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The Power of Questioning: Teacher's Questioning Strategies in the EFL Classrooms

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Abstract

The aims of the study were to investigate English teachers' questioning strategies at one *Madrasah* in Palembang, South Sumatera. The qualitative research method with a case study approach was employed to look at the ways of the English teachers' questioning strategies in the processes of teaching and learning and the reasons that made them use certain questioning strategies. The participants in this study were English teachers. We used observation and interviews as our data collection techniques. The observation was used to look at the teacher's questioning types used in the daily practices of teaching in the EFL classroom while the interview was used to understand the reasons that made them use those types of questioning strategies. Our findings showed three types of teacher's questioning strategies used by teachers in their teaching and learning processes including convergent, divergent, and procedural questions. Teachers mostly used convergent questions (yes/no and short answers). We also found five reasons why teachers preferred to those types of questioning strategies including recalling students' understanding, attracting students' attention, increasing students' thinking in higher order level, and engaging students in learning activities. Implications and recommendations are also discussed.

Keywords

Application of questioning strategy, convergent questions, divergent question, procedural questions

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Introduction

In the globalization era, English is the most crucial language in the world which is used by many countries. There are some reasons why English is crucial as an international language. According to Cook (2003), English is used for communication as an international language in every country. It is known as a daily international communication tool with other people from different countries. Moreover, Crystal (2004) argues that people use English for their international contacts in some countries. In Indonesia, English as a foreign language is taught to students at schools. According to Ramelan (1994), English has been taught at school in Indonesia as the first foreign language. It is taught in kindergarten, elementary school, junior high school, senior high school even in the university level. Saputra and Marzulina (2015) confirm that English has become a compulsory subject and it must be learned as a foreign language from junior high school to senior high school in Indonesia. It is important because students learn English as a compulsory subject in school, especially for students of senior high school. As a compulsory subject, improving English skill of students needs the role of teacher; teacher has vital roles in teaching and learning processes. According to Brown (2001) and Harmer (2007), teacher can be a controller, director, and facilitator (as cited in Haliani, 2013, p. 1). As a controller, teacher will determine what students do, when they should speak, and what language form they should use. As a director of classroom, teacher is responsible for increasing students' motivation in order to make learning processes run smoothly. Also, as a facilitator, teacher will assist students in making the learning processes easier and more comfortable. Therefore, the teacher has an important role in classroom activities.

Moreover, as a director, teacher should apply questioning strategies for increasing students' ability in classroom. Questioning strategy is important because asking or giving question is one of the crucial strategies that teacher can use in teaching processes. There are some reasons why questioning strategy is important. Shaunessy (2005) states that questioning strategies are essential to the growth of critical thinking skills, creative thinking ability, and higher level thinking skills. Questioning strategies are the ways which are used by teacher to know the ability of the students and how far the students understand the material which has been taught. In brief, questioning strategy is one of the important strategies that can improve students' ability. Additionally, teacher can also questioning strategy to measure students' thinking ability. According to Blosser (2000), if students want to become better problem solvers, they need to develop higher-order thinking skills. Teacher should ask questions to increase students' thinking and opinions. Based on the research conducted by Blosser (2000), the result shows that about 60 percent require only recall or facts, 20 percent require students to think, and 20 percent are procedural. It means that teachers often gives short answers, such as yes/no or short statements.

Meanwhile if students want to be active, teacher should avoid the questions that required yes/no answer. This is in line with Blosser (2000) who argues that the teacher should avoid the types of the questions that require yes/no answer. Teachers should increase the questioning strategies that improve the students' thinking ability. In order to improve the students' thinking ability, teacher has to know the types of question that increase students' thinking skill. There are some types of questioning strategy based on some experts.

According to Blosser (2000), there are several types of questions: managerial, rhetorical, closed and opened questions. However, teacher does not focus only on those kinds of questions; because there are some other types of questions that can be used to gain students' thinking. It is supported by Richards and Lockharts (1994) who propose that there are three types of questioning strategies such as procedural, convergent, and divergent questioning strategies. In short, teacher should know the appropriate types of question that can improve the level of students' ability.

