

THE STUDENT RESPONSES OF TEACHER QUESTIONING PROBING STRATEGIES TO PROMOTE THE STUDENT CRITICAL THINKING IN CLASSROOM INTERACTION

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi *probing* dapat mengembangkan kemampuan berpikir kritis siswa. Penelitian kualitatif ini menggunakan pendekatan analisis wacana. Subjek penelitian ini adalah siswa kelas X SMA Paciran. Pengumpulan data dilakukan melalui pencatatan, observasi, angket dan wawancara. Data yang terkumpul dianalisis melalui angket dan analisis percakapan tentang strategi *probing* dan respon siswa terhadap strategi pertanyaan *probing* yang dilaksanakan oleh guru. Hasil penelitian menunjukkan bahwa strategi *probing* dapat mendukung kemampuan berpikir kritis siswa.

Kata Kunci: Strategi Bertanya *Probing*, Berpikir Kritis, Respon Siswa.

Abstract

The purpose of this study was to determine whether probing strategies can develop the students' critical thinking. This qualitative research uses a discourse analysis approach. The subject of this research is the students of X grade at SMA Paciran. Data collection was carried out through recording, observations, questionnaires and interviews. The collected data were analyzed through questionnaires and conversational analysis of the probing strategy and student responses of probing questioning strategies that was implemented by the teacher. The results showed that the probing strategy can support the students' critical thinking.

Keywords: Probing Questioning Strategies, Critical Thinking, Students Responses.

INTRODUCTION

In the classroom context, the teacher is a center to encourage interaction. The interaction will occur if the teacher can encourage students to participate in class when learning takes place (Fitriani, Makhsum, & Samad, 2016). Besides that teachers also have a duty to controlling the class, explaining the material, asking the question, giving feedback and solve the problem (Barjesteh & Moghadam, 2014). In addition, in the teaching learning process, controlling the class is an important aspect for the teacher to make the teaching and learning effectively. The success of the teacher in the teaching and learning process and the teacher's ability to plan and deliver the lesson and also to control the student behaviors will be tested in the classroom (Nashruddin & Ningtyas, 2020).

Giving questions or asking students is one way to control, guide, direct and encourage student participation to be more active in teaching learning process (Nashruddin & Ningtyas, 2020). In other words, By asking questions to students, the teacher can find out how much the students understand the material that they have

taught. However, in the teaching learning process, mostly the teacher spent most of the class time asking the question that does not challenge the students thinking. In addition, some of the teachers give students questions that only aim to remember information or correlation of errors without encouraging students to think critically, so students are only encouraged to memorize and drill certain language assignments mechanically (Omari, 2018).

According to Nashruddin & Ningtyas (2020), Questioning strategies are one of the ways that usually is used by the teacher to ask something to the students and also to achieve learning goals. Questioning strategies are effective to encourage the students to think critically, so the students will compile responses with the remaining available time (Milawati & Suryati, 2019). (primadini, 2020) stated that by asking a question to the students, it shows how much the student understands the lesson that they have received, not only the teacher who provides question, the student has the right to ask the teacher if they do not understand the material that has been explained by the teacher. Question is one of the important things in the teaching and learning process to guiding and

developing student learning. It will make the teacher establish a strategy to encourage the students to challenge their thinking in the teaching learning process.

In the teaching learning process, the student should think critically to analyze, explain the information, evaluate facts, express an opinion, make inferences, and solve the problem (Dumteeb, 2009). According to Zhao, Pandian, & Mehar Singh (2016), critical thinking tends to extend the students' learning experience and makes language learning critically and more meaningful. (Dumteeb, 2009) states that critical thinking also can affect students' future lives when they have finished their studies and enter the workforce. Therefore the student should develop their critical thinking to increase their knowledge and also to prepare for a better life. (Kusuma, Rosidin, Abdurrahman, & Suyatna, 2017) state that thinking widely is needed to find new knowledge. Higher order thinking claims that someone is required to implement new information or new knowledge that he has got and manipulated the information so that it can be digested and understood by everyone.

A teacher must also provide follow-up questions to respond to student answers and ask students to provide further explanations of previous answers. By using this strategy, the teacher trains student's to express arguments or logical reasons for the answers they give. In addition, the use of this strategy can also help students answer superficial or wrong answers. This can increase the activity of the discussion, thus motivate students to think critically (Bata & Zamzani, 2020). (Peran, Ingris, & Kunci, n.d.) stated that this strategy is very effective to be applied to students because it will make students think critically and hone their minds to get logical and accountable answers. Likewise with teachers, if the teacher uses this strategy then they must mastered the questions that will encourage students to be more creative and critical in answering questions. There are few researches about Probing Questioning Strategies. Most previous study more focuses on teacher questioning than students responses. Most previous studies about the implementation of probing questioning strategies than promote students critical thinking. There are many studies which are conducted in junior high school and different courses. Therefore, it is necessary to choose senior high schools because it will train students to get used to challenging their minds to think critically, logically and also reasonably.

