

Exploring Teachers' Questioning Strategies in an EFL Classroom Interaction: A Case Study of A Vocational High School

Dian Rizki Lestari^{1*}, Dewi Puspitasari²

¹ UIN K.H. Abdurrahman Wahid Pekalongan

² UIN K.H. Abdurrahman Wahid Pekalongan

Corresponding Author: Dewi Puspitasari, E-mail: dewi.puspitasari@uingusdur.ac.id

ARTICLE INFO

Received: 16-06-2022

Revised: 16-08-2022

Published: 31-10-2022

Volume: 5

Issue: 1

DOI:

<https://doi.org/10.33019/berumpun.v4i2.96>

KEYWORDS

Classroom Interaction, Teacher, Questioning Strategies

ABSTRACT

Teachers have a vital role in facilitating students' learning journeys. Therefore, they must carefully select and employ effective techniques during their instructional sessions. Among these techniques, questioning stands out as a particularly influential method. This study focuses on exploring the utilization of questioning strategies by English teachers in the context of EFL (English as a Foreign Language) classroom interactions within Vocational High Schools. The research adopts a case study approach, centering around one EFL teacher as the participant. Data collection involved interviews and observations, while Miles and Huberman's qualitative data analysis framework was applied for data interpretation. The findings of this study indicate that, among the four question types outlined in Wangru's (2016), the teacher predominantly employs two strategies during classroom interactions: prompting and repeating. In contrast, probing and redirecting strategies are used less frequently. The questions posed by the teacher cover a range of topics, including material-related inquiries and those aimed at eliciting student responses. Consequently, students engage actively in the learning process, leading to skill enhancement. In conclusion, this research demonstrates that effective employment of questioning strategies contributes to an interactive learning environment.

1.INTRODUCTION

Teachers play a pivotal role in the process of students' learning. The teacher functions as a guide within the educational journey (Sun, 2012). Throughout the teaching process, it is imperative for the teacher to assess students' capabilities, gauge their grasp of the taught material, and regulate their engagement. Thus, teachers must deliberate over and select appropriate strategies while conducting their lessons. The teacher should possess a comprehensive command of the subject matter to be presented and implement effective instructional methodologies to ensure a successful teaching endeavor (Sasikumar, 2014). Employing strategies is of paramount importance as they empower learners to develop a deeper understanding of their own learning methods, thereby enhancing their learning efficiency and enabling them to govern and assess their learning journey. According to Abulhul (2021), strategies are remarkably effective in aiding students' learning progress, invigorating their intellectual curiosity, and broadening their knowledge horizons.

Questioning stands out as one of the most impactful instructional methods. It involves teachers verbally posing queries during their teaching sessions that influence students' cognitive engagement levels and thinking processes (Chin, 2004). By employing effective communication and interaction, teachers can foster a vibrant classroom atmosphere. Lynch (1991) argued that questions serve as interrogative expressions or commands, aimed at procuring information, eliciting responses, and assessing knowledge. Given that teacher questions often become integral to classroom dynamics, they play a vital role in shaping discourse within the teaching-learning process. The types of questions teachers utilize, along with their manner of delivery, have the potential to shape the cognitive processes students undergo as they strive to comprehend and construct knowledge. Hence, investigating the role of teacher questioning in classroom interaction offers insights into how students develop understanding through verbal exchanges (Chin, 2007).

Classroom interaction, according to Tsui (2001), encompasses the exchanges between teachers and learners, as well as among the learners themselves. This signifies that interaction doesn't solely occur between teachers and students but also among the students during their learning journey. Effective classroom interaction is crucial for both students and teachers, enabling the exchange of thoughts and ideas, thus promoting reciprocal learning (Sulistiani, 2022).

Teacher questioning strategies are pivotal not only for managing classroom dynamics but also for fostering student engagement in the learning process (Wangru, 2016). The selection and implementation of suitable strategies by teachers influence students' comprehension and academic achievements. Questioning strategies assist teachers in determining which questions to pose and employ during the teaching-learning process (Wilén, 1991). Chin (2004) emphasized that questions facilitate students' grasp of hypothesizing, predicting, thought-experimenting, and explaining concepts, thereby enhancing their ability to complement and substantiate their understanding. Wangru (2016) categorizes questioning strategies into four types: Prompting, Probing, Repeating, and Redirecting.

