

An Overview of Probing Question Strategy in Promoting Students' Reading Comprehension

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Abstrak

Peran *teacher talk* merupakan bagian utama dalam mengelola kelas. Strategi bertanya adalah salah satu jenis *teacher talk* yang dianggap memegang peran penting dalam memajukan prestasi siswa dalam kelas Bahasa Inggris sebagai bahasa asing. Pertanyaan merupakan sebuah rangsangan yang dapat mendorong siswa memahami dan menafsirkan suatu topik sehingga mereka dapat menguasai konsep dan materi belajar dengan mudah untuk mendukung pemahaman membaca siswa dengan mengembangkan proses belajar tingkat tinggi. Dalam sudut pandang lain, pertanyaan adalah pedagogik guru untuk membangun pengetahuan dengan merangsang siswa untuk berkomunikasi dan secara aktif memastikan pemahaman yang mereka miliki. Salah satu jenis strategi bertanya yang dipercaya menunjukkan nilai besar pada pemahaman siswa adalah *probing question*. Ini didefinisikan sebagai pertanyaan yang bersifat menggali jawaban lebih lanjut dari siswa dengan tujuan untuk mengembangkan kualitas jawaban, sehingga jawabannya dapat lebih jelas, lebih akurat dan beralasan. Oleh karena itu, makalah ini akan membahas tentang penggunaan *probing question* dan segala kemungkinannya dalam mendukung pemahaman membaca.

Kata Kunci: Strategi bertanya, *probing question*, pemahaman membaca

Abstract

The role of teacher talk is a major part of managing the class. Questioning strategy in learning is a teacher talk that plays an important role in promoting the students' achievements in English as a Foreign Language (EFL) Classroom. The question is a stimulus that can encourage students to conceive and construe a topic, so they can master the concepts, materials easily to support students' reading comprehension by developing students' high-level thinking process. In another point of view, the question is a teacher's pedagogic to construct knowledge together through stimulating students to communicate and actively ensure their comprehension. One type of questioning strategy that pointedly carry out a great value on students' reading comprehension is probing questions. It is defined as a digging question to get a further answer from students that intends to develop the quality of the answer so that the answer can be clearer, more accurate, and reasoned. Therefore, this paper will discuss the use of probing questions and its possibilities in promoting reading comprehension.

Keywords: Questioning strategy, *probing question*, reading comprehension

INTRODUCTION

Learning English as a foreign language requires learners to master four skills, which are listening, speaking, reading, and writing. In senior high school, reading is a basic literacy skill that demands learners to involve the activation of multifarious mental processes in the learning process. (Rahsidi & Piran, 2011) asserted that reading is an interactive complex activity that commonly

implicates both lexical and text processing skills. Meanwhile, (Grabe & Stoller, 2013) stated that reading is an ability to draw meaning from the printed page and interpret the information appropriately. In line with these definitions, reading is a kind of complex ability that demands collaboration between knowledge and information in order to conceive the existing written text, so that

the learners must be able to use the prior knowledge they already have properly.

As the nature of reading that required readers to construct the meaning of a written text to prior knowledge, reading becomes a fundamental skill. Therefore, spending time for reading has positive impacts because it results in the acquisition of new knowledge (Fielding & Pearson, 1994). There are some benefits of reading that were argued by Field and Pearson. First, reading can promote comprehension. Reading skills can improve readers' ability to understand various concepts easily. Second, encourage students to think critically by correlating between their prior knowledge and reading comprehension. Understanding concepts and critical thinking are two fundamental qualities of successful or fluent readers. Besides, reading also improves readers' vocabulary, commands on language, and promotes communication skills.

