

Questioning Strategies in the English Classroom Interaction: An Effort in Improving EFL Learners' Language Skills

¹**Hulmayadi Rahman, ^{1*}Arif Rahman, ¹Lalu Ari Irawan**

English Language Education Study Program, Faculty of Culture, Management and Business, Undikma. Jl. Pemuda No. 59A, Mataram, Indonesia. Postal code: 83125

*Corresponding Author e-mail: arifrahman@undikma.ac.id

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Abstract

Questioning strategies provide students with necessary springboards for communication. To encourage the students' engagement and thinking in English Language learning, teachers' need to use different types of questioning strategies. Therefore, this research aims to explore the teacher's questioning Strategies use in the English classroom interactions. The current study was focused on identifying the types of questioning strategies used by the English teachers in the English classroom interaction and finding out the teacher and students' perception on using questioning strategy in the classroom interaction. This research used descriptive qualitative research. The technique of collecting data used by the researcher was observation and interview towards the English teachers. The instrument of this research are taken field note, transcription, interview and observation note. The results of the study shows that teachers employed several questioning strategies in the classroom, including rephrasing, simplification, repetition, decomposition, and probing. These strategies were used for various purposes based on the functions associated with each strategy. This study further indicates that based on the data interview most of the students agree with the implementation of questioning strategy during teaching and learning process. Moreover, students believe that the uses of this strategy improve their understanding of the materials and recall the previous English material especially in the beginning of the class. In addition, all of teachers give positive response to use of questioning strategies practice in English class. This is because the questions presented in the class by teachers to students are very important to examine the students understand the material provided.

Keywords: Teacher questioning strategy; English teaching; Classroom interaction

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INTRODUCTION

Questioning strategy in English language learning is the means used to ask students something to achieve an instructional goal. During the teaching-learning process, teachers need to know students' skills and their level of understanding about the content being taught (Azzalini, 2023; Couper, 2021). Unfortunately, asking students questions is not always effective in some situations, regardless of the questions teachers may apply in the classroom. Sometimes teachers do not encourage students to speak more when answering questions due to some circumstances, such as students not understanding the question or the question length being too long. For this reason, it is important to consider not only the type of questions but also the questioning strategies teachers use (Masykuri et al., 2023), as developing a range of questioning strategies is also one of the

ways to best for teachers to establish and maintain interactive interactions in the classroom (Brown, 2001).

Questioning strategies play a crucial role in classroom learning activities, serving as vital catalysts that stimulate communication and engagement among students (Stokhof et al., 2019; Stokhof, 2020). These strategies are not merely about asking questions; they are deliberate pedagogical tools that teachers employ to initiate and facilitate classroom interactions. By carefully selecting and utilizing appropriate questioning strategies, teachers can effectively encourage students to become active participants in their learning process (Stokhof et al., 2019; Stokhof, 2020). The goal is to transform the classroom into a dynamic environment where students feel empowered to contribute, explore, and question. Teachers, acting as both initiators and facilitators of these interactions, have the unique opportunity to guide the direction and depth of classroom discussions. The art of questioning lies in crafting questions that are both accessible and challenging, prompting students to think critically and engage deeply with the material at hand. Effective questioning strategies can bridge the gap between the students' existing knowledge and the new concepts being introduced, fostering a richer understanding and greater curiosity (Surtantini, 2019; Meguro, 2019). Moreover, many educators have recognized the value of leveraging questioning strategies to build upon students' background knowledge of the topics being studied.

The questioning strategies acknowledge that students come to the classroom with a diverse array of experiences and understandings, which can be harnessed to enrich the collective learning experience (Sujariati, 2016; Sze, 2022). By designing questions that connect new learning to what students already know, teachers can facilitate a more inclusive and meaningful exploration of the subject matter. This not only enhances students' comprehension and retention but also promotes a more engaged and participatory classroom culture. In essence, the strategic use of questioning by teachers is instrumental in cultivating an interactive and inclusive learning environment. It encourages students to voice their thoughts, share their insights, and actively engage with the learning process. Through thoughtful questioning, teachers can stimulate critical thinking, deepen understanding, and foster a sense of curiosity and excitement about learning (Yang, 2018; Surtantini, 2019). The impact of such strategies extends beyond the acquisition of knowledge, contributing to the development of confident, articulate, and inquisitive learners prepared to navigate the complexities of the world around them.