Vocational high schools are significantly present in Indonesia, with students requiring language skills similar to those in senior high schools. These skills are vital for examinations, interviews, and job recruitment processes, necessitating the ability to converse, manage, and maintain conversations (Syafrizal, 2017). Consequently, teachers must adopt questioning strategies to prompt student expression and foster interactive learning. Given these considerations, the research endeavors to investigate the types of questioning techniques employed by English teachers during EFL classroom interactions at Vocational High Schools and how these strategies are applied.

2. Exploring Questioning Strategies in EFL Classroom Interaction: Insights from Prior Research

In this section, we will delve into several research studies that have focused on exploring questioning strategies within the context of EFL classroom interaction. These studies shed light on the various approaches and methodologies used by teachers to engage students

effectively. Through an examination of these prior research endeavors, we aim to gain insights into the different types of questioning strategies employed, the rationale behind their use, and their impact on student participation and learning outcomes. By synthesizing the findings of these studies, we can develop a comprehensive understanding of the significance and effectiveness of questioning strategies in facilitating interactive and engaging EFL classroom environments.

2.1 Questioning Strategies in EFL Teaching

Questioning strategies are pivotal elements in the realm of language education, particularly within the context of English as a Foreign Language (EFL) instruction. These strategies are integral to fostering meaningful classroom interactions, promoting student engagement, and enhancing language learning outcomes. Several research studies have endeavored to examine the diverse landscape of questioning strategies used by EFL teachers. Erianti's (2017) investigation titled "An Analysis of Teachers' Questioning Strategy in ELT" explored question types, motivations, and effects in an eleventh-grade EFL classroom. Through observation, interviews, and recordings, Erianti revealed the prevalence of Procedural, Display, and Referential questions, emphasizing their alignment with students' abilities.

In another study, Sujariati et al. (2016) investigated "English Teacher's Questioning Strategies in EFL Classroom," focusing on questioning types, rationales, and outcomes. Their qualitative methodology underscored the prevalence of open/closed and display questions, while also highlighting the positive impact of questioning strategies on student engagement.

Numerous research endeavors have delved into the utilization of questioning strategies by EFL (English as a Foreign Language) teachers. Erianti (2017) conducted a comprehensive investigation titled "An Analysis of Teachers' Questioning Strategy in ELT: The Classroom Interaction at Eleventh Grade SMA Muhammadiyah 1 UNISMUH Makassar (A Descriptive Qualitative Research)." Her study aimed to uncover the range of question types used, the motivations behind their selection, and the ensuing effects on student responses during English Language Teaching (ELT) within an eleventh-grade classroom at SMA Muhammadiyah 1 UNISMUH Makassar. Employing a descriptive qualitative approach, Erianti employed direct observation, interviews, and recordings involving one English teacher and fifteen students. The study findings illuminated the question types employed by the teacher: Procedural questions at 13%, Display questions at 74%, and Referential questions at 13%. The selection of these question types was thoughtfully guided by their alignment with the students' aptitudes. Additionally, student responses were assessed through a set of six agree-disagree questions. Another study by Sujariati et al. (2016) titled "English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu" delved into the various questioning strategies employed by English teachers, their motivations, and the implications for student learning activities. This study focused on educators at SMAN 1 Bontomarannu, a Senior High School in Gowa. The researchers adopted a qualitative methodology encompassing observation, interviews, and recordings as data collection techniques. Their findings highlighted the diverse spectrum of questioning strategies employed by teachers, including open/closed questions and display questions, while recall and referential questions occurred with less frequency. The outcomes of this

study underscored the affirmative influence of questioning strategies on bolstering student engagement within the EFL classroom.

