

TEACHER'S PROBING QUESTIONS IN THE EFL CLASSROOM AT A HIGH SCHOOL

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Abstrak

Penelitian ini dimaksudkan untuk mencoba menemukan probing questions guru dalam bahasa kelas EFL. Secara khusus, tujuan dari penelitian ini adalah: (1) Untuk menjelaskan probing questions guru untuk klarifikasi (2) Untuk menjelaskan probing questions guru tentang sudut pandang yang berbeda (3) Untuk menjelaskan probing questions guru untuk menggali pendapat siswa (4) Untuk menjelaskan probing questions guru untuk menggali alasan siswa (5) Untuk menjelaskan probing questions guru untuk menyelidiki bukti (6) Untuk menjelaskan probing questions guru untuk menggali implikasi dan tujuan. Penelitian ini menggunakan deskriptif kualitatif. Guru bahasa Inggris dari sekolah menengah yaitu subjek dari penelitian ini. Data diperoleh dengan mengamati subjek. Teknik yang digunakan dalam penelitian ini adalah dengan menggunakan observasi tidak terstruktur. Hasil dari penelitian ini menunjukkan bahwa guru menggunakan keenam probing questions dalam proses belajar mengajar. Guru menerapkan beberapa teknik dalam probing questions, seperti: basic probe, explanatory probe, focused probe, silent probe, drawing out, giving ideas, dan mirroring. tetapi beberapa dari teknik tersebut tidak berhasil untuk siswa. Probing questions yang paling sering diaplikasikan guru yaitu probing questions dalam pertanyaan untuk klarifikasi. Teknik yang paling sering diaplikasikan guru dalam probing questions yaitu explanatory probe.

Kata Kunci: Bahasa kelas, Pertanyaan, Probing questions.

Abstract

This study meant to try to find the teacher's probing questions in EFL classroom language. In specific, this research intends 1. To elucidate the teacher's probing questions for clarification. 2. To elucidate the teacher's probing questions about different viewpoints. 3. To elucidate the teacher's probing questions to probe pupils' assumptions. 4. To elucidate the teacher's probing questions to probe pupils' reason. 5. To elucidate the teacher's probing questions to probe evidence. 6. To elucidate the teacher's probing questions to probe implications and purposes. This study uses qualitative descriptive. The English teacher of a high school was the subject of this study. The data obtained by observing the subject. The technique utilized in this study is by carrying out unstructured observation. The outcomes of this study demonstrated that the teacher employed all of those six probing questions. The teacher applied numerous probing techniques, those are basic probe, explanatory probe, focused probe, silent probe, drawing out, giving ideas, and mirroring, but some of them did not work for students. Probing questions most often used in this case was probing questions for clarification. The probing technique which typically applied by the teacher was an explanatory probe.

Keywords: Classroom language, Questions, Probing questions.

1. INTRODUCTION

Classroom language was an important speech that was always used for communication between teacher and student when in class (Johnson, 2009). Cullen (2001) proposed that the classroom language was used by the teacher as a way to ask questions, to find information, to give instructions, to explain lessons, to answer questions from students, and so on. Classroom language was very compelling for students in it to apply foreign languages

so that students can speak English correctly (Salaberri, 1995).

The teacher communicated with students, and students answered the questions, it happened in classroom language. Also, the question was very important to improve students' way of thinking, so that they thought more deeply and correctly, and make sense (Gattis, 2002). Moreover, Wu (1993) indicated that the technique used to give questions to students needed to be considered, because it was useful in students' thinking abilities with several techniques, namely repetition,

rephrasing, simplification, decomposition, probing. Also, Chaudron (1988), affirmed that with questions and answers, many positive things can emerge from students, such as, students were better able to concentrate on what the teacher said. Another benefit was that students were more enthusiastic to answer questions from the teacher, it can be concluded that students understood the questions raised. Also, questions were an effective way to engage students to learn in class.