In the education field, reading affects students' achievement in the learning process. Reading is the main element in transferring knowledge to the learners. This activity holds a major part that is unconsciously use to look for information or knowledge that exist in textbooks, articles, or magazine written in English (Asmawati, 2015). Since reading takes a fundamental activity in the learning process, textbooks with many reading passages becomes sources of the learning material. Unfortunately, some of students face a problem in having a good grip of the text. The length texts become a challenge among students in dealing with comprehending the whole meaning in very limited time constraints (Grabe & Stoller, 2013). Sometimes, misunderstanding of the topics happens during the learning process. Since teacher talk takes hold of dominance in the classroom, teacher talk has superior to control the topic also provides the target input that students are likely to receive (Farahian & Rezaee, 2012). Following this, the probing question strategy is one of teacher talk activity that is increasingly

pointed out giving great value to students' reading comprehension. Probing questions as defined by (Ayed & Magthwi, 2015) "as a set of questions to monitor comprehension, improve students' thinking skills and assist students answering the question deeply through analysis". In addition, the probing question is a digging question to get a further answer from students who intend to build up the quality of the answer, so that the answer can be clearer, more accurate, and reasoned. Teachers usually inquire students with high order questions in order to lead them to respond to the question critically based on the fact and logic analysis (Winne, 1979).

Thus, this paper will focus on the use of probing questions and its possibilities in promoting reading comprehension. First, the discussion will be started with a review of the reading. Furthermore, this article will deliver a discussion related to probing question strategy. Finally, the last section will explain about the relationship between the probing question and students' achievement.

READING

Reading is a foundational literacy skill that every learner should be mastered. According to (Grabe & Stoller, 2013) reading is an ability to draw meaning from the printed page and interpret the information appropriately. Interpreting here is not only memorizing the general to specific details of the amount of information in a text. To reach the goals of reading, readers are required to have a good grasp of the main ideas and supporting ideas. Also, they have to elaborate the main ideas to their background knowledge properly.

Besides, (Rahsidi & Piran, 2011) asserted that reading is an interactive complex activity that commonly involves both lexical and text processing skills. In the other words, this skill essentially implicates the activation of an automatic cognitive process such as recognizing words and reading fluently. A reader has to deal with receiving, remembering, analyzing, understanding, assessing, and reasoning the

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messages conveyed by the writers. A set principle of reading above assists learners to formulate conclusions related to general ideas discussed in a text.

In dealing with receiving and constructing meaning, (Namasivayam et al., 2017) stated that reading belongs to a receptive skill that requires learners to receive and construe a language. As a receptive skill, mastering reading is necessary, since reading as a fundamental ability in dealing with the acquisition of new knowledge. If readers are able to comprehend the reading passage in a foreign language (FL), they will also have good output in the other two productive skills which are speaking and writing in order to produce a language.

Purpose for Reading

Reading is defined as a skill that involves a mental process of being able to conceive word by word and linking the purpose and meaning of a text. In other words, reading is a complex ability that demands collaboration between knowledge in order to interpret the existing writings, so that the readers must be capable to use the knowledge they already have properly. This activity is closely related to the purpose of reading because someone who reads with a purpose tends to be more successful to fulfill knowledge. (Grabe & Stoller, 2013) stated that there are several purposes of reading, such as :

1. Reading to Search for Simple Information and Reading to Skim.

In reading to search, students usually skim the entire reading material to find answers to a very specific piece of information, or a view represented by phrases. Name, date, telephone number, address are the example of a specific question. This way of reading is called as scanning that can be defined as a speed reading technique to gain information without reading anything else. Different from reading to search simple information, reading to skim is quiet complex. According to (Brown, 2001) reading to skim is a

process of covering the reading material quickly to determine the essence or main idea of a text. In other words, it is a kind of reading that has a purpose to look for important points or general impression in reading passage. A text usually consists of paragraphs, sentences, phrases, and words. They have to conceive each main idea of the paragraphs to generalize information. The examples of reading to skim are reading newspapers, reviewing journals or articles, and re-reading some books before the examination. To conclude, (Asmawati, 2015) revealed that the skimming-scanning strategy is a reading comprehension strategy that can assist learners in comprehending information necessary and gaining detailed information.