According to Sundayana (2015a), The 2013 curriculum proposes that an active learning process can help students improve and develop their skills including critical thinking, knowledge, attitudes and behavior of students. In the 2013 curriculum students are the main actors in the teaching and learning process. The previous

curriculum is different, the 2013 curriculum suggested that students be more active in the teaching and learning process, students no longer be objects in learning but become subjects in the teaching and learning process (Maba, 2017). Moreover, by applying the students center in the teaching and learning process, the students will get more knowledge and can develop their learning ability.

The success of teaching English as a foreign language in the classroom refers to the applying of questioning strategies by the teachers. The students should think critically to answer the teachers question because some teachers usually use high order questions as a strategy to make sure that the students understand what the teacher has been taught so the students should think critically based on the fact and logic analysis (Lestari, 2018). By applying probing questions in the teaching and learning process, it will challenge the students to think critically so the students will be accustomed to think critically based on the fact and comprehend the lesson (Dharmayanti, 2020).

To address the gaps identified in the introduction and literature review, the aim of this research is conducted to determine whether probing strategies can promote the students' critical thinking. Therefore, this study tries to examine the following research questions:

1. How is the questioning probing strategies implemented in classroom to promote the students critical thinking in classroom interaction.
2. How are the students' responses toward by applying questioning probing strategies to promote the students critical thinking in classroom interaction.

METHOD

This study is conducted on ten graders in senior high school in Paciran. There are 31 students in the class, 17 male and 14 female. The reason for choosing one of the Senior High School in Paciran is to promote the students high order thinking skills in classroom interaction. So, the students will be more active and understand clearly about the material. Furthermore, implemented probing questioning strategies will challenge the students critical thinking during teaching learning process.

This subject of the study are English teacher and ten grader's students in Senior high school. The study chose one class to used probing questioning strategies. This study was implemented to ten graders in Senior high school. The study chose one class to apply probing questioning strategies. This research be carried out in the second semester of the 2020/2021 academic year.

The objective of this research is to give better aiding for the learners to increase their critical thinking by

implementing probing questioning strategies in the teaching and learning process. The role of probing questioning strategies in aiding the learners to encourage their critical thinking ability is the main objective of the researcher. Thus, The qualitative analysis would be used in this research because it delivers a high deep methodological structure to full fill the purpose of the study.

Bengtsson, (2016) stated that Qualitative data received from interviews, written open questions and answer. A qualitative data is described in form of sentences and word rather than statistics and numbers. This study focuses on the student responses and the classroom interaction by the implementation of probing questioning strategies in the teaching English Foreign Language classroom. The researcher chooses the observation, questionnaire and interview as ways to collect the data.

RESULTS AND DISCUSSION

Results

The implemented of probing questioning strategies in X graders of senior high school

The researchers used observation, questionnaires and interviews to obtained data validity from the implementation of probing questioning strategies. Observations were made on March 15, 2021. The researcher took one class for data collection. There were thirty-five students in one class. Due to the Covid-19 pandemic, teaching and learning activities was only carried out for 30 until 45 minutes. During the observation, the researcher prepared videotapes, cassette tapes, and take notes. The researcher sits behind the student for fear of disturbing the student's concentration while learning is in progress.

Pre-activity. The teacher opens the class by greeting students using the phrase "Good Morning class" and after that they pray together. The teacher checks the student attendance list. If students are presented, the teacher asks them to say "attend" means to make students active in class indirectly. Before learning begins, the teacher reviews the previous material. The material is about text narrative for tenth grade high school students. The teaching and learning process was used a probing questioning strategy. The teacher shows some pictures to the students in order to encourage them to the material to be taught. Most of the students answered correctly. Next, the teacher asks some students to give a little of their opinion about the picture that they have seen. After some students gave their opinions, then the teacher asked other students whether they agreed with their friends opinions.

There are several students who provide additional opinions of their friends. Here activities and interactions between students and students begin to appear. Furthermore, the teacher explains and straightens students' opinions about the narrative text. After all students understand, the teacher asks students to open their books and gives 10 minutes for students to discuss with their friends about the narrative text stories in their books.