The results of several previous studies have indicated that the importance of the questioning strategies. For example, Sujiarti, Rahman, and Mahmud (2016) found that teachers applied more than one type of questions. Open/closed and display questions were applied frequently in all sessions of teaching. Also, the result of Ndun's study (2015) showed that in the question type, display question (92%) was highly uttered by the teachers rather than referential questions (8, 1). Additionally, the result of Matra's (2014) research showed that teachers used recall questions for 52%, comprehension for 42% and application occupied the remaining that was 6%. In brief, the researchers found several types that were usually used by each participant.

Thus, teacher's questioning strategies are very important. Teachers should give some questions to their students either the questions are addressed to an individual student or they are for the whole class in their classroom. Teachers use various questions and questioning types as their strategies in questioning not only to promote classroom interaction, but also to encourage students to communicate in a real-life setting, and to build students' critical thinking. Therefore, we were interested in conducting a study on investigating English teachers' question strategies at one *Madrasah* in Palembang, South Sumatera for addressing the following research questions: (1) What are questioning strategies used by English teachers at one *Madrasah* in Palembang, South Sumatera? (2) What are the reasons driving the teachers to use the types of questioning strategies?

Literature Review

Question and questioning strategy

A question is any sentence in the interrogative form that can arouse learners' interest to the content elements to be learned and create knowledge for them. Cotton (2001) defines that a question is any sentence that has an interrogative form or function (as cited in Matra, 2014, p. 85). In brief, questioning is defined as the instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do. Question is very useful for teaching and learning processes. According to Blosser (2000), teachers use questions to help students review to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities, and for other reasons and purposes. Questioning strategy is one of the most important dimensions of teaching and learning processes. Guest (1985) argues that questioning strategy is one of the important tools to extending student' learning which can help teachers to develop their own strategies to enhance students' work and thinking. It means that we cannot ignore that questioning strategies are very important for teachers and

students. Questioning strategies can help students learn and improve their achievement. Daniels (1997), Gallagher (1985), Letzter (1982), Parker (1989), Pollack (1988), and Schwartz (1996) indicate that questioning strategies are essential to the growth of critical thinking skills, creative thinking skills, and higher level thinking skills.

Questioning strategies are vital to acquire knowledge. People usually ask questions to one another to know something about the unknown things. They are instruments to examine new ideas, facts, information, knowledge, and experiences. According to Brown and Wragg (1993), we normally ask questions when we really want to know something and, if we already know the answer, then we don't need to ask (as cited in Ndun, 2015, p. 10). Questions in the language classroom enable the teacher to evaluate his or her students and motivate students to attend lessons attentively. Ma (2008) explains that a question plays a great part in communication (as cited in Ndun, 2015, p. 10). It is used as a learning tool to promote interaction in classroom.

Teachers in the EFL classrooms employ different types of questions to make teaching effective and enhance learners' proficiency in the target language. As it has been explained by Richards and Lockharts (1994), there are three types of questions. First, procedural questions which the following questions usually occur in classrooms while teachers are checking the assignments have been completed, that instructions for a task is clear, and that student are ready for a new task. Second, convergent questions need the responses "yes" or "no" or short statements. Third, divergent questions encourage students' responses which are not short answers and which require students to engage in higher level thinking.

The application of questioning strategy

Questioning at the beginning. Addressing questioning before teaching and studying material is effective for students who have/are high ability, and/or known to be interested in the subject matter. Eble (1988) argues that some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparations (as cited Sujiarti et al., 2016, p. 111). In the beginning of a class, giving question as opening questions in a conversation can make easy for the students to answer, and does not force them to reveal too much about themselves. The questions before teaching can be in written forms as a quiz or oral question.

