

EFL Teacher's Oral Questioning: Are Her Questions and Strategies Effective?

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Abstract

Evidence is mounting that teacher question can assist EFL students in various purposes in teaching learning process. However, teacher's lack of knowledge about questioning taxonomy could become a failure in leading students' learning. This study investigates questioning strategies, the taxonomy of questions-type, and their application by teacher in advanced prose class, to scaffold students' learning. Classroom observations, field notes and videotape recording, were employed to collect the data. Findings indicate that among four types of questioning strategies, redirecting was the most frequently used to initiate students' responses and to probe more into students' understanding. Other findings show that low-cognitive questions were common. Of those, knowledge-based questions were the most frequently used to confirm students' understanding of the materials they learnt, but, the higher-level questions were rarely used. It was also found that teacher employed questioning strategies ineffectively to manage the class; insufficient time responded to a complex level of questions; the number of questions created confusion. Some changes to create effective classroom questioning and a stronger connection between the level of question and the questioning strategies are discussed.

Keywords: questioning, probing, reinforcement, rephrasing, redirecting

A. Introduction

In classroom setting, e.g, teacher's questioning strategy is defined as instructional cues or stimuli that enable students to convey the material to be learned and directions for what they should do and how they should do it. Theoretically, it is believed that they can assist students to convey students' review, to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities, to help determines grade, and to encourage discussion (Blosser, 2000; Bond, 2007; Cotton, 2007). However, questioning consumes considerable teaching and learning time. Indeed, past studies report teachers typically spend 40 to 50 per cent of their instructional time asking questions (Ellis, 1997; Blosser, 2000; Creese, 2005; Bond, 2007; Cotton, 2007). Asking a good question can encourage students to give a positive responds toward the questions in appropriately. Conversely, to achieve such respond is not easy. Teacher needs to consider not only on a good question which they have to deliver, but also a strategy in asking question is needed. Further, it has been found that teacher's lack of knowledge about questioning taxonomies can have adverse effects on student learning. Particularly, if many of the questions asked are of a low-cognitive level (Tan, 2007; Shen and Yodkhumlue, 2010; Wong, R, 2010). Hence, whenever the teacher has given a various of good questions to the students, it will not guarantee that the interactive classroom will be created, unless the teacher knows how to manage their questions in the right time (Wragg & Brown, 2001).

Such situation above seems to create a paradox: on the one hand, questions have become a fundamental device in teaching learning process, but on the other hand, the ineffective questioning strategies could make the failure in creating the interactive classroom learning. This present study attempts to investigate in greater depth focusing on some questioning strategies underlying the classroom questioning, namely ; rephrasing, redirecting, probing and reinforcement as proposed by Goodwin et al (1992). In relation to the four questioning strategies, this study also discusses the six levels of questions which are proposed by Anderson & Krathwol (2001) namely remembering, understanding, applying, analyzing, evaluating and creating. The purpose of the study is to analyse the reasons of the ineffective teacher's questioning strategies and to give a stronger connection between the level of question and the questioning strategies, which the teacher employed.

B. Literature Review

1. Why do Teacher ask question?

Question is widely accepted to play a vital role in second language classroom. Basically, questions is used as a device by which teacher could evaluate the specific purposes of learning. Cotton (2007) in "Classroom Questioning" cited that in classroom setting, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it.

Past studies has revealed the reason underlying teacher need to ask to test students' ability functions in classroom environment, fulfill the objectives of the classroom

curriculum and provide practice in language production (Pica cited in Lynch (1991); Freiberg & Driscoll (1992). Similarly, Morgan and Saxton in Brualdi (1998) in "Classroom Questions: Practical Assessment, Research & Evaluation", mention several reasons why teacher ask question to the students. First, the act of asking questions helps teacher keep students actively involved in lessons. Second, while answering questions, students have their opportunity to openly express their ideas and thoughts. Third, questioning students enable other students to hear different explanations of the materials by their peers. Fourth, asking questions help the teacher to pace their lessons and moderate students' behavior. Last, questioning students help the teachers to evaluate students learning and revise the lesson as necessary. In contrast, Recent studies has found that mainly teacher asked question to elicit short, restrict student responses and therefore purposeless in classroom setting (Eng Ho, 2005).

2. Teacher Questioning Strategies

It is therefore, not surprisingly that so much research has been paid to teacher question. One of the most common way in scaffolding questions proposed by Wragg and Brown (2001, p. 28-36) provide seven tactics in asking questions; structuring, Pitching and putting clearly, Directing and distributing, Pausing and pacing, Prompting and probing, Listening to replies and responding and Sequencing. Sadker and Sadker in Cooper (2010, p.110) promotes seven habits of highly effective questioners; asking fewer questions, asking better questions, questioning for breadth (use prompting and probing), using wait time, selecting students and giving useful feedback. In line with this, Maybery and Hartle (2003, p.94) define questioning strategies in term of an effective question which motivates student engagement by providing the right words and enough response time for students to compose a response. Fisher (2009, p.34-35) categorizes seven effective questioning strategies such as sequencing set of questions, pitching appropriately, distributing question around the class, prompting and probing, listening and responding in proactive way, challenging right as well as wrong questions and using written question effectively.