To enhance students' engagement and cognitive processes in English Language learning, it is imperative for teachers to deploy a variety of questioning strategies. These strategies are essential not just for eliciting responses but for stimulating deeper thought and interaction with the language. Recognizing the power of well-crafted questions, Gattis (2002: 41), as cited by Sujariati (2016), emphasizes that questioning stands as one of the quintessential tools at a teacher's disposal for guiding students' learning trajectories and fostering an environment where their thinking is consistently challenged and expanded. This perspective underscores the importance of questions not merely as a form of assessment, but as dynamic instruments for pedagogical engagement, drawing students into a more profound exploration of the English language. The crafting and implementation of effective questioning strategies are central to creating opportunities for students to engage with learning material actively.

By integrating a diverse array of question types, from open-ended inquiries that encourage expansive thinking to more targeted questions that address specific learning objectives, teachers can cater to a wide range of learning styles and levels of understanding. This tailored approach ensures that all students, regardless of their proficiency level, can find entry points into the classroom dialogue, thereby increasing

their engagement and investment in the learning process (Stokhof et al., 2019; Stokhof, 2020). Moreover, the skillful use of questioning transcends basic instructional techniques, representing a higher level of pedagogical competency. Teachers who excel in formulating and deploying questions effectively possess a crucial expertise that significantly enhances the learning environment. Such teachers are adept at navigating the fine line between challenging students and supporting them, creating a classroom atmosphere that is both intellectually stimulating and nurturing.

Through strategic questioning, these educators can prompt students to make connections, infer meanings, and apply critical thinking skills, thereby making the learning of English a more interactive, engaging, and meaningful experience. The ability to employ diverse questioning strategies is an invaluable skill for teachers in the realm of English Language learning, facilitating not just student participation, but deep cognitive engagement with the material. As highlighted by the insights from Gattis (2002) and Sujariati (2016), effective questioning can transform the classroom into a dynamic space where students are continually encouraged to think, analyze, and articulate their understanding in English. Teachers who master this competency are better equipped to foster a conducive learning environment, one that inspires students to explore the language more fully and with greater enthusiasm.

The success of teaching English in the classroom depends on the effectiveness of the teacher's questioning strategies. Therefore, in order to achieve instructional goals, asking questions about teachers' interaction strategies is one of the factors that teachers need to pay attention to in order to carry out an effective teaching and learning process. Based on the previous statement, the purpose of this study was to identify the types of teacher questioning strategies used in English classroom interactions and to determine the functions of questioning strategy use. However, the reason why teachers use these questioning strategy types is due to the characteristics of the questioning strategy types.

RESEARCH METHOD

Research Design

This research was designed as a qualitative study, specifically adopting a case study approach as outlined by Creswell (2012). A case study is characterized by its in-depth exploration of a particular individual or group identified for having a unique or interesting case within a specific context. This methodological choice is particularly apt for studies that aim to delve deeply into the nuances and specifics of a given phenomenon, providing a comprehensive understanding of the subject matter under investigation. In the context of this research, the decision to employ a case study approach was driven by the study's focus on examining the intricacies of English as a Foreign Language (EFL) teachers' questioning strategies and the perceptions of students regarding the use of these strategies in EFL classrooms. This focus on questioning strategies within the EFL teaching-learning context defines the 'case' around which this study is centered. The primary interest lies in understanding the types of questioning strategies EFL teachers employ and the techniques they use to facilitate classroom interaction and learning.

By isolating these specific aspects of the teaching-learning process, the research aims to uncover detailed insights into how questioning strategies contribute to the dynamics of classroom interaction in the context of EFL education. Classified as a qualitative study, this research prioritizes the collection and analysis of qualitative data. Unlike quantitative studies, which are characterized by the use of numerical data and statistical analyses, qualitative research focuses on data that are descriptive in nature. This means that the findings of this study are presented not in numbers but in words or

pictures, offering a rich, narrative description of the observed phenomena. The qualitative approach is particularly well-suited to this study's aims, as it allows for a nuanced portrayal of EFL teachers' questioning strategies and students' perceptions. Through detailed descriptions and contextual analysis, the research provides a deep, qualitative understanding of how questioning strategies are implemented and experienced in EFL classrooms, highlighting the complexities and subtleties of this essential pedagogical tool. By leveraging the descriptive qualitative method within the framework of a case study, this research offers valuable insights into the effective use of questioning strategies in fostering engagement and learning in EFL contexts.