Questioning in the middle of the class. Questioning in the middle of the class is very effective in producing achievement, it gains more than instruction carried out without questioning students. According to Eble (1988), students perform better on lesson items that are previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitably used during teaching and learning processes because it is more effective in fostering learning than are written questions. Questions which are focused student attention on silent elements in the lesson result in better lesson comprehensions than no questions. Asking questions during teaching and learning processes is positively related to learning facts. Based on the functions, the question in this session can be as confirmation checks and classification requests (as cited in Sujariati et al., 2016, p. 112).

Questioning at the end of the class. Questioning students at the end of the class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether they have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Eble (1988) argues that open/closed questions, or other types of questions can also be used by teachers in completing the target learning (as cited in Sujariati et al., 2016, p. 112).

Methodology

Research design, research site, sampling, and participants

We conducted this study by using a qualitative method with case study approach. According to Creswell (2012), the historic origin for qualitative research design comes from anthropology, sociology, the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012). The most important reason of using qualitative design is that this design is an appropriate way to explore every day behavior; the behavior of teacher and students in classroom, particularly teacher's questioning strategies in EFL classroom. In this study, we investigated teacher's questioning strategies in EFL classroom of one madrasah in Palembang, South Sumatera, Indonesia in academic years 2018/2019. There were two teachers at the madrasah who were willing to participate in this study. In this study, the participants were two English teachers. At the beginning, we planned to have 6 teachers; however, only 2 teachers were willing to participate in our study. One of the reasons of their reticence was that they were worried if we observed their classroom.

Data collection

The data of the present study were collected through two following data collection techniques; doing observations in the classroom, and conducting interviews (Creswell, 2012). According to Ary (2010), observation is a basic method for obtaining data in qualitative research method (Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018). In this research, we conducted the observation in order to explore how the teachers used each type of questioning strategies to their students and how those students responded to the questions asked by their teachers in each step of learning stages; pre-activity, whilst activity and post activity. The observation was conducted by using field notes taking. Besides, we also conducted the interviews. We used face to face interview with participants. In this study, we interviewed the teachers whom we observed in order to clarify the reasons of those teachers in using each type of the questioning strategy and the functions of each question that they asked to their students.

Data analysis and trustworthiness

In analyzing data, we applied thematic analysis. We followed the steps proposed by Creswell (2012). First, we collected the detailed data from observation (e.g., field notes) and interview (e.g., interview transcriptions). We put the data into computer files and filed folder after transcribing the raw data into text. The second, we started to code all of data. In this process, we read all transcriptions and start to code the data that related to research questions. After collecting the data from interview and observation, we coded the types of questioning strategies and the reasons of implementing each type based on what was proposed by Richard and Lockarts (1994). The last, we made interpretation in qualitative research of the findings and results.

In this study, we used triangulation to enhance the accuracy of the study. Creswell (2012) explains that triangulate different data source of information by examining evidence from the source and using it to build a coherent justification for theme. Moreover, triangulation is defined as comparing different kind of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another (Burn, 1999). Therefore, in this study we used triangulation methods to compare the data from one source with another.

Findings

The findings presented the two following things: (1) the types of questioning strategies used by two teachers during the learning process in EFL classes and (2) the reasons why those teachers applied each questioning strategy. Firstly, from thematic analysis that we conducted based on Creswell (2012), we found three themes which reflected three types of questioning strategies applied by the teachers. Secondly, we found four themes which reflected three reasons why the teachers employed each type of questioning strategies.

The teacher's questioning strategy types used in the daily practices of teaching in the EFL classroom

After collecting the data in order to find out the types teacher's questioning strategies used by the teachers to their students, we found that there were three types of question. The themes and the codes gained from thematic analysis were listed in Table 1.

Table 1. *Themes and codes for the teacher's questioning strategies*

Themes	Codes
Convergent questioning strategy	The teachers asked questions which required yes/no answers in the beginning of the lessons and after presenting the material.
	The teachers asked questions which required short answer in the beginning of the lessons and after explaining the materials.

