



## Teacher-Question Strategies in EFL Classroom Interaction

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**Abstract:** This study aims to analyze the teacher's questioning strategy in English lessons. It was conducted in classroom interaction between teacher and students of SMP Negeri 1 Mentaya Hilir Selatan, in Central Kalimantan Province. The subject of this study was an English teacher and 25 eighth grade of junior high school students. This research used a qualitative approach. Two main data collection instruments were used observation and interview. Through observation, the researcher carefully analyzed the types of teachers questioning strategies during English learning activities. In interview, researcher gain deeper insights from the teacher related with the questioning strategies used by her during teaching. The result revealed that teachers used four questioning strategies in classroom interaction, namely redirection questions, prompting questions, probing questions, and granting waiting time. Then, the result showed the prompting question strategy was the most dominant question strategy, but the teacher was still ineffective in using this strategy because the questions asked still contained many grammatical errors because the teacher sometimes used a mixture of English and Indonesian which caused students only answer briefly. This study implies that the implementation of questioning strategies by the teacher actually has the potential to increase students' activeness in learning English.

**Keywords:** teacher questions, question strategies, English classroom interaction

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**Abstrak:** Penelitian ini bertujuan untuk menganalisis strategi bertanya guru dalam pelajaran bahasa Inggris. Kegiatan ini dilakukan dalam interaksi kelas antara guru dan siswa SMP Negeri 1 Mentaya Hilir Selatan, Provinsi Kalimantan Tengah. Subjek penelitian ini adalah seorang guru bahasa Inggris dan 25 siswa kelas VIII SMP. Penelitian ini menggunakan pendekatan kualitatif. Dua instrumen pengumpulan data yang digunakan adalah observasi dan wawancara. Melalui observasi, peneliti menganalisis dengan cermat jenis-jenis strategi bertanya guru selama kegiatan pembelajaran bahasa Inggris. Dalam wawancara, peneliti mendapatkan wawasan yang lebih dalam dari guru terkait dengan strategi bertanya yang digunakan olehnya selama mengajar. Hasil penelitian menunjukkan bahwa guru menggunakan empat strategi bertanya dalam interaksi kelas, yaitu redirection questions, prompting questions, probing questions, dan granting waiting time. Hasil penelitian menunjukkan strategi prompting question adalah strategi pertanyaan yang paling dominan, tetapi guru masih kurang efektif dalam menggunakan strategi ini karena pertanyaan yang diajukan masih mengandung banyak kesalahan tata bahasa karena guru terkadang menggunakan campuran bahasa Inggris dan Indonesia yang menyebabkan siswa hanya menjawab sebentar. Penelitian ini menyiratkan bahwa penerapan strategi bertanya oleh guru sebenarnya berpotensi meningkatkan keaktifan siswa dalam belajar bahasa Inggris.

**Kata kunci:** pertanyaan guru, strategi bertanya, interaksi kelas bahasa Inggris

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## 1. INTRODUCTION

English is one of the important foreign languages that must be mastered by Indonesian, because English has a very strategic role, namely as a means of communication as well as a language of association between nations. In addition, English is also the first foreign language that is considered important for the purpose of accessing information, absorbing and developing science, technology and arts and culture. Based on data from First Education (2021), the level of English proficiency in Indonesia is classified as low, ranking 81 out of 111 countries with a score of 469. Thus, learning English is very important to be started at an early age.

Mastering English is something that needs to be developed at this time. With the establishment of Indonesia as a member of the AEC (ASEAN Economic Community), it is fitting for the nation's generation to be more advanced in terms of science and technology, supported by good and correct mastery of the language of instruction. English is an important international language that can connect people with the world in various aspects including aspects of education. This has been demonstrated by government regulations which make English a compulsory subject for students to learn from elementary school to high school level.

The English teaching method plays an important role in EFL classes to improve students' academic performance and improve their communication competence. In other words, students are able to use the target language when communicating. As an EFL student, the classroom is the place where students get the most exposure to the language. Therefore, teachers are expected to be able to provide stimuli that can be understood during the teaching and learning process, encouraging students to be more active participants in class.

Spratt et al (2005) argues that interaction is an important part of language teaching where students interact with teachers and classmates in learning English. To support this, Brown (2007) defines interaction as an exchange of thoughts, feelings, and ideas carried out by two or more people, and will produce a reciprocal effect on both communicators. Therefore, as a language teacher, both as a foreign language teacher and a second language teacher, interaction plays an important role in the teaching and learning process. Moreover, the language skills of students can be enhanced through interactions both between teachers and students, as well as among the students themselves (Richards and Lockhart, 1996). Classroom interactions can be facilitated through the proactive efforts of teachers. It is important for teachers to consistently engage and motivate students to actively participate in class interactions. Additionally, the development of effective questioning techniques or strategies is one approach that can be utilized to initiate and sustain interactions within the classroom.

