QUESTIONING STRATEGIES USED BY TEACHERS AT VOCATIONAL HIGH SCHOOLS IN BANGKA ISLAND

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Abstract

In the field of language instruction, questioning strategies are sometimes used extensively. It is primarily utilized for the purpose of stimulating and activating the critical thinking of students in the context of classroom instruction and learning. It is not uncommon to include it into four different language skills. Questioning has an effect on the student's participation in expressing their thoughts and opinions regarding the issue that has been presented by the teachers when they are speaking. Both at the beginning of the session and at the end of the class, the teachers posed the question to the students. There was also a wide range of responses from the students to the questions that were presented to them. Some students would comprehend the questions, while others might be perplexed about how to reply. Others might grin in response to the questions that were presented, even if they were attempting to comprehend them but did not fully get the meaning of the questions or how to respond to them. When it comes to teaching speaking to students attending vocational high schools on the island of Bangka, this research result makes an attempt to enlarge on the questioning tactics that teachers employ. The data collection technique for teachers teaching in vocational high schools in three districts of Bangka Belitung Province was a qualitative approach that took the form of a questionnaire, interview, and an observation.

Keywords; Teachers' Questioning Strategies, Speaking

Introduction

Teachers have a responsibility to play in helping the classroom function well when it comes to teaching and studying languages. To create a good classroom teaching environment, they need to employ multiple strategies. Beginning with the approach, technique, media, and many tactics used in language instruction, particularly in speaking, the issue is encouraging someone to speak up. As a result, they require additional resources or planning while creating lesson plans and engaging in classroom activities. Speaking fluency in English is a necessary ability for supporting key competencies, according to the goal of speaking instruction at Sekolah Menengah Kejuruan (Vocational School). Some people might believe that speaking English is the primary means of communication. The ability to communicate in English is the ability to understand and produce spoken or written language that is integrated in four skills of English; they are listening, speaking, reading, and writing. Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.

Therefore, a teacher should incorporate questioning into the classroom teaching process and teachers need to actively become familiar with the full range of question forms that are available in English in order to avoid the negative effects that students and the teaching-learning process can have on one another. The importance of teachers' questions and strategies—or lack thereof—in the process

of teaching English is another item that educators should not overlook. For making succesfull of teaching and learning speaking, the teacher needs to prepare and used the strategy which enable students to speak and express the idea. Then, questioning strategies are very important in order to affect the learning process that students go through when studying English, which is still quite foreign to them. In reference to the statement made above, it is important for teachers to have an understanding of various questioning strategies and types, as well as the ways in which these can be deployed for a variety of purposes, in order to facilitate effective communication between the teacher and the students. It might depend on the manner in which the teacher's questions are presented. When it comes to the students' acquisition of the target language, the teacher's questions play an essential role. In addition, the successful implementation of Teaching English as Foreign Language or TEFL in the classroom is directly correlated to the use of various questioning strategies by the teachers or teachers. Then, moving to another side, there are numerous reasons why teachers should ask their students questions. According to Gattis (2002, p.41), one of the most important tools for guiding and extending the learning of students is a question.

There are several strategies to ask questions. Teachers can use it as support while they develop their own plan to enhance the work and thinking of their pupils. It can only be effective, therefore, if it allows pupils to engage as much as possible in the learning process. using questioning techniques to assist students comprehend the subject matter more deeply and to help teachers focus their attention on particular areas (Mercer, 1995, p. 21). The use of questioning techniques is an additional tactic that is crucial for helping pupils comprehend concepts and drawing their focus to the

assigned theme. Teachers are required to be able to give questions in the learning process that can develop students' thinking skills and abilities so that learning goals can be achieved. Another problem occurs when students cannot answer questions because of the way the teacher gives questions. When asking questions, the teacher's position tends to be powerful, while the student's position is powerless. Students are not empowered to be themselves and the teacher does not stimulate students to be involved in classroom activities. This learning process has not yet encouraged students to develop thinking skills. Other problems also arise when the teacher uses the questioning strategy. After giving questions, typically the teacher only gives one second to ask students to answer questions (Sadker, et al., 2011; Wilen, 1987). This results in students not having time to think to answer teachers' questions. In addition, the teacher only gives questions to students who have higher ability without giving questions to other students. This learning process prevents other students from having the opportunity to think and answer the teacher's questions. When students incorrectly answer teachers' questions, teachers generally move to other students. This certainly makes students discouraged and psychologically feel displaced from the discussion (Jacobsen, Eggen & Kauchak, 2009).