Probing was a way to get students to say something with their thoughts (Wu, 1993). Probing was used by the teacher to look for students' answers if the teacher still did not get the desired answer. After that, students will be able to answer questions, to explain their opinions, and to explain the evidence of where students said something. So, students did not answer questions given by teachers carelessly. As a result, in correspond with Cruickshank, Jenkins & Metcalf (2009) asserted that probing guided students to understand the questions given; also it can increase the level of students' thinking. Probing questions can show important topics. It can be said that a good probing question contained a wide answer, so students can improve their answers, and compete with other students.

Clearer answers can be obtained from some probing questions; including relevance (e.g. is that relevant to the topic?), completeness and accuracy (e.g. how do you know that it is the answer?), and examples (e.g. I don't really get it, could you give an example?) (Cooper, 2010). Then, William (1999) stated that understanding probing in classroom learning was defined as a technique guiding students to use existing knowledge to understand the symptoms or circumstances that were being observed so that new knowledge was formed, some probing questions included clarification (e.g. can you tell me what it is?), and purpose (e.g. What message can be taken from the story).

Also, Paul and Elder (2006) claimed that some probing questions commonly used by teachers, including; for clarification (it is a question to look for deeper explanations), to probe assumption (it is a question to look for more answers that are based on student opinion), different viewpoints, reasons, evidence, and implications and purposes; Since Paul (2006) also stated that the use of types of probing questions including clarification, different viewpoints, assumptions, reasons, evidence, implications, and purposes have a significant impact on students' thinking. So the authors choose to use this theory for this research.

In addition, since to explore students' answers, a teacher must use several techniques in order to make good students' grades. As said by Easterby-Smith, Thorpe & Lowe (1991) that 80% of students' grades go up

because of using probing questions techniques; basic probe (e.g. What was the situation?), explanatory probe (e.g. What led you to . . .), focused probe, silent probe, drawing out, giving ideas or suggestions, and mirroring or reflecting technique. Then, the writer uses these techniques for the current research.

Adzana (2018) stated in her research, which she conducted in one of the high schools in a big city in Java province that there was the teacher that used several probing questions, such as clarification (e.g. What is the proof), to probe assumption (can you mention a few important words from that sentence?), to probe pupils' reason, and to probe evidence.

The research about questioning was frequently to be carried out and published (Febrian, 2017); especially a study about probing questions. This present research is similar to the prior research; it is about kind of teacher's questions that are applied by the teacher in the classroom, and also about the research design, that is qualitative descriptive. Nevertheless, still there are dissimilarities with the prior research. The present research carried out at a class in a relatively big city rather than in a big city. Additionally, the data was gained by observing the subject while the prior study was obtained by interviewing the subject.

The present research examines probing questions because according to Cotton (1989), probing questions became the key part of the teaching-learning process, since it will assist teachers to increase the attention of pupils, to encourage pupils to become active learners. The other reason was since the previous studies were done in a big city rather than in a relatively big city, so the writer wanted to know whether the results of the study will be the same or not.

Founded on the fundamental theory investigated, it was required to carry out a study on teacher's questions, particularly in probing questions to discover the educator's probe questions in the English language teaching. Also, the current study proposes to examine the subsequent problem: What do the teacher's probe questions in EFL classroom language? This research will be centered on the teacher's language in the classroom.

Believing questioning was significant inside the teaching-learning process. This present research tried to respond to these research questions, such as:

1. What probing question does the teacher apply in questions for clarification?
2. What probing question does the teacher apply in questions about different viewpoints?
3. What probing question does the teacher apply in questions to probe pupils' assumptions?
4. What probing question does the teacher apply in questions to probe pupils' reason?

5. What probing question does the teacher apply in questions to probe evidence?
6. What probing question does the teacher apply in questions to probe implications and purposes?

