

TEACHER'S QUESTIONING STRATEGIES APPLIED IN TEACHING SPEAKING AT SMA NEGERI 1 KOTAMOBAGU

GIA PUSPITA MOKODOMPIT ¹, NASMILAH ² and ABIDIN PAMMU ³

^{1,2,3} Faculty of Cultural Sciences, Hasanuddin University.

Email: ¹giamokodompit23@gmail.com, ²imla63@yahoo.com.au, ³abidinpammu60@gmail.com

Abstract

The purpose of the study was to determine the types of questioning strategies used by the teacher in EFL classroom interaction, the application of the teacher's questioning strategies, and the students' perceptions about teacher's questioning strategies to stimulate students in speaking English. The research participants were one teacher and one class consisting of 21 science student's twelfth (XII) grade at SMA Negeri 1 Kotamobagu. These participants were chosen because they were very potential to find out the preference toward the use of teacher's questioning strategies. This study used descriptive qualitative research to explore the types of questioning strategies used by the teacher, the application of teacher's questioning strategies, and the students' perception about the teacher's questioning strategies to stimulate students in speaking English. The findings were acquired through observation and interview with students based on their perceptions of the questioning strategies used by teachers to motivate in speaking English. According to the findings of this study, teachers utilized question planning strategies and question controlling strategies. The English teachers used questioning strategies in the classroom interaction to assess the students' comprehension about the previous material, to encourage their participation, and to motivate them in learning.

Keywords: Teacher's Questioning Strategies, Concept of Speaking, Classroom Interaction.

1. INTRODUCTION

Today, English as a foreign language has become one of the subjects that students must master in Indonesia. According to Pammu et al. (2014), EFL is advantageous for pursuing education and training abroad. Therefore, language teaching approaches play an important role in EFL classrooms in order to increase students' academic performance and communication skills. In other words, students are able to communicate in the target language. As EFL students, the classroom is regarded as the most essential location for language learners to acquire knowledge about and practice their target language.

There is a procedure in teaching and learning English known as "asking or providing questions. Interaction between teachers and students is one of the most essential classroom activities. According to Gattis (2002), a question is one of the most significant tools for guiding and expanding students' learning. Questions are essential for helping students develop fundamental skills or a deeper understanding of how to solve problems, as well as for engaging in higher-order thinking such as appraisal. Questioning is an essential skill that may be learned by all teachers. Similarly, strategies for assisting teachers in developing their own question-raising and formulation skills can also be developed. Important teaching skills that teachers must be taught include questioning and knowing the appropriate question to ask. By adopting a questioning strategy, a teacher is able to initiate and sustain contact in the classroom, thereby fostering a strong relationship (Brown, 2007). Therefore, the researcher finds that classroom

engagement and teachers' questions cannot be separated. The goal of asking questions is to find out how much students know and understand about a subject, to get them to think critically, and to get them involved in class.

Moreover, in the teaching and learning process, there are ways teachers can employ to increase students' motivation to learn English. One of the strategies is inquiry A questioning approach refers to the questions asked by teachers to engage students in an educational activity. Harvey (2000) contends that questioning is most effective when it allows students to participate completely in the learning process. It implies that students will be motivated to study if teachers adopt a questioning strategy in their instructional activities. It is supported by Guest (1985) that the questioning strategies is one of the most essential instruments for extending students' learning, which can assist teachers in developing their own strategies to improve students' work and thought processes. It means that we can't ignore how important questioning techniques are for both teachers and students.

Consequently, a common issue for EFL teachers is dealing with a class where students are unresponsive and avoid interaction with the teacher (Ma, 2008). This is especially true when a teacher is seeking engagement in a teacher-class conversation, such as when he or she poses questions to the entire class and expects at least one student to respond. It is demonstrated by the researcher's experience as a senior high school student studying one of the subjects at that time, when the teacher would just present the material and teach with minimal interaction. In the end, this subject's performance was worse than another subject in which strong interaction with questions and responses served as the feedback of the teacher's questioning strategies. This experience makes the researcher's interest in conducting studies at senior high schools, where students must pass English on the national final exam. Therefore, it becomes a goal to achieve.

