TEACHERS' QUESTIONING STRATEGIES USED BY THE TEACHERS OF THE TENTH GRADE AT SMKN 4 BANJARMASIN

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Abstract

Questioning is one of the essential activities in the educational process, especially in teaching English. The type and the implementation of questions have to be designed and prepared carefully as a suitable strategy. This study aims to discover the questioning strategies the tutors utilized and their performance in the classroom. The method of this study was descriptive qualitative. The study subjects were two English teachers, which later mentioned as tutors, who taught tenth graders in SMKN 4 Banjarmasin. The data were gathered from observations, interviews, and audiovisual materials. The data were analyzed using conversation analysis. The results showed the questioning strategies that the teacher utilized are brief questions, structuring, focusing, redirecting, spreading, wait time, prompting, sorting, probing, classroom interaction, except the change of cognitive demand (questions that demand based on L2 learners mental process). The first teacher implemented the questioning strategies in pre- (questions related to background knowledge or games) and while- (questions related to the exercise) activity. Meanwhile, the second teacher implemented them in pre- (questions related to background knowledge or games), while- (questions related to the exercise), and post-activity (questions in a short review). It is suggested that the teacher utilizing various questioning strategies to stimulate, acknowledge, motivate L2 learners' understanding that may improve the educational process regarding their needs in improving their teaching strategies. For further study, this could be a reference to explore more about questioning strategies, or to see it from the L2 learners' perspectives.

Keywords: Questioning strategy, type of questioning strategy, implementation of questioning strategy, teaching English

INTRODUCTION

Background of Study

In the educational process of English as language, there is a process which is called asking or giving questions, either by the teacher or L2 learners. According to Lynch (1991), questions are commands or interrogative expressions utilized for eliciting information, test knowledge, getting response. Simply put, it is considered a question when people generate sentences for other people when involving command or interrogative expression for getting any responses or information.

Questioning to L2 learners must be implemented in questioning strategies. Guest (1985, p. 2) stated that questioning strategy is considered as crucial tool for extending L2 learners' learning which can assist teachers, which later mentioned as tutors, in developing their strategies for enhancing the L2 learner's work along with their thinking. Hence, we cannot ignore the essentiality of questioning strategies for tutors.

Questioning strategies are how the tutors are utilized to ask something to the L2 learners in gaining a purpose in teaching. In the educational process, L2 learners' ability, and L2 learners' understanding of the material, should be known by the teacher. Furthermore, the tutors are required to know the L2 learners' output before or after teaching

by giving questions. So, there must be an interaction between teacher and L2 learners and then followed by feedback from the L2 learners.

A tutor should be familiar with the whole range of English question forms. Moreover, tutors should not ignore and pay attention to the role of tutors' questions and techniques or strategy in the English teaching process because questioning strategies are fundamental to affect the L2 learners' learning process in studying English.

Regarding the statement above, tutors should be aware of questioning strategies types and how they can be utilized for different goals for making the interaction among the teacher and L2 learners go well. It may be depended on how the tutor's questions are contributed. The tutor's questions play a crucial role for the L2 learners to learn the target language. Furthermore, the success rate of TEFL in refers to the questioning strategies utilized by the tutors.

Gattis (2002, p. 41) mentioned that a question is one of the most crucial tools in extending and guiding L2 learners' learning. It can assist the tutors to develop their strategies for enhancing the L2 learners' work and thinking. Therefore, it will be effective when it allows L2 learners to be fully involved with the learning process. In terms of lesson planning, tutors significantly consider about the types of questions for L2 learners. The tutors likewise need to clear the goals of questions to their L2 learners. Therefore, through this process, the lesson plan will assist tutors to plan good questions along with effective answers session.

In the previous study by Sujariati and Mahmud (2016) In English tutor's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu, from observing four tutors, it shows that the tutors utilized some type of questions and performed the type of questions in each session of teaching. Open/closed questions and display questions are utilized frequently; however, it depends on the material delivered by the teacher. On the contrary, the usage of referential and recall questions is only utilized a few times.

