

## THE USE OF QUESTIONING STRATEGY IN EFL CLASSROOM

**Citra Mareta Primadini**

English Department, The Faculty of Languages and Arts, State University of Surabaya  
[citraprimadini16020084033@mhs.unesa.ac.id](mailto:citraprimadini16020084033@mhs.unesa.ac.id)

### Abstrak

Tujuan dari mempelajari bahasa Inggris sebagai bahasa asing adalah untuk meningkatkan pemahaman siswa terhadap bahasa Inggris dan mampu menggunakannya untuk berkomunikasi. Hal ini bisa dicapai jika penggunaan bahasa Inggris dibiasakan di dalam ruang kelas. Salah satu aktifitas di kelas interaktif untuk menjadikan siswa mampu menggunakan bahasa Inggris secara komunikatif adalah dengan mengimplementasikan strategi *questioning*. Penelitian ini difokuskan pada pengimplementasian strategi *questioning* di kelas *EFL* dan tipe-tipe strategi *questioning* berdasarkan skema dari Blosser. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus. Subjek penelitian adalah salah satu guru bahasa Inggris dan 34 siswa kelas sepuluh di salah satu sekolah menengah atas di Ponorogo. Teknik penelitian yang digunakan oleh peneliti adalah observasi dan interview. Dalam observasi, peneliti menggunakan catatan lapangan dan perekam video sebagai instrumen, sedangkan dalam wawancara, peneliti menggunakan pedoman wawancara dan perekam suara sebagai instrumen. Dari data yang didapat dari pengamatan dan wawancara, guru menerapkan strategi *questioning* di setiap pembelajaran. Dalam penerapannya, guru memiliki beberapa tujuan yang ingin dicapai di antaranya meningkatkan cara berfikir kritis, kemampuan, dan keaktifan siswa; menyesuaikan materi dengan kebutuhan siswa; memotivasi siswa untuk aktif; mengajak siswa untuk mengingat materi sebelumnya dan saling berdiskusi; menilai kemampuan siswa; dan membantu guru untuk menilai keefektifan materi. Hasil lainnya menunjukkan bahwa dalam mengimplementasikan strategi tersebut, guru menggunakan lima pedoman, antara lain menanyakan pertanyaan, jeda, memanggil nama siswa atau membiarkan siswa berinisiatif menjawab, mendengarkan jawaban, dan menegaskan jawaban yang benar. Guru sering menggunakan tiga tipe strategi *questioning*, di antaranya *probing question*, *factual question*, dan *divergent question*. Dari masing-masing strategi *questioning*, guru menggunakan lima jenis pertanyaan, antara lain *clarifying*, *prompting*, *redirecting*, *simple bit of information*, dan *divergent*.

**Kata Kunci:** Strategi *Questioning*, Kelas *EFL*

### Abstract

The goals of learning English as foreign language are to make the student able to understand English and use it communicatively. It can be achieved if the use of English is habituated in the classroom. One of activity in interactive classroom to make students able to use English communicatively is by implementing questioning strategy. This study focus on the implementation of questioning strategy in EFL classroom and the types of questioning strategy based Blosser's schema. This study was qualitative research which used case study design. The subjects were one of English teacher and 34 tenth grader's students in one of senior high school in Ponorogo. Teknik penelitian yang digunakan oleh peneliti adalah observasi dan interview. The research technique used by the researcher were observation and interview. In observation, the researcher used field note and video recorder as instruments, while in interview section, the researcher used interview guideline and audio recorder as instruments. From the result of observation and interview, the teacher implemented questioning strategy in whole of lesson. In implementing the strategy, the teacher had purposes, including increasing the students' critical thinking, ability, and activeness; adjusting the material based on the students' need; motivating the students to be active participate; provoking the students to recall the previous material and to discuss the material together; judging the students' ability; and helping the teacher to assess the effectiveness of the material. Another result showed that in implementing the strategy, the teacher used five guidelines, including ask the question, pause, call the learner's by name or let the students answer by their initiative, listen the answer, and emphasize the correct answer. The teacher mostly used three types of questioning strategy, including probing question, factual question, and divergent question. In each questioning strategy, the teacher used five types of question, which included clarifying, prompting, redirecting, simple bit of information, and divergent.