In addition, this study will evaluate the teachers' questioning strategies, which fall into two categories: question-planning strategies and managing strategies. Most frequently, teachers use questioning techniques to stimulate and enable student participation in these sorts of interactions. The researcher is interested in teachers' questioning strategies and their effects on students' speaking abilities in this study. Therefore, the researcher will investigate speaking as one of the productive skills in English as one of the Speaking is regarded as the most challenging of the four skills for teaching second and foreign languages. Chastian (1971) notes that learning to speak is evidently more challenging than learning to interpret spoken language. Those who wish to communicate with others occasionally encounter obstacles. He cannot articulate his thoughts, arguments, or emotions. Therefore, teachers must make greater efforts when it comes to communicating. Chastain adds that it is insufficient for students to simply listen to a speech.

Rivers (1968) says that teachers must provide numerous opportunities for children to practice speaking skills. This indicates that students who are learning a foreign language must engage in a great deal of practice in order to overcome the issue of speaking. Consequently, feedback is crucial to student development. Providing feedback involves explaining to students what they are doing well and badly. It is backed by Nasmilah et al., (2021), who state that teacher's

feedback as a source of input plays a crucial role in assisting students to improve their speaking abilities.

In connection to the preceding statements, English teachers are expected to develop an effective teaching and learning strategies for enhancing their students' English-speaking abilities. One of the ways of teaching speaking is through the use of a questioning strategy. In light of the things, we've talked about so far, it's important to look into how teachers used questioning strategies in teaching speaking English.

2. LITERATURE REVIEW

Teachers' Questioning

A question is any sentence with an interrogative form or purpose. In classroom settings, teacher questions are defined as interactional signals or stimuli that convey to the students the content items to be taught and instructions for what to do and how to accomplish it (Cotton, 2001) According to a different point of view, questions are the most beneficial instructional skill when used effectively. The question-and-answer technique can be an effective educational tool. Typically, teachers provide questions and students respond.

In accordance with the aforementioned viewpoints, Thompson (1997) asserts that language teachers must ask the right questions and emphasize the complexity of good questioning in order to have a broad impact on students' learning and increase opportunities for meaningful participation in classroom interaction. Wilen (1991) says that most of the decisions teachers make about inquiry in the classroom are based mostly on experience and gut feelings.

In addition, Richard and Lockhart (1996) claim that there are a number of reasons why questioning is a popular teaching strategy. First, questions engage and retain the student's attention. Second, questions motivate students to reflect and concentrate on the lesson's topic. Thirdly, the teacher is able to clarify what students have said. Fourth, it allows the teacher to elicit certain structures or vocabulary items. Fifth, it enables teachers to assess students' comprehension. Sixth, it promotes student participation in the classroom.

Questioning Strategies

Hyman (1979) describes a strategy as a carefully crafted plan consisting of a series of stages aimed at accomplishing a specific objective. It acts as a guide for the teacher to choose which questions to ask in the classroom and as a structure for student involvement. Teachers must not only know what questions to ask but also how to organize and implement questions and strategy in the classroom.

According to Ellis (1990), questions often serve as a means of launching a medium-focused discussion. Effective questions can motivate students to engage in classroom activities (Ur, 1996). The two categories of teachers' questioning strategies are question-planning strategy and regulating strategy. Ask the question that is pertinent to the students, ask open-ended questions, ask follow-up questions, ask for the supporting data or ask for evidence to support a particular claim, and ask a variety of questions. In addition, the controlling strategy includes

the following: phrasing the question, then calling on the student; calling on specific students to answer the questions; calling the student's name when asking a student to answer a question; and randomly selecting a student to respond rather than following a set of patterns when calling students. These two categories of questioning techniques can be utilized before, during, and after class.