METHOD

The data will be written qualitatively with the basic interpretative. The subject of this research was an English teacher of tenth graders, particularly the teacher that had already experience teaching English in Vocational High School around 10 years or more. It was since the teacher who educates English for 10 years or more automatically will be accustomed to engage the pupils through the teaching-learning process. Besides, this study was conducted in a classroom of tenth graders in the Vocational High Schools in East Java. This classroom was selected as the research setting since the English teacher of the class was experienced in teaching English

The data of this study obtained in the form of words, phrases, and sentences expressed by the teacher in providing a question; e.g. What is the reason?, Who was your favorite Indonesian singer, Yuni?, Can you give us the characteristic of present perfect tense?", etc. Additionally, the source of data was gained from the teacher's verbal interaction. The teacher's verbal interactions included the teacher's language mainly in offering a question to probe pupils to get details. Then, the author used a cell phone to record questions given by the teacher and also students' answers when answering questions from the teacher. Also, this current research utilized unstructured observation to get the data. Unstructured observation will facilitate the researcher to capture all the occurrences inside the teaching-learning process through observation. The unstructured observation was an observation that used unstructured field notes. The unstructured field note has two parts; descriptive part and reflective part. On one hand, all the things that took place through the teaching-learning process will be noted down into descriptive parts. On the other hand, the researcher's comments will be noted down into the reflective part.

Furthermore, in examining the data, the researcher used method i.e. "familiarizing and organizing, coding and reducing, interpreting and representing". Initially, the result of observation will be read and reviewed to familiarize the data. After that, the data will be transcribed. Then, the data will be classified in the form of certain categories.

RESULTS AND DISCUSSIONS

The Classrooms Situations

The class was tenth graders in a Vocational High School in a relatively big city in East Java. The class contained 25 pupils: with 16 girls and 9 boys. The class was to be found on the third floor of the school. There was a whiteboard in the classroom. There were three wall fans. The table of the teacher was located in the center in front of the classroom. There was some stationery such as markers and eraser markers on the teacher's desk. There were 28 student desks and chairs; there are three student desks and chairs that are not used.

Teacher's Activities

- The teacher offered several questions about the material

The activities carried out by the teacher in a school in East Java were like the activities of teachers in general, that was, the teacher always began the lesson by reciting Surah Al-Fatihah, checked the readiness of students before attending the lesson. Then, after entering the core activities, the teacher offered several questions about the material as a way to improve students' way of thinking (1)

| | | | |
|-----|----|---|--|
| (1) | T | Do you remember what we talk about in the last meeting? | |
| | S1 | Ermmm... | |
| | T | Ratna, if we want to provide information about events that happened in the past. what tenses do we use? | |
| | S1 | Past tense | |

Notes: T refers to the teacher; S refers to the students; S1,2,3.. refers to a student who gets a turn in the dialogue.

At that time, the material delivered by the teacher was about recount text (2)

| | | | |
|-----|----|--|---------------------------------|
| (2) | T | Who was your favorite Indonesian singer, Yuni? | |
| | S2 | Lesti | |
| | T | Why did you idol her? | |
| | S2 | Ermmm... suaranya bagus bu | Ermmm ... the voice is good mam |

In the third meeting, the material taught by the teacher was still about recount text (3).

| | | | |
|-----|----|---|--|
| (3) | T | What's up on November 10th, rin? | |
| | S3 | Ha? | Pardon? |
| | T | Tanggal 10 november ada hari bersejarah apa | November 10, what historic day is there? |

| | | | |
|--|----|---------------------------|----------------------|
| | S3 | Ermmm... hari... pahlawan | Ermmm ... Hero's Day |
|--|----|---------------------------|----------------------|

Then, when entering the core activities, the teacher presented several questions about the material to make students think more sophisticated.

Furthermore, the teacher ended the meeting like some teachers usually carried out, that was by reading Alhamdulillah. Then, she gave homework to do at home for the pupils.