**Keywords:** Questioning Strategy, EFL Classroom

## INTRODUCTION

According to Fitriawati (2017), the main goal of learning English as foreign language is not only to gain good understanding in English, but also to communicate by using English. The learners are considered as successful learners when they are able to use English communicatively.

Making the students able to communicate in English cannot be achieved if English is not habituated to be used in the classroom. Habituating the students to communicate can be applied by using interactive classroom. The successful English class should contain the interaction between teacher and students, also students and students (Yang, 2017). According to Long & Sato (1983), interactive classroom is the result of mutual interaction between teacher and students, students and students, group discussions, and any other classroom participation. The interactive classroom also helps the students to increase their language ability, and give them opportunity to understand and use the language, and help them to learn the target language easily and quickly (Liu & Zao, 2010).

There are many strategies that can be used to make the classroom more interactive. One of them is by using questioning strategy in the classroom. Questioning is a basic strategy for effective communication and instruction in every academic setting (Ziyaeemr, 2016). Ozcan (2010) states that asking questions will indicate whether the learners already understand the teachers' main points, and also they mostly have opportunity to participate if they asked a similar question. Questioning strategy is one of important method that help teacher to create strategy to enhance the students' work and thinking, and it can be effective when it allows the students to participate (Wood, 2001; Harvey, 2000).

Furthermore, there are some studies that discuss questioning strategy in the classroom. Some studies investigate about the type of questioning strategy in the classroom (Febrian; 2017, Erianti; 2018). Erianti's study uses Long & Sato's schema to analyze the type of questioning strategy. The result shows that in Erianti's study there are 3 types of questions found in the study, including procedural, display, and referential question. While, in Febrianti's study, she only focuses on probing question. The result showed that the teacher uses all of six types of probing question in the classroom (basic probe, explanatory probe, focused probe, silent probe, drawing out, giving ideas, and mirroring). Wahyudi (2017) investigates that questioning strategy can increase students' speaking ability. The result shows that questioning strategy improves the students' speaking ability in term of accent, grammar, vocabulary, fluency, and comprehension.

Those previous studies that are mentioned have not discuss about the implementation of questioning strategy. However, there are few study that discuss the implementation of questioning strategy in the classroom. They only focus on the type and the effect of questioning strategy. Moreover, those studies use different schema of the type questioning strategy as the reference. The result of each schema is different based on the subjects.

From the explanation above, the researcher will focus on the types of questioning strategy based P. E. Blosser schema and the implementation of questioning strategy in the classroom. The reason why the researcher interested in observe the implementation of questioning strategy is because the previous studies have not mention about the purpose and the step of teacher questioning strategy. In fact, teacher's question do not always success to gain the students' respond. There are many factors that may influence it. For example, how the way teacher ask the question and what the language used by the teacher. Each student has different character in answering the question. Some of the student who categorized as fast learner may be easier to answer the teacher's questions rather than the other student who categorized as slow learner. Therefore, it is important to know what the purpose and the step of asking question by the teacher, because it can be one of the way to indicate the effectiveness of the lesson taught by the teacher.

Moreover, from the researcher pre observation result, one of English teacher in Ponorogo claims that after implementing questioning strategy in the classroom, there are many good improvements for the students in term of activeness, courageness, knowledge, skill, and focus. By implementing questioning strategy, it also helps the teacher to judge and asses the students' understanding and abilities during the lesson.

Furthermore, this study have two research objectives, including to describe the implementation of questioning strategy in the classroom and to find out the types of questioning strategies are used in EFL classroom.

## METHOD

The researcher used qualitative research to get the data in the field. The design of the study was case study. The researcher use case study in purposed to describe all the phenomenon of observation and give the reader sense of feeling the same observation situation. The researcher described the result of study in form of words rather than in form of numbers.

The participant in this study was choosen based on the researcher pre-observation. During pre-observation and internal interview, there were three teachers that use questioning strategy very frequently, but only one teacher who willing to be observed, that was Mr. M. He teach in 6

classes of tenth grader. Furthermore, the researcher only took one class to be observed because of the time limitation. The class was chosen based on the teacher's recommendation. The participants in this study were one of English teacher and 34 students of tenth grader of one of senior high school in Ponorogo.