Concept of Speaking

Speaking is one of the four language skills that students or many people must master in order to communicate orally with others. In communication, speech is the fundamental means of conveying sufficient information to the interlocutor about what we intend. Speaking is an example of employing communication. Therefore, as driving is more directly related to social contact than other language skills, it is the most important language skill.

Bahar (2014) described speaking as the expression of emotion and thought through the succession of sounds (pronunciation). They are words, phrases, and sentences (grammar) that express a certain purpose within a language through their pragmatic and semantic meaning. According to Widdowson (1985), speaking is a sort of oral communication that involves two parties: the speaker, who conveys the message, and the listener, who receives the message. In other words, communication requires the productive talent of listening.

Moreover, according to Birney (1976), speaking is a sort of oral communication that conveys ideas or information to others. It is the primary means through which a person can express themselves through language. The act of speaking involves not only the creation of sound but also the employment of gestures, facial muscle movement, and the entire body. All of these non-vocal communication activities except speaking are relayed through the visual medium. Birney (1976) asserts that oral communication is a two-way process between the speaker and the listener, valuing speaking as the producing skill and listening as the receptive skill. Therefore, both the speaker and the listener are active during oral communication.

3. METHODOLOGY

This study employed a qualitative descriptive design, in which the researcher gives data in both written and descriptive form. In addition, qualitative methods are employed when the purpose of the research is to describe phenomena, and the data collected includes opinions (interviews), behaviors, and documents, which are not assessed statistically. Cresswell (2012) defined qualitative research as a process that broadens and deepens our understanding of major events. In other words, qualitative research (Idris et al., 2020; Yulianti et al., 2022) was made to look into the problems that social society has.

This study's participant is one English teacher at SMA Negeri 1 Kotamobagu in Sulawesi Utara. Currently, she teaches English in twelfth grade at SMA Negeri 1 Kotamobagu. The school selected the participant, who teaches English to students in the twelfth (XII) grade who are still actively engaged in the teaching and learning process. The researcher also chose 21 science students from twelfth grade (XII) because they are very potential to find out the preference toward the use of teacher's questioning strategies.

The researcher utilized a variety of measures to collect data on teachers' questioning strategies when speaking English. Initially, the researcher will observe a classroom using video (recording) and field notes during the teaching and learning process. The purpose of the field notes was to determine the types of questioning strategies employed by the teacher in EFL classroom interaction and how the teacher implemented these strategies. Second, the interview is the next step in getting information about how students feel about the way teachers ask questions to get students to speak English.

Moreover, data regarding the types of questioning strategies used in classroom interactions and how the teacher applied these questioning strategies were gathered through observation with field notes and documentation, whereas thematic analysis was used to determine students' perceptions of the teacher's questioning strategies when speaking English. "Thematic analysis is the process of detecting, analyzing, and reporting data patterns (themes)" (Braun & Clarke, 2006, p.6). The purpose of thematic analysis is to discover relevant or intriguing themes or patterns in the data, which can then be utilized to comment on a topic. In addition, Braun and Clarke's (2006) 6-step framework was utilized to examine the data in this study. This phase was chosen because it presented a clear and accessible framework for doing theme analysis and was perhaps the most influential technique. The six steps of thematic analysis were getting to know the data, making an initial set of codes, looking for themes, going over themes, defining themes, and writing up the results.

4. FINDINGS AND DISCUSSION

1. The Types of Teacher's Questioning Strategies in Classroom Interaction

Based on a three-week-long observation, the teacher implemented certain strategies in each class. The teacher entered the classroom on time, carrying the necessary supplies. The lesson began with a greeting, a prayer, and a few questions that the teacher always asks before moving on to the materials. These are the steps in teaching and learning process. As follows:

1) Teacher's Questioning Strategies when starting the class

The teacher entered the class on time with the tools which was support the materials. The leader of the class guided the students to said the greeting and pray before study begin.