Research Participants

This study was carried out at SMA Yanmu Praya, located in Central Lombok, NTB province, a setting chosen for its relevance and potential to provide meaningful insights into the research questions. SMA Yanmu Praya is an educational institution comprising nine classrooms, distributed among three academic levels: three tenth grade (X) classes, three eleventh grade (XI) classes, and three twelfth grade (XII) classes. Within this organizational structure, the school offers two distinct types of classes: Regular classes and Program Khusus (PK) classes, each designed to cater to the varied educational needs and preferences of its student body. Moreover, the school is noted for its comprehensive facilities, which support a conducive learning environment for both teachers and students alike. The focal point of this research was the English teachers at SMA Yanmu Praya, with a particular interest in examining their use of questioning strategies within the classroom. Among the available classes, one class—specifically, a tenth-grade class known as Class A—was selected as the primary subject of the study. This choice was motivated by the belief that Class A held significant potential for uncovering valuable insights regarding teachers' questioning strategies and their impact on student engagement and learning.

The decision to focus on the class was based on preliminary observations which suggested that the dynamics and interactions within Class A could offer a rich context for exploring the effectiveness and preferences surrounding the use of teacher questioning strategies in an EFL setting. To gather data, a combination of classroom observations and interviews was employed, targeting the selected participants' classes. Classroom observations allowed the researcher to directly witness and record the interactions between teachers and students, particularly focusing on how questioning strategies were implemented during instructional activities. Complementing these observations, interviews with the teachers provided additional depth, offering perspectives on their intentions, experiences, and reflections regarding their questioning practices. Together, these methods facilitated a comprehensive understanding of the role and efficacy of questioning strategies in enhancing the teaching and learning process at SMA Yanmu Praya, contributing to the broader field of EFL education research.

Technique of Data Analysis

The primary objective of this study is to delve into the questioning strategies employed by English as a Foreign Language (EFL) teachers within classroom settings. Understanding how teachers utilize various questioning techniques is essential for grasping the dynamics of classroom interactions and the pedagogical approaches that facilitate effective language learning. To achieve this aim, the study adopts a comprehensive methodological framework, employing both observation and interview techniques as its main data collection tools. These methods are meticulously designed to capture the nuances of teacher-student interactions and the specific contexts in which questioning strategies are applied. Observations in the classroom provide a direct lens

through which the researcher can witness the real-time application of questioning strategies by EFL teachers. This approach allows for an authentic glimpse into the teaching methods, the nature of questions posed, and the responses they elicit from students. It also offers insights into the teachers' ability to engage students, stimulate critical thinking, and foster a conducive learning environment through strategic questioning.

Complementing the observational data, interviews with the teachers serve as a valuable tool for gaining deeper insights into their perspectives, motivations, and reflections on the use of questioning strategies. Through these conversations, the researcher can explore the underlying pedagogical intentions, challenges faced, and the perceived effectiveness of the strategies employed. The analysis of the collected data follows a qualitative approach, structured around three critical steps: data condensation, data display, and drawing conclusions. In the data condensation phase, the wealth of information gathered from observations and interviews is distilled into key themes, patterns, and insights, allowing for a focused examination of the most relevant aspects of the study. Subsequently, the data display phase involves organizing and presenting the condensed data in a coherent and accessible manner, facilitating an in-depth analysis and interpretation of the findings. This step is crucial for visually mapping out the relationships and dynamics uncovered during the research.

Finally, the process of drawing conclusions synthesizes the analyzed data into comprehensive insights, offering a nuanced understanding of the questioning strategies used by EFL teachers and their impact on language learning within the classroom. By following this methodical approach, the study aims to contribute valuable knowledge to the field of EFL education, highlighting the significance of questioning strategies in enhancing teaching effectiveness and student engagement. The findings are expected to offer practical implications for educators seeking to optimize their questioning techniques and for researchers interested in the pedagogical strategies that underpin successful language instruction.