2. Reading to Learn from Texts

This reading usually takes place in educational institutions. The learning process always based on the guideline of books. Textbooks play a major part in the success of the learning process. Books contain knowledge needed to learn a considerable amount of information from a text. (Grabe & Stoller, 2013) revealed on their books, this purpose of reading can be attained by executing ability to:

- a. Memorize the key points as a consideration of specific information that elaborates on the main and body organization of a text. In a text, each paragraph has a main idea that should be recognized by identifying the thesis statement and supporting ideas that occur in each paragraph. Later, students are capable to construct each idea of a paragraph to others in order to discover main points to gain the general comprehension of a topic discussed. The main idea becomes the underlying core of the construction of a text in reading. Thus, keeping ideas in mind is important to assist students in learning the amount of information in a text.

- b. Identify and construe rhetorical frames that can arrange the information in the text. Rhetorical frame analysis elucidates as considering for certain information such as situations and context in written text.
- c. Construct the information from a text to the students' background knowledge. Constructing is a mental process that enables students to take some separate pieces of information and use them to build a comprehensive understanding or interpretation. This ability plays an important role in assisting students' achievements in reading.

3. Reading to Integrate Information, Write, and Critique Texts

Reading to integrate information is a unification of a considerable amount of information that enables readers to write and criticize a text. (Grabe & Stoller, 2013) argued that these skills inevitably require critical evaluation related to a topic in a text. The purpose of this reading has a higher level rather than reading to learn from the text. It requires readers to think critically about the way to elaborate one topic to another. Later, readers are required to integrate the information they have achieved in written form based on their rationale and critical thinking of a text.

4. Reading for General Comprehension

Reading for general comprehension is the basic purpose of reading. This reading intends to understand the contents of the reading passage, both implicitly and explicitly in a reading text material. According to (Grabe & Stoller, 2013) said that reading for general comprehension entails the ability to represent fundamental ideas and efficient coordination of many processes under very limited time constraints. In this activity, students inevitably have to activate their mental process of being able to conceive word by

word and linking the purpose and meaning of a text.

As argued that there are several reading purposes, it is undeniable that the reader must possess each of these aims in order to fulfill knowledge. However, reading for general comprehension is the most important among the other purposes of reading. Reading without accompanying by comprehension is only reading skills without a deeper or more detailed understanding of reading content. This is actually a starting point for developing higher reading purposes that frequently require critical thinking. If readers are able to grasp deeper, critical thinking about the topics will gradually occur and this ability will lead them to become fluent readers. Thus, the next point will represent further discussion of reading comprehension

Reading Comprehension

Reading comprehension is a process of appropriately integrating some skills in order to gain general meaning of main ideas represented in a text by correlating background knowledge in inferring a topic. Graesser (as cited by McNamara, 2007) defined that reading comprehension is a behavioral-cognitive action in order to promote students to acquire some aspects of comprehension in a particular contextual condition. In reading a text, readers frequently execute some processes to figure out the main idea, specific information, reference, inference, and vocabulary that occur in a text. (Grabe & Stoller, 2013) claimed that good readers usually know the purpose of reading, determining unknown words, and monitoring their understanding of the text by themselves. Many strategies used by the readers to assist them in grasping a text, sometimes they correlate their knowledge or maybe guessing difficult words. All the processes of understanding a text above are called constructing and interpreting the main idea of a text.

Constructing meaning sometimes is not a simple thing for some students. The

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process of acquiring learning to use a foreign language (FL) leads students to make this activity hard to be done. Misperceptions of content frequently happen during the learning process. Based on (Grabe & Stoller, 2013) being fluent readers was difficult because students commonly have to read and conceive of a longer text in under time constraint. This misunderstanding is mostly due to students' skills and ability to process the information. Afterward, learners also face other problems, since learners assumed that reading as bored and monotonous activity (Pratiwi, Tria, & Dewi, 2017). Students presume that in reading activity, teacher demands students to read in the time specified. Later, after reading, students have to answer some questions related to the topic they have read. Therefore, to solve these problems, teachers have to apply an attractive strategy to gain learners' interest or attention in promoting their reading ability.