Teachers must consider the beginning, middle, and coda components of the learning structure while implementing the questioning strategies (Tarigan, 1987). By extending lessons, transactions, exchanges, moves, and acts, the questioning technique in the framework of the teaching and learning process relates to the ranking scale of talks (Sinclair & Coulthard, 1975). Through strategic questioning, these educators can prompt students to make connections, infer meanings, and apply critical thinking skills, thereby making the learning of English a more interactive,

engaging, and meaningful experience. The ability to employ diverse questioning strategies is an invaluable skill for teachers in the realm of English Language learning, facilitating not just student participation, but deep cognitive engagement with the material. As highlighted by the insights from Gattis (2002) and Sujariati (2016), effective questioning can transform the classroom into a dynamic space where students are continually encouraged to think, analyze, and articulate their understanding in English. Teachers who master this competency are better equipped to foster a conducive learning environment, one that inspires students to explore the language more fully and with greater enthusiasm. The success of teaching English in the classroom depends on the effectiveness of the teacher's questioning strategies. Therefore, in order to achieve instructional goals, asking questions about teachers' interaction strategies is one of the factors that teachers need to pay attention to in order to carry out an effective teaching and learning process. Based on the previous statement, the purpose of this study was to identify the types of teacher questioning strategies used in English classroom interactions and to determine the functions of questioning strategy use. As previously mentioned, it is imperative that teachers employ questioning techniques when instructing and training speaking. This is the background why this study aimed to explain, explore, report the use of teachers' questioning strategies in speaking class done by the teachers of English, also understanding the idea of using questioning strategy in Indonesian context teaching and learning especially in vocational high schools in Bangka Island.

Methodology

This study is a qualitative research that aims to understand holistically and descriptively the phenomena experienced by research participants in their natural context (Moleong, 2004). The participants in this study were 7 English teachers from vocational high schools on Bangka Island. The main focus of the research was to explore how the teachers used questioning techniques in speaking classes. The research sample consisted of English teachers from SMK Negeri 3 Pangkalpinang, SMK Negeri 2 Koba, and SMK Yapentob Toboali (South Bangka). By using a qualitative approach and taking samples from several vocational schools on Bangka Island, this study seeks to gain an in-depth understanding of teachers' use of questioning techniques in the context of English speaking learning in a vocational school setting.

Table 1
The Sample of Study

Numb	School	Total
1	SMK Negeri 3 Pangkalpinang	3
2	SMK Negeri 2 Koba	2
3	SMKS Yapentob Toboali	2

The research is done from Pangkalpinang, Koba (Bangka Tengah), and Toboali (Bangka Selatan). The collected data were analyzed with descriptive qualitative in the form of words or images, not numbers as in quantitative research (Arikunto, 2002).

The validity of the data was done by ready made questionnaire, and interview, extending the time of observation during the study, seriousness and perseverance in conducting research, triangulation of data sources, and discussions with some colleagues.

Table 2.
Instrumet Used

Intrument	Purpose
Questionnaire	To know and explore Questioning strategies used by teachers of English during Speaking class
Interview	To explore, and know the reason why do they use so
Observation Sheet	Having some note on the use of questioning and support the data findings from the reseracher note

Finding and Discussion

This study used the primary sources of Moss (2016) and Wangru (2016) to identify different types of questioning techniques used by English teachers in the learning process. Based on these two sources, teachers' questioning techniques are categorized into eight different types. These eight types of techniques were then used as a reference in analyzing the teaching practices of the sample English teachers.

To obtain the data, the researcher distributed questionnaires to the teachers. The results of the questionnaire showed that the English teachers sampled in this study applied all eight types of questioning techniques during the teaching and learning process. In other words, the teachers used a variety of questioning techniques, ranging from prompting, probing, redirecting, to waiting time to facilitate learning and increase students' engagement in the classroom.

By referring to Moss and Wangru's categorization of questioning techniques and confirming their use through questionnaires, this study seeks to obtain a comprehensive picture of the implementation of various questioning techniques by English teachers in the context of teaching speaking.

Table. 2
**The Use of Questioning Strategies**

Teachers	Questioning Strategies Used
Teacher 1	Prompting, Probing, Redirecting
Teacher 2	Prompting, Redirecting, Wait
Teacher 3	Prompting, Probing, Redirecting, Wait
Teacher 4	Prompting, Probing, Wait
Teacher 5	Prompting, Probing, Wait
Teacher 6	Prompting, Probing, Redirecting
Teacher 7	Prompting, Probing, Redirecting

To obtain comprehensive data, this study used a mixed methods approach. At the initial stage, a questionnaire was distributed to English teachers to identify the types of questioning techniques they apply in the classroom learning process. After analyzing the questionnaire results, the researcher proceeded to conduct in-depth interviews with the teachers.