The researcher collected the data by having two techniques. The first technique was observation, which was started on February 20<sup>th</sup>, and ended on March 12<sup>th</sup>, since there was no new data found after the fourth meeting. The second technique was interview, which was conducted at the end of the fourth observation. The subjects of interview was the English teacher and the students. For the students's interview, the researcher applied Focus Group Discussion (FGD) technique, in which the students divided into four groups that was consisted of eight to nine students. The groups was decided by the students' attendee's number. The Focus Group Discussion (FGD) was purposed to save the time during students' interview since there were many students in the classroom.

In this study, there are four instruments used by the researcher. The instruments are field note, video recorder, audio recorder, and interview guidelines. Field note and video recorder was used during the observation to get data about the implementation of questioning strategy and types of questioning strategy. It was used by the researcher to capture the utterances and actions from teacher and students during teaching-learning process. The researcher also conducted an interview with teacher and students in the end of the fourth meeting of observation to get more information about the implementation of questioning strategy. The instruments used are interview guidelines and audio recorder to capture the teacher and students' utterances in form of words, phrases, and sentences during the interview.

In analyzing the data, all of the result of field note, video recorder, interview guidelines, and audio recorder were gathered by the researcher. The researcher read the field notes to familiar the data and used video recorder to make sure that there was no missing information. The data from field note were written in form of words, phrases, and sentences. To make sure that the data from field note related to the real situation in classroom, the researcher used the video recorder to check whether any missing information or not. The researcher also listened the audio recorder from interview and made transcription of it in form of words, phrases, and sentences. After that, the data from field note and interview transcribed were given code or label by the researcher. There were 26 codes, for example: "G3" in which the code of "Call on the learner by name". After the researcher gave code, the researcher reduced unnecessary information from the field

note and interview transcription. In the last step, the data were represented by the researcher in form of words, phrases, and sentences.

## **RESULT AND DISCUSSION**

### **The Implementation of Questioning Strategy in the Classroom**

This findings were found from the result of class observation and interview from teacher and students. In interview, there were five transcription result, including one result of teacher interview and four results of students' interview using Focus Group Discussion (FGD). From the data taken from observation and interview, it showed that teacher had some purposes in implementing questioning strategy and used some guidelines in implement it. Based on the result of teacher and students' interview, the purpose of implementing questioning strategy in the classroom was to make the students active participate in the class and to encourage the students to ask their own question. It was supported by the students that teacher's questioning strategy from teacher made them active participate in the classroom, develop their knowledge and critical thinking, and recalled their knowledge about the previous material.

Interview Teacher *To motivate the students to ask their own questions, increase their confidence, and make them to not afraid to asks something they have not know before.*

Group 3 *To give us broader knowledge, so we can share our knowledge each other. To make the students more thinking critically when the teacher deliver the questions that he never asked before. We are asked to remember the previous material. It can make the students active participate too in the classroom.*

It also found that all types of questions asked by the teacher, including clarifying, prompting, redirecting, simple bit of information, and divergent question can increase the students activeness. The teacher added that simple bit of information question mostly asked in purpose to recall the students' understanding about the previous material, while the divergent question was asked by the teacher to increase the students' ability to think critically. The findings were supported by the result of following interview from the teacher and students.

Interview Group 1 ..... *So, from all of the questions asked by the teacher (clarifying, prompting, redirecting, simple bit of information, and divergent question), it is purposed to make us active participate. Sometime we answer it by our initiative, and sometime the teacher point out us.*

Teacher ..... *I usually ask them 'what is the material today?' 'do you still remember about the previous material?'. The activity in pre and post mostly filled by asking question that in line with the material taught by the teacher. (factual question)*

Teacher ..... *By asking this question (divergent question), we always encourage the students to think broadly and critically.....*

In teaching-learning process, the teacher used scientific approach, including pre-activity, whilst-activity, and post-activity. In pre-activity, the teacher emphasized on reviewing previous material or randomly asking the students to gain the students' attention. Afterwards, in whilst-teaching the teacher emphasized on explaining the material and asking questions related to the material. In the last section, post-activity, the teacher reviewing the material that was explained at that time.

There was no specific time for the teacher to ask questions to the students. Teacher asked questions to the students in pre-activity, whilst-activity, and post-activity. The implementation of questioning strategy could be in line with the topic in lesson plan and based on the students' need. It was supported by the teacher and the students' interview that the material should be in line with the curriculum.