These studies collectively contribute to our understanding of the intricate relationship between questioning strategies and effective EFL classroom interactions. Additionally, Wangru's (2016) theory further informs our perspective on the strategic employment of questions in teaching. Complementing these mentioned empirical studies, Wangru's (2016) theoretical framework sheds light on the strategic use of questioning in language education. Wangru delineates how skillful questioning can facilitate diverse teaching goals, including fostering interaction, eliciting appropriate responses, and creating student-centered learning environments. Wangru's insights align with the observed practices and effects highlighted in prior research, reinforcing the importance of employing effective questioning strategies. The insights gained from these investigations, along with the theoretical framework provided by Wangru, offer valuable guidance for educators striving to create dynamic and engaging learning environments.

2.2 Focus of the Current Study

Building upon the aforementioned studies, the present research narrows its focus to the utilization of questioning strategies within English classrooms within the context of vocational high schools. Recognizing the limited exploration in this area, this study seeks to comprehensively examine the specific types of questioning strategies employed by English teachers and their practical application during interactions within EFL classrooms. The theoretical underpinning of this investigation rests on Wangru's (2016) theory. Employing a qualitative descriptive methodology, the researchers harnessed the power of direct observation and interviews as primary tools for data collection. The research participant is an English teacher affiliated with a Vocational High School.

3. METHODOLOGY

3.1 Research Approach and Design

This study adopts a qualitative research approach, which aims to deeply explore and comprehensively analyze data. As highlighted by Lester et al. (2020), qualitative research is instrumental in gaining an intricate understanding of specific phenomena. It is rooted in comprehending social reality and perceiving the world as it exists, rather than prescribing how it should be (Mamik, 2015). The primary goal of qualitative research is to capture the experiences of research subjects. In line with these principles, this study employs a case study methodology. A case study involves an observational inquiry into contemporary phenomena within their authentic contexts, particularly when the boundary between the phenomenon and its context isn't immediately discernible (Yin, 2003). Essentially, a case study enables in-depth exploration of activities, processes, and other pertinent aspects.

3.2 Participant Selection

The investigation was conducted at a Vocational High School located in Batang, Central Java, Indonesia. The study's participant was a specifically chosen EFL teacher who met predefined

criteria and was acknowledged for their effective utilization of questioning strategies during their English language teaching sessions.

3.3 Data Collection and Analysis

The researchers adopted a mixed-methods approach by combining observations and interviews to gather comprehensive data. The primary focus was on identifying the specific types of questioning strategies employed by EFL teachers and exploring the methodologies employed by English teachers during interactions within EFL classrooms. As articulated by Moser and Korstjens (2017), observation involves collecting data through direct engagement and careful observation of groups or individuals over an extended duration. This method requires the researcher's active immersion in the field to observe elements related to activities, settings, timeframes, and participants. In parallel, interviews, as indicated by Moser and Korstjens (2017), serve as a data collection method wherein the interviewer poses inquiries to participants, eliciting their responses.

The data analysis process aligns with Miles and Huberman's framework (1994), encompassing three core stages: data reduction, data display, and drawing conclusions with subsequent verification. Data reduction entails meticulous curation, including selection, focus, simplification, abstraction, and transformation of collected information. Subsequently, during the data display phase, the researchers organize the data in a coherent and descriptive format. At this stage, conclusions are drawn based on the research's problem formulation and objectives.

4. RESULTS AND DISCUSSION

4.1 The types of Teachers' Questioning Strategies used by the English teachers during teaching learning process

The outcome of data analysis emerged from an observation checklist employed by the researchers. The findings revealed that among the four question types delineated in Wangru's theory, teachers predominantly relied on 2 particular question types during their instructional sessions. The significance of the teacher's questioning strategies lies in their ability to regulate classroom dynamics and encourage active student engagement in the learning process (Wangru, 2016). These question types were discerned through the examination of a single classroom session, spanning a total of 2x45 minutes. The specific types of questions posed by the teacher are outlined in the subsequent table:

No	Types of Question	Number of Occurrences	Percentage (%)
1	Prompting	8	40%
2	Probing	3	15%
3	Repeating	7	35%
4	Redirecting	2	10%
	Total	20	100%

Table 1 Types of Teachers' Questioning Strategies

On February 28, 2023, between 09:30 and 11:00 WIB, the researchers conducted an observation. From this observation, it became evident that the teacher actively employed a questioning strategy within the classroom. Specific instances of this strategy's application are illustrated in the subsequent excerpts. In the context of these findings, 'T:' designates the teacher, while 'S:' denotes the students.