Divergent questioning strategy	The teachers asked questions that require responses in the form of open answers.
Procedural questioning strategy	The teachers asked questions that related to students' classroom activity in the beginning of the lesson and during explaining the material

Based on the themes and the codes listed in table 1, it could be inferred that there were three types of questioning strategies given by the teachers in the process of teaching and learning activities. It is in line to the types of questioning strategies proposed by Richard and Lockarts (1994) including convergent, divergent, and procedural questioning strategies.

Convergent questioning strategies. After analyzing the data gained from the observation, we found that the convergent questioning strategies used by the teachers to their students were in the form of asking the questions that required short answers and yes/no answers. Most of students gave their responses when the teachers asked those questions during the learning activities. During the observation, we found that the two teachers asked the questions that required yes/no answers in the beginning of the lessons and after presenting the materials. At the beginning of the lesson, the two teachers started the interaction by asking questions that required yes/no answers.

Tabel 2. *Convergent questioning strategy-yes/no answer: The beginning of the lesson*

Teacher's questions	Students' responses
Is there any students who absent today?	No
Do you understand about narrative text?	Yes
Do you still remember reading text?"	Yes
Have you finished the homework?	Yes
Do you remember about analytical exposition?	Yes
Rina, do you have interesting stories at the weekend?	No

Besides, after the teachers explained the materials before the students did the task, the teachers also asked the questions which also required yes/no answers. The students answered the teachers' questions directly.

Tabel 3. *Convergent questioning strategy-yes/no answer: After presenting the lessons*

Teacher's questions	Students' responses
Azka, do you understand about the material that I have explained?	yes miss
Is the narrative text part of the reading text?	Yes
Do you understand about analytical exposition?	Yes
Is there any question about the text before you analyze the text?	No
Have you understood about the expression of intention?	Yes

It could be concluded that the teachers often asked questions in the form of questions which required *yes/no* answers. They asked the questions which required *yes/no* answer in the beginning of the lessons and after presenting the material.

The teachers asked questions which required short answers in the beginning of the lessons and after explaining the materials. During the observation, we found that the teachers asked the questions that required short answer in the beginning of the lesson and after explaining the materials. At the beginning of the lessons, the teachers started the interaction by asking questions that required short answers.

Tabel 4. *Convergent questioning strategy-short answers: In the beginning of the lesson*

Teacher's questions	Students' responses
Who is absent today?	Ina, miss
Students, last week we study about?	invitation
Kenas, Please give me an example about invitation?	for example, would you come to my birthday party tonight?

After the teachers explained the materials, they asked questions which required short answers.

Tabel 5. *Convergent questioning strategy-short answers: After presenting the lessons*

Teacher's questions	Students' responses
What does the text tell about?	The story of Roro Jonggrang
What kind of the text found in the story of Roro Jonggrang	Narrative text
What kind of expression found in the conversation?"	Invitation
Azka, please mention the types of analytical exposition	Thesis, argument, and reiteration

The teachers mostly asked the questions needing short answers for certain students. For example,

Teacher : "Reza, when you congratulate someone?"
Student's response : "when my friend's birthday"

However, there was a moment the teacher asked the questions to all students in the beginning of lesson and after the teacher explaining the materials. For example,

Teacher : "Students, last week we study about?"
Students' response : "invitation"

The results gained from the observations showed that teachers asked the questions that required short answers in the beginning of the lessons and after the teachers explained the materials.

Divergent questioning strategies. After analyzing the data gained from the observations, we found that the divergent questioning strategies used by the teachers to their students were in the form of asking questions which required open answers. However, most of students were silent when the teachers asked those kinds of higher order questions. The teachers asked questions that require responses in the form of open students' answers.

During the observation, we found that the teachers asked the questions that required open answer after the teachers explained the materials. The functions of open questions were used to increase students' critical thinking. After the teachers explained the materials, they asked the questions that required open answers.