Chaudron (1988) stated that many investigations have observed the tendency of tutors for asking many questions. It is presumed that the L2 learners most likely show high attention and interest towards the teaching activity, which implements questioning strategy. Following this, questioning strategies implemented by the teacher then can stimulate L2 learners to be actively involved in the language learning process. Tutor's questioning strategies must be viewed and implemented because it is one of the factors that should be considered by the tutors to make an effective process of teaching and learning. It must be implemented well in teaching-learning interaction as a teaching device. It required knowledge of the strategies, type's questions, along with the art of questioning skills.

Another reason is that nowadays, almost all schools are applying Curriculum 2013, which has already been revised twice. Curriculum 2013 has a different role than the other curriculum. The role is no longer teacher-centered but L2 learner-centered. It is where L2 learners are demanded to be one that more active than the teacher. The tutor's role here is only to guide and motivate the L2 learners. The teacher gives the material to the L2 learners, and the L2 learners are asked to do, such as asking questions, do pair/group work, critical thinking work, etc. The purpose is to encourage the L2 learners to become more independent, self-confident, and have criticized skills.

The first version of curriculum 2013 is released in the year 2013 and promoted by the Minister of Education at that time, Anies Baswedan. Then, in 2016 it had been revised and also called as National Curriculum. The third version was revised in 2017, and it is the one that is still utilized until this day. Some aspects changed through these revisions, in a short the newest revision is adding more specific points in the way of learning such as Integrating PPK (Penguatan Pendidikan Karakter), Literacy, 4C (Creative, Critical thinking, Communicative, and Collaborative), and HOTS (High Order Thinking Skills).

LOTS method is frequently utilized for junior high school or lower. HOTS is supposed to be implemented regularly, starting from senior high school. However, in a real class, most of the tutors having a difficult time preparing HOTS samples, such questions in the classroom, either oral or written tasks. The problem is because the L2 learners are still not utilized to the task due to the "High" level of questions and tasks. Their mindset is still focused on the teacher-centered, not L2 learner-centered. The tutors are forced to think deeper or give a slow step, for example, giving the example of HOTS question and the way to answer it, then if the L2 learner understands, the teacher can continue to another question.

For most of the time, tutors teach using the style teacher-centered, which in this method, the teacher more actively almost all aspects. For example, asking the question in the old-time, a tutor tends to give or ask a question to the L2 learners related to the material or topic, then the L2 learners answered. In this approach, the L2 learners are supposed to ask the questions while the teacher guide to the answers. Although the teaching orientation is different, the tutors are still allowed to ask a question to the L2 learners.

When the analyst conducted a PPL 2 in SMKN 4 Banjarmasin, he found that English tutors in SMKN 4 Banjarmasin utilized many questions. Therefore, the analyst wanted to find the type and the implementation of a questioning strategy related to curriculum 2013 by the English tutors of SMKN 4 Banjarmasin. Another reason is that SMKN 4 Banjarmasin is a Pilot Schools or Sekolah Percontohan, which makes it very interesting to the analyst.

Formulation of the Problem
The study conducted to investigate:
1. What questioning strategies are utilized by the English tutors at SMKN 4 Banjarmasin?
2. How do the English tutors implement the questioning strategies at SMKN 4 Banjarmasin?

Objective of the Study
The objectives of the study are:
1. To mention the types of questioning strategies utilized by the English tutors at SMKN 4 Banjarmasin.
2. To describe the utilization of questioning strategies utilized by English tutors at SMKN 4 Banjarmasin.

STUDY METHODOLOGY
Approach and Design
This study utilized descriptive qualitative methods, especially conversation analysis. Gay (2009, p. 159) stated that a descriptive qualitative method is utilized to determine and describe the way things are test analysis. This study applied several activities such as doing an observation. At the same time, the tutors talk and taking notes for the class activities, and then doing an interview with the tutors, while also video recording the process of the observation and interview as the audiovisual material. The subject of the data is 2 English tutors of tenth graders in SMKN 4 Banjarmasin.

Study Subject
The subject of the study or Sample was the part of the representative population which is investigated, and it must be reflected the characteristics of the population (Hasan, 2002, p. 85). In this study, the analyst utilized purposive sampling. Purposive sampling is utilized

to determine or choose the samples. The analyst chose two English tutors from 4 English tutors by categorizing them into:
1.   Tutors who teach in tenth grades.
2.   Tutors who had experience in teaching English for at least five years.