While activity. The student begin to analyze the narrative text stories in their books. In this activity, the teacher and researcher went around to see if there were difficulties in analyzing the narrative text. Next, the teacher asks some questions related to the text. This question is related to the previous study. The first question "where did the story happen?", Then one of the students answered "In a small house near the village", then the teacher asked the other students if they had a different answer. The teacher repeats the question and all of the students have the same answer. Then the teacher asked again, How do they know if the place of the story was in a small house near the village, then one of the students answered that he knew it because there was the sentence "They lived in a small house near the village" in the first paragraph. Then the teacher says "Ok that's right" Next, Who are the characters of this story? "Who wants to answer? Please raise your hand. Then, one of the students raised their hand and answered the teacher's question. Student A answered "Old couple (grandfather and grandmother). Then the teacher stops the answer from student A then appoints student B to continue the answer from student A. Then student B answers "His child (issumboshi) and the princess". Then the teacher directs student C to repeat the answers from his peers. After that, the teacher asked the question again. Oke students next question are "Where did the story take place?" then one of the students answered in the village and capital city, then the teacher pointed to one student and asked, "do you agree with your friend's answer" then the student answered, "i agree but i will add additional answer from my friend answer, the story takes place in a village, capital city and the kiyomizu temple ". Then the teacher answers "okay, thank you", "oke class, do you agree with your friend's answer? or someone wants to add an additional answer". All of the students agree and have the same answer, then the teacher points to one student and asks" what is the problem of this story?" and the student answered "The problem of this story is issumbhosi never grew bigger" then the teacher asked again "can you explain more or maybe your friends can help you" then the student explained in detail about the problem of the story, then the teacher asks other students using the same question, then the student answers a

summary of what his friend has described. The critical thinking of the students was build in this activity. After that the teacher asks all students to give a little opinion or summary about the Issumbhosi story.

Post activity. after all students make an opinion or summary about Issumbhosi's story, the teacher appoints one student to be asked a high-level question, the teacher asks the student, "Why Issumbhosi Never Grows Bigger?", "Why Issumbhosi Go to Capital City ", " What the message that do you take from the story? " and "How the ending of the story?". The designated student can only answer 2 questions, then the 3 questions are assigned to their friends and their friends answer correctly. In this activity, the critical thinking or the students was developed. Furthermore, the teacher asks all students using the same questions and all students answer correctly. From here the teacher can conclude that all students have understood the material they have taught. At the end of the class the teacher asks students to collect their summary results or opinions about the Issumbhosi story. next, the teacher ended the class by praying together.

Discussion

The study showed that probing questioning strategies can support the students to develop their critical thinking. In this case, used hight level questions which make the students to think more deeply. It is supported by (Milawati & Suryati, 2019) that the teacher should often ask high-level questions so that the students' critical thinking will increases directly. Thus, probing questioning strategies helpful in the teaching and learning process. Furthermore, implemented this strategies can encourage the students more active in the classroom interaction.

As the part of result, almost all of the students agreed that probing questioning strategies encourage the students to comprehend the text. It is supported by (Peran et al., n.d.) that probing questioning strategies allow the teacher to examine the student whether they have understanding the text or not. Probing questioning strategies and high order thinking skill is needed in the teaching and learning process. According to (Omari, 2018) stated that to knowing the students understand the material or not the effective teacher usually used high question and probing strategies in the teaching learning process. By used high level questions it make the teacher easy to determine the students difficulties, develop the students thinking skills and motivate the students to discuss in the classroom interaction.

Results of the students' responses toward the implementation of probing questioning strategies to

promote students critical thinking in the classroom interaction

The researcher used questionnaires and interviews for the students' responses toward the implementation of probing questioning strategies to promote the student's critical thinking in classroom interaction. Probing questioning strategies allow the teacher to investigate the student's understanding and difficulties in comprehending the text, it also helps classroom interaction more active so that the students more confident to be involved in the classroom discussion (Dharmayanti, 2020). After the class ended the researcher sent the link of the questionnaire form to the students. There was six questions of the questionnaire form and the students only choose an appropriate answer and they can write their own answer at the last question. The researcher also uses interviews in order to get the data more accurate. The researcher interviewed five students randomly. The researcher repeats the question from the questionnaire in order to make sure the student's questionnaire answers and to confirm the reason from their answer. The results between the interview and questionnaire are consistency. The first question focused on the number one that was about which one the question that difficult to answer. High level question is difficult to answer. It can be proven from the statement of some students. A few students said that "answers the question in the form of text analysis is more difficult to answer because in my opinion we have to think critically to provide appropriate answers and reasons". The students 2 also state the dificult question is when he should make a - reason to answer the questions because he must think critically to answer the questions clearly. It was proven from the statement of the student 3 "make a reason is difficult questions to answer, i need more time to think critically and answer the questions".