In addition a wide range of research has also attempted to explore effective teacher's questioning in classroom learning which have been conducted in university level, Cotton (2007), for instance, on her studies about "Classroom Questioning" which used experimental study which focused on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation. In different study, Cakmak (2009, p.666-675) has conducted study on "Pre-service teachers' thoughts about teachers' questions in effective teaching process". In this case, the focused of the study is to investigate pre-service teachers' thoughts about teachers' questions in effective teaching context. The results of the study indicated that evaluation of learning is very important facility of questioning according to pre-service teachers. In addition, subject knowledge was the most stated factor which affects questioning and motivating students was the most common pointed reason of the pre-service teachers to use questioning. Whereas, Bonne & Pritchard (2009, p.133-142) on their studies of "Teacher Researchers Questioning their Practice". They focused on eight teacher researchers examined their

own practice to analyze their use of questioning in the context of numeracy, in partnership with two researchers. Each teacher researcher devised their own question categories, from which the research team then developed common categories. The teacher researchers found that they had asked more questions than they expected, and were surprised that they asked more questions of students working at higher strategy stages.

Of the above-mentioned, there has been scarce research on teacher questioning strategies, particularly, this present study attempts to investigate in greater depth focusing on some questioning strategies underlying the classroom questioning, namely ; rephrasing, redirecting, probing and reinforcement as proposed by Goodwin et al (1992).

3. Types of Questions

Questions, like students, have an important role to play in learning process. The types of questions and the ways in which they are posed are critical to develop students' abilities to process information at various levels of thought. The "question Taxonomy" was developed by Bloom and revised by Anderson & Krathwol (2001). They proposed classifying question into six complexity level; remembering, understanding, applying, analyzing, evaluating and creating. Bloom's framework has been adopted by Tan, (2007) to evaluate classroom effectiveness of EFL teacher question taxonomy. Further, Shen and Yodkhumlue (2010:44-53) on their proceeding entitles "Teacher's Questioning and Students' Critical Thinking in College EFL Reading Classroom" focused on the effects of a teacher's questions on the development of students' critical thinking. The result showed the teacher asked more lower-cognitive questions (79.2%) than higher ones (20.8%). It revealed that excessive use of lower-cognitive questions could not facilitate students' critical thinking and identified the misuse of higher-cognitive questions by the teacher. This study also adopted the six level of questions which is proposed by Anderson & Krathwol (2001) namely remembering, understanding, applying, analyzing, evaluating and creating. The purpose of the study is to analyse the reasons of the ineffective teacher's questioning strategies and to give a stronger connection between the level of question and the questioning strategies, which the teacher employed.

C. Research Methodology

This study has employed qualitative case study approach as a research design (Cresswell, 2012, p.465) which attempts to explore in detail of the level of questioning and questioning strategies which teacher used in advanced prose class. The researcher conducted five meeting on classroom observation. Each of which was observed through videotaping and fieldnotes. It is employed to find out what is really going on in the process of classroom questioning and to capture every single phenomenon of teacher questioning strategies under investigation. The case study was more emphasized to gain a thorough and in depth understanding of the theory and the concepts of teacher questioning strategies in advanced prose class, and also to provide fruitful suggestions for further research.

A teacher and one advanced prose class in sixth semester were chosen as research subject. She is one of experienced teachers, who has been teaching in Faculty of Social and Cultural Sciences, English Department of State University in Madura, for about 6 years. She was nominated by the principals of the partner in her major although it was a voluntary decision as to whether she wished to participate. She also frequently talks more in her class. It can be seen on the way she teaches in her classroom, she explained more or very often gives tutorial to the students. It means that in giving tutorial indirectly she also asks more to the students. Researcher was as a non-participant observer, was chosen to record notes without becoming involved in the activities of the participants.

The observation has been done in five meetings. A non-participant observer was chosen to record notes without becoming involved in the activities of the participants. Clearly, the data has taken in the form of utterances. This study has also applied mix method; fieldnote and audiotape recording in collecting the data. Fieldnote is used to notice non-verbal teacher's behavior. It employed non-participant observation to gain the data. In this case, there are two kinds of data; data get from the result of fieldnote and audiotape recording. Purposefully, the non-participant observation has occasionally conducted for about five meetings.