Tabel 6. *Divergent questioning strategies*

Teacher's questions	Students' responses
Please explain about analytical exposition, give your opinion?	(silent)
In your opinion, how do you analyze the text by using analytical exposition?	(silent)
"Students, what is the meaning of narrative text? What is your opinion?	(silent)

There was the moment when the teachers asked the questions needing higher order thinking answers for certain students and for all students after the teachers explained the materials. We found that the teachers did not asked questions in every meeting. They asked open questions after explaining the materials. Most of students did not give responses, they were usually silent.

Procedural questioning strategies. After analyzing the data gained from the observation, we found that the procedural questions given by the teachers to their students were in the form of students' classroom activities. Most of the students gave their responses when the teachers asked those questions during the learning activities. During the observation, we found that the teachers asked the questions that related to students' classroom activity in the beginning of learning activity and in the middle of explaining the material. For example,

Teacher : "Students, do you bring a dictionary?"
Students' response : "yes miss"
Teacher : "Is there homework?"
Students' response : "yes miss"

Additionally, in the middle of explaining the material, the teachers asked the questions to the students to do something in the classroom.

Teacher : "Rena and Gino, can you read the conversation?"
Students' response : "yes miss"

Teacher : "Andi, can you read the story?"
Student's response : "yes miss"

There was the moment where the teachers asked the questions related to the students' activities for certain students after the teacher explained the material and on the other moment the teacher asked the question to all students in the beginning of lesson and in the middle of explaining the materials.

Teacher   : "Students, do you bring a dictionary?"
Students' response   : "yes miss"

The teacher asked the procedural questions related to students' activity for certain students.

Teacher   : "Rena and Gino, can you read the conversation?"
Students' response   : "yes miss"

It can be inferred that the teachers asked procedural questions to their students in order to give instructions to the students to do something in the class.

The reasons that make teachers ask the three types of questions to the students

After collecting the data, in order to find out the reasons that made teachers use the three types of questioning strategies to the students, we found four themes and four codes. The themes and the codes gained from thematic analysis were listed in Table 7.

Table 7. *Themes and codes for the reasons that make teachers use certain questioning strategy to the students*

Themes	Codes
Recalling students' understanding	The teachers used convergent questioning strategy by asking the questions required yes/ no and short answers to recall students' understanding
Attracting Students' attention	The teachers used convergent questioning strategy by asking the questions required yes/ no and short answers to attract students' attention.
Developing students' thinking ability in higher order level	The teachers used divergent questioning strategy by asking the questions required open answers to develop the students thinking ability in higher order level.
Engaging students in the content of the lesson and to promote classroom interaction	The teachers used the procedural questioning strategy to engage students in the content of the lesson

The themes and codes gained from the qualitative data as listed in Table 7 were described in order to find out the reasons that made teachers use three types of questioning strategies. It was found that there were four reasons why the teachers employed certain questioning strategies. First, the questions were used to recall students' understanding. Second, the questions were used to attract students' attention. Third, the questions were used to develop the students' thinking ability and fourth the questions were used to engage the students in the content of the lesson.

Recalling students' understanding. Based on the observation, we found that the teachers used convergent questioning strategies by asking the questions required yes/ no and short answers in order to recall students' understanding. We found that sometimes the teachers did not clarify to the students after their students gave responded to kind of the questions requiring yes/ no and short answers. However, sometimes the teachers gave follow up questions to clarify whether the students really understood on what they had answered to the questions which only needed yes/no answers. There were some questions that the answer was not clear, for example the teacher asked the question to their students *"Do you still remember about narrative text?"* Students' response *"yes"*. The answer from the students actually could not guarantee that they really understood about the narrative text if the teacher did not ask further questions to make sure whether the answer from the students matched with the teachers' expectation. When we clarified this matter to their teacher, one of the teachers assumed, *"I'm sure they have understood, because most of the students answered my question. Therefore, I did not ask further questions. The interview data with the other teacher confirm why they did not ask the follow-up question. "I think the question was enough to know the students' understanding, I just want to make sure the material was clear. I think the students' answer represented to my expectation"*. We also found why the teacher did not give open questions to recall the students' understanding. When we clarified this, the teacher reported, *"Because, when I asked open question, the students did not answer my question"*.