S: Assalamualaikum... Wr... Wb...

T: Waalaikumsalam... Wr... Wb

S: Good Morning, Mam!

T: How are you?

S: Fine Mam, how about you?

T: Alhamdulillah I'm fine too. Anyway, how was your last score in the last exam?

S: Wooowww...

T: It was easy, right?

S: The questions was easy, but the answer was difficult. (Answered one of students)

T: It is okay, it means we have to study more better

S: Yes Mam. (Said the students)

2) Teacher's Questioning Strategies after giving instruction of an activity

The teacher gave the instruction about the activity that they were going to do by asking some questions. After that the teacher gave the instruction about the activity and the purpose of the material at that time.

T: I want to know who likes the song?

S: My hobby is listening music, Mam. (Answered one student and some students rise their hand)

T: Do you like sing a song? (Point one students)

S: Yes Mam, Sometimes

T: Alright, so today we are going to move to the next topic, and the topic is about song. I'm going to give you lyric. This is the lyric. So, while listening to the song, you have to read the lyric. We have three sessions. First, we are going to listen the song. Second, to play the games. And third, to fill the task. Do you understand?

S: Yes Mam, games apa Mam?

T: Okay attention please! I will explain, Mam akan jelaskan. For the second session we will use this stick. So, the stick will go around while the music play and mam akan pause the music anytime and who still hold the stick will sing by read lyric. You get it?

S: Yes Mam. Sedikit Mam (Answered some students)

T: So, if you hold the stick, what you have to do?

S: Sing a song mam by read a lyric

3) Teacher's Questioning Strategies when leading to Figurative Language

After the students listened the music, played the games, the teacher asked several questions related to the song before move to next session, the teacher explained the main purposes of the song.

T: are you enjoying the song?

S: Yes Mam. The song is popular

T: What is the genre of the song?

S: Hmm... Silent

T: Is it Dangdut, Fatih? (Point the student)

S: (Laughing) No Mam

T: So, lagu jenis apa that we already heard?

S: Pop Mam

T: What the title of the song?

S: Mirror Mam

T: Is the song tell or explain about the mirror?

S: No Mam (Then Silent)

T: Yup, anyone can explain about it? Ada yang bisa menjelaskan kalimat yang digunakan?

S: Kiasan (One student guess)

T: Yes, in Bahasa Indonesia, we learn Majas and in English we call it Figurative Language/ Bahasa Kiasan. Repeat these words! Figurative Language.

S: Figurative Language (All Students)

4) Teacher's Questioning Strategies when Assesing the Students' Progress

After lead to the figurative language as the material, the teacher asked students several questions related to the figurative language.

T: Ada yang tahu, what do you know about figurative language?

S: Song

T: Right, what else? Nabilla (Point one student)

S: Poem Mam

T: Good. What kind of figurative language do you know? Point the student

S: Simile, Personifikasi

T: What the English? Point another student

S: Personification Mam

T: Okay. There are many kinds of figurative language that we can take from the lyric of the song. Who can tell us the example?

S: Your shine like a mirror, it is Simile. (Answered one student)

T: What else? Point a students

S: The vacancy that sat in my heart. It is personification.

2. The Application of Teacher’s Questioning Strategies in Classroom Interaction

The application of teacher’s questioning strategies in classroom interaction, as follows;

1. The questioning strategies applied to an individual student

The researcher observed and followed the class for six meetings over the course of three weeks. The teacher posed questions to stimulate student participation in class discussion. The teacher then calls out a student's name when requesting an answer to a question. For instance, when the teacher evaluates the students, she may inquire about their knowledge of figurative language. Is it dangdut, Fatih? The teacher selected students at random to answer the question individually. The teacher indicated the student to respond, as well as another student to answer the same question. Based on the aforementioned circumstance, we can conclude that the teacher employed certain strategies in interactions with particular students. *The questioning strategies applied to all students/ whole class*

Throughout the teaching and learning process, the teacher continually encourages class participation. The teacher also urges students to raise their hands and enter the classroom. The majority of the teacher's queries addressed the entire class, such as "What do you know about figurative language?" What else? These questions were designed to increase student participation in class.