Generally, the data has been analyzed through some procedures proposed by Miles and Huberman (1994, pp.10-12). The procedure consists of three current flows activity : data reduction, data display, and conclusion drawing/verification. In particular, some steps have been conducted in analyzing the data which cover the following activities. (1) Aggregating the data gathered, involving all of the information from the field. In this case, the data obtained were processed by transcribing the teacher's utterances gained by the result of audiotape recording during the advanced prose class was conducted. (2) Classifying the data gained by the result of recording transcription. Those were classified in terms of questioning strategies proposed by Goodwin (1992) and the types of questions based on Anderson & Krathwol (2001). The code of questioning strategies such as rephrasing (Rp), redirecting (Rd), probing (P), reinforcement (Rf), while types of questions e.g. remembering (R), understanding (U), applying (Ap), analyzing (An), Evaluating (E) and creating (C). (3) Displaying the data which has been selected and simplified in order to make it clearer and easier to be interpreted.(4) Interpreting the data which analyzed descriptively; (5) Validating the data, the results of data analysis from transcription were crosschecked out with the data from the result of fieldnotes to validate the findings; (6) Reporting the result, making the conclusion, which were derived in regard with the result of findings and discussions to answer research questions.

D. Findings

The findings show that there are four types of questioning strategies, which the teacher has used in her classroom. They are rephrasing, redirecting, probing and reinforcement. There are totally 69 extracts of five meeting class on teacher's questioning strategies. Every finding of the research questions shows that it has different frequency of the presence. From those four types of questioning strategies found that redirecting and reinforcement are found more frequently than rephrasing and probing.

Table 1. The Amount of Teacher's Questioning Strategies

No	Types of Questioning Strategies	Frequency of Questions	%
1	Rephrasing		
	a. Rephrasing	2	3
	b. Providing additional information	5	7
	c. Rewording	8	12
	d. Breaking into more manageable part	4	6
2	Redirecting		
	a. Asking another student to get more information	4	6
	b. Asking another students to get more information and trying to correct another student's incorrect statement	1	1
	c. Getting more information	14	20
	d. Getting more information and trying to correct another student's incorrect statement	1	1
3	Probing	15	22
4.	Reinforcement		
	a. Positive	15	22
	b. Negative	0	
	Total	69	100

1. Rephrasing

Rephrasing is one of types of questioning strategies in which the teacher assists the student to understand a question or to solicit a more correct response by rewording the questions, providing additional information or breaking the questions into more manageable parts. It is used when the students do not understand what is being asked by the teacher. Then, the teacher may wish either to assist the students in understanding a question or to solicit a more correct response.

The result of data analysis reveals that the teacher has rephrased her question in various ways. Those are rephrasing or rewording the question, providing additional information and breaking down the question. Commonly, they have occurred when the teacher initiates a question, the students give no response or keep silent. Afterward, the teacher asks the question for the second time in different way to make her question clearer. The following situation has shown that the teacher has rephrased her question by rephrasing certain phrase. This particularly happened when the students did not clearly understand what was exactly being asked by the teacher. At this situation, the teacher needs to ask again by rewording certain word in the previous question to make it clearer.

1. T : Okay, class **what have you learnt for last week?**
Ss : (silence)

- T : **What have you learnt in our last meeting?**
 S4 : tone..

The rephrasing strategies, which are done in extract (1) seems that, firstly the students have faced difficulties in understanding the teacher question. As in extract (1), for instance, it could happen, probably because the students have not been ready to start studying. They were busy talking each other and did not pay any attention on what has been asked by the teacher. As a result, they were silent because fully they did not understand the question. Briefly, the extract above has shown that in rephrasing her question, the teacher frequently uses knowledge question. Occasionally, it is used to encourage the students' to remember the material, which they have learnt in previously meeting.

Another result of the observation has also revealed that the teacher has rephrased her question by providing additional information to solicit more correct response as it is seen in extract (2).

- 2 T : *sekarang ini feetnya* (point out on her writing in the whiteboard), ***meternya..ne polanya apa sih?***
 Ss : silence
 T : **Stressed, unstressed. Unstressed, stressed, *polanya apa?***
 Ss : triamic

The above extract describes the teacher wrote certain quotation on white board, then, pointed it and initiate by asking "*ne polanya apa sih? (what is the pattern?)*". However, the students gave no response. Then, the teacher rephrased her question by adding some more information as "Stressed, unstressed, unstressed, stressed, *polanya apa? (stressed, unstressed, unstressed, stressed, what is the pattern?)*". Lastly, they can give a correct response. It indicates that the students fully do not understand. They just keep silent. Perhaps, it happens because they do not know where they should put the stress on certain syllable. Therefore, they need more information to acquire the correct answer.

Differently from those previous situations, the result of the observation revealed that the teacher has applied rephrasing strategy by breaking down her question into more manageable part.