Attracting students' attention. We found that the teachers used convergent questioning strategies by asking the questions required yes/ no and short answer sto attract students' attention. Based on the interview, it was found that both of the teachers preferred to using the questions which needed short answers and *yes/no* answers in order to attract their students' attention. They had similar reasons. They felt that the questions were needed to find out whether their students really focused on the lessons or not and made them stop to do their own activities in the class. The questions with short answers and *yes/no* answers also made the students easy to understand. One of the teachers expressed, *"Because the questions with yes/no and short answers are needed to find out whether students focus on the lesson or not and make them stop to do their own activities, the question also simple and made them understand"*. We also found why the teachers did not ask question in the form of open answers. One of the teachers reported, *"As I said before, when I asked the question in the form of open answer, most of them could not answer the question."*

Developing students' higher order thinking. Based on the observation, the teachers used divergent questioning strategies by asking the questions required open answers to develop the students thinking ability in higher order level. The teachers asked the questions after they explained the materials. Also, our interview data indicated that in order to develop the students' thinking ability, both of the teachers used the question in the form of open answers because the question was the only form of question that needed to develop the students' thinking ability. However, the students never gave any responses to the teachers' question that required open answers. During the interview, one of the teachers reported, *"The question in the form of open answer was the only one form of question that really good to develop students' thinking ability"*. However, when the teachers asked the question in the form of open answers, the students never gave any responses as explained by one of the teachers, *"When I asked the question in the form of open answer, most of the students did not give any responses."*

Engaging students in the content of the lesson. Based on the observation, we found that the teachers used the procedural questioning strategies to engage students in the content of the lesson. The questions could be in the form of questions which required yes/no and short answers. Based on the interview to the two the teachers they clarified similar opinion. One of the teachers said, "*I frequently needed to sure whether the assignments I gave to them had been completed or not, or whether the instruction for that assignment was clear, and whether my students are ready for a new task by asking them questions.*"

Discussions

Based on the results of data analysis, we found that the teachers of English at one Madrasah in Palembang, South Sumatera Indonesia contributed three types of questioning strategies as proposed by Richard and Lockarts (1994), they were convergent questioning strategies (by asking questions requiring *yes/no* and short answer), divergent questioning strategies (by asking questions needing open answers), and procedural questioning strategies (by asking questions related to the classroom activity). In the processes of teaching and learning activities, the teachers mostly asked the questions in the form questions that required short and yes/no answers. This result of study is congruent with the results of other studies (e. g., Matra, 2014; Ndun 2015; Sujiarti, Rahman, & Mahmud 2016) indicating that the questions in the forms of short and *yes/no* answers are used the most. Sometimes, when teachers asked the questions in the form of *yes/no* answers, teachers did not ask the follow up questions to clarify whether the students have understood the lessons or not. This is in line with Blosser (2000) who stated that closed questions not only need the response with one or two word answers, but also ask further question in order to clarify students' understanding.

Moreover, another type of questioning strategy used in teaching and learning processes was divergent questioning strategies by asking questions requiring open responses. Based on the data from observations and interviews, the teachers found that it was difficult to ask open questions because the students never gave any responses to such questions. They just kept silent. The teachers felt that the students were not ready to answer open questions. The result of this study was congruent with the results of other studies (e. g., Matra, 2014; Ndun 2015; Sujiarti, Rahman, & Mahmud 2016) indicating that the teachers had difficulties in asking open questions because the students frequently did not give any responses to such questions.