Asking questions is undeniably one of the most frequently employed techniques in English language teaching. Jeremy (2001) supports this notion by defining questioning as a valuable skill that effectively stimulates interaction, critical thinking, and student learning. Furthermore, questioning serves multiple purposes, including checking students' comprehension of the taught material fostering student engagement, and encouraging creative thinking during class interactions.

Ellis (2008) suggests two reasons why teachers ask questions in their classes. First, questions require responses; therefore, they function as a means of obliging learners to contribute to the interaction. Student responses also provide feedback to the teacher which can

be used to adjust the content and expressions in the teacher's next talk. Second, the questions serve as a device to control the progress of the interaction through the lesson being enacted.

Smith and Higgins (2006) assert the function of questions used by teachers in the classroom where questioning serves as the primary means through which teachers control class interactions. Additionally, Ellis (2003) also states that numerous studies have shown that questioning is the most commonly employed strategy by EFL/ESL teachers in classroom settings after lectures. It is also in line with Yanfen and Yuqin's (2010) study on teacher talk in class interactions where it revealed that teachers predominantly initiate interactions by asking questions. This means teachers rely heavily on questioning as a means of classroom interaction. This also shows the inseparable relationship between teacher questioning and classroom interaction. For language teachers, the use of effective questioning strategies is paramount, as teachers' questions are at the core of communication and contribute greatly to the success of the learning process.

Furthermore, Gattis (2002, p.41) emphasizes that a question is one of the most essential tools for guiding and enhancing students' education. It enables educators to develop strategies to improve students' work and thinking abilities. For maximum effectiveness, questions should actively engage students in the educational process. Therefore, teachers carefully consider the types of questions they pose during lesson planning, ensuring that students grasp the purpose behind these inquiries. By incorporating well-structured questions into their lesson plans, teachers can facilitate meaningful discussions and productive exchanges of ideas.

There are several studies regarding teacher questions in foreign language classrooms. Astrid et al. (2019) for instance, studied the strategy of asking questions by the English teachers at a Madrasah in Palembang, South Sumatra. The results of this study stated that teachers used questioning strategies based on the reasons of students' understanding, attracting students' attention, increasing students' thinking at a higher level, and involving students in learning activities. Then, Naz et al. (2013) studied about teacher's questioning effects on student's communication in classroom performance. The study recommended that training sessions and workshops should be organized for teachers along with a practical induction course on how to use questions effectively in the classroom. Furthermore, developmental questions can be used by development managers in the workplace because they encourage their employees to think for themselves when caring for customers and increasing productivity. Furthermore, a study by Bata (2019) which focused on the strategies employed by Indonesian teachers in the English learning process at Katolik Frateran Maumere. Since English was a foreign language, students faced difficulties using it proficiently. From the result, there are three strategies identified: redirection, prompting, and probing questions along with the learning process interaction. The teachers' strategies within the language learning process involved utilizing questions to encourage active participation, gather information, and evaluate lessons.

Consequently, it can be inferred that teacher questions and class interactions are closely intertwined. The act of asking questions serves multiple purposes, including assessing students' knowledge and understanding of the subject matter, stimulating students' creative thinking, and actively involving students in classroom interactions. Based on this fact, the researchers are

interested in exploring the strategies used by teachers in EFL classroom interactions, with the aim of helping teachers determine the appropriate questioning strategies to improve students' proficiency in EFL classrooms.

For the preliminary research, the researchers conducted an observation and interview to several EFL teachers and students at the school where this research to be taken. From the interview, the teachers acknowledged that most students were less active in classroom interactions. They sometimes did not respond to the teacher's questions and even tended to be reluctant to ask or answer questions posed by the teacher. This indicates teacher dominance in classroom interaction, which leads to student passivity. Teacher dominance in classroom interaction can reduce students' participation and hinder their ability to speak in the target language. From the observation, the researchers also found that the teacher often asked students questions to gauge their understanding, but it was not uncommon for students to remain silent without responding or to appear confused by the teacher's questions. The researchers speculated that the main cause of this situation is the ineffectiveness of teachers' questions, which is caused by the strategy of how to deliver questions. Therefore, the aims of this research are (1) to analyze the types of teacher-question strategies in teaching and learning interactions; and (2) to find out the dominant question strategy used by the teacher in teaching and learning interaction in which this strategy is regarded ineffective strategy to lead student activity in the classroom interaction.