The interviews were conducted at different times to suit the availability of each teacher's schedule. The purpose of this interview was to explore the reasons and considerations behind the teachers' use of certain questioning techniques when teaching. The results of the interviews were then elaborated in more detail to provide specific explanations regarding the reasons for the selection and application of these questioning techniques in the context of classroom learning.

By combining data from questionnaires and interviews, this research seeks to obtain a complete and in-depth picture. Not only identifying the types of questioning techniques used, but also understanding the pedagogical considerations behind the use of these techniques based on the direct perspective of the teachers. This data triangulation is expected to increase the credibility and depth of the research findings.

Figure 1
The Reason of Using Questioning Strategies
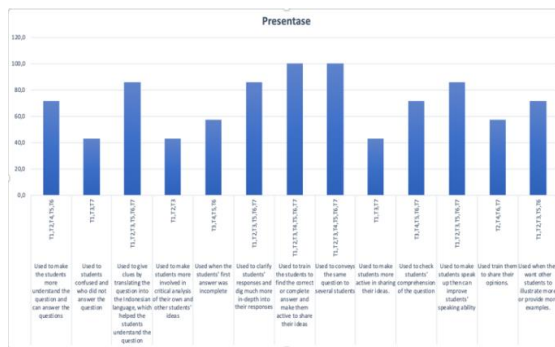
When it came to asking questions of their students, teachers frequently utilized four of the eight different questioning tactics, which included prodding, probing, redirecting, and waiting. There is a component of the prodding technique that involves providing students with suggestions about the reaction that is expected of them. The objective of this is to enable students to better appreciate the purpose of the question, which will in turn better prepare them to respond. When students were confused and did not respond to the question, teachers used the probing technique, which allowed them to translate the question into Indonesian and provide more hints to make it easier for them to comprehend the material.

In addition, teachers can use redirection strategies by having a student who is having difficulty answering the question answer it, and then moving on to another kid to answer the question. This is something that is not explicitly stated in the paragraph. The waiting method can also be utilized by educators, who can pause after expressing a question in order to provide clarification or to redirect the query to a different student instead. This is done with the intention of providing students with the opportunity to meditate before taking action. In other studies, Wangru (2016) and Sujariati, et al. (2016) found that teachers

used similar methods when asking questions to their students in the classroom. The findings of this study are in line with those findings, and they are consistent with those findings. We believe that the utilization of a wide range of questioning strategies will result in an increase in the level of comprehension and participation of the students in the learning process.

In addition, Sujariati et al. (2016) discovered that when students appeared to be perplexed, teachers would either include questions in Bahasa Indonesia or clarify the situation. In addition, Wangru (2016) discovered that procedures for prompting were utilized, particularly in the form of interpreting queries and providing hints. Consequently, the prompting strategy was utilized by the teachers on a constant time basis.

To ensure that the student provides a comprehensive response, the instructor will use a method of inquiry known as probing, which involves asking multiple follow-up questions. The English instructor who was teaching seventh-grade pupils in this study gave her students the instruction to share their ideas whenever they believed that the answers provided by other students were incorrect. Teachers can teach students to critically assess their own thinking as well as the thinking of other students by employing tactics that involve probing, as stated by Ma (2018). In the classroom, it is anticipated that students' comprehension and engagement in the learning process will be enhanced by the utilization of a variety of questioning strategies, including prompting, probing, and allowing students to actively participate in replying to the responses of theirfriends.

Probing strategies are utilized in situations where a student provides an initial answer that is incomplete, as Erlinda et al. (2014) have pointed out. It was further stated by him that professors frequently employ strategies of probing in order to explain the answers provided by

pupils and to go deeper in order to finish the solution. The educator who participated in this research project expressed a goal to teach pupils how to think critically through the utilization of the solution. Moreover, students were taught how to obtain a complete or accurate answer through the use of probing, which was also utilized to encourage students to share their perspectives.

A kind of questioning known as redirection is one in which the instructor poses the same inquiry to multiple pupils at the same time. As part of this research project, teachers addressed the same question to multiple students in order to encourage a greater number of pupils to actively offer their perspective. The instructors also wanted to evaluate the students' comprehension of the questions, help them develop their public speaking abilities, and get them ready to articulate their opinions. The method of moving questions to other students is another strategy that professors can use when they want other students to explain or provide more instances, as stated by Wangru (2016). As a result, there will be an increase in the number of possibilities for students to communicate with one another, which may encourage a greater number of students to express their opinions and discuss topics in groups. Waiting acts as a method for teachers to ask questions and give students time to ponder on their replies, in addition to other questioning strategies that teachers may employ. According to the findings of this study, pupils are given a brief pause after a question is posed by their teachers so that they can concentrate on the answer before responding. Based on the findings of Dos, Bay, Aslansoy, Tiryaki, Çetin, and Duman (2016) and Ozturk (2016), it has been determined that waiting time is a significant element that ultimately impacts the correctness of the responses provided by students. It was also discovered that the majority of teachers had pupils wait for

approximately fifteen to twenty-five seconds or twenty-five to thirty seconds before indicating to answer the question. This waiting time duration is approximately fifteen to twenty-five seconds. In light of the outcomes of the research, the instructors even provided a period of reflection time ranging from three to five minutes.