3. The Students’ Perception of Teacher’s Questioning Strategies to motivate students in speaking English

In this part, the researcher used data through the interview to find out the students’ perception of teacher’s questioning strategies to motivate students in speaking English. So that, all of the technique in collecting the data used in this research and thematic analysis approach was used by using Braun and Clarke theory.

Table 1: Codes and Themes

Codes	Themes
<ul style="list-style-type: none"> - A good strategy to build a critical thinking - Teacher’s Questioning Strategies really works in classroom - Teacher Questioning Strategies very helpful in speaking skill 	Implementation of Teacher’s Questioning Strategy
<ul style="list-style-type: none"> - Teacher’s Questioning Strategies makes me confidence in speaking English. - Vocabulary has improved through Teacher’s Questioning Strategies - Teacher’s Questioning Strategies makes the instruction clearer 	Teacher’s Questioning Strategies advantages
<ul style="list-style-type: none"> - Students feel shy to answer the question from the teacher - Many students do not pay attention because they do not understand what teacher talk about - Students feel unconfident to talk 	Teacher’s Questioning Strategies disadvantages
<ul style="list-style-type: none"> - Studying English through Teacher’s Questioning Strategies makes teaching and learning process more fun - Can stimulate learning - Enjoy to express idea through Teacher’s Questioning Strategies 	Effective Strategy in Learning Process

<ul style="list-style-type: none"> - Teacher's Questioning Strategies improve students' speaking ability - Gives the students motivation in speaking English - Speak English fluently through Teacher's Questioning Strategies 	Effective Strategy in Speaking
<ul style="list-style-type: none"> - Teacher should be more creative to engage students into classroom interaction - Should use English more into the English class not only when teacher deliver the material but also in English time - Teacher also can apply various question to stimulate students' participation in the classroom 	Suggestion about the use of Teacher's Questioning Strategies

(Table 2: Summary top three of students 'perception on the use of TQS in classroom).

Discussion

1. The Types of Teacher's Questioning Strategies in Classroom Interaction

The question strategies that mostly employed by the teacher in the classroom were questioning planning strategies, questioning controlling strategies which was proposed by Ellis (2012).

1) Teacher's Questioning Strategies when starting the class

Table 2: Analysis of step 1

Teacher's Question	Question Strategies Employed	Purposes Teacher's Question
Good Morning How are you? Anyway, how was your score in the last exam? It was easy, right?	QPS (Ask Questions relevant to students and ask follow up question) QCS (Ask questions to encourage all students to participate and give the students enough time to think about answering the questions) NS (teacher asks and to identify students' respond)	To get students into the class

From the conversation about between teacher and students, the teacher asked the students about the score of the last exam, the teacher encouraged all students to participate and remind students' activity. After students gave the respond, the teachers encourage the students by gave statement it is easy, right? It is to advise students to study hard.

We can assume, based on the questions asked of the students, that the teacher applied Questioning Planning according to Ellis (1990). Each student was able to respond since the teacher posed questions pertinent to their experiences or lives. She also utilized the Question Controlling Strategy, in which she asked the entire class questions and promoted student participation.