It can be completed that, the educator started the meeting by reading Surah Al Fatihah, checked the readiness of pupils before entering the lesson. After going into the core activities, the teacher presented several questions about the material as a way to enhance students' way of thinking. Next, the teacher ended the meeting like a teacher usually carried out, that was by reading Alhamdulillah. Also, she did not forget to give assignments to do at home for students.

Teacher's Probing Questions for Clarification

- Using the mirroring technique

Initially, when the teacher employed her probing questions, she uttered "True?" (4). Also, this utterance included the mirroring technique.

| | | | |
|-----|----|-------------------------------------|-------------------------|
| (4) | T | Why do you think people like Lesti? | |
| | S2 | Jago nyanyi dangdut | good at singing dangdut |
| | T | Any else? she remains humble? | |
| | S3 | True | |
| | T | True? | |
| | S3 | True | |

Based on this data that the researcher obtained, the teacher asked a question to her learner. After that, the teacher applied the mirroring technique that was "True?". It illustrated that the teacher checked the student's answer whether the student was sure of the answers or not. Later, the student kept saying the same thing. Thus, it can be concluded that the student understood the question the teacher gave. Hence, this technique has been successful for students, because the student still kept saying the same statement, and that was the answer expected by the teacher.

- Using the explanatory probe technique

Secondly, when the teacher employed her probing questions, she uttered "The writer took...?" (5). As well, this utterance included the explanatory probe technique.

| | | | |
|-----|----|--|--------------|
| (5) | T | What the writer did when he meets his idol | |
| | S4 | Ermmm... He met her idol directly | |
| | T | The writer took...? | |
| | S4 | Ermmm... I don't know bu | I don't know |

Based on this data that the researcher got, the teacher asked a question to her learner, yet there appears that the student did not understand what the teacher was asking. The student can answer but the answer did not make sense. After that, the teacher applied the explanatory probe technique that is "The writer took...?", in hope that the student can understand what the answer was, but the result was the student still did not understand the answer. The student said, "I don't know bu". Hence, this technique has not been successful for students, because the student did not provide the explanatory answer or the answer that was meant by the teacher.

- Using the focused probe technique

Thirdly, when the teacher employed her probing questions, she uttered: "There is the biggest war?" (6). As well, this utterance includes the focused probe technique.

| | | | |
|-----|----|---|--|
| (6) | T | Why do you think the Heroes day took the special date to commemorate our heroes' sacrifice? You please! | |
| | S5 | Because there is the biggest war | |
| | T | There is the biggest war? | |
| | S5 | The biggest war | |
| | T | Because there is the biggest war after independence? | |
| | S5 | Nah | Yes |
| | T | Then, whether it costs a little life? | |
| | S5 | Yes | |
| | T | Are you sure? No. Itu mengorbankan ribuan nyawa di Surabaya | Apakah kamu yakin? Tidak. It cost thousands of lives in Surabaya |

Based on this data that the researcher found, the teacher asked a question to her learner, yet there was found that the student's answer did not focus on the topic being asked. The student answered by repeating the same answer. Later, the teacher employed the focused probe technique that was "There is the biggest war?", in hope that the student can know what the answer was, but the fact the student still did not get the completeness of the answer. Finally, the teacher herself answered the question. Therefore this technique has not been successful for students since the student did not give the explanatory answer or the answer that was meant by the teacher.

| | | | |
|--|----|---|-------------------------------------|
| | S1 | ErmMMM... iya kayanya bu | ErmMMM ... yes mam, may be |
| | T | What is the proof? | |
| | S1 | She said that Afgan was also humble. So.... | |
| | T | Just go on | |
| | S | She said that Afgan was also humble. So.... She did not get nervous when she had an opportunity to take pictures with him. | Yes |

Using the offering idea technique

Fourthly, when the teacher applied her probing questions, she stated "Nama fans Afgan, Lesti, Atau Nella Kharisma?" (7). Also, this utterance included the offering idea technique.