RESULTS AND DISCUSSION

Based on the information provided, it appears that research has indeed been conducted to examine the different types of questioning strategies used by English teachers during classroom interactions. By using observation and interviews as data collection methods, the researcher aimed to gain a comprehensive understanding of the types of questioning strategies used by English language teachers and the underlying factors that influence their selection and implementation. This investigation was conducted on 24th January 2024 to 28th February 2024 at SMA Yanmu Praya.

Types of Teachers' Questioning Strategies Used in English Classroom

In this study, there are five of question strategies conducted by the teacher in English Language Classroom interaction; repetition, rephrasing, simplification, decomposition, and probing. For more detail about the implementation of question strategy types used by English teacher in English classroom interaction, see conversation 1, 2, 3, and 4.

Repetition

Repetition strategy simply means asking the same question again. It was intended to refocus the student's attention on the question. The teacher opted to repeat the question since the students remained silent or did not react. She asked the students to explain the question and then asked it again. Following that, a student arrived and

responded to the question. There are strategies of repetition; 1) Ask questions, 2) Try to say it, 3) Repeat when the students understand or not.

Conversation 1

T: *Why can he be famous?*

S: (silent)

T: *Why can he be famous?* Kenapa dia bisa terkenal?

S: Aaa...karena dia terkena kasus pembunuhan berencana

Conversation 1. Shows that the teacher asks the same question twice to recheck the students understand. In addition, the teacher repeated the same question to ensure the correctness of the students answer. So, the aims of conducting repetition, is to make students be able to answer questions from the teacher. In line with this, Moritoshi (2002) says that the most commonly used strategy was repetition, average 65%. Specifically, the participants completed 18 times repetitions.

Paraphrasing

Rephrasing a question used by teachers in a different wording as a strategy to help students better understand the question being asked. By repeating questions with different wording and phrasing, teachers aim to improve students' understanding and encourage their participation in the learning process, for more detail of Paraphrasing used by teacher in English Language interaction, see conversation 2.

Conversation 2

T: *Do you know about tourism place in Lombok tengah?*

S: (silent)

T: *I mean have you been to Kute Beach? Or to Pink Beach?*

S: Yes, sir.

T: Nah, biasanya disebut apa?

S: Oh...tempat wisata sir.

Conversation 2 illustrates a scenario where the teacher posed a question to the students regarding a tourist destination. However, one student failed to comprehend the inquiry and consequently did not provide an answer. In an attempt to clarify the question, the teacher rephrased it, yet the essence remained unchanged. For instance, the teacher sought to enhance comprehension by asking, "Have you ever been to Kute?" or "Pink Beach?" The intention behind such reformulation was to facilitate understanding, as evidenced by the subsequent query, "*Maksud saya, apakah kalian pernah mengunjungi salah satu tempat tersebut di Lombok Tengah?*" This highlights the pivotal role played by teachers' reframing strategies in structuring classroom interactions. The process of reformulating questions involves several systematic steps. Firstly, it entails contextual introduction followed by rearrangement of information from the original query. Secondly, synonym selection is employed to maintain meaning while altering specific terms or phrases. Thirdly, there's a restructuring of sentence syntax, with the option to transition from an active to a passive voice or vice versa. Lastly, information segmentation is utilized to divide lengthy sentences into more digestible components.

Davies (2020) proposes that paraphrasing constitutes a valuable questioning technique within the pedagogical toolkit of educators. By rephrasing inquiries in alternative forms, teachers harness the power of paraphrasing to extract correct responses from students. It is in line with Stokhof et al. (2020) who argue these activities hold significant merit, especially in instances where questions are muddled or lacking clarity. In such scenarios, the act of paraphrasing offers a pathway for students to grasp the essence of the query more effectively. Moreover, paraphrasing provides students with

additional opportunities to engage with the material and formulate accurate responses. Consequently, this technique not only aids in clarifying ambiguities but also fosters a more inclusive and supportive learning environment wherein students can enhance their comprehension skills and express themselves with confidence. Thus, Davies underscores the instrumental role of paraphrasing in promoting effective communication and knowledge acquisition within educational settings.