2) Teacher's Questioning after giving instruction of an activity

Table 3: Analysis of step 2

Ten Teacher's Question	Question Strategies Employed	Purposes Teacher's Question
I want to know who likes the song? Do you like sing a song? Understand You get it? If you hold the stick, what you have to do?	QPS (Ask for evidence to support a particular point) QCS (Call one student to answer the question and modify the question when it is not understood) NS (Let any student call out the answer)	To make sure that the students understand the instruction

The conversation above shows the purpose teacher question were to make sure that the students understand about the instruction. The teacher gave some questions before gave the instruction for encourage students to participate the class. Then, after teacher gave the instruction, the teacher also ensure the students by asking "understand?", then she continued the instruction when one of the students gave respond by asking "games apa?", it shows that the students have curiosity about the class activity. So, the teacher answered by the instruction was clear. Then, the teacher employed follow up question and modify the question to encourage the students to participate. Based on the analysis above, we can conclude that the teacher employed Questioning Planning Strategy, Questioning Controlling Strategy, Nomination Strategy.

3) Teacher's Questioning when leading to figurative language

Table 4: Analysis of step 3

Teacher's Question	Question Strategies Employed	Purposes Teacher's Question
Are you enjoying the song? What is the genre of the song? Is it Dangdut, Fatih? So, lagu jenis apa that we already heard? What the tittle of the song? Is the song telling or explain about the mirror Yup, anyone can explain about it? Ada yang bisa menjelaskan kalimat yang digunakan? Repeat these words!	QPS (Ask questions relevant to students) QCS (Give the question, the call one students, repeat the questions where there is no response) NS (choose student to answer, and teacher identifies/ names the student)	To lead figurative language

From the conversation above, it shows that the teacher asked the students questions which were relevant to students' feeling of listening activity by asked *are you enjoying the song?* The teacher also gives students enough time to think before answering the questions when most of students were silent after the teacher ask a question, then the teacher call on specific students to answer the question by asked *is it dangdut, Fatih?* Then, the teacher encourages the students to participate by asked *Repeat these words!*

Based on analysis above, the teacher employed three kinds of questioning strategies when leading to the material, they are Questioning Planning Strategy, Questioning Controlling Strategy, and Nomination Strategy.

4) Teacher's Questioning when assessing the students' progress

Table 5: Analysis of step 4

Teacher's Question	Question Strategies Employed	Purposes Teacher's Question
Ada yang tahu, what do you know about figurative language? What else? In English?	QCS (Call on specific student to respond) NS (Teacher asks the student to answer the chorus in the lyric of song)	To assesses the students' progress on the subject that has been taught

From the conversation above, it shows that the teacher asked questions to students to assess the students' progress on the subject taught in order to assess students' understanding about the material in that time. The teacher asked *What do you know about figurative language?* Then, the teacher asked *What kind of figurative language do you know?* After she already had explained about it the teacher would like to ensure that the students were in the class. The teacher also pointed some students to answer the questions by asked *What else?* To encourage all students to participate. Based on the analysis above, we can conclude that the teacher employed Questioning Controlling Strategy and Nomination strategy.

2. The Application of Teacher's Questioning Strategies in Classroom Interaction

Applying questioning strategies to classroom interaction, the researcher found that the teacher posed questions to individual students and the entire class more frequently than to pairs of students. The teacher chose to ask each student a question at random in order to gain their attention and engagement.

3. The Students' Perception of Teacher's Questioning Strategies in Classroom Interaction

a. Implementation of Teacher's Questioning Strategy

Implementation of TQS signifies that this strategy is beneficial for students, particularly during the classroom teaching and learning process. The existence of TQS as a learning approach in order for students to arrive to class well-prepared. Students appreciate the deployment of this technique with overwhelmingly positive sentiments. The majority of students strongly think that TQS may assist them in the classroom, particularly throughout the teaching and learning process. In addition, the participant stated that TQS can assist students improve their speaking skills, such as by encouraging students to speak English fluently through questioning strategies employed by teachers.

b. Teacher's Questioning Strategies Advantages

The second highlighted topic is the benefits of teacher questioning strategies. The advantages of TQS indicate that the TQS learning process is beneficial for students, particularly during the teaching and learning process in the classroom. This strategy will drive students to learn because the way in which the teacher applies it is very straightforward and easily comprehended. Moreover, the most common reactions to the diary's benefits are that it increases students' confidence in speaking English, improves their vocabulary, and clarifies lessons.

c. Teacher's Questioning Strategies Disadvantages

The disadvantages of teacher questioning strategies constitute the third theme identification. However, each participant has their own opinion regarding the downsides of implementing TQS in the classroom. In addition, this study revealed that the three most common responses to the diary's disadvantages are as follows: first, students are hesitant to answer the teacher's questions; second, many students do not pay attention because they do not comprehend what the teacher is saying; and third, students lack the confidence to speak.