| | | | |
|-----|----|---|--|
| (7) | T | Do you know what is afganism? | |
| | S1 | ErmMMM... | |
| | T | (Point to Dika). Dika please! | |
| | S2 | No reply | |
| | T | Nama fans afgan, lesti, atau nella kharisma? | The names of Afgan's fans, Lesti, or Nella Kharisma? |
| | S1 | Afgan | |

Based on this data that the researcher discovered, the teacher asked a question to her learner, yet there was gotten that the student cannot answer the question that given by the teacher. It also happened to other students, when the teacher appointed one other student in the hope of being able to answer the question given correctly, but that student also cannot answer the question. Later, the teacher employed the offering idea technique that was "Nama fans Afgan, Lesti, Atau Nella Kharisma?", in hope that the student can see what the answer was. After that, the student can answer the question correctly. Hence, this technique has been successful for the student, since the student can present the explanatory answer or the answer that was meant by the teacher.

Using the drawing out technique

Fifthly, when the teacher applied her probing questions, she stated: "What is the proof?" (8). Also, this utterance involved the drawing out technique.

| | | | |
|-----|---|-----------------------------------|--|
| (8) | T | Did the writer feel nervous, Adi? | |
|-----|---|-----------------------------------|--|

Based on this data that the researcher got, the teacher asked a question to her learner, yet there was obtained that the student can answer the question from the teacher but the student was also doubtful about the answer. After that, the educator utilized the drawing out the technique that was "What is the proof?", in hope that the student can get what the answer was. Next, the student can answer the question correctly. Thus, this technique has been successful for the student, since the student can offer the explanatory answer or the answer that was meant by the teacher.

Teacher's Probing Questions about Different Viewpoints

Using the basic probe technique.

Initially, when the teacher applied her probing questions, she stated: "Afganism was?" (9). Also, this utterance involved the basic probe technique.

| | | | |
|-----|----|---|--|
| (9) | T | How did the fans react when Afgan sang his hit single? | |
| | S1 | No reply | |
| | T | Afganism was? Lila, you please! | |
| | S1 | ErmMMM... | |
| | T | Afganism was? | |
| | S | Oh, Afganism went even crazier. They sang along with him through the song | |

Based on this data that the researcher discovered, the teacher asked a question to her learner, yet there was gotten that the student cannot answer the question that given by the teacher. It also happened to other students, when the teacher appointed one other student in the hope of being able to answer the question given correctly, but that student also cannot answer the question. Later, the teacher employed the

basic probe technique that was “Afganism was?”, in the hope that the student can get what the answer was. Then, the student who was not appointed to answer the question immediately answered questions expected by the teacher. Hence, this technique has been successful for the student, because the student can give the explanatory answer or the answer that was meant.

▪ Using the explanatory probe technique

Secondly, when the teacher applied her probing questions, she stated “The writer took...?” (10). Also, this utterance included the explanatory probe technique.

| | | | |
|------|----|---|------------------|
| (10) | T | What the writer did when he meets his idol | |
| | S4 | Errmmm... He met her idol directly | |
| | T | The writer took...? | |
| | S4 | Errmmm... I don't know bu | I don't know mam |
| | T | The writer took...? (ask the other student) | |
| | S3 | Errmmm... | |
| | T | The writer took...? (ask the other student) | |
| | S5 | The writer took some pictures with her | |
| | T | Great! | |
| | S1 | The writer asked the idol's signature | |
| | T | Excellent! | |

Based on this data that the investigator obtained, the teacher asked a question to her learner, yet there looked that the student did not comprehend what the teacher was inquiring. The student can respond but the response did not make sense. After that, the teacher applied the explanatory probe technique that was “The writer took...?”, in hope that the student can understand what the answer was, but the result was the student still did not understand the answer. The student said, “I don't know bu”.