- 3 T : And then, what happened to the poor people when they watch kind of his friend crying to enter the mall and sometimes they are asked to leave, and then **What happened to the to the poor people watching the scene? Are they mad?**
 Ss : (silence)
 T : **Ok What happened with the sandals? And What are the differences between the way how rich people and The way the poor leaves.**

S1 we // the poor *pakek* wine by the .. rich *minumnya pakek* whisky

The above extract shows the teacher illustrated certain situation stated in the novel, she also asked the students to infer what happened behind the illustration by asking “What happened to the poor people watching the scene? Are they mad?”. However, the students still kept silent. Therefore, the teacher tried to break her question into two more specific parts, “Ok, What happened with the sandals?” And “What are the differences between the way how rich people and The way the poor leaves?”. The rephrasing strategy in which the teacher uses by breaking down her questions into more manageable part as in extract (3) can be inferred that before the teacher breaks her questions, the teacher has already provided additional information firstly. It is hoped that the students will easily get an appropriate answer. However, the facts shown that the students still keep silent. It seems that they face difficulties in acquiring the answer, although the teacher has already added some more information to lead them. This probably happens because the question itself, perhaps considered as the higher level question. If it is a higher level question, certainly, they need more time to think about the appropriate answer. In fact, the teacher only gives a few second as their wait-time, absolutely it is a short time for them to think about the answer.

2. Redirecting

Redirecting deals with the use of questioning strategies in which the teacher asks another student to comment on the statement or get more information on the topic from another student. It is used to allow a student to correct another student’s incorrect statement or respond to another student’s question. Commonly, it occurs when there is a student gets stuck on an initial question, the teacher will ask another student or the whole class to give a response on that question.

The result of the observation has found that the teacher has frequently redirected her questions either only to a particular student or to the whole class. It is aimed to get more information on the topic from another student and to correct another student’s incorrect statement. The following situation shows that the teacher has redirected her question either to a particular student or to the whole class.

- 5 T : (laughing) so, what happen with those three characters? I mean, uhhmm, // **in your opinion the focus of main conflict is?**
- S1 : Poverty
- T : Poverty, okay. **Another opinion beside poverty?**
- S2 : human right
- T : human right, okay thank you, **and then?**
- S3 : society problem
- 6 T : **How do masters treat their servants?**
- S7 : *memukul kakinya, memukul kepalanya*
- T : **no, but.**
- S4 : *masih memperhatikan si pembantunya, kayak tempat tidurnya dia kan jadi satu sama .. Sapa ..*

- Ss : *masih memperhatikan*
 S4 : *kalau memang buruk, dia kenapa kakinya, dipukul kepalanya ..*

From the result of observation reveals in extract (5) and (6) can be infer that the teacher redirect a question under different purposes. In this case, redirecting which occurs as in extract (5) seems that wanted another student to give additional information. It is supported that the first student' answer is not fully completed. The student only mentions a single answer. In fact, there are still another missing information which have not been answered yet. As a result, the lecture needs to redirect her question to the whole class in order to get more information in acquiring a complete answer. Meanwhile, in the extract (6) mainly the teacher redirected her question in order to correct an initial student's answer. Once, one of the students tried to answer, but unfortunately, the answer was incorrect. This situation made the teacher to evaluate the answer by saying "no" automatically. Despite the incorrect answer, here, the teacher do not directly correct it by her self. In this situation, the teacher let another student to correct the answer by saying "but". In other words, the word "but" can be implied that the teacher wants to redirect her questions to the whole class in order another student can correct the previous answer.

3. Probing

Probing refers to kinds of questioning strategies in which teacher probe initial student answers which may be superficial and encourage to think more deeply to the answer of the previous questions. It is used when there is an initial student's response considered as superficial. Then the teacher needs to probe the response by asking the student explanatory question to explore initial comment.

Based on the result of the observation, has found that the teacher, somehow, probe the question while the teaching learning conducted. Mainly, the student gives a response toward the teacher's question. However, his / her response is superficial. Therefore, the teacher probes the student's response in order the student can give a detailed response toward the teacher's question.

- 7 T : ***Apakah para servant terima gitu aja? Ha? Iya apa ndak?***
 Ss : *iya*
 T : ***Iya? Kenapa? Ada kaitannya dengan Mr.Pup? tentang ayam? yang lagi .. Terima. Apakah mereka mengiyakan seperti di Mr.Pup?***
 SS : (silence)
 T : ***Apa sih Mr.Pup itu? Filosofinya?***
 S2 : *.. mereka tu, nerima aja ..*
 T : ***Terus apa ada kaitannya dengan mindset? Pola pikir?***
 S2 : *kayaknya iya.*
 T : ***Ha? kayaknya iya gimana?***
 S2 : *.. keluarga mereka, jadi kalo mereka ..*
 T : ***Apakah hanya itu? Ayo? ehm?***