Instrumentation

The study purpose was analyzing the questioning strategies type that the English tutors utilized and how the tutors implemented it to the tenth-grade L2 learners at SMKN 4 Banjarmasin. Therefore, to achieve it, the analyst utilized three kinds of instruments that were observation, video record, and interview (open-ended question).

Observation

In observation, the data that was collected based on an observation sheet. The observation sheet categorized the data in some aspects. The aspects are mainly divided into two, the questioning strategy and the learning activity (pre, while, post). The primary data were all samples of the questions for each activity and also noted. All of the questions here were what the teacher asked the L2 learners in the classroom. The notes here were depending on the analyst's viewpoint. Then, the analyst will categorize the sample of questions based on the questioning strategy aspect, in which there are eight categories. The observation was conducted until the data get saturated.

Audiovisual Material

Creswell (2014, p. 242) stated that it was crucial to establish the authenticity of audio-visual materials utilized in study. Video-audio record/Audiovisual material was needed to record the conversation and situation during the time of the educational process, which was utilized to assist to collect the data.

Audiovisual materials consist of images or sounds that analysts collect to assist them understand the central phenomenon under study (Creswell, 2012). More crucially, it was utilized to give more accurate and reliable data. Also, to assist the analyst verified the data that he may forget or missed to write it, because of the unclear information. The recording was conducted together with classroom observation. The data will be analyzed descriptively.

Interview

Gay (2009) stated that an interview is a purposeful interaction in which one person obtains information from another. Therefore, an interview in this study could assist the analyst improve the data later. It was utilized to gain more in-depth information or details about the questions utilized by the tutors. Data that likely to appear are the reasons using the question, the preparations to ask the question, the difficulties in asking the question, etc. The data from the interview is supposed to give data that cannot be acquired in observation. The interview will be conducted after all the classroom observation is done.

The Validity and Reliability of the Instruments

The Validity of the Instruments

The degree to which the test measures what it is intended to measure (Brown, 2000, p. 388). Validity was utilized to measure the instrument that will be utilized by the analyst. Face validity and content validity were also needed to make sure the instrument tested thoroughly.

Face validity to this study was done by checking or observing the design of the instrument itself, whether the 'face' of observation, field note, and interview here was testing what claims to test or not was. About the content validity, it was utilized to measure

the appropriateness of the instrument. The appropriateness here was related to the deeper meaning of observation, field note and interview can define and gives the information or data of what the analyst wants, here the information was about the type of questions and tutors questioning strategies in implementing their questions in the classroom.

In this study, the analyst the instrument validated according to construct validity. In construct validity, the analyst asked the experts to validate and reviews the observation sheet on whether the items in the observation have already represented indicators or not. The experts who were asked to validate were the TEFL lecturer and reading lecturer who understands the teaching and learning English theoretically and practically.

The Reliability of the Instruments

A reliable test was dependable and consistent (Brown, 2000, p. 386). It means that the consistency and dependence of an instrument was proof of a reliable test. The instrument will not change when measuring one subject or sample to another one or maybe on a different event. A reliability test in qualitative study depended on the method of using the instruments.

Here the analyst utilizes triangulation to test the reliability of the instruments. It is because the data that will be gathered are subjective, and when collecting the information, it will be done until the analyst gets the pattern or consistent data. Various instruments are utilized to improve the quality of data and the accuracy of the analyst's interpretations (Fraenkel & Wallens, 2012). In conclusion, triangulation can improve the quality of the data that are collected by the analyst and the accuracy of the analyst's interpretations.

Data Collection

In the data collection, the analyst took the data in the process of using these instruments. The collection is divided into two separate times. First was from classroom observation, then interview with the teacher.

Observation

The observation sheet was made systematically to analyze the strategy of the question utilized by the teacher in the classroom and how the teacher asked the questions. The data itself was all the questions related to the lesson delivered by the teacher. The analyst observed the tutors from the beginning to the end of class, by watching and taking notes to the observation sheet, while the teacher gave a lesson to the L2 learners. Also, some essential details were put into the notes.