Simplify

The simplified questioning strategy employed by teachers shares similarities with paraphrasing, yet it distinguishes itself through a focused approach aimed at enhancing comprehension among students. This method involves the simplification of questions to make them more accessible and understandable. Teachers employ various techniques within this strategy to achieve clarity and specificity in their inquiries. One such method involves providing examples, references, and employing focused vocabulary to elucidate the intended meaning of the question. By integrating concrete examples and relevant references, teachers contextualize the question, thereby aiding students in grasping its significance more readily (Davies, 2020; Sze, 2022). Additionally, the strategic use of focused vocabulary ensures that the question is tailored to the students' level of understanding, minimizing confusion and ambiguity. This approach not only simplifies the question but also enhances its effectiveness as a tool for facilitating learning. By breaking down complex concepts into simpler, more digestible components, teachers empower students to engage more actively with the material. Furthermore, the incorporation of specific examples and references fosters a deeper understanding of the subject matter, enabling students to draw connections and apply their knowledge in practical contexts. In essence, the simplified questioning strategy serves as a valuable pedagogical tool for promoting clarity, comprehension, and meaningful learning experiences in English language interactions.

The data can be seen conversation 3 as follows.

Conversation 3

T: *So, do you know CV (curriculum Vitae)?*

S: Tidak tahu, sir.

T: *for examples nama, tempat lahir, address, gender, and others. Jadi, kalau kita bahas tentang perjalanan hidup, kira-kira apa saja contohnya?*

S: hmm...masa kecil, riwayat pendidikan, kisah percintaan, karir.

The data analysis reveals a distinct instructional strategy employed by the teacher, characterized by the deliberate simplification of questions through the incorporation of Indonesian words. This tactic is utilized to prompt oral responses from students during classroom interactions. However, the observed difficulty in students' ability to respond to such inquiries suggests underlying challenges. It can be inferred that the complexity of these questions poses obstacles for students, stemming from limitations in language proficiency or other contributing factors. When faced with students' inability to provide responses, the teacher adopts a remedial approach by simplifying the question further. This is achieved through the provision of examples and the substitution of the original query with a more accessible alternative. An illustrative instance of this strategy is observed in the teacher's rephrasing of the question to, "Jadi, karau kita bahas tentang perjalanan hidup, glitter apa saja kontohnya?" This modified question aims to facilitate students' comprehension and ease of response. The overarching objective behind this instructional maneuver is to enhance students' engagement and participation by ensuring that questions are tailored to their cognitive and linguistic abilities (Sze, 2022; Yang,

2018). By simplifying questions and providing contextual examples, the teacher endeavors to create a conducive learning environment wherein students feel empowered to express their thoughts and ideas confidently (Haerazi et al., 2023; Haerazi, 2023). Consequently, this strategic approach not only fosters effective communication but also nurtures students' language acquisition and critical thinking skills within the classroom setting.

Decomposition

The decomposition strategy helped teacher elicit verbal responses from students. Create a new question based on the original question. Provide students with ample opportunities to express their opinions and arguments. There are various decomposition strategies. 1) Recognize the problem at hand and 2) Break it into smaller parts and then break it down again until the student knows which solution to use. 3) Piece together small problems until they are complete, for more detail of Decomposition used by teacher in English Language interaction, see, conversation 4.

Conversation 4

T: *Last week we discussed about?*

S: About correlative conjunction sir.

T: *Ok, what is correlative conjunction?*

S: Pasangan konjungsi.

T: *Good. Coba sebutkan contoh correlative conjunction?*

S: Either-or, neither-nor, both-and, not only-but also, whether-or. T: *Last week we discussed about?*

S: About correlative conjunction sir.

T: *Ok, what is correlative conjunction?*

S: Pasangan konjungsi.

T: *Good. Coba sebutkan contoh correlative conjunction?*

S: Either-or, neither-nor, both-and, not only-but also, whether-or.

Conversation 4. Indicates that the teacher asks question what was discussed at the previous week review question. The teacher wanted to know what the students did last week, so she asked questions to see what the students did. Therefore, based on the above excerpt, we can conclude that the teacher has developed a decomposition questioning strategy. The teacher asks, "What is a correlative conjunction?" to help the students understand the teacher's question, and then asks, "Coba her sebutkan her contoh correlative conjunction? "And elicits students' responses. The purpose of repeating questions through decomposition as a questioning strategy is to improve students' accuracy, comprehension, critical thinking, thoroughness, and expression of opinions (Sujariati et al., 2016; Haerazi, 2023).