Consequently, internal and environmental influences posed obstacles to the development of speaking skills. The majority of participants lacked the confidence to speak as a result of their accents, pronunciation, and peers' harsh comments. The anxiety-inducing unconfidence contributed to the speaking performance, resulting in the failure to execute the concepts (Al Nakhalah, 2016; Ritonga et al., 2020).

d. Effective Strategy in Learning Process

The fourth finding is that TQS is an effective learning approach. Additionally, this strategy can facilitate the teaching and learning process for both students and teachers. For instance, it may assist students in adopting materials, increase students' understanding and knowledge of the subject matter being taught, make students more engaged and active in class, and motivate classroom learning. Moreover, students view this technique as a chance to engage in the growth of education, and the positive influence will contribute to the success of students' learning both inside and beyond the classroom.

e. Effective Strategy in Speaking

Effective communication strategy is the fifth recognized theme. Use of a teacher's questioning techniques for students in any circumstance that may affect their speaking ability. In addition, there are three common replies to the TQS as an effective speaking strategy: first, that it can increase students' speaking skills, second, that it motivates students to speak English, and third, that it enables students to communicate effectively.

Moreover, according to Pammu (2021), he defined that students must correctly enunciate words, employ intonation, and apply stress in order for the listener to comprehend the conversation's meaning. In other words, speaking is the most challenging of the four skills.

f. Suggestion about the use of Teacher's Questioning Strategies.

The last identified theme is the suggestion about the use of Teacher's Questioning Strategies. Many students perceive that the use of TQS in the classroom is a good way for teachers to help during teaching and learning process. Additionally, there are three responses mostly said by them regarding to the suggestion about the use of teacher's questioning strategies, firstly, the teacher should be more creative to engage students into classroom interaction, secondly, should use English more into the English class not only when teacher deliver the material but also in English time, and thirdly teacher also can apply various questions to stimulate students' participation in the classroom.

5. CONCLUSION AND SUGGESTIONS

Conclusion

The researcher believes, based on the findings and discussion that the teacher motivated the students to participate and contribute in class. The teacher engages the students throughout the duration of the lecture by posing questions. The teacher posed a few questions to stimulate student-teacher interaction. During the teaching and learning process, the teacher employed three questioning strategies: Questioning Planning Strategy, Questioning Controlling Strategy, and Nomination Strategy. Additionally, the teacher employed three types of questions: procedural questions, convergent questions, and divergent questions. Individual and class-wide questioning strategies were utilized by the teacher. Furthermore, based on the students' perception in interview, most of students agree that there was a motivation in speaking English.

Suggestions

English teacher should be more creative to engage students into classroom interaction, and should use the English more into the English class not only when teacher deliver the material but also in English time. Teacher also can apply a various question to stimulate students' participation. Students should give more attention during teaching and learning process to prevent unclear instructions or miss understanding in accepting task. Besides that, the students should feel free to ask to anything concern into the material subject to the teacher. Further researcher could enrich this kind of research by using more than one teacher as participant in order to find the types of teacher's questioning strategies employed by the teachers.