## **2. LITERATURE REVIEW**

### **2.1 Classroom Interaction**

According to Brown (2001, p.165), interaction lies at the core of communication in the context of communicative language learning. It is evident from this premise that interaction is essential for language teachers. Since communication is the most crucial aspect of communicative language teaching, it must be present in all language learning activities. Students are required to engage in conversations and interact with others while acquiring a language. Through interaction, they will learn how to communicate effectively. Consequently, interactions among participants in language classes can demonstrate communication within the language teaching and learning environment.

Moon (2000) state the fact that kindness and the amount of teacher communication have a lot of value in the classroom interactions of younger students is very important for acquiring knowledge of English because, according to students, it is difficult to understand. Interaction is an effective way of practicing English because communication will improve your skills. Nunan (2002) says that many language teachers are amazed by the amount of communication they use in the classroom. Approximately 70 to 80 percent of the time, sophistication becomes more frequent through teacher communication in class.

Based on those opinions, it can be summarized that classroom interaction is a two-way process between teacher and students that occurs in the English learning process and prepares students to use language naturally during the teaching and learning process. This provides an opportunity for students to interact in English with their teacher in real situations.

## 2.2 The Benefit of Teacher Questions in Classroom Setting

Brown (2007) suggests that asking question is any question that examines or creates knowledge in students. Asking questions is very closely related to thinking, as stated by John Dewey, “Thinking itself is a question”. Sadiman (in Uno, 2006) describes asking questions as a verbal utterance asking questions for a response from someone you know. The response given can be in the form of knowledge to things that are the result of consideration.

Asking question is an effective stimulus that encourages thinking skills. That is, the teacher asks students in the learning process to improve students’ thinking skills. Duffy (2009) explains that asking question is a process of talking to oneself or thinking about meanings that make sense. Asking question is one of the social competencies that children bring to school (Moreillon, 2007). Hasibuan & Moedjiono (2012, p.62) explain the purpose of asking question is not just to obtain information, but also to improve students’ thinking skills. By asking questions in the learning process, students are required to provide responses in the form of knowledge or things that are the result of consideration of the thinking process.

Jacobsen et al. (2009, p.172) suggests that the process of asking questions in learning encourages the creation of a student-centered learning environment while maintaining a goal-focused learning activity. Asking questions is one of the basic teaching strategies that can be applied to almost any subject matter area, grade level, or teacher personality. When used effectively, this strategy can encourage engagement, enhance learning, motivate students, and provide feedback on learning progress to both teachers and students.

It can be said that asking questions is a verbal sentence that is spoken with the aim of obtaining information or knowledge about something, event or event that is not yet known. By asking questions, someone can attract the attention of others to convey important information that is not yet known or not understood. In the learning process in class, asking questions is done by the teacher to improve students’ thinking skills. Asking questions in learning will bring up the thought process. In addition, asking questions can also encourage engagement, enhance learning, motivate students, and provide feedback about learning progress, both to teachers and students. So that it can create a student-centered learning process.

## 2.3 Question Strategies in the Classroom Interaction

Effective questioning strategies in the learning process can increase interaction significantly by broadening students’ understanding and involving them actively so that it has a positive impact. The main goal of developing an effective questioning strategy is to increase student participation. According to Jacobsen et al. (2009), the application of an effective questioning strategy can increase interaction significantly by broadening students’ understanding and involving them actively. Usually, the interaction strategy involves a teacher asking a question and a student voluntarily providing an answer to that question. Often, only a few students answered the teacher’s questions. This causes the teacher to direct questions only to a few students who often answer and ignore other students who rarely answer. Therefore, to create a learning environment that can encourage the participation of all students, it is very important that the teacher does not use such a strategy but asks questions with various strategies that can involve the participation of all students in the class. When different strategies



are used, amazing results emerge.

Questioning strategies that need to be considered by the teacher, according to Jacobsen et al. (2009), include the following: (1) redirection questions; (2) prompting questions; (3) probing questions; and (4) waiting time. Applying an effective questioning strategy will increase interaction significantly by broadening students' understanding and actively involving them. Those four question strategies above mentioned are used as the theoretical base of this research.

### 1. *Redirection Question*

Effective interaction patterns usually involve the use of open-ended questions connected with redirection teaching strategies. Open-ended questions were often thought of as having more than one possible correct solution. Two forms of open-ended questions that are easy to ask, easy to answer, and very appropriate for promoting student engagement are descriptive questions and comparative questions.

Descriptive questions require students to observe and describe an object or event, such as a demonstration, map, graph, table, or statement. Descriptive questions are the most effective way to encourage student engagement, success, and thinking. Meanwhile, Comparative questions require students to look at two or more objects, statements, illustrations, or demonstrations and identify their similarities or differences. When students identify similarities, they will move to make a pattern, which will eventually become a concept or generalization. The advantage of this strategy is the increased reach and increased content stated in the initial answers. Questions that are easy to redirect are questions that require description and comparison, as shown in the following example (Bata, 2019, p.25).