Reading Strategies

A strategy is a plan or a way to do something efficiently, along with the preparation of a way or effort on how to achieve the goals. In the educational process, the strategy is a plan that contains a series of activities designed to achieve certain educational goals. According to Cohen (1998) learning strategies are an alternative way used by teachers in order to encourage foreign language learning through retention, recall, and application of information. Learning strategies include approaches, models, methods, and specific learning techniques. Learning strategies have several uses and benefits such as students are being served their needs regarding learning how to do and think about something better. In addition, the existence of a learning strategy also assists the teacher to have an idea of how to help students in their learning activities. In brief, the use of learning strategy is to formulate innovative learning about knowledge and the ability to think critically and rationally in

order to develop students' skills and promote students' achievements in their study.

In terms of language learning, there are four skills that require to be mastered by learners. These four are listening, speaking, reading, and writing. Each skill has some strategies to promote language learning to become more successful. It is also applied in learning reading. This language skill is a skill that is very unique and plays an important role in the development of knowledge, and as a communication tool for human life. Reading can increase the highest percentage of knowledge transfer. Students utilize several strategies to assist them in understanding the information that exists in a reading text. In educational institutions, textbooks are a major part of learning. Teachers give students an assignment to read and conceive of a longer text under time constraint. Constructing the meaning of a text sometimes is not a simple thing for some students (Asmawati, 2015). The process of acquiring learning to use foreign language leads students to make this activity to be more challenging. Misperceptions of content frequently happen during the learning process.

To avoid this, investigating students' understanding and difficulties of a topic are important to be used. Building interactions between teachers and students might be a solution. One way used by teachers is implementing a strategy that involves learners' participation actively and builds a warm atmosphere between teachers and students. The strategy that is believed appropriate to be applied in overcoming this problem was the teacher's probing questions strategy which well-defined on the next point.

PROBING QUESTION

In the teaching-learning process, questioning strategy becomes a crucial aspect as it dynamically becomes a stimulus in engaging learners' involvement in the classroom. This way can be an attractive strategy by learners in order to have a discussion with their peers in dealing with

acquiring knowledge building. Nevertheless, it is also strategy instructions simply because this strategy has done by teachers. As a teacher dominates in the classroom, teacher talk has a superior part to control the topic also provides the target input that students are likely to receive (Farahian & Rezaee, 2012). Teachers play a fundamental role in the classroom, so they ascertain the validity of concepts gotten by students. To ensure learners' understanding, clarifying their answers through teachers' questioning is necessary to be done. (Namasivayam et al., 2017) argued that teacher questioning strategy has a great importance of teaching as it promotes students' inquiry in activating their thinking skills in depth. It essentially requires a teacher to provide students with a higher-cognitive question. This question more likely deals with the continuously extended questions to clarify the answers and leads learners to build logical arguments with evidence. In line with this, probing question is a kind of higher-order question that is increasingly pointed out as a question that can equip learners' knowledge.

Probing simply interpret as a way to elicit more information from learners (Wu, 1993). Meanwhile, (Winne, 1979) defined higher-order questions that usually use "How" and "Why" questions enable students to answer with logic reasoned by analyzing information and correlating to learners' background knowledge. In this strategy, the teacher frequently provides the students with higher cognitive questions in order to lead them to respond to the question critically based on the fact and logic analysis. Rational and depth answers indicate that they already knew about the idea of the reading passage and get a good comprehension of it.

(Ayed & Magthwi, 2015) defined probing question "as questions to monitor comprehension, improve students' thinking skills and assist students answering the question deeply through analysis". In addition, probing question is a digging question to get a further answer from students who intend to build up the quality

of the answer, so that the answer can be clearer, more accurate, and reasoned.