As a result, pupils are able to provide accurate responses to the question. In order to provide students with the opportunity to think about and analyze their responses before responding to questions posed by the instructor, it is essential to make use of waiting time. The level of engagement of students and the quality of their responses during the classroom learning process can both be improved as a result of this. In the course of classroom instruction, it was discovered through interviews with educators that they make use of a variety of questioning strategies. First, students are provided with a specific context in order to assist them in comprehending questions that are asked in Indonesian. This is one of the prompting approaches that is utilized. This is done in order to ensure that pupils have a better understanding of the significance of the questions that are being asked. In the following step, students are taught to think critically about the answers they provide and to comprehend the perspectives of their peers through the use of approaches that involve probing. With the purpose of guiding pupils to produce responses that are more comprehensive and in-depth, the instructor will ask follow-up questions. Students are also encouraged to actively communicate their opinions through the use of the redirection approach, which involves the teacher asking the same question to multiple students to urge them to offer their thoughts. This method not only gets students more involved in the learning process, but it also helps them improve their public speaking abilities. The method of waiting or pausing after

asking a question is also utilized, despite the fact that it was not specifically addressed in the interviews; this is based on the information that was gathered in the past. The option to reflect on their replies is afforded to the students during this time. The goal of teachers is to improve knowledge, foster critical thinking, increase engagement, and refine students' speaking abilities during the classroom learning process. This is accomplished by using a variety of questioning tactics, such as prompting, probing, redirecting, and waiting. The teacher wanted to review the previous lesson, as well as how far the students understood the subject, all at once in order to refresh the students' minds before moving on to the next lesson. This is as another explanation for why the teacher gave questions before moving on to the next content. Specifically, it was utilized to capture the attention of the kids. In addition to that, it was taken into consideration to determine whether or not the students had learned it at home. In order to test and check the students' comprehension, the teachers stated that they need to apply the questioning method. This is necessary in order to measure and check it. Consequently, Nunan and Lamb (1996) provide support for the idea that the purpose of the questions asked by teachers is to check the level of comprehension of the students, to elicit information, and to maintain control of the classroom.

According to the findings of the researcher, the reason that teachers use questioning strategies in the classroom is to check whether or not their students have understood what they are being taught. Additionally, teachers need to know whether or not their class went well, as well as whether or not their students understand the explanations that they are giving about the material.

Teachers are able to effectively inspire students to become active participants in their learning process by carefully selecting and deploying appropriate questioning tactics (Stokhof et

al., 2019; Stokhof, 2020). Questions can be selected. A dynamic environment in which students feel empowered to engage, investigate, and question is the purpose of the transformation that is intended to take place in the classroom. When teachers take on the role of both initiators and facilitators of these exchanges, they are afforded the extraordinary opportunity to steer the course of classroom conversations and to contribute to their depth. Students are prompted to participate in critical thinking and to have a profound engagement with the content that is being presented to them when they are asked questions that are both accessible and demanding. This is the art of inquiry. Such tactics have an influence that goes beyond the mere acquisition of knowledge; they also contribute to the development of learners who are self-assured, eloquent, and curious, and who are ready to manage the complexities of the world outside of themselves. Using a variety of questioning tactics is absolutely necessary for teachers in order to improve the level of engagement and cognitive processes that students have when studying English as a second language.

Not only are these methods necessary for generating answers, but they are also necessary for stimulating deeper thought and greater interaction with the language. Gattis (2002: 41), who is cited by Sujariati (2016), emphasizes that questioning is one of the most important tools that a teacher has at their disposal for guiding the learning trajectories of students and cultivating an environment in which their thinking is consistently challenged and expanded. This recommendation is made in recognition of the power that well-crafted questions possess. This perspective highlights the importance of questions not simply as a form of assessment, but as dynamic devices for instructional engagement, bringing students into a more profound exploration of the English language. In order to provide students with

opportunities to actively engage with the content of their education, it is essential to develop and apply different questioning tactics that are productive.

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