Teacher : *Presenting a sentence* "He is like a monkey."

Teacher : **What do you notice about this sentence, Willy?**

Willy : This sentence has four words.

Teacher : **What else, John?**

John : 'He' becomes the subject.

This process can continue as long as the teacher wants or until it seems as if the student is ready to move on to the next material. A wise next step is to present a second example and ask students to compare it with the previous example. When the redirection teaching strategy is combined with open-ended questions, it will be a reliable strategy to increase student engagement and motivation and also encourage achievement.

### 2. *Prompting Question*

Prompting questions is an important strategy that is widely used by teachers. Prompting questions can be used as a strategy to improve the quality and quantity of student answers. This question intends to guide students so that the content can find a more correct answer. However, it is a little tricky to implement and cannot be used as often or as desired. The reason is that prompting questions requires thinking about your feelings. While many teaching procedures and skills can be planned and practiced in advance, prompting questions can only be practiced in the context of a real lesson, as in the following example (Bata, 2019, p.28).

Teacher : Regarding our discussion about the meaning of descriptive text, **what do you know about descriptive text?** Try to explain your opinion, Alfie!

Alfie : *Not answering and just showing a thinking expression*

- Teacher : **Does anyone know?**  
 Students : *No one answered. All students just show weird expressions.*  
 Teacher : OK. Let's pay attention to something else. Descriptive text has the goal of describing objects in detail. The word describing is almost the same as the word explaining. **Is that true?**  
 Students : Yes  
 Teacher : **Same in what way?**  
 Risa : Same in meaning.  
 Teacher : Now, after explaining again, **what do you understand from the descriptive text?**  
 Alfie : A text that describes about object.  
 Teacher : Good, **now do you understand?**  
 Students : Understand.

The example above shows a strategy called prompting, according to Jacobsen et al. (2009). Prompting strategies involve using cues, hints, or choices to help students answer questions correctly. Prompting questions can be successful and fun to use in helping students construct answers that they could not give before. Therefore, teachers must remain diligent and practice seriously to become experts and take pride in having a positive, direct, and tangible influence on student learning. Careful preparation helps teachers implement prompting questions. There are several ways to conduct prompting, including to provide additional information so that students can answer; to change the question to another form, and to break the original question into several sub-questions so that eventually all can be answered.

### 3. Probing Question

Open-ended questions and redirecting strategies are strategies that involve the teacher's efforts to provide opportunities for students to express themselves creatively. Creative expression, namely by continuing to increase their participation in learning. Prompting questions is a strategy for dealing with wrong answers in an informative and humane way. Even so, it is not uncommon for students' answers to be correct but maybe not strong enough because these answers are less understandable or less in-depth. In such cases, it is important for the teacher to ask the student to provide additional information to ensure that the answer is sufficiently comprehensive and thorough. This kind of strategy is called a probing question.

Probing questions aim to get further answers from students in order to develop the quality of the first answer so that the next one is clearer, more accurate, and more reasonable (Marno and Idris, 2009). This strategy follows student responses and seeks to encourage students to think through their answers more fully and clearly. Through the probing question process, the teacher tries to make his students justify or at least explain their answers further. Thus, it can increase the depth of the discussion. Examples of probing questions (Bata, 2019, p.30).

- Teacher : In your opinion, Nia; Is the generic structure important in descriptive text?  
 Nia : Yes.  
 Teacher : **Why, Nia?**  
 Nia : To make a text reaching its goal.  
 Teacher : **What do you mean?**  
 Nia : In descriptive text, the aim is to make the text understandable to the reader, so it requires a generic structure or a systemic form in writing.  
 Teacher : Very good. Nia, as we learned yesterday. That is about descriptive text.

Through the probing process, the teacher tries to make his students justify or at least explain further about their answers, thereby increasing the depth of the discussion. In addition, this strategy also helps them avoid superficial answers as much as possible. The function of the probe is to provide an opportunity to intellectually support or defend views and opinions expressed simply. By defending their opinions intellectually, students gain experience dealing with high-level tasks and achieve a greater sense of success.

#### **4. *Granting Waiting Time***

In the learning process, the teacher asks questions that require a deep thought process of the students, with the aim of making them think. One way this strategy is used is through the waiting-time process. Wait time can be defined in two ways. First, waiting time occurs when the teacher gives students a short pause after asking a question. Usually, it begins when the teacher stops talking (asks a question) and ends when a student answers or the teacher speaks again. Second, wait time is the time when the teacher waits after a student responds to comments or makes prompts or probes.