Interview Teacher ..... *students' need is determined based on material mapping. So, in the curriculum of English lesson, mostly the teachers teach their classes based on the basic competence.....*

Group 3 ..... *the teacher usually adjusted the material based on the topic that the students' learned.....*

Group 4 *Yes, it is adjusted from the book. From the curriculum and book, it is already mention clearly about the basic competence and the material that should be taught by the teacher.*

By seeing the students' responses in the classroom, it helped the teacher to check the students' understanding and difficulties in lesson, so the teacher could take action of this. It could help the teacher to determine which the lesson was effective or not by judging the students' responses and performances. The following teacher's interview showed that some type of questions helped the teacher to judge which was the active students and passive students.

Interview Teacher ..... *a particular question pattern can be used to determine which the students that active participate in the classroom and which the students that passive, especially when doing interaction between student-teacher and student-student. It can be seen after we applying the questioning strategy.*

During the observation, it was found that all of the students were active to participate in teaching-learning activity. Mostly, the question asked by teacher were related with the newest issues. The purpose of questioning strategy that the teacher applied in the classroom was in lined with the purpose of asking question stated by Mutai (2012), which was consisted of ten purposes.

Teacher stated that by using questioning strategy it should be adjusted with lesson plan and interesting topic to make the students focus in learning, active participate, able to think critically, and willing to ask their own question. It was supported by the students' interview, that they felt more focus and active participate in learning because teacher can asked them everytime. They also claimed that teacher question could help them to think broadly and develop their knowledge. These statement are in line with Mutai's purpose in asking question; (1) developing the process of thinking, guide inquiry, and decision-making; (2) acquiring and clarifying information, answering concern, and developing skills; (3) determining the students' knowledge to adjust the lesson with the students' need; (4) providing motivation

by encouraging active participation in learning; (5) helping the students to clarify their ideas, structure their study, and learn about the things that interesting for the students; (6) encouraging the students to ask their own questions.

The teacher also stated that by asking question to the students, it can increase their confident in speaking. It is in line with Wahyudi (2017) result of his study, that questioning strategy can lead the students to good self confidence and classroom participation.

Teacher implemented questioning strategy to invite the students to join discussion and to recall the students' understanding about the previous material. According to Brown and Edmonson in Rahmah (2017), the aim of teacher's question are to check students' understanding and knowledge, to diagnose the students' difficulties, to recall facts, to test knowledge, to direct attention, and to maintain control. It is also stated by Mutai (2012) that questioning strategy has purpose to (7) lead the students to find new ideas and use the ideas they have learned and to (8) provoke the students and teacher to share their ideas.

Moreover, the teacher used this strategy to help the teacher to assess th students' abilities and to determine wether his lesson was success or not. It is in line with Mutai's purpose; (9) gaining information from the students to judg their performance and understanding; (10) helping the teachers to assess wether their teaching is effective or not.

Another finding shows that some of the students were able to understand the teacher question in English, but the rest were not. It is the role of the teacher to make the students able to accept the message delivered by the teacher. In asking question, mostly the teacher stated his question twice, in both of Indonesian and English language to make the students easy to understand what the questions about. Apparently, the teacher tries to habituate the students to use English in the classroom. It is also showed in Fitriati's study (2017) that in the context of teaching English as a foreign language, the English teacher should establish and maintain the classroom innteraction by using English in purpose to give opportunities to the students to speak and active participate in the lesson.

As the teacher stated in interview, one of the purpose of asking question is to habituate the students to speak English, it could be not easy to obtain the students' answer in English too. It made the teacher aware that he should ask the question in the right way. The different characteristic of the students might impact on the teacher's way in asking question, such as giving more time to the students to think their answer.

The result of observation and interview also showed that in implementing questioning strategy, the teacher used some guidlines in asking question, such as stating the question, calling the student's name or giving chance to the students to answer by their own, giving time to the students to think, listening and reviewing the students answer, giving and adding the answer. This guidlines always appeared whenever the teacher asked questions in pre-activity, whilst-activity, and post-activity.

In applying the guidlines of asking question, first of all the teacher stated question to all of the students, so they could listen the question clearly and able to understand what was the question about. After stating the question the teacher would call the students' name to answer or would give the students' chance to answer by their own. It was supported with the result of teacher and students' interview that showed teacher gave two choices in aswering question, appointed or voluntered to answer. After getting one student to answer, the teacher gave time to think around 30 seconds until 1 minute. The teacher stated that the waiting time was not long and could be counted in second. The students also stated that waiting time from the teacher mostly no more than 2 minutes. Then, after the pause time was ended, the teacher asked other student to pay attention to the answer. Last, the teacher would judge wether the student's answer was correct or not, but it was possible that teacher would asked the same question to other student before judging the answer (found in third meeting of observation). If the answer was correct, the teacher would give compliment and applause to the students, while if the answer was not right, the teacher would provide the correct answer or add some point to complete the answer. It was also supported by the teacher and students' interview that showed the role teacher after getting the student's answer.