Audiovisual Material

A video record is utilized as the teacher starts to do teaching and learning activities. The analyst set the recorder at the position that supposedly would cover all necessary data. Meanwhile, the teacher was recorded; the analyst did a classroom observation by taking notes for anything crucial related to the observation sheet.

The data from the video would be transcribed into a conversation text, that was utilized to assist the analyst to collect the data more accurately and to confirm the data that might the analyst did not see it or listened to it. The recording was also applied by the analyst when the interview was held, for the same purpose.

Interview

Observation alone cannot be depended to make the data more accurate. Therefore, the analyst interviews the tutors. An interview could provide more information that more specific than observation.

The analyst did interviews twice, once for each teacher. They were held after the analyst had done all the classroom observations. There were 13 questions asked by the analyst to the tutors. The data of these interviews were the tutor's knowledge about the questions, reasons, preparation, advantage or disadvantage of using the questions, etc. All of the questions were expected to lead to more specific information from the teacher to support the data from the other instrument.

Data Analysis

The analyst applied a conversation analysis to analyze the data that has been collected. According to Schegloff (1995) in conversation analysis, talk is considered as a vehicle for action. Participants tend to talk neither as a simple information transfer medium, nor for its propositional content, but because they care about the actions getting conducted through talk (e.g. requesting, asking, complaining, noticing, and so on), and the real-life consequences of those actions.

The aim of the conversation analysis here was to transfer the data by analyzing the context of the conversation thoroughly to obtain the specific and essential data for the analyst. The data here was based on transcripts from the video record in the observation and the interview.

The study should aim to uncover an emic perspective. Simply put, the study focused on participants' contextualized perspectives and interpretations of behaviour, events, and situations rather than etic (outsider-imposed) categories, models, and viewpoints.

After gathering all data from classroom observation, interview, and video record, the data were analyzed on the basis of several steps adapted from Suherdi (2006).

1. It was transcribed to display the language utilized in the classroom. To examine the questioning strategies distribution, the analyst took data recording by using a video record and followed the teaching-learning process in the classroom; the analyst got data from the observation and video recording.

2. After that, then the analyst transcribed all the interactions in the classroom. The transcripts data were encoded to find the sample of questions the tutors had been utilized in the class. The encoding itself was based on the questioning strategies theory to analyze the questioning strategy that the teacher used. The sample of questions itself was analyzed based on the context of the conversation the teacher with the L2 learners.

3. In analyzing the data from the interview, the data was transcribed to interpret some vital information that was related to the study question and to permit the analyst to obtain the crucial data that cannot be acquired from mere observation. The interview was utilized for gaining more information related to questioning strategies that the tutors used. There were questions the analyst gave to the tutors, for example, the reasons and how the utilization of questioning strategies utilized in the classroom.

4. The data before would be classified into two points of view, the first and the second teacher. Specifically, they were categorized into two critical data based on the study problems, the type, and the utilization of questioning strategies. The type of questioning strategy, involved with the questioning strategy utilized in the classroom. While the utilization of questioning strategies, it involved the questioning strategies in the stages of the activities (pre, while, post).

5. Next, the analyst presented the data by showing the transcription. The transcription consists of a tutor sample of questions, type of questioning strategies, and a detailed description. The interview data were added to support the primary data from the observation that related to the transcription itself.

6. Data that the writer got, it is transcribed into written transform, and then identified, selected, and also classified or extracted based on the context of the conversation and

the uniqueness of the data as well as the needs for the analyst, which were relevant to the topic of this study. Repetitive or saturated data would only mention once.

7. Finally, the analyst concluded all the data from the two-point descriptions into a study discussion based on the study problems of this study.

STUDY FINDINGS AND DISCUSSION
Description of Data

The analyst utilized an observation sheet, video record, and interview to collect the data. For the first teacher, the observations were conducted in three classes: X Boga 1, X RPL 2, and X Boga 1. The analyst conducted the observations three times for each class.

For the second teacher, the observations were also conducted in three classes: X Busana 1, X UPW 1, and X Busana 1. The analyst conducted the observations three times. The observations were conducted once for each class. The interview was conducted twice with two English tutors of SMKN 4 Banjarmasin as these study subjects.