The implementation of this strategy, namely by giving students more time to answer, also positively influences learning. When assessing students' cognitive abilities, applying a waiting time following a question or prompt may produce more accurate measures of a student's level of achievement. The benefits of implementing a wait-time strategy include increasing participation in discussions, increasing the presentation of reasons for defending answers, and increasing thought-provoking answers. Besides having benefits, waiting time also has disadvantages. These drawbacks include the following: (a) giving too long a waiting time will make students busy and noisy; (b) vice versa, giving less time will make students feel that their efforts are not appreciated by the teacher and make them lazy to think about answers to questions that are asked. Asked by the teacher, and (c) the waiting time given is not in accordance with the level of the questions asked, which will make students look confused and even panic.

The use of questioning strategies in the classroom aims to help students learn content and teach them to think more critically and analytically. Language learning and teaching must be realized by the teacher in an effort to develop the skills and thinking abilities of students as learning subjects. One way to develop students' thinking skills and abilities in the learning process is to ask questions. Teachers are required to be able to ask questions in the learning process that can develop students' thinking skills and abilities so that learning objectives can be achieved.

### **3. RESEARCH METHOD**

A qualitative approach was used to conduct the present research. Along with that, this research observed the class interactions, analyzed the strategies of teacher questions in class. From this research, descriptive qualitative data were obtained from teacher questions during the class interactions to her students. To obtain the data, researchers used video recording to observe questions asked by the teacher to her students. This observation was conducted for two weeks where two meetings every week meaning four times in total. The data sources were one teacher of English (non-native speaker) and 30 secondary school students in the eighth grade of SMPN-



1 Mentaya Hilir Selatan, Kalimantan Tengah.

After data collected, researcher classified the data regarding with teacher questioning strategies into four categories based on Jacobsen et al (2009); redirection questions, prompting questions, probing questions, and waiting time. The researchers then described and analyzed the teacher question strategies based on the context why those strategies might be used. The most important thing for the analysis is that to find out the dominant strategy used by the teacher in the classroom interaction. This can reveal the causing factor of ineffective strategy which lead student activity in the classroom interaction itself.

#### 4. FINDINGS AND DISCUSSION

The result shows that the teacher used various questioning strategies to her students during classroom interactions while English language teaching. From the data found, there are 61 questions delivered by teachers to her students covering 20 questions (33%) for redirection, 30 questions (49%) for prompting, 10 questions (16%) for probing, and only single question (2%) for granting waiting time as shown in Fig.1 below.

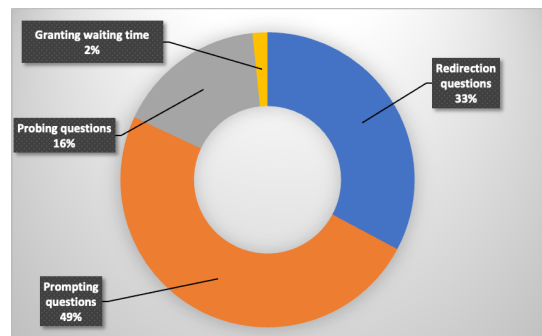


Figure 1. Type of teacher questions based on data found

The following is to specify examples of question strategies used by the teacher based on their types.

##### 4.1 Redirection Questions

Based on the results of the observations in classroom interactions on the teaching and learning process in English lessons, conversations occurred between the teacher (T) and students (S). The teacher asked several questions that used the redirection question strategy. To divert the attention away from the main topic or to another one, the redirection questions strategy was used in the class interaction. The use of the redirection questions strategies, according to Jacobsen et al. (2009), aimed to created more active and comprehensive teaching and learning conditions so as to increase the student involvement and motivation and also encourage their achievement.

###### *Extract 1:*

**T: Do you understand on the first worksheet?**

**S:** Yes, I do

**T:** Ok, **do we continue on the second worksheet?** You can do firstly.

**Extract 2:**

*T:* Today we will continue our lesson last week. **What did we learn about last week? Do you still remember?**

*S:* Simple past tense, Maam.

*T:* Alright. **What is simple past tense?**

*S:* Telling about the past events, Maam.

*T:* From last week's lesson, **do you have anything to ask?**

*S:* Nothing, Maam.

*T:* Okay, since no one asked then we just move on.

In extracts 1 and 2, English teacher used of the redirection question strategy as in the bold letters typing. These questions are used to shift students' attention from one topic to another, with the aim of creating more active and comprehensive learning conditions.

In Extract 1, for instance, the teacher used two redirection questions to ask if the students have understood the first worksheet. Students responded that they had understood with it, and the teacher then used the redirection question again to ask for the next worksheet, the second worksheet. In Extract 2, the teacher used redirection questions to remind students about the material learned last week, which is about simple past tense topic. After that, the teacher provided an opportunity for students to ask questions, but since no one asked, the teacher decided to continue the lesson.