Evidence gathered from observational learning studies highlights the prevalent use of exploratory questioning strategies by teachers during classroom interactions. One such strategy observed is the fill-in-the-blank approach, strategically employed by teachers to prompt students to articulate their opinions and actively engage in discussions. This technique serves as a catalyst for fostering student participation and facilitating the expression of individual perspectives within the learning environment (Haerazi, 2023; Sujariati et al., 2016). In addition to the fill-in-the-blank method, teachers deploy various other exploratory questioning strategies to stimulate critical thinking and gather comprehensive insights from students. An exemplar of this approach is evident in the teacher's utilization of a series of follow-up questions related to the original inquiry that students initially responded to briefly. The purpose behind this line of questioning is to elicit detailed information and encourage students to delve deeper into the topic under consideration. Furthermore, the teacher employs testing as a means of prompting

students to provide additional information and insights. By posing additional questions, the teacher aims to challenge students' understanding of the subject matter and encourage them to expand upon their initial responses. This iterative process not only fosters a deeper exploration of the topic but also cultivates a dynamic learning environment wherein students are actively involved in knowledge construction and dissemination.

Probing

Observation results during the learning process show that teachers use probing questioning strategies when asking questions to students. The probing question strategy is questions that allow students to express their opinions while increasing their participation in the English classroom. There are two kinds of probing question strategy used by teacher in English classroom; 1) the teacher asks some questions to the students; these questions are related to the original question which students answer briefly. Teachers do this to gather detailed information, 2) the teacher quizzes the students by asking follow-up questions, in this case, teachers intend to encourage their students to provide more information.

Conversation 5

T: Now we get into the material. This time we are going to discuss a very viral person

S: Yes, sir

T: *Let's try to think first about who is famous now. Who is that?*

S: Sule, sir

T: *Ok, what do you think about sule? Is she famous?*

S: yes, he minister

T: *Why sule be famous?*

S: Because she often lives on TV, he is comedian and most interact actor to make every one laugh so lot of people like him.

The data from conversation 5, shows that the teacher interviewed someone who went viral and was observed by students. Then, the teacher continues to ask questions based on each student's answer. This is in addition to improving memory when asking students questions and implementing a probing questioning strategy. The material being learned was about a famous person, but the teacher asked several times in a row introductory questions about the artist or celebrity on Instagram to test the student's memory. A statement made by Esther in 2012 regarding poll questions. In line with Esther, probing questions are used to seek additional information to improve students' thinking skills. In addition, Wangru (2016) gave the categorization of questioning strategies into prompting, probing, repeating, and redirecting provides a useful framework for understanding different approaches to classroom questioning learn. When students cannot answer a question, teachers should give hints or suggestions to students. The teacher's strategy for controlling questioning is probing. During this time, the teacher asks students a series of questions to get complete answers.

Furthermore, this study indicates that teachers applied many different strategies when asking questions such as repeating questions, emphasizing questions, translating questions into Bahasa, simplifying questions, closer to students and reward students. Furthermore, this study demonstrated the positive effects of questioning strategies used by EFL Classroom teachers. Many student responses have proven this. Observations also showed that teachers and students demonstrated notable engagement through the use of questioning strategies.

Students' and Teachers' Perceptions on Questioning Strategies

The second aspect explored in the study pertains to the perceptions held by both students and teachers regarding the utilization of questioning strategies within English classroom interactions. Through a series of interviews, participants were prompted to provide insights into their perspectives on the efficacy and impact of these questioning techniques. The findings reveal a consensus among the majority of students, who perceive the questions posed by teachers as instrumental in fostering critical thinking skills and enhancing comprehension across various subjects, including topics, ideas, phenomena, and processes. This collective perception underscores the pivotal role that questions play within the English classroom, serving not only as tools for understanding the material but also as catalysts for stimulating discussion and intellectual inquiry.

Whether aimed at elucidating complex topics or initiating dialogue, questions wield significant influence in shaping students' learning experiences. Moreover, participants acknowledge the utility of teacher-posed questions in facilitating task comprehension and aiding in the synthesis of acquired knowledge. The findings are in line with Haerazi (2023) who inform that adding students' insights shed light on the multifaceted nature of questioning strategies within the English classroom environment. They underscore the importance of crafting thoughtful and purposeful inquiries that not only prompt students to engage critically with the material but also empower them to construct meaning and draw connections between concepts. Ultimately, the findings highlight the symbiotic relationship between effective questioning techniques and student learning outcomes, emphasizing the pivotal role that questioning strategies play in fostering a dynamic and enriching educational experience.