Extract 1

T: Type two *itu berupa apa?*

S: *Kata-kata*

T: *Ya iya, kata kata semua*, type 1 is about future, *tentang masa depan. Tentang apa tipe 1??*

S: Future

T: *Intinya kan tipe satu itu tentang halu/harapan, kalau type two tentang apa?*

S: *Penyesalan*

T: Yes, right

(T: What is the form of type two?)

S: Words

T: Of course, it's contains words, type 1 is about future, about future. About what in tipe 1?

S: Future

T: The point is, the type one is about hope/expectation, then, type two is about what?

S: Repentance

T: Yes, right)

In the first extract, it is evident that the teacher employed a prompting strategy due to the student's initial incorrect response. The teacher's initial query was, "Type two *itu berupa apa?*" ("What is type two?"). Subsequently, the teacher provided an example and hint derived from the preceding material on conditional sentences, thereby offering guidance. Moreover, the teacher reiterated the question to confirm the students' understanding. Following this prompting approach, the student eventually succeeded in responding accurately.

Extract 2

T: Do you think learning English is important?

S: Yes, sir. *Penting*

T: Why?

S: Because *bahasa internasional, sir. Juga penting untuk masa depan misal kalau mau kerja.*

T: Yesss, that's true.

(T: Do you think learning English is important?

S: Yes, sir. Important.

T: Why?

S: Because English is an international language, sir. It is also important for the future if we want to find a work.

T: Yesss, that's true.)

In extract 2, the teacher employs a probing strategy by posing the question "why?" This approach is employed with the intention of encouraging the student to engage in deeper contemplation and provide additional clarification for their initial response. The student's initial reply was "Yes, sir. penting" ("Yes, sir. It's important"), lacking an accompanying rationale. Subsequently, the teacher utilized probing by inquiring "why?" This specific question prompted the student to delve further into their thought process, leading them to offer additional explanations to substantiate their assertion regarding the significance of learning English. The probing technique serves to elicit a more comprehensive and well-reasoned response from students, as it prompts them to articulate the underlying rationale for their chosen answer, thus fostering more critical thinking.

Extract 3

T: *Yang pertama kamu lihat di procedure text itu apa?*

S: (Silent)

T: *Yang pertama kamu lihat di procedure text itu apa? Yang kamu baca dulu. In the first.. bagian awalnya*

S: *Alat dan bahan*

T: That's right, alat dan bahan

T: *Kemudian.. What's more?*

S: Steps

(T: What is the first time you see in the procedure text?

S: (Silent)

T: What is the first time you see in the procedure text? that you read first, in the first.. in the first part.

S: Tools and Materials

T: That's right, tools and materials

T: Next.. What's more?

S: Steps)

In extract 3, it becomes evident that the teacher employs a repetition strategy. In this instance, the teacher posed a question concerning the procedure text, but the students remained silent in response. Consequently, the teacher allowed the students more time for contemplation before repeating the question. This repetition occurred likely due to either the students' lack of comprehension regarding the question posed or their hesitancy in

responding. In this context, the teacher utilized repetition as a means to ensure that students were actively attending to the question. Moreover, it functioned as a tool to assess the students' grasp of the question, by reiterating the specific term or wording, thus prompting their engagement and comprehension.

Extract 4

T: *Ada first, second, next, then, finally. Itu apa?*

S1: *Kata sambung*

T: *Fungsinya?*

S1: *Untuk menyambungkan*

T: *Menurut Kiki fungsinya apa?*

S2: *Fungsinya untuk menghubungkan antar kalimat*

T: *Allright. Benar semua*

(S1: Conjunction

T: The function is?