Furthermore, teachers' probing question strategy commonly works as a stimulus that enables learners to thought-provoking and inevitably activating their participation in the classroom (Ayed & Magthwi, 2015). By implementing this strategy, teachers facilely investigate learners' concept errors during the learning process (Namasivayam et al., 2017). Teachers frequently provide a simple question to begin the discussion in order to enable students to brainstorm the topic. Later, extended questions will be addressing to delve deeper into the subject matter. Thus, the appropriate type of probing question is necessary to be prepared by the teacher to reach out to the target input of learning.

Types of Probing Question

Since teachers become facilitators in the classroom, their role needs more attention in monitoring teaching, leading-learners' thinking skills, and improving their comprehensive ability (Yang, 2017). Applying an appropriate type of probing question is necessary to be understood by the teacher in order to fulfill the aim of learning. According to (Febrian, 2017) there are several types of probing question that usually delivers by the teacher in the classroom:

1. Clarifying probing question: to clarify or ask more explanation of the students' answer (e.g., "Why do you say that?"; "Could you explain further about the flood?").
2. Probing question about different viewpoints: to get another answer based on students' prior knowledge. Later on, the teacher will explain the material based on the different points of view (e.g., "What factors contribute to floods?"; "Do you have any particular views on the factors cause a flood?").

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3. Assumption: this kind of question is to trigger students to think about the presuppositions and unquestioned beliefs on founding their arguments (e.g., "What could we assume that floods belong to human disaster?"; "All of your reasoning depends on the idea that floods are a human disaster. Why have you based your reasoning on human beings instead of natural phenomena?").
4. A question to probe reason: to know why or what is the reason of the students answers the question (e.g., "Do you think that human being is entirely responsible for the flood?"; "What are your reasons for saying that?").
5. Evidence: this kind of question is to check how come the students' answer and what is the proof to support their statement (e.g., "What would be an example?"; "What evidence is there to support what you are saying?").
6. Probe implication and purpose: a type of probing question that intends to get further information related to the material (e.g., "What are the consequences of it?"; "How would we tie in with our discussion before?").

These six types of probing questions need to be applied appropriately by the teacher in order to lead learners gradually to get a better understanding. Teachers can also adjust the use of questions with learners' responses so that the extended question can trigger them to build strong arguments. Learners are categorized as successful in understanding the content of reading if they respond to the question until

they give a reasonable answer and provide evidence.

The Implementation of Probing Question in Teaching Reading

In senior high school, reading is a fundamental activity in learning English. Students face various types of texts accompanying with the following question so that they get a good reading comprehension of the reading passages. However, reading was always identified with monotonous learning (Pratiwi et al., 2017). Learners sometimes feel unmotivated when they are given a long text. Especially, the teachers ask them to understand it in a very limited time constraint. Teachers commonly address reading assignments without applying an attractive method to encourage them in understanding the content of reading.

Coping in this problem, the teacher needs to inquire students about the topic and what the reading passage tells about in order to recall their memory about the information and ensure the right information that students get from the passages. Teacher questioning, a widely used educational technique, has the potential to promote learning by allowing teachers to gather important information about the current state of students' knowledge (Jiang, 2014).

The probing question is one of the teacher's questioning strategies that are considered effective to make a good output of learning. Classroom probing questions are a set of questions that can assist students in solving the problems they face during the learning process. They are one of the most important means used by the teacher to excite students' reading comprehension. They are also entranced which saturates the individual's tendency to search and carry out an investigation, and the teacher sees them as an assessment of his work and the achievement of others (Jamal, Jihad 2005: 206).