Study Findings

The analyst found several data from classroom observation, interviews with the tutors, and video record. The analyst described the finding on the observation and interview to answer the objectives of the study about the questioning strategies that were utilized by the English tutors and the implementation of the questioning strategies itself at SMKN 4 Banjarmasin. The detail of this description was divided into two parts (the questioning strategies type and the utilization of questioning strategies) which each part of these would be explained from two points of view (the first teacher and the second teacher).

The Questioning Strategies Type

Here the analyst described what questioning strategies type were utilized by the tutors in the classroom. The data from both tutors were explained using the classroom observation data (as the primary data) and some interview data (as the supporting data). Also, for the specific classification, the analyst divided the questioning strategies into basic questioning strategies and advanced questioning strategies.

1.   The First Teacher

The first subject as the first teacher was Mrs Marlina she was an English tutor who taught in class X and XII. The observation was held three times, on 8th, 21st, and 22nd August at SMKN 4 Banjarmasin. For basic questioning strategies, it was seen that she implemented: (1) Brief Question; (2) Structuring; (3) Focusing; (4) Redirecting; (5) Wait time; and (6) Prompting. As for advanced questioning strategies, she implemented: (1) Sorting; and (2) Probing (Asking for Reason, Asking for Example, Asking for Agreement, and Asking for complex answer).

2.   The Second Teacher

The second subject as the second teacher was Mrs Nurul Mawaddah. She was an English tutor who taught in class X and XI. The observation was held three times, on 9th, 21st, and 23rd August at SMKN 4 Banjarmasin. For basic questioning strategies, it was seen that she implemented: (1) Brief Question; (2) Structuring; (3) Focusing; (4) Redirecting; (5) Spreading; (6) Wait time; and (7) Prompting. As for advanced questioning strategies, she implemented: (1) Probing (Asking for reason, Asking for complex answer, Asking for agreement, and Asking for precise answer); and (2) Classroom Interaction

The Utilization of Questioning Strategies

Here the analyst described how the utilization of questioning strategies the tutors utilized in the classroom. The data here is from two perspectives, the first teacher and the second teacher. Both data were described using the data based on the classroom observation and interview that already been taken. The data were explained systematically based on the educational activities (pre-activity, while activity, and post-activity).

1.   The First Teacher
The first subject as the first teacher was Mrs Marlina she was an English tutor who taught in class X and XII. The observation was held three times, on 8th, 21st, and 22nd August at SMKN 4 Banjarmasin. The classification of each questioning strategies also displayed the transcripts as evidence of the data. These data were selected carefully from the three times classroom observation or meeting at three different times or dates.

In pre-activity, she implemented: (1) Brief Question; (2) Structuring; (3) Wait time; (4) Prompting; (5) Sorting; and (6) Probing (Asking for Reason, Asking for Agreement, and Asking for complex answer). As for while-activity, she implemented: (1) Brief Question; (2) Structuring; (3) Focusing; (4) Redirecting; (5) Prompting (Asking again using simpler words); (7) Wait time; (8) Sorting; and (9) Probing (Asking for reason, Asking for examples, and Asking for complex answer)

2.   The Second Teacher
The second subject as the second teacher was Mrs Nurul Mawaddah. She was an English tutor who taught in class X and XI. The observation was held three times, on 9th, 21st, and 23rd August at SMKN 4 Banjarmasin.

The classification of each questioning strategies also displayed the transcripts as evidence of the data. These data were selected carefully from the three times classroom observation or meeting at three different times or dates.

In pre-activity, she utilized: (1) Brief Question; (2) Structuring; (3) Spreading; (4) Wait time; (5) Prompting (Asking again using simpler words, and Asking again using relevant question); (6) Probing (Asking for complex answer, Asking for agreement, and Asking for precise answer); and (7) Classroom Interaction. As for while activity, she utilized: (1) Brief Question; (2) Structuring; (3) Focusing; (4) Redirecting; (5) Wait time; (6) Prompting (Asking again using relevant question, and Asking again using example); and (7) Probing (Asking for reason and Asking for precise answer). While in post activity, she implemented: (1) Brief Question; (2) Probing (Asking for reason).

Discussion
In this section, the analyst presents the discussion from the study finding. Based on the study problem, the primary data in this study is focused on the questioning strategies type and the utilization of questioning strategies that the two tutors utilized in the tenth grade at SMKN 4 Banjarmasin.