S1: To connect

T: What do you think, Kiki, the function?

S2: The function is, to connect between sentences

T: Allright. That's all correct)

From extract 4, it is evident that the teacher employs a redirecting strategy, redirecting their question to a different student. This redirection is intended to prompt the second student (S2) to provide more comprehensive and complementary answers in relation to their peers' previous response concerning the function of conjunctions. In this scenario, the teacher redirects their query to S2, repeating the same question initially posed to S1. The intention is to encourage a more detailed explanation of conjunctions within the context of a procedure text, along with the provision of additional examples.

From the data gathered through observations, it is apparent that the most frequently utilized type of teacher questioning is prompting. This preference for prompting likely stems from its capacity to incite student participation and responses in comparison to other types. The teacher frequently employs prompting due to its effectiveness in stimulating students to speak and offer answers. This effectiveness is achieved through the provision of examples, clues, and the restructuring of questions to enhance comprehension. Questions, as per Wilen (1991), generally serve as tools for acquiring information and triggering mental engagement or cognitive thought processes.

Conversely, redirecting represents the less frequently employed type of teacher questioning. The utilization of redirecting tends to be less conducive to encouraging student involvement. Redirecting is employed primarily to elucidate and elicit more comprehensive responses, often surpassing the quality of previous answers provided by other students. This aspect can occasionally lead to confusion among students, prompting some to opt for silence rather than respond.

4.2 The reasons and the effects of using a questioning strategy during classroom interaction

A single English teacher from a vocational high school was interviewed by the researchers to gather insights. The teacher's explanations regarding the impact and underlying motivations for incorporating questioning strategies into the learning process were captured using an audio recorder during the interview. Throughout the interview session, the teacher elucidated the outcomes of using these strategies and provided a comprehensive account of the key motivations underlying their utilization. This information is illustrated in the ensuing data:

"Ya, Sering sekali, tapi kan pertanyaannya bisa beragam, mau pertanyaan yang berhubungan dengan materi, bisa juga pertanyaan yang hanya pemantik, Jaman sekarang kan guru harus mengetahui karakter siswa, beberapa pertanyaan juga untuk mengetahui karakter siswa."

"Sering banget, mungkin hampir 10-15 menit sekali pasti ada pertanyaan."

("Yes, very often, but the questions are various, sometimes questions related to the material and questions that just elicit the students. Nowadays teachers have to know the character of students, some questions are also to know the character of students."

"Very often, maybe almost once every 10-15 minutes, I give a question to students.")

(Teacher, Interview, 23rd February 2023)

The teacher reported that due to the importance of the question, the teacher often asks questions to students. The question given by the teacher is various, sometimes questions related to the material and questions that just elicit the students' response. Boyd (2016) said the function of teacher questions by the teacher serves to directly convey what it means to elicit replies from the students. Wangru (2016) added with a questioning strategy, the teacher asks questions deftly in order to accomplish many teaching goals, including encouraging class interaction, eliciting appropriate responses from students, improving student speech, creating a student-centered learning environment, and fostering competence in language acquisition. Therefore, the students can be active in the learning process so that their skills can be improved. Chin (2007) stated that questions can encourage students to think and provide feedback for teachers in recognizing students' understanding. These are evidenced in the following data

"Semuannya ada, di awal biasanya mulai dari tanya kabar, sampai nanti terakhir tanya tentang pemahaman".

"Ya karena butuh jawaban, biar kita tahu, misal kan tadi kalau pertanyaan di akhir biar tau pemahaman anak, pertanyaan di awal berarti agar tau kondisi anak hari ini."

"Apa kabar?", "ada yang belum dipahami?", pertanyaan paling sering "sudah paham belum?"

"Ya, cek pemahaman siswa, itu pertanyaan yang paling sering."

"I give a question in all situations, at the beginning it usually starts with asking about the feelings that students feel today, until the last question about the understanding of the material."

"Yes, because we need an answer, so we know, for example, the question at the end will let us know the students' understanding, and the question at the beginning means that we know the students' condition today."