In both extracts, the questioning strategy is used to shift students' attention from one topic to another. This can help create more active learning conditions and engage students more comprehensively. In this context, the redirection question strategy can help increase students' engagement and motivation and boost their achievement in learning. Jacobsen et al. (2009, p.181) revealed that questions that can be directed are questions that require description and comparison. So as to bring up several different answers to one question. In the example presented above, it can be seen that the teacher asks questions that ask students to explain the understanding of what they have learned and understood.

In the classroom observation regarding the redirect question strategy, the researchers found that the teacher used the redirect question strategy in the learning process in class. Based on the interview with the teacher, the reason for using the redirect question strategy is to help students understand the topic or context presented and develop their speaking or argumentation skills, especially in front of the class, so that students can be more confident. However, the activities carried out by the teacher using the redirect question strategy are less effective because students do not always get the same opportunity to answer the teacher's questions. In fact, the teacher can develop questioning strategies to activate student participation. Based on the observation results, it also shows that the teacher is more dominant in lecturing or explaining rather than interacting. The interaction that occurs between teachers and students tends to be brief. In fact, longer interactions between the teacher and students can improve students' language skills and provide more opportunities for students to answer questions from other students.

According to Suartini et al. (2020), teachers direct the same question to several students and encourage them to be more active in sharing their ideas. The teacher also wants to check students' understanding of the questions, improve students' speaking skills, and train them to

share their opinions. This strategy of redirecting questions is very important in achieving a student-centered learning process, with the aim of increasing students' participation and developing students' thinking abilities.

Based on these findings, it is important for teachers to provide fair opportunities for each student to participate in classroom interaction. Teachers need to ensure that students have equal opportunities to answer questions and share their opinions. In addition, teachers should also create longer and more diverse interactions with students, such as listening to students' responses, providing opportunities for discussion, and encouraging students to ask and answer each other's questions. Thus, more intense and diverse interactions can improve students' language skills, enrich their learning experience, and develop critical thinking skills more comprehensively.

#### 4.2 Prompting Questions

The usage of prompting questions strategies by the teacher in asking questions to students was also observed during the process of teaching and learning interactions in class. Prompting questions strategies, or trigger questions, were a type of question designed to help someone to remember or start thinking about a topic. These kinds of questions can help the student gather their attention to particular details, clarify thoughts, or develop new ideas. In addition, these kinds of questions can help deepen their understanding and encourage student's critical thinking, as well as to help the student to solve the problems or generate new ideas. Data findings below are examples of prompting questions.

##### *Extract 3:*

- T : The first one who came to the front just now was Sarwani. **What do you think of his appearance? Is the language he used easy or difficult to understand?**  
 S1 : Difficult, Ma'am.  
 T : **Is it still difficult or easy to understand?**  
 S2 : Quite difficult to understand.  
 T : **Was Sarwani stammering in expressing his opinion?**  
 S3 : Yes, he was still stammering.  
 T : Okay thank you so much for your response.

##### *Extract 4:*

- T : And conclusion for our material today. **What is the material for today?** Could you mention for us.  
 S1 : "When I was child", Ma'am.  
 T : Okay, we used simple past tense which consists of 'Subject'. **And what else?**  
 S2 : Subject + verb 2 + Object.  
 T : Well, guess about this simple past tense, **for what? To tell what?**  
 S3 : To tell past events.  
 T : Okay, to tell past events. **Which part do you think you find difficult to understand?**  
 S4 : The section that analyzes the two texts of the last week  
 T : Now from here if you want to share information in the past tense, **the tense used is simple ...?**  
 S5 : Present, Ma'am.  
 T : Simple past tense. If we use present, **for what?**  
 S6 : To notify the ongoing event, Ma'am.  
 T : Okay. Not the ongoing event, but event happens now. If the ongoing event, it is 'present continuous tense'. **Well, at this point any questions?**  
 S7 : No, Ma'am.

Based on the conversation, there are several the prompting question strategies by the teacher in asking questions to her students. The teacher used these questions to ask for students' opinions, clarify their understanding, and direct their attention to specific aspects of learning.

In extract 3, for instance, the teacher employed prompting questions to elicit the students' opinions on student's performance in delivering a message. The teacher initially asked whether the language used was easy to understand or difficult. Upon receiving the response "difficult," the teacher dig deeper by asking whether it was still difficult or if there was an improvement in understanding. Subsequently, the teacher utilized another prompting question by inquiring if the student exhibited any stuttering in his utterances. Through these questions, the teacher aimed to find out the students' perception of their peer's performance and their level of comprehension regarding the language used by their teacher.