References

- 1) Al Nakhalah, A. M. M. (2016). Problems and difficulties of speaking that encounter English language students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, 5(12), 96-101.
- 2) Bahar, A. K. (2014). *Interactional Speaking a Guide to Enhance Natural Communication Skills in English*. Yogyakarta: Trust Media Publishing.
- 3) Birney, D. (1976). *Teaching Oral English*. New York. Inc. Longman.
- 4) Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research In Psychology*, 3(2), 77-101. ISSN 1478-0887
- 5) Brown, D. H. 2007. *Teaching by Principles: An Attractive Approach to Language Pedagogy*. New York: Pearson Education-Longman.
- 6) Chastian, K. 1971. *The Development Modern Language Skills: Theory to Practice*.
- 7) Philadelphia: the center for curriculum development, Inc.
- 8) Cotton, K. 2001. *Classroom questioning. School Improvement Research Series (SIRS)*.
- 9) Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Upper Saddle River, NJ: Pearson.
- 10) Ellis, 1990. *Understanding Second Language Acquisition*. New York: Oxford University Press.
- 11) Gattis, K. (2002). *A look at productive tutoring techniques user's guide*. 2 nd. Ed.

- 12) Raleigh: North Carolina State University.
- 13) Guest, (1985). The case study method: Critical thinking enhanced by effective teacher questioning skills. *The 18th Annual International Conference of the World Association for Case Method Research & Application*.
- 14) Harvey, S. 2000 A literacy consultant and staff developer for the Denver based Public Education and Business Coalition. She coauthored, with
- 15) Anne Goudvis, *Strategies That Work: Teaching Comprehension to Enhance Understanding* (Stenhouse, 2000).
- 16) Hyman, R. J. 1979. *Strategic Questioning*. Englewood Cliff: Prentice Idris, A. M. S., Adliah, A., & Alfina, S. (2020). Multilingual Interaction in Classroom Context. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6(2), 381-393.
- 17) Ma, Xiaoyan. 2008. *The Skills of Teacher's Questioning in English Classes*.
- 18) In *International Education Studies*, Vol. 1(4).
- 19) Nasmilah, N., Sahraeny, S., Radjuni, M., Mahaseng, N., & Sukmawaty, S. (2021). Feedback, individual differences and EFL learners productive skill: an analysis on high and low-achieving students. *Magistra: Jurnal Keguruan dan Ilmu Pendidikan*, 8(1), 11-23.
- 20) Pammu, A. (2021). The Effect of Speakmate Toward Students' Speaking Performance at English Department of Dayanu Ikhsanuddin University. *ELS Journal on Interdisciplinary Studies in Humanities*, 4(2), 204-210.
- 21) Pammu, A., Amir, Z., & Maasum, T. N. R. T. M. (2014). Metacognitive reading strategies of less proficient tertiary learners: A case study of EFL learners at a public university in Makassar, Indonesia. *Procedia-Social and Behavioral Sciences*, 118, 357-364.
- 22) Richards and Lockharts. 1996. *Reflecting Teaching in Second Language Classroom*. USA: Cambridge University Press
- 23) Ritonga, S. N. A., Nasmilah, N., & Rahman, F. (2020). The effect of motivation and anxiety on students' speaking performance: a study at Dayanu Ikhsanuddin university. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(2), 198-213.
- 24) Rivers, W. 1968. *Teaching Foreign Language Skill*. New York: The University of Chicago.
- 25) Thompson, G. 1997. *Training teachers to ask questions*. *Teaching Journal*, 50, pp. 99-105.
- 26) Ur, P. 1996. *A Course in Language Teaching Practice Theory*. Cambridge: Cambridge University Press.
- 27) Widdowson, H. G. 1985. *Teaching Language as Communication*. Oxford: Oxford University Press
- 28) Wilen, W. 1991. Questioning skills for teachers. What research says to teacher. 3r ed. Washington, DC: National Education Association.
- 29) Yulianti, S., Arafah, B., Rofikah, U., Idris, A. M. S., Samsur, N., & Arafah, A. N. B. (2022). Conversational Implicatures on Saturday Night Live Talk Show. *Journal of Language Teaching and Research*, 13(1), 189-197.