Observation Teacher *(Ask the question) Do you still remember what kind of recount text? (Pause) (Let the students to answer)*

Students *Yes (Teacher listen the answer)*

Teacher *(Ask the question) What are they? (Pause) (Let the students to answer)*

Student *Personal recount, factual recount, imaginative recount, historical recount. (Teacher listen the answer)*

From the result, it could be concluded that teacher used some guidlines of asking question in line with Hussain (2003). Teacher was stating question based on

the material they had learned. Mostly, teacher would wait the students to be volunteer to answer the question. Some of the students were not really active, so the teacher pointed out some students to answer. The teacher realized that giving time to the students before answering the question is important. It gives chance to the students to think the answer. According to Rowe and Tobin in Blosser (2000), it has reported that if teacher can give three second or more time pausing time to the student, it can increase the students' answer qualities and change their behavior such as decreasing the domination of teacher talk. After listening the answer, the teacher gave judgemental to the student's answer. The teacher's response was in line based on the answer. When the students' answer was correct, the teacher gave compliment and little bit point based on teacher's perspective. Meanwhile, if the students' answer was incorrect, the teacher there was three possible things that teacher did, including redirected to another students, helped the students by giving clues, or gave the correct answer directly.

### The types of Questioning Strategy

From the analysis of field note and interview transcription, the teacher used three types of questioning strategy and five types of question based on Blosser (2000) schema. The types of questioning strategy used by the teacher were probing question, factual question, and divergent question, while the type of questions based on each strategies were clarifying, prompting, redirecting, simple bit of information, and divergent.

The data showed that the frequency of probing question was the highest that was appear ten times, following by factual question that was appear eight times and divergent question that was appear once. For types of question, simple bit of information question was very frequently asked by teacher, while divergent question was less frequently asked by teacher.

It showed that during teaching-learning process, the teacher asked various types of questions. The variety of question asked by teacher is purposed to make the students able to use the knowledge skill in real-life problem solving (Blosser, 2000).

#### a. Probing Question

The type of questioning strategy that mostly appear in observation was probing question. This type of questioning strategy appeared in every meeting during four times observation. The types of question that appear in probing question strategy were clarifying, prompting, and redirecting.

The first type of question, which was clarifying question, it was mostly appeared in pre-activity. In pre activity, by asking prompting question the teacher

would get detail information from the students. Based on the teacher and the students' interview, teacher would asked more question if the students' answer was short and not clear.

The following was the example of clarifying question. This type of question purposed to clarify the students' answer to get more information from them. The teachers tried to rearrange their questions to get clear information rather than accepting simple answer such as "yes" or "no" answer (Blosser, 2000).

QPCl	Teacher	<i>Do you still remember what kinds of recount text?</i> (Pause)
	Students	<i>Yes</i>
	Teacher	<i>What are they?</i>
	Students	<i>Personal recount, factual recount, imaginative recount, and historical recount.</i>

The second types of question was prompting question that mostly appeared in whilst-activity. The teacher and the students stated that the teacher asked question to the students in purpose to give them help in answering the question. The clues would be given in form of question. The following example showed that teacher gave clue to the student.

QPPr	Teacher	<i>If you talk about Zaskia Sungkar, so what type of recount is this?</i> (Pause)
	Students 1	<i>(Confused)</i>
	Teacher	<i>Is it personal recount or historical recount?</i> (Pause)
	Students 1	<i>Personal recount</i>

Another example of prompting question was when the teacher asked about the structure of narrative text, but the students only able to mention three of them. The teacher gave clue by asking "The previous answer from student 2 was correct. Then, how about the part that mention the lesson of story?". By asking that kind of the question, the students felt helped with the clue from the teacher.