The extract above describes that the teacher initiates a question and direct it to the whole class. As consequent, the students answer it. However, their answer was superficial. The teacher probes the students by asking “*Iya? Kenapa? Ada kaitannya dengan Mr.Pup? tentang ayam? yang lagi .. Terima. Apakah mereka mengiyakan seperti di Mr.Pup?*” (Yes, but why? Is there any relationship with Mr.Pup? About the chicken which was being.. accepted. Do they agree as Mr.Pup?). However, the students kept silent. Then the teacher continued asking “*Apa sib Mr.Pup itu? Filosofinya?*” (What is Mr.Pup? The philosophy?). Then, one of the students answered that question. However, the answer was not deeply. The teacher probed for the second time by asking “*Terus apa ada kaitannya dengan mindset? Pola pikir?*” (then, is here any relationship with the mindset?). Then, the same student answered that question. Unfortunately, it seemed that the answer was not really fulfilled the required answer. At last, the teacher asked “*Apakah hanya itu? Ayo? ehm? (is that only? Come on?ehm?)*” .

Probing will run smoothly as if the teacher can manage her question and maintain the students to keep focus on the discussion. However, it will pretend as a barrier if the class was silent. As in extract (7) shows at the early, the students give no response. They are only silent. Perhaps, it occurs because the teacher’s question is considered as a higher - level question which make them to think more deeply. Basically, a higher-level question requires much wait-time. By allowing wait-time will be easier for the students as if the question was difficult for them. They will have more chances to think deeply in acquiring the required answer. Besides, the teacher needed to arrange her questions before she started asking to the students. In this case, the teacher frequently asking many questions at the same time e.g “*Iya? Kenapa? Ada kaitannya dengan Mr.Pup? tentang ayam? yang lagi .. Terima. Apakah mereka mengiyakan seperti di Mr.Pup?*”. Those questions make the students getting confused. They do not know which question they have to answer firstly. Consequently, the teacher did not apply the teacher’s questioning strategies as effectively.

4. Reinforcement

Reinforcement is one of questioning strategies in which the teacher reinforce, by making positive statements or by using positive nonverbal communication such as smiling, nodding and maintaining eye contact. It is used to motivate the student to become actively involve in the discussion. It is also to strengthen students’ knowledge. Basically, reinforcement requires the teacher to react toward students’ answer. It is either positive or negative reinforcement. Positive reinforcement requires the teacher to react either verbal or non-verbal communication. That could encourage the students to participate in classroom questioning. However, when the teacher ignored toward the student’s answer, means that the teacher gives a negative reinforcement.

The result of the observation has revealed that the teacher very often reinforces the student by uttering positive statement. Besides, the teacher once gives something as present to the student, as it is seen in extract (8) and (9).

8 S15 : *melamar*

T : **Okay, good** (giving a present, candy) *siapa namanya?*

- 9 S3 : ...*di kesehatan disini eee juga ternyata kekurangan gizi dan tidak ada jaminan kesehatan khususnya kaum wanita.*
 T : **Okay thank you very good, okay.**

The extract (8) and (9) has revealed that the teacher has applied positive reinforcement almost in every student response. Extract (8) for instance, a positive reinforcement is delivered to those who can answer the teacher's question correctly. In this case, she reinforced by saying "*okay, good*" and giving a candy as a present to those who can answer her question. While in the extract (9) is the one, which the teacher almost delivers to every single student comment. In this case, the teacher gave positive reinforcement whenever the student gave a comment on what was being discussed by saying "*Okay, thank you very good*".

5. Types of Questions

Based on the result of the observation, it is found that the six domains have been adopted by the teacher in her class. It is adapted from Anderson & Krathwol (2001). Generally, those domains have differently thinking outcomes that range from simple to complex. Particularly, the types of questions, which used by the teacher has found totally 90 questions. The amount of each type of questions is varying. From those six level categories divide into two sub categories. First, low level category consists of remembering, understanding and applying. Based on the analysis, this low level of category is more frequently used when the teacher employing rephrasing strategies in which mainly the teacher focuses on encouraging the students to remember the previous materials, which they have learnt. Meanwhile, the higher-level questions are analyzing, evaluating and creating. This higher level questions is used by the teacher when the teacher probe an initial student's answer, especially when the answer is considered as superficial. In a brief, it can be concluded that the number of higher level of questions is more frequently than the low level of questions. They are described respectively as the following.