Based on the findings in six observations (3 times for each teacher) and two interviews (1 time for each teacher), both of the tutors utilize many types of questioning strategies and implement them in almost all stages of learning activities (Pre, While, Post). The first teacher implemented the questioning strategies only in Pre and While activity, but the second teacher implemented the questioning strategies in Pre, While, and Post activity. As Eble (1988) has stated that tutors' questions can be implemented in three sessions: (1) questions play at the beginning, (2) questions play in the middle of teaching, (3) and the questions play at the end after teaching in the classroom. These sessions could be more familiar as Pre, While, and Post activity.

Harvey and Goudyis (2000, p. 8) stated that, while the lesson is planned, it is vital that tutors thought about the types of questions that would be asked to L2 learners. Therefore, it can motivate both the tutors and the L2 learners before learning a lesson. It also helps the tutors to take an insight into what L2 learners' moods or interests on that day, to stabilize tutors' questioning strategies to be more effective before delivering it to the L2 learners.

First, about a *brief question.* The purpose of this questioning strategy is to allow the teacher to ask a question with a simple, brief, and no ambiguity so that the L2 learners will easily understand and answer the question. In the pre-activity, the tutors utilized this questioning strategy is because they thought that it is more suitable for the beginning of the lesson. The tutors start asking a simple question while also conducting a game or brainstorming or simple exercise, and also asking the L2 learners may have learned before or the previous lesson which is related to the material that they are going to learn. The tutors implemented this questioning strategy to give a slow pace. However, with a direct and simple question, therefore the L2 learners will not be shocked or confused when the tutors ask for a more specific or complex answer later. The second teacher also believed that if a tutor started the lesson with a complex question, it could discourage the L2 learners from learning the lesson. Besides, here, the tutors are focusing on the discussion of brainstorming and games session before entering a while activity.

McKenzi (2005) has stated that asking the right question in a particular situation can improve a whole range of communication skills. In the while activity, the tutors asked them with a parallel execution but in a different focus and purpose. The focus here is when explaining the lesson and discussing the L2 learner's task or group work exercise. The crucial part of this strategy is to ask a question that is simple and straight to the point.

As the tutors explaining the lesson or discussing the L2 learners' assignment, they want the L2 learners to be active, such as answering the questions and asking them to the tutors, so the communication in the classroom becomes active.

The utilize of questioning strategies is hoped to be implemented in the whole activities. However, in the post-activity, only the second teacher implements the questioning strategies. Based on the study finding, the first teacher only focuses on reminding the homework or assignments, and perhaps a test for the next meetings. The second teacher implemented a few *brief questions* in the post-activity.

The questioning that the second teacher utilizes here is aim to do a simple review and to evaluate the L2 learners' understanding. Whether they understood the material or not. Then also to discover if they learned the value of the lesson. It can also be considered as the last clarification on the lesson for the L2 learners on that day.

Eble (1988) stated that questioning L2 learners at the end of class teaching was mostly utilized by tutors because it is essential to know L2 learners' understanding, to assess L2 learners' learning, to test L2 learners input, and evaluated both tutors' teaching quality and the teaching-learning process whether has been running well or not. Therefore the implementation of questioning strategy in this activity can also reflect the tutors' strategy in teaching the L2 learners. This implementation may give benefits to both roles in the educational process.

The next questioning strategy is about *structuring.* This strategy is when the tutors are giving clues to their questions. In pre-activity, before the tutors explaining the detailed lesson, the tutors often prefer utilize this strategy in a while or after conducting a game or brainstorming. The purpose is to stimulate their background knowledge and their memorizing skill for general information such, the previous meeting with the teacher, events that happened in their junior high school, or their daily life experience before the teacher delivered the full lesson. This strategy is appropriate with Eble's (1998), who stated

that some tutors apply to question in the classroom early to assist L2 learners who have questions about previous lectures, readings, and exam preparation.

In the while activity, the tutors implemented *structuring* when they are discussing the lesson but in the same way, which is giving clues or leads first before asking the question. For example like "*So, if you say "congratulation" to your friend you can say ''Congratulation', but if you wanted to say it to me or your boss 'Please accept my ...'?*" and the L2 learners respond, "*Warmest congratulation!*".