In question number two about whether the probing questioning strategy can help you understand the material or not. probing questioning strategies can encourage students to understand the material by giving the questions continuously. It can be proven from the statement of the student 2 "Students can better understand the material because the teacher encourages students and asks questions "continuously so that all students understand themselves". Most of the students that be interviewed state the same answer. To support the validity of the data, it can be proven by the results of the graphs in the questionnaire.

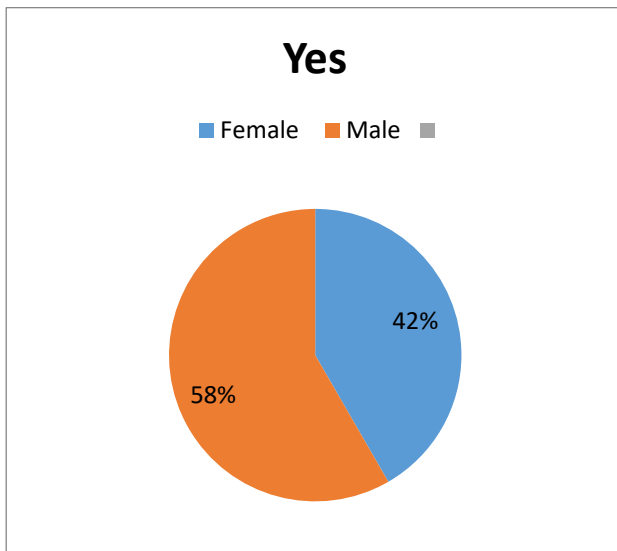


Figure 1

The graphs showed that 93,5 % the students agreed that probing questioning strategies helpful for them. It can be supposed that Probing questioning strategies helpful to help the students comprehend the material clearly.

In the question number three about the example of the teacher strategies by using probing questioning strategies in the classroom interaction. The student 3 said that the teacher as a facilitator to help the students understand the material clearly, so we can comprehend the material by the students and the teacher interaction. It is supported by the results of the graphs in the questionnaire.

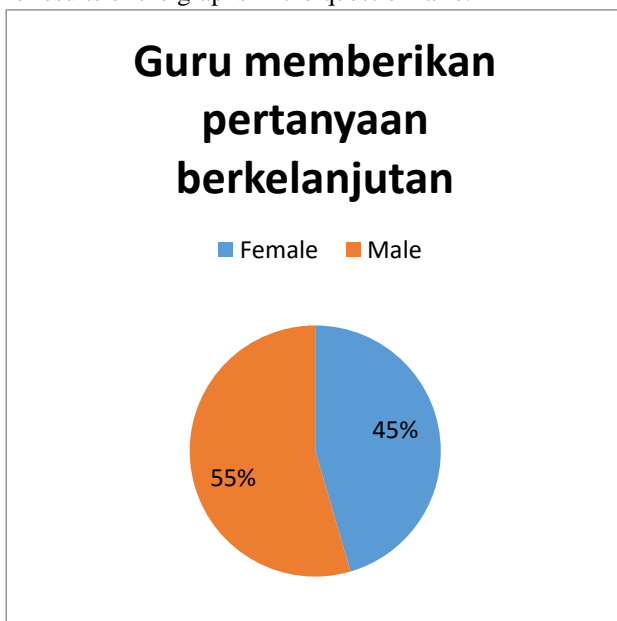


Figure 2

The data showed that the teacher giving the questions continously 90,3% and the teacher encourage the students to comprehend the material 96,8%. It can be supposed that by using probing questioning strategies, it makes the students more active in the teaching and learning process

and also make the students understand the material clearly by interact each other.

Related to the question number 4 is about through the implementation of probing questioning strategies can encourage the students' critical thinking or not. Most students that be interviewed agreed with that. By applying probing questioning strategies it can increase the students critical thinking. As said by the student 4 that "yes, it can increase the students critical thinking because indirectly the students must think critically to answer based on the teacher question". It is shown by the figure below.