It also happened to other students, when the teacher appointed the other student in the hope of being able to answer the question given correctly, but that student also cannot answer the question. Later, the teacher repeated the technique by pointing to different students and the student can answer correctly. Hence, this technique has been successful for the student, because the last student can answer the question correctly.

Teacher's Probing Questions to Probe Students' Assumption

▪ Using the explanatory probe technique

Firstly, when the teacher utilized her probing questions, she uttered: “can you give us some sentences from those nominal and verbal” (11). Also, this utterance included the explanatory probe technique.

| | | | |
|------|----|---|--|
| (11) | T | Dina, can you give me some characteristics of a simple past? | |
| | S1 | Errmmm... verb 2 | |
| | T | Good, any else? | |
| | S1 | Was atau were | Was or were |
| | T | Excellent, can you give us some sentences from those nominal and verbal | |
| | S1 | Errmmm.... Sebentar bu (thinking) I watched a film last week | Errmmm m... wait for mam (thinking) I watched a film last week |
| | T | Well... very great. Then the other one? | |
| | S1 | I was a child | |
| | T | Excellent!!!! | |

Based on this data that the investigator found, the teacher asked a question to her learner, Later, the teacher employed the explanatory probe technique that was “can you give us some sentences from those nominal and verbal”, in hope that the students can give more complete answers based on their assumptions. Thus this technique has been successful for the student because the student can give the explanatory answer or the response that was meant.

▪ Using the offering idea technique

Secondly, when the teacher applied her probing questions, she stated: “Is she arrogant because have lots of fans?, have conflicts with other artists?, or stay humble” (12). Also, this utterance included the offering idea technique.

| | | | |
|------|----|---|--|
| (12) | T | Why do you think people like Lesti? | |
| | S5 | Errmmm | |
| | T | Is she arrogant because she has lots of fans? have conflicts with other artists? or stay humble | |

| | | | |
|--|----|---|---|
| | S5 | Humble mam. tidak pernah pamer kekayaan di media social | Humble mam. she never showed off wealth on social media |
|--|----|---|---|

Based on this data that the investigator found, the teacher asked a question to her learner, yet there was obtained that the student cannot answer the question given by the teacher. Later, the teacher employed the offering idea technique that was "Is she arrogant because she has lots of fans? Does she have conflicts with other artists? or she stays humble?", in the hope that the student can grasp what the answer was. After that, the student can answer the question properly. Thus, this technique has been successful for a student, since the student can present the explanatory answer or the answer that was meant by the educator

■ Using the basic probe technique

Thirdly, when the teacher employed her probing questions, she said: "can you give us the character of present perfect tense?" (13). Also, this utterance included the basic probe technique.

| | | | |
|------|----|--|--|
| (13) | T | Next, Tiara, can you give us the character of the present perfect tense? | |
| | S1 | Have has | |
| | T | Great, what about the time signal? | |
| | S1 | Since, just, mmmm | |
| | T | Marvelous!, can you give us some sentences from the present perfect tense? | |
| | S1 | Ermmm.... I have lived in Lamongan since 2004 | |
| | T | Ok. good | |

Based on this data that the investigator found, the teacher asked a question to her learner, Later, the teacher employed the explanatory probe technique that was "can you give us the character of present perfect tense?", in hope that the students can provide more complete answers based on their assumptions. So, this technique has been successful for the pupil, because the student can give the explanatory answer or the response that the teacher wanted.