Table 2. The amount of Types of Teacher Question

No	Types of Questions	Frequency of Questions	%
1.	Remembering		
	a. Knowledge specific	8	9
	b. Knowledge of ways and means of dealing with specifics	5	6
	c. Knowledge of universals and abstraction in a field	1	1
2	Understanding		
	a. translation	1	1
	b. interpretation	23	26
	c. extrapolation	1	1

3	Applying	4	4
4	Analyzing		
	a. analysis of element	17	19
	b. analysis of relationship	5	6
	c. analysis of organizational principle	3	3
5	Evaluating		
	a. judgment in terms of internal evidence	5	6
	b. judgment in terms of external evidence	2	2
6	Creating		
	a. production of a unique communication	4	4
	b. production of a plan	1	1
	c. production of a set of abstract relations	10	11
	Total	90	100

6. Remembering

This level is the lowest level in which the students are required to recognize or recall information. The student is not asked to manipulate information, but merely to remember previously learned material or a factual observation. Generally, the teacher uses this questions under expectation that her students tell when, how many, who or where they are using knowledge. Specifically this kind of question is used by the teacher when the teacher employing rephrasing strategies. The following situation has shown that remembering question when the teacher wants to ask about their knowledge of specific as in extract (6) and (7).

6 ada berapa character?

7 Okay, so what is, eeee, **do you still remember first question on your mid test?**

The extract (6) and (7) show that the teacher asks about specific knowledge. In extract (6) for instance, the teacher used the word “how many” as her question’s word in order that her students mentioned the number of the character in the story which was being discussed. In completely she asked by saying “*ada berapa character?(how many characters)*”. Further, in extract (7) the teacher used the Wh- question “*what*” firstly, then she revised her question into yes-no question “*do*” in completely she asked “*do you still remember first question on your mid test?*”.

Those questions are considered as the lowest level. In the extract (6) and (7) indicate the teacher only asks the students about the specific knowledge. Extract (6) shows the teacher asks about the number of characters mentioned in the story which is being discussed by using the question word “how many”. This kind of question only requires short answer or one exactly correct answer. The students tend to answer by mentioning the total number of the characters in the story. Meanwhile, in the extract (7) seems that the teacher was in confused. It can be seen from the way she uses question words, firstly she asked by using “*what*” but after a second, she has rearranged her question into yes-no question “*do*”. Such kind of situation implies that the teacher wants to rearrange her question from the simple to complex by asking yes-no question previously like “*do you still*

remember first question on your mid test?". Probably, she intends to ask further question like asking the student to mention what it is.

7. Understanding

This level of question requires the students to grasp the meaning of information, to interpret ideas and to predict using knowledge. They are also asked to translate their knowledge into their own words. Basically, it is used when the students are asked why or to explain, or to summarize. Specifically this kind of question is used by the teacher when the teacher employing rephrasing strategies. The result of the observation has revealed that the teacher has applied this understanding question in three ways; asking the student to translate, to interpret and to extrapolate. The following situation shows that the teacher uses understanding question when the teacher wants the students to translate their knowledge into their own words as in extract (8).

- 8 **I always .. he did this education by? Dia mendapatkan pendidikannya dengan? Menguping, dengan menguping dia mengatakan bahwa, please open page thirty nine. Thirty nine,** the words in the parantheses, says I am not original speaker, but I am on original listener, Apa artinya?

The extract above has illustrated the situation in which the teacher has applied knowledge question. In this way, the teacher state certain quotation from the novel, then asked the students to translate *"the words in the parantheses, says I am not original speaker, but I am on original listener, Apa artinya?(what is meant?)"*. It is implied that teacher wants them to explain what the statement meant, by using their knowledge and their own words. Although in the extract, the teacher does not directly ask them to translate into their own words.

8. Applying

This level of question requires the students to use previously learned knowledge in new and concrete situation, to use information and to do something with knowledge. In short, the students apply previously learned information to reach an answer to a problem. Occasionally, this kind of question is used by the teacher when the teacher employing rephrasing strategies. The result of the observation has revealed that the teacher has applied the applying question in her class. In this case, the teacher asks the students to apply what they have already known as in extract (9) and (10).

- 9 **okey, kalo disini (point out the slide). Untuk yang juliusCaesar ini** apakah ada ritmenya?
 10 stress, unstresss.unstress, stress, **polanya apa?**

The extract (9) and (10) describe the use of application in classroom questioning. In extract (9) the teacher has previously taught the students about rhythm, then she gave certain exercise and asked them to find whether or not there was any rhythm in that exercise *"Untuk yang JuliusCaesar ini apakah ada ritmenya? (is there any ryhtm in JuliusCaesar,?)"*. Whereas in extract (10) the teacher has also reviously taught the students about meter,

then she gave certain exercise and asked them to find about the pattern of meter “*stress, unstress.unstress, stress, polanya apa?(what is the pattern?)*”.

Further, the extracts above can be inferred that to do applying questions, requires the teacher to teach firstly the topic which then will be discussed in application question. Therefore, the teacher will also get the benefit of it. By applying the application question in her class, perhaps the teacher could clarify whether or not the students has already understood about the previous knowledge they learned.

