic motivation by allowing to students to discover language through using it pragmatically, rather than by

telling them about language.

A facilitator should have at least seven attitudes according to Rodgers (In Knowles, 1984) that a facilitator should be as follows: opened mind, assertive listener, innovative and creative; good interaction between teacher, students and learning material, receiving feedback, tolerance on students errors, and respecting on students achievements.

The Teacher as Model

Learning of certain skill or knowledge, there is a model can be imitated. The model can be a way to operate something, the way to make a territory budget estimate, and the way to solve social conflict.

A part of an interactive teacher gives example about the way of working, before learner does work for example: the way of finding out of key word of reading. In learning, an interactive teacher demonstrates the way of inquiry of key word in reading text rapidly with using of eyes movement. When teacher demonstrates the way of reading rapidly, learner watches teacher who is reading and opening the text. An interactive teacher eyes movement in reading text becomes main attention for learner, with the example; learner knows how is affective eyes movement in scanning reading. The key word found by teacher and explained to the learner as outcome of learning activity to get key word rapidly, this activity is called modeling. It means, there is a model can be imitated and watched by learner, before learner practices to get the key word. In this case, an interactive teacher becomes a model for learner studies how to read rapidly.

The Teacher as Resource

The implication of an interactive teacher that has role as the resource role is the student takes the imitative to come to you. You are available for advice and consult when the student seeks it. It is of course not practical to push this metaphor to an extreme where you would simply walk into a classroom and say something like, "well, what do you want to learn

today?" some degree of control, of planning of managing the classroom is essential. But there are appropriate times when you can literally take a break seat and allow the students to proceed with their own linguistic development.

From the seven roles of an interactive teacher, it can generally be assumed that an interactive teacher has to do the task of teaching from directive to nondirective teaching, depending on the purpose and context of an activity. The key to interactive teaching is to strive toward the upper, nondirective end of the continuum gradually enabling your students to move from their roles of total dependence to relatively total independence.

Questioning Strategies for Improving Interactive English Learning

Knowledge that owned by a learner always began from 'questioning'. Questioning skill should be mastered by an interactive teacher to create an effective and enjoyable learning (Mulyasa, 2005: 72). Learner wants to learn if learner sees learning as an enjoyable experience (Hutchisan and Walter, 1994:). If the learners are asked to answer the questions, discussion, or observation, students brain will work better, so, the process of teaching and learning can be better too (Silberman, 1996). If the teacher asks questions to the students or order them to discuss the material which has just been explained, it will be able to increase students evaluation score significantly.

One of the best ways to develop your role as an interactive teacher, as an initiator and a sustainer of interaction is to develop a repertoire of questioning strategies. In foreign language classrooms, where learners often don't have a great number of tools for initiating and maintaining language, your questions provide necessary stepping stones to communication. Appropriate questioning in an interactive classroom can fulfill a number as different functions (Brown, 2007: 218), are as follows:

1) Teacher questions give students the impetus and opportunity to produce language comfortably without having to risk initiating

language themselves.

- 2) Teacher questions can serve to initiate a chain reaction of student interaction among themselves. One question may be all that is needed to start a discussion; without initial question, however, students will be reluctant to initiate the process.
- 3) Teacher questions give the instructor immediate feedback about student comprehension. After posing a question, a teacher can use the student response to diagnose linguistic or content difficulties. Grammatical or phonological problem areas, for example, may be exposed through the students response and give the teacher some specific information about what to treat.
- 4) Teacher questions provide students with opportunities to find out what they think by hearing what they say. As they are nudged into responding to questions about, say, a reading or a film, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a prewriting activity.

CONCLUSION

Based on the explanation about the questioning strategies for improving interactive English learning above, it can generally be concluded that the best ways to develop your role as an interactive teacher, as an initiator and as a sustainer of interaction is to develop a repertoire of questioning strategies. The questioning strategies provide necessary stepping stones to communication and interaction which each others. Through interaction, students can increase their language, store as they listen to or read authentic linguistic material or even the output of their fellow students in discussions, skits, joint problem solving, tasks, or dialogue journals. In interaction, students can use all they posses of the language. All they have learned or casually absorbed in real life exchanges.

If the students are asked to answer the questions, student brain will work better, teaching and learning process will be better too, because the classroom becomes dynamic

class such as orchestra. Through questioning strategies can give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves, can serve to initiate a chain reaction

of student interaction among themselves, can give the instructor immediate feedback about student comprehension, and can provide students with opportunities to find out what they think by hearing what they say.

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