In applying this strategy, the teacher needs to follow some procedures in implementing this strategy. According to

(Pratiwi et al., 2017), the procedures for implementing the probing question can be defined as follows:

1. The teacher gives the students a new situation that has any problem inside. The situation can be a topic that has been adjusted to the material to be discussed in the classroom. The topic chosen should be familiar to students so that they can start thinking from the general one to the specific one.
2. Wait time, the teacher gives students a chance to discuss with their friends about the case.
Teacher gives students time to think and use their prior knowledge related to the topic. Peer discussion is also important to be done in order to trigger students inevitably involved in the class interaction.
3. The teacher asks students with higher-order thinking question based on the topics have discussed.
The implementation of probing questions can be started with the first type which is clarifying probing questions. The aim is to enable students to convey their thought based on their background knowledge.
4. Provide a space or wait time after the teacher delivers the question in order to let students think about the answer. Teacher gave wait time to students in order to let students think whether the answer is correct or not.
5. Choose some students to answer the question. In this stage, the teacher can address the same question to another student related to their opinion

about the topic discussed (Ingram & Elliott, 2014). This activity is capable to build students understanding after they listen to their friend's answer.

6. If the answer is correct, the teacher can provide another question that extends the previous question in order to enhance students' thinking skills. If it is not, the teacher can ask another student to answer the question until they get the correct information about the text.
7. The teacher delivers the last question to ensure that all the students have reached the learning objective of the lesson. This kind of question has the purpose to synthesize students' answer and ensure all of them obtain correct understanding.

Based on the underlying principle in the implementation of the probing question recommended, it can be summarized that several types of probing questions ordinarily employ by teachers in the whilst teaching. The teaching-learning process can be initiated by exhibiting a video or picture to attract students' interest. The teacher may deliver closed-ended questions in pre-teaching (e.g., "Do you ever found this phenomenon?", "What do you know about floods?"). After the students reveal their responses, the teacher starts entering whilst teaching by clarifying the answers. In this case, the teacher might address the probing question for clarification in order to illustrate the reasons that underlie their statements. Afterward, if students are capable to account their answer clearly, the teacher can go on to the other extended probing question until students are able to build arguments accompanying by strong evidence. In post activity, probing questions to probe implications and purposes applies to reflect students' learning. This kind of

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question aims to get further information beyond students related to the material that has been discussed. A teacher may deliver questions such as "What do you get?", "What generalization you make from this discussion?".

The existence of the teacher's probing questioning may stimulate students to involve in the whole learning process and they also have the opportunity to get better comprehension because a question can determine how far students' knowledge and lead students to think at a higher level. (Toni, 2013) asserted that in language education, the teacher should direct students to question, provide them to think of an appropriate high-level of the question, enhance students' participation, and improve their reading ability.

Some Consideration in Applying Probing Question Strategy

In achieving the learning objectives successfully, teachers have to be regarded as some important points appropriately. There are some important points in probing questions that need to be considered. (Sahin, 2015) in his study affirmed that wait time and teachers' organization in the classroom are necessary to be carried out. Some period of time is necessary to give students a chance in dealing with generating their ideas. Besides, (Ingram & Elliott, 2014) stated that wait time can trigger learners' longer and deeper answers, accompanied by elucidation and rationale arguments. Further, teachers' quality in addressing a set of questions is crucial (Febrian, 2017). Teachers have to prepare and train their self how to inquire an appropriate question in order to build up learners' quality answer. In addition to (Febrian, 2017), another study was done by (Wang, 2016) also asserted that teachers' awareness of their teaching behavior is a substantial aspect in dealing with learners' decision-makers during the teaching period. Teachers consider what learners need to be given to reciprocate the learners' responses.

Another important point in applying the probing question is turn-taking. Probing questions implementation is expected can engage learners' involvement. Turn-taking in the classroom plays an important role in lead learners to participate in the class discussion. (Ingram & Elliott, 2014) revealed that the teacher selects a student, and the appointed student directly has the right to answer the question delivered by the teacher. If the student is silence, the teacher is allowed to give the other students an opportunity to respond.

INTERRELATION BETWEEN PROBING QUESTION STRATEGY AND LEARNERS' ACHIEVEMENTS

The previous sections have explored and conceptualized of probing questions and reading comprehension in specifically. This session will present several previous studies to provide a review of the relevance of reading comprehension and the implementation of the probing question. First, the results of (Pratiwi et al., 2017) study found that learners attained significant enhancement in some aspects in reading narrative text towards probing question strategy. In drawing such a conclusion, the researchers involved 23 Senior High School Students as the subject. Action research was the design of this study which analyzed 2 cycles. In cycle 1, they found that implementing this strategy successfully improved learners' performance in reading. In cycle 2, the researchers asserted that learners who were unconfident in conveying their answers could be motivated to involve during period class. In addition, the findings of the questionnaire have delivered by researchers indicated 95% of students assumed that the pedagogical implication of probing questions brought positive impacts.