9. Analyzing

This level of question is frequently used by the teacher when the teacher wants to probe initial student’s answer. In this case, the teacher requires the students to think critically and in depth. They also have to break something into its constituent parts. They are asked to organize, to clarify, to identify reasons, uncover evidence and reach conclusion. This process of analysis helps the students understand “big ideas” and the relationship of parts. The result of the observation reveals that the teacher has applied analyzing question in three ways. They are analysis of elements, analysis of relationships and analysis of organizational principles. Those are described respectively as the following. Based on the result of the observation, the teacher used analysis of element when the teacher asks the students to break something into its constituent part as in (11) and (12).

- 11 T : **ok aaaa ada yang baru menganggap pegawai sebagai keluarga seperti di buku ini, “ they often say we are part of family?” Tapi apakah, Apa artinya itu? bagian dari keluarga, mengapa mereka mengucapkannya // Sorry ketika .. menganggap dan .. Apa maksud dari kalimat itu? Apakah appropriate dikatakan? Apa maunya? Mengapa itu yang berkali-kali diucapkan?**
- 12 T: **Kalo biji itu apa? Yaitu pan tadi kan? Okey, Ada adegan ketika si... brush, brush, speed, speed. Apa maksud dari kalimat itu, Gosok gigi?kemudian? Buang,buang gitu kan? Itu menimbulkan apa? Apa yang dia brush, apa yang dia speed sebenarnya?**

The extract (11) and (12) describe the analyzing question of element, done by the teacher in classroom questioning. Extract (11) illustrates the teacher firstly mention a piece of quotation from the novel “We are part of family.”. Then the teacher asked the students into several parts such as “*Apa maksud dari kalimat itu?(what does it mean?)*”, “*Apakah appropriate dikatakan?(is it appropriate?)*”, “*Apa maunya?(what he wants?)*” and “*Mengapa itu yang berkali-kali diucapkan?(why he often says repeatedly?)*”. In similar extract (12) also illustrates that the teacher firstly mention a piece of quotation from the novel “*Brush, Brush, Speed, Speed.*”. Then the teacher asked the students into several parts such as “*Apa maksud dari kalimat itu (what does the sentence mean)*”, “*itu menimbulkan apa? (what is the result of it?)*”, “*Apa yang dia brush?(what does he brush?)*”, and “*apa yang dia speed sebenarnya?(what does he speed?)*”.

The analyzing questions as in extract (11) and (12) shows that the teacher wants to break the questions into several parts. It is aimed in order they have easier to think about the answer. However, it can be considered as ineffective question since the teacher delivers too much questions at the same time without any pause. As a result, perhaps the students get confused which one they have to answer firstly, because probably they have forget the first question and they have clearly understood only on the last questions. Instead of considering the analysis question, the teacher has also pay attention on the way she has to deliver her questions.

10. Evaluating

This level of questions is also used by the teacher when the teacher employing probing strategies. In this case, it requires the students to put some parts together. They are asked to produce original communications, to form a whole or combination that is unique for the learner. In addition, this question does not require a single answer but instead allow a variety of creative answer. Based on the result of the observation reveals that the teacher has applied Evaluating questions when the teacher asks the students to produce a plan and a set of abstract relations. The following situation shows that the teacher has revealed the Evaluating question when the teacher asks the students to produce a plan.

- 13 **setelah ketidakpercayaan, ya kan, kalau dia percaya, // dia, uuhmm, mempunyai kepercayaan bahwa sampai seseorang itu mampu tanpa saling meragukan.** Menurut anda gimana? apakah konflik itu akan terjadi? Kisah itu akan terjadi?

The extract above shows that the teacher firstly gave an overview dealing with trustworthiness *"mempunyai kepercayaan bahwa sampai seseorang itu mampu tanpa saling meragukan (..belief that they will not feel in doubt on each other)"*. Afterward, the teacher provided a problem *"Menurut anda gimana? apakah konflik itu akan terjadi?(what do you think, will it probably happen?)"*. It also indicates that the teacher asks the students to predict or a plan on something which is probably could happen. Here, by giving the overview in the earlier helps the students to think about the probability which could lead them to acquire the answer.

11. Creating

This is the higher level question in which the teacher sometimes uses to probe the student's answer. Basically, the students are required to judge the merits of idea, a solution to problem or ask the students to offer an opinion on an issue. They also have to give the defensible opinions with criteria for their judgment. In similar to the Evaluating question, this question also does not need a single correct answer as well.

Based on the result of the observation reveals that the teacher applied this higher level of question in two contexts. They are judgement in terms of internal evidence and external evidence. Internal evidence means that the students use the evidence which is

stated in the novel itself to support their judgement. However, the external evidence, they have to use the external evidence which is unstated in the novel.