"The example is "How are you?", "Is there anything you don't understand?" the most frequent question is "Do you understand?"

"Yes, (checking students' understanding). It's the most frequently asked question.")
(Teacher, Interview, 23rd February 2023)

The teacher consistently employs questioning throughout various stages of the classroom interaction. Questions are posed by the teacher at the commencement of the lesson, during its progression, and also towards its conclusion. This approach aligns with the categorization proposed by Sujariati et al. (2016), wherein teachers' questions are employed in three distinct sessions based on their functional purposes: at the beginning, in the middle, and at the end of the class. Notably, a prevalent theme in the classroom involves queries aimed at assessing students' comprehension of the material that has been covered. The questioning process holds significant value within the realm of instruction, as it serves a dual purpose of evaluating students' understanding while stimulating engaging discussions (Critelli & Tritapoe, 2010). Consequently, the teacher's questions facilitate an interactive learning process, aligning with the assertion made by Karjo (2011) that teaching strategies encompass consciously chosen activities aimed at effectively guiding language instruction.

The timing of the teacher's questions is strategic and serves distinct objectives. Questions posed at the conclusion of the class afford the teacher insight into the students' grasp of the subject matter, whereas those posed at the outset provide a gauge of the students' current state. This deliberate timing aids teachers in maintaining control over the students' engagement and activities. Moreover, it offers a means for teachers to promptly assist students encountering difficulties in their understanding. This approach enhances students' focus on the teaching-learning process and fosters seamless interaction between teachers and students.

"Responnya cukup beragam, kalau kelas yang notabnya banyak yang aktif pasti ada respon atau timbal baliknya, tapi di beberapa kelas yang pasif ya tidak ada respon apa-apa".

"Kesulitannya di beberapa kelas yang pasif diberi pertanyaan tapi.."

"Iya, tidak ada respon. Itu tok kesulitannya. Tapi biasanya kelas yang seperti itu nanti dikasih pemantik pertanyaan dulu diluar materi biasanya merespon, kemudian baru nanti sedikit sedikit pertanyaan tentang materi."

"The responses were quite varied. If there were a lot of active students in the classes, there would have been a response or feedback, but in some passive classes, there was no response."

"The difficulty is in some passive classes when the question is being asked, but the students ... "

"Yes, no response from the students. That's the trouble. However, in a passive class like that, we will be given an elicit question first outside the material, then they usually respond, then we can give some questions about the material later."

(Teacher, Interview, 23rd February 2023)

Upon posing questions, the student responses exhibited a notable degree of diversity, ranging from active participation to passivity. In classrooms characterized by high levels of engagement, responses and feedback were commonly generated. Conversely, in less engaged settings, instances of no response were observed. The issue of passive student participation presents a challenge in these cases. To address this concern within passive classrooms, a strategic approach is adopted. The teacher initiates the questioning process by presenting an elicit question that lies outside the scope of the core material. This preliminary question typically elicits responses from the students. Subsequently, once engagement is established, questions pertinent to the subject matter are introduced. This approach serves as a mechanism to overcome the challenge posed by passive student responses and effectively encourages active participation.

"Efeknya berarti kita lebih mengetahui keadaan siswa, jadi kita bisa menentukan strategi-strategi apa yang akan kita gunakan kepada murid."

"Sangat efektif, biar kita mengetahui murid itu bagaimana, karakter muridnya kita bisa tau pembelajara yang efektif seperti apa, kemudian murid itu karakternya bagaimana, dan lain lain."

"The effects are that we know more about the student's condition and their character, so we can determine what strategies we will use for students."

"Very effective, so that we know what the student is like, the character of the student, we can know what kind of effective learning is, then what the character of the student is, and so on."

(Teacher, Interview, 23rd February 2023)

The utilization of questioning strategies yields several significant effects. Firstly, it grants the teacher a deeper understanding of the students' conditions and individual traits. This knowledge empowers the teacher to determine and employ strategies that best suit the students' specific needs. Wilen (1991) asserts that questioning strategies act as a guiding tool for teachers, aiding in the selection and formulation of questions throughout the teaching-learning process.