In line with Pratiwi et al. (2017), (Ayed & Magthwi, 2015) in their study claimed that the probing question is statistically effective extending students' thinking skills to conceive the meaning of a text. They concluded that by implementing higher-order thinking questions, teachers

were able to clarify and increase the level of learners' thinking ability. Learners were capable to validate the information they receive to justify and strengthen their argument with powerful evidence. Further, the probing question also built up interaction in the classroom of initial response until they inferred something specific. Teachers investigated students' responses as a sign of their comprehending of reading content. To be able to draw in such a conclusion, this study involved a set of middle stage students in Riyadh. The practice of the study intentionally involved 65 students that were separated into 2 groups. The experimental groups made up of 33 students that were taught using the probing question, and the rest were utilized traditional teaching.

Another previous study came from (Acid, 2018), he argued that probing question strategy engaged learners in exploring and evaluating the content of reading. This research design was a questioning seminar. Uniquely, the researcher made 2 circles such as outer and inner in the seminar. The result, the students who were in the inner circle mostly active but sometimes they were not capable of reacting. Meanwhile, the outer spot students carried out a lot of observation. They mostly observed their friends' reaction, took a note, evaluated the question and answer occurred during the class seminar. The researcher drew the conclusions that learners surely activated their thinking deeply and intellectual analyses, intentionally listened to the others' responses.

They conducted these previous studies in different methods, but the findings of the implementation of probing question showed a positive effect on students' achievements. It is briefly concluded that the relationship of probing question strategy towards learners' achievements has positive impacts. The implementation probing question strategy in teaching reading comprehension greatly assists students to understand the entire content of the reading text. In addition, the essence of questioning strategy is to build classroom interaction

between teacher and students. Probing questions indirectly arouses student motivation in contributing to the class discussion.

CONCLUSION

To conclude, this article supports the use of teachers' probing question strategy effectively influences learners' reading comprehension ability. Probing question strategy enables teachers to investigate learners' understanding and difficulties in comprehending the content of reading delivered by the teacher. It also builds a warm atmosphere between the teachers and learners so that they will be more confident to be involved in the class discussion. The more active the students are the reading activity will be more interesting. Moreover, the process of transferring knowledge is not only executed by the teacher but also by students. Learners can criticize the differences between response and opinion through connecting information gotten to background knowledge. The extended questions address by the teacher can also lead learners to think deeply and using intellectual analysis. It is capable to guide students to build convincing arguments by accompanying logical reason and evidence.

Furthermore, the effectiveness of this strategy can be reached by considering some suggestions for teachers in the implementation of the probing question. First, the discussion should begin with a familiar topic discussion accompanied by basic questions such as "do you know about the flood?". It is expected to attract learners' attention and keep them focus on the teacher. Second, turn-taking should be applied to enable learners inevitably involves in the discussion. Students have to get a chance to convey their ideas so that all the information discussed will be absorbed by learners. Last, the teacher should have thorough preparation and training in responding to learners' answers. To achieve success in reading comprehension using the probing question, the teacher must be able to trigger students continuously responding to

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the question until they can give logic and reasoned answers.

Last, for further research that intends to conduct a similar study, it is suggested that the research will focus on the quality, types, and quantity of teacher's probing questions used by the teacher. This is intended to explore how good teachers' ability in delivering and adjusting types of probing questions with the students' answers in the classroom. In addition, it is also crucial to conduct research about the correlation between the quality and quantity of teacher's probing questions towards students' achievements in learning. It is expected that future research can complement this current study and give more contribution to future education.

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