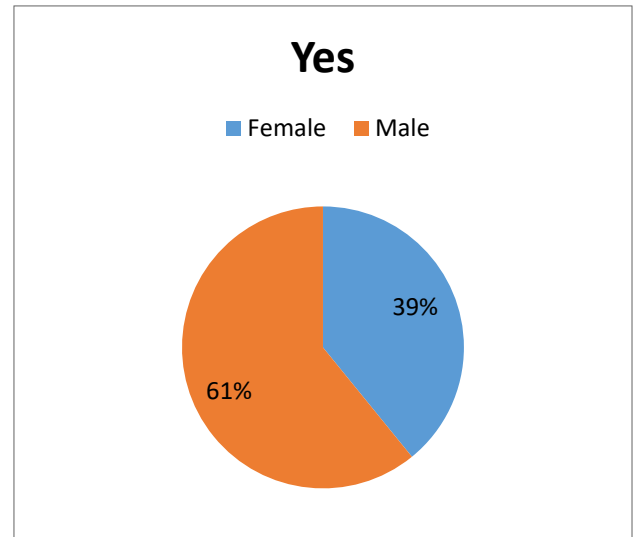


Figure 3

It showed that 93,5 % the students agreed that probing questioning strategies helpful for them. It can be supposed that Probing questioning strategies helpful to increase the students critical thinking.

In the question number five is about agree or not if the teacher help the students understand the text by using questions related to the text. The students 5 said that he agree because it more effective rather than the teacher should explain the text and it will make the students feel bored and also takes a very long time. All of the students that be interviewed agreed with that. It is supported by the results of the graphs in the questionnaire.

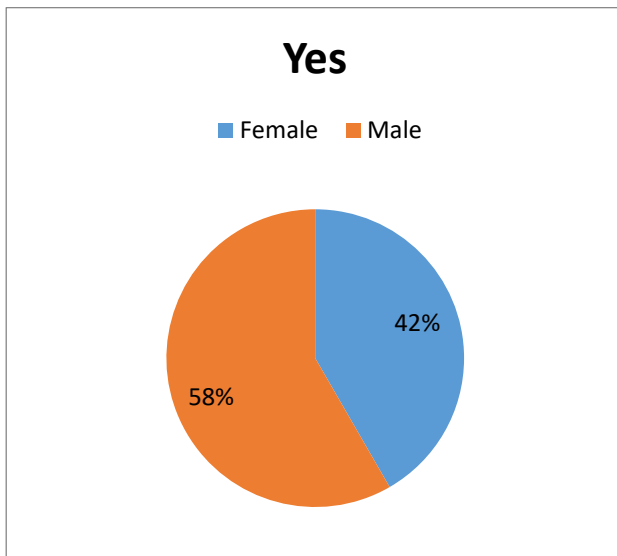


Figure 4

The graphs showed that 93,5 % the students agreed that the teacher used questions to help the students comprehend the text. Thus, the students more active in the teaching and learning process.

For the last question the researcher asked to the interviewer about the students responses of the probing questioning strategies that has been implemented by the teacher. The students 1 said “I have better understanding the material without more explanation from the teacher”. The students 3 said “I'm afraid I can't answer. But I can understand more about the material because it's like having a discussion in class”. The students 5 said “I can understand more about the material because the questions asked by the teacher encourage us to understand the material ourselves”. it can be concluded that probing questioning strategies can help the students to promote their critical thinking and make the teaching and learning process more active.

The Result of this study showed that probing questioning strategies have a positive effect in the teaching and learning process. This study was supported by (primadini, 2020) that probing questioning strategies helpful in the learning process because it help the students their activeness, understanding, and their critical thinking. So that, The students clarify that this study is effective in the teaching and learning process.

CONCLUSION

Based on the results and discussion above, it can be concluded that the implementation of probing questioning strategies can promote the students critical thinking in the classroom interaction. The teacher implemented the probing questioning strategies well. When implementing the probing questioning strategies, the teacher applied three stages, among them are: pre

activity, while activity, and post activity. In pre activity, the teacher stimulates the students by reviewing the previous material that is narrative text. The narrative text is the material that was exercise for students. Meanwhile, in a while activity, the teacher asks the student to comprehend the text. Then, the students can answer the question well. During the students comprehend the text, the teacher monitored the students by walking around and ask the students if they have difficulties. After the students comprehend the text, the teacher starts to give questions continuously. In post activity, the teacher gives follow-up questions to develop the students critical thinking. After that, the teacher gives same question for all students to make sure that all of the students understand the topic.

For the student's responses, they give a positive response toward the implementation of probing questioning strategies. The students agreed if the teacher used probing questioning strategies in the teaching and learning process because it makes the learning became active, effective and easy to understand. They feel enjoy and comfortable during the teaching and learning process. Thus, probing questioning strategies have a good impact for students to promote their critical thinking.

However, for the results of this research, the researcher give suggestions for the teacher and future researcher for using probing questioning strategies to promote the students critical thinking. For the teacher, they should prepare several questions so that the students can learn more to develop their critical thinking. Sometimes, the teacher has limited questions so not all of the students can get the questions. For the future researcher, they are able to conduct the same research with different grades, material or leaning model of using probing questioning strategies.

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