The last type of question in probing question strategy was redirecting. From the data of observation, it found that this type was only appeared once. Based the teacher and the students' interview, the purpose of redirecting question was to give the same chance to the students to answer the same question. The question was redirected to other students if one of student cannot answer the question or the teacher wanted to listen another answer from students. Muttai (2012) states that redirecting

question can be used if the response of the student to a question is incorrect or inadequate. For example of this types of question was when the teacher asked one of the students to mention the generic structure of narrative text. The teacher gave the other students to answer by asking *"Is there any other answer?"*. The question showed that the teacher gave the same chance to other students to answer the same question.

It could be concluded that all the types of questions in probing strategy used by the teacher are purposed to gain clarification and encourage the students to give information about a particular topic asked by teacher. In asking the three types of question, the teacher provide the students the opportunities to develop information they want to say. It also showed that by implementing probing strategy, the teacher succeeded in encouraging the students to active participate in the classroom (Fitriati, 2017). However, the questions in this strategy are not intended to increase the students' critical thinking. Mostly the questions in probing strategy asked by the teacher were simple questions to recall the students' knowledge about the previous material.

#### b. Factual Question

Same with probing question, factual question was appear in every meeting. The type of question that appeared in this factual question strategy was simple bit of information question. During the observation, this type of question appeared eight times. It was mostly appeared in pre-activity and whilst-activity.

The simple bit of information question was appeared when the teacher asked about the material that the students had learned before. Teacher and the students stated that it was purposed to check and recall the students' understanding about he previous material.

The simple bit of information question that appeared in pre-activity mostly used by teacher in purpose to review about the previous material. For example, the teacher asked *"what are the language features of recount text?"*, then the students answered *"simple past and simple perfect"*. In whilst-activity, the simple bit of information question was used by the teacher to check the students' understanding about today's material explained by the teacher. For example, the teacher asked about the type of recount text based on the text presented by the students, then the students answered the question by mentioning the type of recount text.

QF      Teacher      *Do you still remember what kind of recount is*

*this? What is kind of recount? (Pause)*

Student 2      *Personal recount*

In implementing simple bit of information question in factual strategy, the teacher tend to ask the students to respond in short answer to declare the fact. Mostly the students only answer the important part in their answer rather than give the complete sentence for their answer. This finding is in line with the result of Fitriati's study (2017) that the students commonly tend to give simple and short answer toward the teacher's questions.

#### c. Divergent Question

From four meeting of observation the divergent question was only appear once in the third observation. Based on the teacher and the students' interview, divergent question strategy was used in purpose to make the students able to think broadly, creative, and critical. This type of question was founded once in whilst-teaching. The divergent question was appear when the teacher asked the students about the moral value of the text entitled *"Danau Toba"*. From the following example, it showed that the students answered the teacher' question based on their understanding about the text they had been read before.

QD      Teacher      *What lesson did you learn from the story of "Danau Toba"? What did you learn?*

Student 1      *We should not break our promises.*

Student 2      *Not to be emotional person and not to be rude person.*

During the interview, the teacher stated that one of the purpose in implementing questioning strategy in the classroom is to make the students able to think critically. Asking the divergent question can help to increase the students' abilities to think broadly about a particular topic. However, in the real implementation, the divergent question was less frequently used by the teacher. Divergent question and high order question are the questioning strategy that rarely used by the teacher, because they are only used depend on the material (Rahmawati, 2017).

#### CONCLUSION

Based on the result of four meeting of observation and interview, the teacher was well-prepared in term of material and teaching media. The teacher had a lesson

plan based on Kompetensi Dasar (Basic Competence), so the questions he asked for the students were in line with the purpose from the basic competence. In asking question, the teacher also applied five guidelines in asking question including ask the question, pause, call on the learner by name or let the students answer by their innisiative, listen the answer from the students, and emphasize the correct answer. By applying this guidelines, all of the students have the same chance to be asked by the teacher. Moreover, the answer qualities from the students will be increased beacuse the teacher gives them time to think. Furthermore, the respons of the students after the teacher implementing questioning strategy were various. Mostly the students were active to answer the questions from the teacher, eventhough there were also some students who not really active, so the teacher had innisiative to point out them. Over all, the students claimed that the teacher strategy by asking them questions was really helpful, especially to increase their activeness, critical thinking, understanding, and ability. In the implementation of questioning strategy in the classroom, the teacher mostly used 3 types of questioning strategy, includinng probing question, factual question, and divergent question. From those three questioning strategy, it was found that there were five types of question that had different function in the implementation. The types of questions that appear were clarifying, prompting, redirectering, simple bit of information, and divergent.

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