In extract 4, the teacher also employed the prompting question strategy to assess the students' understanding of the material taught. The teacher prompted questions concerning the material covered, specifically the simple past tense. Furthermore, the teacher prompted the students to articulate the sentence structure in the simple past tense and its intended use. These questions facilitated the students in deepening of their understanding of the lesson material and encouraged critical thinking. Based on the class observations, it can be inferred that the teacher effectively utilized the prompting question strategy in the learning process. This strategy enabled the teacher to assess the students' understanding, clarify any misconceptions, and foster critical thinking skill. By employing prompting questions, the teacher assisted the students in grasping the material taught and in enhancing their language proficiency. However, it is important for the teacher to employ this strategy wisely, ensuring equal participation opportunities for all students during classroom interactions. Additionally, the teacher should consider contextual factors and students' individual needs when formulating relevant questions that facilitate the learning process. Thus, the implementation of the prompting question strategy serves as an effective tool for promoting student-centered learning and facilitating in-depth comprehension.

### 4.3 Probing Questions

The results of the study that the researcher conducted showed that there was a strategy known as probing questions strategies used by the teacher. Probing questions strategies or in-depth questions was a question designed to obtain more detailed or in-depth information about a topic. These kinds of questions were often used in interviews or discussions to gain a better understanding of a person's views, experiences, or opinions. These kinds of questions helped to clarify the students' ideas and can help build a more comprehensive understanding of a topic. They can also help identify misunderstandings or differences in views that required more explanation or discussion.

#### *Extract 5:*

**T : What's the story about?**

**S1 : The story of Bambang Pamungkas**

**T : How did the others respond?**

**S2 : Correctly compares two social functions of text. Compare structural text correctly. And, the language feature is correct, Ma'am.**

T : **Is your answer to your friend different?**

S3 : Mine is incomplete, Ma'am.

T : **Do you think yours is right?**

S4 : Auren's is right, Ma'am.

**Extract 6:**

T : **What do you think of your friend's worksheet?**

S1 : Completing sentences in the text is correct and the answer is correct, Ma'am.

T : **Why?**

S2 : I think Muslimah reads too quickly and mumbled, Ma'am. But the answer given is correct.

T : It means that the answer is correct, only the appearance is mumbled.

S3 : Yes, Ma'am.

T : Okay thank you.

In extracts 5 and 6, it can be seen that the teacher tried to get the students to give more detailed answers to each question asked by the teacher. It can be seen from both extracts there were a lot of interaction between teacher and her students, and the questions asked by the teacher required the deeper answers by the students' understanding of learning. From this data, it can be seen that teachers also asked the students to provide additional information to ensure their answer more creative.

The teacher used these strategies because they saw the potential to extract further information from the students' answers. However, it should be noted that the teacher should not have employed these strategies too frequently without first giving the class an opportunity to assimilate the material. According to Jacobsen et al. (2009, p.184), the aim of implementing these strategies was to provide students with the opportunity to intellectually defend their views and opinions, which were conveyed briefly. By defending their opinions intellectually, students gained broader knowledge and experience, so they were ready to face more difficult tasks in the future.

From the observation results, it can be seen that the teacher occasionally used a probing questions strategy by asking questions that explore more information from the statements made by the teacher. Probing questions aim to get further answers from students in order to develop the quality of the first answer so that the next one is clearer, more accurate, and more reasonable (Marno and Idris, 2009). With this strategy, it can be seen that the teacher gave students the opportunity to proceed the information related to (Why) and (How) based on the students' answers. However, it was unfortunate that this strategy was not always be used in the class interaction, even though this strategy can build the quality of students' language to be more expressive because this strategy encourages high-level thinking in answering the questions. According to the teacher who taught the class, the reason they rarely use this strategy was because there will be a lot of time wasted in learning activity. According to Jacobsen et al. (2009), the function of implementing this strategy is very good because it provides an opportunity to intellectually defend views and opinions that are expressed simply. So, by defending their opinions intellectually, students gained broader knowledge and experienced so that they were ready to face more difficult tasks.

#### 4.4 Grating Waiting Time

The waiting time strategy was applied by the teacher in English learning activities is just to make sure that the questions asked to the students had enough clarity so that students can understand the questions, helping questions to be answered efficiently. And in the data presented, it can be seen that this strategy was used. This question strategies were used because it maximized the learning process and made it more effective. According Azhari et al. (2021), The strategy of questions for “waiting time” was an approach used to optimize the use of waiting time in communication or interaction between teachers and students. It is quite useful and beneficial to use this questioning strategy to reduce waiting times and increase communication efficiency. According to Bata (2019), grating waiting time was a teacher’s strategy for giving students time to provided answers to questions asked by the teacher. In order to make sure that the questions given to students in class VIII of SMPN 1 Mentaya Hilir Selatan were easily understood for them to process, the teacher used the waiting time strategies to ensure that questions were addressed promptly. The use of waiting time was not carried out based on the teacher's wishes, it can be seen during observations that the teacher used waiting time when learning situations require to use this strategy.