The teacher also highlighted the effectiveness of employing questioning strategies to comprehend students' character traits. By gaining insight into their character, teachers can establish strong relationships and interactions with their students. This understanding contributes to the creation of a positive classroom environment. Wangru (2016) further supports the use of questioning strategies by explaining that adeptly posed questions by teachers serve multiple pedagogical goals, including encouraging class interaction, prompting relevant responses from students, enhancing oral communication skills, fostering a student-centered learning atmosphere, and nurturing language acquisition competence.

"Iya bisa banget, jadi kelasnya lebih interaktif"

"Iya lebih aktif anak-anaknya"

"Perannya sangat vital, karena segala sesuatu ilmu kan berawal dari pertanyaan rasa ingin tahu."

English version:

"Of course, it can, so the class is more interactive"

"Yes, the students are more active."

"The role is very vital because all knowledge begins with questions of curiosity"

(Teacher, Interview, 23rd February 2023)

The implementation of a questioning strategy has a notable impact on fostering positive interactions within the classroom, encompassing both student-teacher and student-student relationships. This, in turn, enhances the overall interactivity of the class. It's worth noting that a teacher who cultivates strong connections with their students contributes significantly to improving the overall learning atmosphere within the classroom (Yanita, et al., 2016).

As emphasized by the teacher, the role of a questioning strategy holds immense significance. This is due to the recognition that all knowledge initiates from the very seed of curiosity-driven questions. In essence, the teacher underscores that the questioning strategy plays a pivotal role in nurturing the natural process of intellectual curiosity and inquiry, which are fundamental to the pursuit of knowledge.

5. CONCLUSION

To sum up, the findings of this research indicate that among the four types of questions proposed by Wangru's theory, the teacher predominantly employs two questioning strategies: prompting and repeating. Probing and redirecting strategies are utilized to a lesser extent. The frequent use of prompting is attributed to its efficacy in stimulating student engagement and eliciting responses compared to other types. The teacher's questions encompass a range of topics, spanning material-related queries as well as those designed to elicit students' responses. Consequently, these strategies contribute to fostering an active learning environment, leading to skill enhancement among students.

The rationale for utilizing questioning strategies includes controlling student activities, gauging comprehension levels, and gaining deeper insights into students' conditions and characters. This understanding enables teachers to tailor effective strategies for individual students. As a result, the questioning strategies employed by the teacher effectively facilitate an interactive learning process.

In light of the study's outcomes, recommendations are extended to future researchers in the field of questioning strategies. It is advised that researchers conduct observations on a frequent basis rather than limiting them to a single instance. This approach enhances the clarity and comprehensiveness of the results, especially when observing various types of questioning strategies employed by the teacher across multiple instances. Additionally,

diversifying the participant pool is encouraged, as a broader array of teachers' questioning strategies can be better understood through a larger and more varied group of participants.