■ Using the silent technique

Fourthly, when the teacher employed her probing questions, she was silent. (14). Also, this utterance included the silent technique.

| | | | |
|------|----|---|---|
| (14) | T | Please translate the first sentence | |
| | S2 | Ermmm.... | |
| | T | No reply | |
| | S2 | Pada tanggal 10 November, Indonesia merayakan hari pahlawan | On 10 November, Indonesia Celebrates Hari Pahlawan |
| | T | No reply | |
| | S2 | untuk mengenang pertempuran Surabaya yang dimulai pada tanggal itu juga di tahun 1945 | in remembrance of the battle of Surabaya which started on that very date in the year 1945 |

Based on this data that the investigator discovered, the teacher asked a question to her learner, yet there was gained that the student cannot answer the question given by the teacher. Later, the teacher employed the silent probe technique that was "The teacher said nothing", in hope that the students can answer the questions correctly. The teacher applied it based on the length of time students are seen thinking about the answers that must be said. Because when students can't answer questions, at that time the teacher allowed students to think about the answer. Later, this technique has been successful for the pupil, because the student can give the explanatory answer or the response that the teacher wanted.

Teacher's Probing Questions to Probe Students' Reason

■ Using the explanatory probe technique

When the teacher employed her probing questions, she said: "What are the reasons?" (15). Also, this utterance included the explanatory probe technique.

| | | | |
|------|---|--|--|
| (15) | T | Look at your book page 102 There is the sentence "Orville made the first flight with our first plane at Katty Hawk on | |
|------|---|--|--|

| | | | |
|--|----|---|--|
| | | December 14, 1903” Why does it use verb 2 rather than verb 3? Erm... Della, please! | |
| | S3 | No reply | |
| | T | What is the reason? | |
| | S3 | Erm... | |
| | T | Because it is the past or perfect tense? | |
| | S3 | Past | |
| | T | What is the time signal? | |
| | S3 | No response | |
| | T | What year? | |
| | S3 | 1903 | |
| | T | Thus, this sentence uses....? | |
| | S3 | Past tense | |

Based on this data that the researcher obtained, the teacher asked a question to her learner, the teacher asked a question to her learner, however, there was gained that the student cannot answer the question that set by the teacher. Later, the teacher employed the explanatory probe technique that was “What are the reasons?”, in the hope that the students can provide more complete answers based on what she knows. Thus, this technique has not been successful for the pupil, because the student cannot give the explanatory answer or the response that the teacher wanted. This question required thinking hard for students.

Teacher’s Probing Questions to Probe Evidence

- Using the focused probe technique

When the educator employed her probing questions, she said “In what paragraph, Tiara? in what line?” (16). Also, this utterance included the focused probe technique.

Through examination, the researcher discovered that the teacher employed probing questions to probe evidence to her pupil in the teaching-learning process. The teacher applied this probing question intending to make sure the pupil’s whether it came from the pupil’s thoughts derived from the material or it came randomly (16)

| | | | |
|------|----|---|--|
| (16) | T | The next number, When did the battle take place? | |
| | S1 | In the year 1945 | |
| | T | In what paragraph, Tiara? | |
| | S1 | The first paragraph | |
| | T | Well, in what line? | |
| | S1 | Third | |

| | | | |
|--|---|----------|--|
| | T | Good job | |
|--|---|----------|--|

Based on this data that the researcher got, the teacher asked the question in the book to her learner, and then the student answered questions from the teacher. After that, the teacher checked it, whether it was true that she understood or originated guessing by asking evidence to students. The teacher utilized the focused probe technique that was “In what paragraph, Tiara? in what line?”, in hoped that the student can provide evidence where the answer’s location correctly so that it can be said that students understood the question, not just from guessing the answer. Thus, this technique has been successful for the pupil, because the student can offer the explanatory answer or the response that the teacher wanted.

Teacher’s Probing Questions to Probe Implications and Purposes

- Using the explanatory probe technique

When the educator utilized her probing questions, she said: “What message can be taken from the story of history on 10 November?” (17). Also, this utterance included the explanatory probe technique.

| | | | |
|------|----|--|--|
| (17) | T | What message can be taken from the story of history on 10 November? | |
| | S1 | Erm... (while thinking) We must not putus asa menghadapi challenge and problems we face, because the hero has taught us the meaning of perjuangan | We must not be discouraged in facing the challenges and problems we face, because the hero has taught us the meaning of struggle |
| | T | Ok. Great, then. | |

Based on this data that the researcher obtained, the teacher asked a question to her learner using probing question with explanatory probe technique that was “What message can be taken from the story of history 10 November?”, in hope that the student understood what the meaning of what has been learned and can answer the questions correctly. Then it was found that this technique was successful since the student can provide the explanatory answer or the response that the teacher needed.