The last type of questioning strategies used by the teachers was procedural questioning strategies. Based on the data gained from the observations and interviews, we found that the procedural questions given by the teachers to their students were related to students' classroom activities. Most of students gave their responses when the teachers asked those questions during the learning activities. Of the three types of questions, we found that the teachers mostly used convergent questioning strategies by asking the questions which required *yes/no* and short answers. However, the teachers should avoid the questions which required *yes/no* answers. With this regard, Blossers (2000) informs that teachers should avoid the forms of questions that required *yes/no* answer because the teachers need to ask open question to increase the students' thinking. Besides, the findings of the study are also consistent with the findings of other studies (e. g., Matra, 2014; Ndun 2015; Sujiarti, Rahman, & Mahmud 2016)

which indicated that the teachers often asked the questions that needed short answer and *yes/no* answers to the students.

Moreover, there were some reasons why teachers used those three types of questioning strategies. The first reason was to recall students' understanding. We found that the teachers often used the convergent questioning strategy by asking the questions which required *yes/no* and *short* answers was to recall students' understanding. This is because the teachers thought that the questions which required *yes/no* answers and short answers were enough to make sure their students' understanding about the materials. According to Richard and Lockards (1994), the questions that need *yes/no* or short answers do not usually require students to engage in higher-level thinking but often focus on the recalling of students' understanding.

The second reason why the teachers used convergent questioning strategy by asking questions that required short answers and *yes/no* answers were to attract their students' attention. From the observations and interviews, we found that the teachers frequently asked the questions that need short answers or *yes/no* answers were to attract the students' attention. This is because the question which required short answers was needed to find out whether the students paid attention to the lessons or not, and to stop their own activities that could disturb the learning processes. Richard and Lockards (1994) also indicated that the questions required *yes/no* and short answers were used to make students pay attention to the lesson. The findings of the study were also consistent with the findings of other studies (e.g., Matra, 2014; Ndun 2015) which indicate that the questions which required short answers and yes/no answer were used to encourage students' participation and attention.

Furthermore, the reason why the teachers employed divergent questioning strategies by asking questions which required open answers was to develop the students' thinking in higher order level. It is in line with Richard and Lockards (1994) who assert that open questions are used to encourage students' responses and requires students to engage in higher level thinking. Besides, in order to make the students become active participants in the class, they need to develop higher-order thinking skills (Blosser, 2000). However, the fact show that when the teachers ask the question in the forms of open answers, the students frequently could not answer those questions.. This result of study is congruent with the results of other studies (e. g., Matra, 2014; Ndun 2015; Sujiarti, Rahman, & Mahmud 2016) who reported that the students could not give any response when the teacher asked open question.

Finally, the reason why the teachers used procedural questioning strategies was to engage the students in the content of the lesson. Procedural questions have to do with classroom procedures and routines and classroom management as opposed to the content of learning. This is in line with Richard and Lockharts (1994) who state that the procedural questions usually occur in classrooms while teachers are checking that assignments have been completed, that instructions for a task is clear, and that student are ready for a new task. It could be inferred that the questions which require short and *yes/no* answers are used the most. However, when the teachers ask *yes/no* questions, they do not ask further questions to clarify whether the students have understood the materials or not. Finally, the teachers rarely ask open questions to the students because the students could not give any responses to those open questions.

Conclusion and Recommendations

Based on the findings of this study, some important information on the English teachers' types of questioning strategies used in the teaching process and the reasons why the teachers employed those questioning strategies was found. The teachers employed three kinds of questioning strategies; convergent questioning strategies, divergent questioning strategies, and procedural questioning strategies. Additionally, there were four reasons why the teachers employed each kind of questioning strategy; recalling students' understanding, attracting students' attention, developing students' thinking ability in higher order level, and engaging students in the content of the lesson.

This study is expected for the teachers to apply various questioning strategies especially divergent questioning strategies through asking questions requiring open answers in all sessions of teaching and learning processes to create an active and effective teaching and learning process. It is also expected that the teachers do not focus on students' answer, but on how the questions could motivate the students in learning English. Thus, the questions should be prepared by the teachers before they ask those questions in the teaching and learning processes. It is also recommended for teachers to study more about how to ask questions properly in order to develop their students' critical thinking skills.

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IRJE SINTA 2