The first context shows that the teacher has asked the student to produce their own judgement by providing the internal evidence to support their judgement. It can be seen in extract (14) and (15).

- 14 T it is competition, it is fine to pretend about .. What do you think about
: this action? The way his struggles ya? **During this day and during this
position as second .. what do you think of this struggle? struggle To
become first .. is it okay for him? Is it acceptable?**
- 15 T: okey .. okey // How do, **how is your opinion about the election and
the law?**

The extract (14) and (15) have described the implementation creating questions in classroom. In extract (14) illustrates the teacher told about the struggle which occurred in the novel, then the teacher asked the students to give their opinion toward the struggles. "...*What do you think about this action? The way his struggles ya?*". Further, the teacher asked "*is it okay for him? Is it acceptable?*". In similar, the extract (15) has also described that the teacher ask the students' opinion dealing with the election and the law described in the novel, "*how is your opinion about the election and the law?*".

By asking creating questions, the students have a chance to give their own judgment freely. However, they have to find the evidence which is stated in the novel to support their arguments. Commonly, the teacher asks by using yes no question like "*is it okay for him? Is it acceptable?*". Instead of requiring a short answer, this questions indirectly also require the students to give a long answer in which they have to give a judgment, then followed by some evidences to support their judgment. The same thing also occurs when the teacher asks the students to give their opinion about the election and the law. To answer such kind of question, they need to find the evidence, which is stated in the story because the election and the law occur in the story, not in reality. Therefore, they have to find the evidence from the novel itself to support their argument.

E. Discussion

The study shows that classroom questionings are able to run smoothly, if the teacher could deliver a various types of question from simple to complex level. As it is cited by Bloom's taxonomy level which is revised and adapted from Anderson & Krathwol (2001). She also has employed rephrasing, redirecting, probing and reinforcement in her questioning. It is also supported by the Goodwin *et al* (1992). However, in employing questioning strategies, the teacher sometimes fails in delivering her question. Probing, for instance, will run smoothly as if the teacher can manage her question and maintain the students to keep focus on the discussion. It will pretend as a barrier if the class was silent. Perhaps, it occurs because the teacher's question is considered as higher - level questions, which make them to think more deeply. In addition, the teacher asks more frequently many high levels of questions at the same time. Theoretically, the teacher should consider the amount of time which the students' needed

to answer this such question. In fact, the teacher did not give a sufficient time for students to answer the questions. As a result, the students get confused because of the amount of questions which she delivers at same time, and indeed, they keep silent because of they fully do not understand and needed time to think about the answer. In other word, in employing questioning strategies, the teacher still could not apply them in effectively. It is in line with one of causes the teacher uses ineffective question which is proposed by Wragg & Brown (2001: 28) on the extent of teachers fail in doing questioning strategies. In brief, both two elements cannot be separated each other in creating an interactive classroom questioning.

Based on the above phenomena, basically, a higher-level question will require much wait-time. Therefore, by allowing wait-time will be easier for the students as if the question was difficult for them. They will have more chances to think deeply in acquiring the required answer. Moreover, the teacher also needs to arrange her questions from the easier to the complex level, before she started asking to the students. Hence, the teacher will get the benefit by applying her questioning strategies in her class, perhaps the teacher could clarify whether or not the students has already understood about the previous knowledge they learned. Besides, the teacher is also able to predict or a plan on something which is probably could happen. On the other side, teacher also helps the students to give their own judgment freely and think about the probability which could lead them to acquire the answer (Blosser, 2000; Bond 2007; Cotton, 2007).

There also found a correlation between the level of question and the strategies in which the teacher employ. In this case, the teacher tends to apply rephrasing strategies more frequently in asking a lower level of questions e.g. knowledge question. It is in line with Tan, (2007) ; Shen and Yodkhumlue (2010, p.44-53); Wong, R (2010). Occasionally, it is used to encourage the students' to remember the material, which they have learnt in previously meeting. Meanwhile, the teacher will probe her questions when she asks the higher level of questions. It is aimed to direct the students to think more deeply about his/her initial answer, to express him/her self more clearly, and develop their critical awareness as well, Brown (1975:107). In a brief, the more low-level of questions the teacher asks, the more frequent the teacher will rephrase her question. It is also in line with the amount of higher-level of questions the teacher asks, the more probing strategies the teacher applies.

F. Conclusion

Shortly, the implementation of questioning strategies has been investigated in this study. Clearly, this present study revealed that excessive use of lower-level questions could not facilitate students' critical thinking. Furthermore, the results also identified the ineffective questioning strategies by the teacher. The need of waiting time is becoming a crucial factor for the teacher to be consideration in delivering a higher level of questions. Besides, the arrangement of delivering a various types of question from simple to complex level needs also be considered in effective classroom questioning. Therefore, by considering those things, teacher could minimize the extent of teachers fail in doing questioning strategies.

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