It can be concluded that during 3 meetings, the teacher did the same activities, which was always starting the meeting by reading Surah Al Fatihah, checking the readiness of students before attending the lesson. After entering the core activities, the teacher offered several questions about the material as a way to improve the students' way of thinking. And ended the meeting like a teacher usually did, that was by reading Alhamdulillah. Furthermore, there was the teacher who asked questions using six probing questions when teaching. As revealed by Paul and Elder (2006) that some probing questions commonly used by teachers, including; for clarification, to probe assumptions, different viewpoints, reasons, evidence, and implications and purposes. This was since the teacher tends to enlarge the lesson by enquiring the learner. All of the results that have been obtained, when the teacher used probing questions, it was obtained the students who were active in the class, and also students who thought critically. So, this was said that probing questions have a significant impact on students. This was related to what Cruickshank, Jenkins & Metcalf (2009) said that probing guided students to understand the questions given; it can increase the level of students' thinking.

CONCLUSIONS AND SUGGESTIONS

Based on data from the result and discussion, it can be concluded as follows.

1. When the probing question for clarification was employed, the teacher also used several techniques, including mirroring, it was explanatory probes, focused probes, giving ideas and drawing out
 - In mirroring, this technique has been successful for students
 - In explanatory probes, this technique has not been successful for students
 - In focused probes, this technique has not been successful for students
 - In giving ideas, this technique has been successful for students
 - In drawing out, this technique has been successful for students
2. When the probing question about different viewpoints was utilized, the teacher also used several techniques, involving basic probe and explanatory probe
 - In the basic probe, this technique has been successful for students
 - In explanatory probes, this technique has been successful for students
3. When the probing question to probe learner's assumption was applied, the teacher also applied

several techniques, including the explanatory probe, offering an idea, basic probe, and silent probe

- In explanatory probes, this technique has been successful for students
 - In offering an idea, this technique has been successful for students
 - In basic probes, this technique has been successful for students
 - In silent probes, this technique has been successful for students
4. When the probing question to probe students' reason was employed, the teacher also used a technique, that is the explanatory probe
 - In explanatory probes, this technique has not been successful for students
 5. When the probing question to probe evidence was utilized, the teacher also used a technique, that was the focused probe
 - In focused probes, this technique has been successful for students
 6. When the probing question to probe implication and purposes was applied, the teacher also used a technique, that was the focused probe
 - In explanatory probes, this technique has been successful for students

Based on all this, vocational high school teachers in one of the East Java schools taught students using the 6 probing questions along with their techniques, but some of them did not work for students. That was because students still can't give the right answer. Probing questions most often used in this case was probing questions for clarification. Then, the most commonly used technique was the explanatory probe technique. During the teacher applied probing questions, it was gained the students who were enthusiastic in the class, and also students who thought critically. Therefore, this was assumed that probing questions have a significant impact on learners. This was interrelated to what Cruickshank, Jenkins & Metcalf (2009) revealed that probing led learners to understand the questions given, and it can also enlarge the level of students' thinking.

After doing research, there were some things that according to the author needed to be improved. Such as: for the teacher, the teacher must know the capacity of the questions given to her students, and also the capacity of her students' abilities. The teachers also should be concerned about the approach to distributing the questions. The teachers should ensure that the way they convey the questions were comprehensible enough for the pupils so that students will find it easier to respond to

questions given by the teacher. Later, the next examiner was expected to develop new research based on the results of this study, so that it can be better and can be even more useful.

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