The findings of the study indicate a widespread consensus among students regarding the implementation of questioning strategies by their teachers throughout the teaching and learning process, spanning the entirety of the course from its commencement to its conclusion. Across the study population, a significant majority of students expressed agreement with the consistent application of these strategies by their educators. These questioning techniques were perceived as pivotal tools aimed at enhancing students' understanding of the subject matter at various stages of the course. Furthermore, the study revealed that a substantial proportion of students, exceeding 80%, strongly concurred with the notion that the questions posed by teachers during the learning process played a significant role in aiding retention of previous English materials, particularly at the onset of the course. This suggests that teachers strategically employ questioning as a means of reinforcing prior learning and stimulating recall among students.

By revisiting key concepts and lessons through targeted questioning, teachers aim to refresh students' memories and reinforce foundational knowledge. Overall, the findings underscore the perceived effectiveness of questioning strategies in supporting student learning outcomes. The widespread agreement among students regarding the utility of these techniques highlights their significance in promoting comprehension, retention, and engagement throughout the duration of the course. Moreover, the acknowledgment of teachers' deliberate efforts to use questioning to reinforce previous lessons underscores the strategic role that questioning plays in the learning process. As such, these insights emphasize the importance of continued integration and refinement of questioning strategies within pedagogical practices to optimize student learning experiences.

Generally, it is shows that teachers' perceptions of using questioning strategies in English Classrooms was intended to practicing questioning in class. They seem to use all kinds of strategies and questions in English classes. All teachers respond seems positive

to the use questioning strategies in English classes. This is because the types of questions teachers use were very important in knowing how well students understand the content provided. The results indicate that this answer is also similar to the second study participant's opinion from second study. It shows when teachers ask students questions, students' understanding the case, it means that the student knowledge increases because teachers appropriately answer them. In particular, although it is not important, however, you can at least develop your listening and speaking skills.

Based on the information provided, it appears that the teacher holds the belief that effective questioning by educators can promote active thinking and engagement among students during the learning process. The teacher's strategy of asking pertinent questions about the content being taught and engaging students' thinking is consistent with excellent instructional approaches. By posing questions that directly relate to the content being covered, the teacher helps students make connections, deepen their understanding, and apply their knowledge.

CONCLUSION

Based on the research finding and discussion of the study it is conclude that the English teacher used questioning strategies in English teaching at the tenth grade students of SMA Yanmu Praya, support higher order thinking skill approach. The English teacher employed several types of question strategy when teaching English at English classroom, namely; repetition, rephrasing, simplification, decomposition, and probing. In line with this, all type of those questions conducted by the teacher has its function. For instance; to keep the classroom operations moving, to check the student's assignments, to check whether the task is clear and can control the classroom, to stimulate students thinking, to encourage the students in learning English, to respond the question based on the material while divergent questions, and to respond the questions with a long answer.

The data analysis of the study indicates that most of the students (80%) agree that their teacher used questioning strategy during teaching and learning process, whether at the beginning, middle or end of the class. Most of the students of the subjects of the research agree that questioning strategies that applied by teachers frequently aimed to improve their understanding toward the materials (60%). In addition, 80% students strongly agree that the questions given by the teachers during learning process help students to recall the previous English material especially in the beginning of the class. While teacher agrees to use any types of question strategies in the English class. In addition, all teachers give positive response on the use of questioning strategies practice in English class. This is because the questions presented in the class by teachers to students are very important to examine the students understand the material provided.

RECOMMENDATION

Based on the result of the study, it is expected that for English teacher and another researcher, e.g. 1) for English Teacher is recommended to frequently uses questioning strategies any types and its function extensively because using questioning strategies could help the students to create their critical thinking, improve their speaking skill, improve their vocabulary, and increase their confidence. Furthermore, the English teacher also recommended create question strategies based on their level and based on higher order thinking skills, it can help students to create their level of thinking. It is also important to think about how to use appropriate vocabulary in every question, so the students will not confuse or miss understanding with the questions. 2) For other

researcher who intends to do similar topics of research dealing with questioning strategies. It is recommended to focusing on the analysis of questioning strategies in classroom interaction that supports higher order thinking skill based on the merdeka curriculum, So that will get a lot of the data and can compare with another teacher.

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