##### *Extract 7:*

**T: What do you think by the third group presentation?** Please respond to the performance of the second group.

T: Okay, Ihsan please.

S: Zaky's performance was nervous, Maam. But he can correctly describe social functions, structural text, and language features.

T: Okay thank you. Next, the group three presenting your result then.

From the data presented, it can be seen in extracts 7, that the question strategy used by teacher allowed the students to think more deeply and organize their thoughts before answering questions. This created space for students to gather their ideas more maturely and provided higher quality responses. This was done because it maximized the learning process to make it more effective. However, the question asked by the teacher turned out that the waiting time given was not in accordance with the level of the questions asked. This seems make students appear confused and possibly scared.

In the results of observation about grating waiting time was an approach used to optimized the used of waiting time in communication or interaction between the teacher and students, but the data found that teachers rarely use this strategy. From the interviews, it was found that the reason the teacher rarely uses this strategy is because it adapts to learning objectives or learning materials. With a diverse group of students, the teacher has to be more careful when implementing these methods because this strategy has to be more complex, so it takes longer to implement and get responses from students. Dos et al. (2016), and Öztürk (2016) stated that waiting time was one of the most important factors affecting students' correct response. This strategy involved the usage of effective and relevant questions to minimize waiting time and maximize communication efficiency. Implementing a waiting time technique, according to Jacobsen et al. (2009), has advantages such as enhancing conversation involvement, showing additional reasons for holding onto an answer, and producing more thoughtful responses.



#### 4.5 The Dominant Questioning Strategy Used by Teacher

Based on the research findings, the most dominant questioning strategy used by the teacher in class VIII-A interactions at SMPN 1 Mentaya Hilir Selatan is the prompting question strategy. However, the facts found in the field show that teachers are less than optimal in applying this questioning strategy. It can be seen that teachers are less effective at asking questions and use inappropriate words when asking questions. As a result, students tend to give short answers and are less interested in the question. Based on the findings, the researcher found that the teachers observed in this study were relatively young and may not have had sufficient experience in designing and delivering effective questions. This lack of experience contributed to the grammatical errors in their questions.

The result of interviews with the teacher also revealed their thoughts regarding this questioning strategy. One teacher stated, *I want my students to be actively involved in the learning process. I also want them to be able to think critically before giving an answer.* The teacher realized that the prompting question strategy can help students understand the topic or context presented. In addition, the teacher also expressed the aim of helping students develop speaking and argumentation skills, especially when dealing with the class, in the hope of increasing students' self-confidence.

In light of the finding that questioning strategies are not optimal, more attention needs to be paid to teacher training and professional development. Teachers can be given more in-depth training on the use of effective questioning strategies, including appropriate word choice and questioning techniques that stimulate critical thinking. This will help the teacher improve their teaching quality and create a more engaged and student-centered learning environment. In addition, it is also important for the teacher to look for alternative methods that can strengthen the effectiveness of questioning strategies, such as the utilization of technology or the use of additional resources. This can help overcome challenges that may arise in the implementation of questioning strategies and increase students' interest and participation in learning.

### 5. CONCLUSION

Based on the analysis of research findings and discussions that have been carried out, the researcher concludes that there are various types of questioning strategies used by teachers in teaching and learning interactions in class VIII-A SMPN 1 Mentaya Hilir Selatan on Simple Present Continuous Tense and Simple Past Tense materials. Some of these strategies include redirection questions, prompting questions, probing questions, and grating waiting time. By applying these strategies, teachers can optimize the learning process, encourage critical thinking, and strengthen students' understanding of the material taught. However, the use of questioning strategies has not been optimally used by the teacher because the researcher found that the questions asked by the teacher still contained many grammatical errors, which caused students to have difficulty answering and students' lack of interest in learning.

The dominant questioning strategy used by teachers in teaching and learning interactions in the class VIII-A SMPN 1 Mentaya Hilir Selatan is the prompting question strategy. The questioning strategy used by the teacher is indeed still not optimal. This can be seen by the use of words that are less precise, and students tend to give short responses and lack interest. It is

important for teachers to optimize the use of effective questioning strategies and regulate the use of the right words when asking questions.

The implementation of questions strategies by the teacher actually had the potential to increase the students' activeness in learning English in class. This was caused by the ability of questioning strategies to improve students' critical thinking skills. The function of the questioning strategy was very appropriate and useful for teachers to use in the learning process because it can encourage the students to think more deeply, connect concepts, and explore problem solving.

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