REFERENCES

- [1] Abulhul, Z. (2021). Teaching Strategies for Enhancing Student's Learning. *Journal of Practical Studies in Education*, 2(3), 1-4 DOI: <https://doi.org/10.46809/jpse.v2i3.22>
- [2] Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. January. <https://doi.org/10.1191/1478088706qp0630a>
- [3] Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching, Fifth Edition*. New York: Pearson Education
- [4] Boyd, M. P. (2015). Relations between teacher questioning and student talk in one elementary ELL classroom. *RELC Journal*, 47(3), 370- 404. DOI: 10.1177/1086296X16632451.
- [5] Chin, Christine. (2004). Questioning Students in ways that encourage thinking. *Australian Science Teacher Association*, 50(4), 16-21. <https://search.informit.org/doi/10.3316/aeipt.140743>
- [6] Chin, Christine. (2007). Teacher Questioning in Science Classrooms: Approaches that Stimulate Productive Thinking. *Journal of Research in Science Teaching*, 44(6), 815-843. DOI 10.1002/tea.20171
- [7] Critelli, A., & Tritapoe, B. (2010). Effective Questioning Techniques to Increase Class Participation. *Journal of Student Research*, 2(1), 1-7
- [8] Erianti, Ayu. (2017). *An Analysis of Teachers' Questioning Strategies in ELT (English Language Teaching): The Classroom Interaction at Eleventh Grade SMA Muhammadiyah 1 UNISMUH Makassar*. Thesis, English Education Department Faculty of Teacher Training and Education, Makassar Muhammadiyah University
- [9] Karjo, Clara Herlina. (2011). Teachers' and Learners' Accounts of Teaching Learning Strategies in Multi Channel Learning System. *CONAPLIN Journal*, 1(1), 116-128.
- [10] Koole, T. (2015). Classroom Interaction. In K. Tracy (Ed.), *International Encyclopedia of Language and Social Interaction* Wiley-Blackwell. <https://doi.org/10.1002/9781118611463.wbielsi092>
- [11] Lynch, Tony. (1991). Questioning roles in the classroom. *ELT Journal*, 45(3), 201-210.
- [12] Mamik. (2015). *Metodologi Kualitatif*. Sidoarjo: Zifatama Publisher
- [13] Mu'in, F., Arini, D., & Amrina, R. (2018). *Language in Oral Production Perspectives*. Bandung: CV Rasi Terbit
- [14] Moser, A. & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*. 24(1), 9-18. DOI: 10.1080/13814788.2017.1375091
- [15] Nashruddin, N. & Ningtyas, Putri R. (2020). English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction. *The journal of Ultimate Research and Trends in Education*, 2(1), 5-11. <https://journal.unilak.ac.id/index.php/UTAMAX/>

- [16] Qasoha, Hasan S. (2012). Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction. *The International Journal of Social Science*, 7(1). 52-62
- [17] Richards ,Jack C., & Schmidt, Richard. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (ed. 4). Edinburgh: Pearson Education Limited
- [18] Sari, Shirley P. (2014). *Teacher's Questioning Strategies in Teaching English in SMP Pangudi Luhur Salatiga*. Thesis, English Department Faculty of Language and Literature Satya Wacana Christian University Salatiga
- [19] Sasikumar, N. (2014). Impact of Active Learning Strategies to Enhance Student Performance. *Innovare Journal of Education*, 1(1), 1-3
- [20] Sujariati, Rahman Q. & Mahmud M. (2016). English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu. *ELT Worldwide*, 3(1), 107-121.
- [21] Sulistiawati, Anggun D. (2022). *An Analysis of Teacher's Questioning Strategies During The Classroom Interaction Covid-19 Pandemic at MTS N 01 Bengkulu Utara*. Thesis, English Education Study Program Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu
- [22] Sun, Zuosheng. (2012). An Empirical Study on New Teacher-student Relationship and Questioning Strategies in ESL Classroom. *English Language Teaching*, 5(7), 175-183. doi:10.5539/elt.v5n7p175
- [23] Syafrizal, & Rohmawati, C. (2017). Teacher's Speaking Strategies at Vocational High School. *The Journal of English Language Studies*, 2(1), 66-83
- [24] Tsui, Amy.B.M. (2001). Classroom Interaction. In R. Carter & D. Nunan, *The Cambridge guide to teaching English to speakers of other languages* (pp.120-125). Cambridge University Press
- [25] Wangru, Cao. (2016). The Research on Strategies of College English Teachers Classroom Questioning. *International Education Studies*, 9(8), 144-158. doi:10.5539/ies.v9n8p144
- [26] Wilen, W. W. (1991). *Questioning Skills, for Teachers*. National Education Association of the United States
- [27] Yanita, F., Yusuf, Y. Q., & Gani, S. A. (2016). "Oke, Any Questions?" The Questioning Interaction in an EFL Classroom. *Proceedings of The 6th Annual International Conference Syiah Kuala University (AIC Unsyiah) in conjunction with The 12th International Conference on Mathematics, Statistic and Its Application (ICMSA)*, 328-333
- [28] Yin, Robert K. (2003). *Case Study Research Design and Methods Third Edition*. America: Sage Publications