As the process of learning becomes complex, the questioning strategy is affected too by it. The questioning strategy that the tutors implemented here is *focusing.* The purpose is to give L2 learners a question that requires a detailed or more specific answer. That may be the reason why the tutors utilize this questioning strategy only in while activity.

In a while activity, this strategy occurs when the tutors and the L2 learners discussing a task or exercise that they are working on. The questions itself started from asking the general information, for example, "*Whose classroom is this?*" or "*Who is the main character?*" into "*And then, what type of scholarship he get?*" or "*Now the difference between 'her' and 'hers'?*".

A question should not be implemented only to one L2 learner; it can cause a problem in the educational process, especially for the L2 learners. Therefore a *redirecting,* as the questioning strategy, is also implemented here, especially in while activity. However, based on the finding, the tutors rarely utilize this. The first teacher only implemented it when the two groups of L2 learners answered wrong, so she asked the other L2 learners to answer it too. The second teacher implemented it when she asked one L2 learner and then asked the same question to the other L2 learners, though they answered correctly. As they already stated in the interview, this situation happens perhaps because the tutors here are focused on discussing their group work or assignments rather than asking them one by one.

A similar questioning strategy is also utilized in the classroom. The strategy is *spreading.* Though the strategies have a similar purpose, which to allows and increases the amount of L2 learner participation, the execution here is giving them different questions for each L2 learner. Therefore, there will be many various questions that occur in the learning process. Unfortunately, it is also rarely implemented and has the same problem, which is the tutors' focus.

During asking and answering, there is also a questioning strategy that the teacher used, which is a *wait time.* The utilize of the *wait time* is simply to give the L2 learners time to think of the answer. In the pre-activity, both tutors seemed utilized in the same situation after explaining something, such as an instruction or an explanation. After that, they check the L2 learners by asking, "Do you understand?" and then give them a few seconds to process it before continuing the lesson.

It also happened while activity. In here, the tutors give the L2 learners time to think after asking a question about the lesson or making sure the L2 learners, for example, "Are you sure?" and if the L2 learners did not feel sure or give a slow response, she would give them a few seconds more to re-think their answer. The experts suggested that the low-level questions' ideal time was 3 s (Cotton,1988) or 5 s (Rowe, 1986). The tutors themselves did not think specifically about the time or when they utilize this strategy only when it is necessary or spontaneously. Besides, in recent studies, the tutors tend to wait about 0.7-1.4 seconds after asking a question to a L2 learner (McComas and Abraham, 2005).

Sometimes, in some situations, the questions that the tutors give did not worked out on the first try. That is why sometimes the tutors have to repeat it using a different way. This questioning strategy is referred to the *prompting.* Though there are three ways of using *prompting,* the tutors have utilized all of them. In the pre-activity, the strategy itself is mainly utilized when the L2 learners cannot answer or are confused with the tutor's

question. Therefore they have to change it until the L2 learners understand and can answer the questions. They may even have to translate the question, for example, "*Ok, as you can see we have several names of jobs, it is only for warming up for our lesson today. Do all of you know the meaning of these words? Or maybe any word you don't know the meaning in Bahasa?*" and then she asked it again, "*Tau semua artinya?*" so the L2 learners can answer. The same way happens too in while activity. The tutors implemented this when the L2 learners failed to understand the question or did not answer it. As the topic is getting more specific, the lesson is also getting more complicated.

In bloom taxonomy, it is implicitly suggested that a tutor should apply the questions based on the level of the questions that the L2 learners need. Also, as a tutor, they have to choose a suitable question. Therefore a *sorting* strategy is supposed to be implemented.

However, only the first teacher implements this questioning strategy in pre or while activity. The level of question that occurs here is only from level 1 (remembering) question until level 2 (understanding) question, no higher question than that. According to the revised Bloom Taxonomy (2001), level 1 (remembering) is when memory is utilized for producing or retrieving definitions, lists, or facts, or to recite previously learned information. Therefore the questions should have a context about recalling or recognizing knowledge from memory. The example of questions that the teacher utilize is "*Nah how about posessive adjective and posessive pronoun? Masih ingat bedanya?*", and then followed by "*Apa kemarin?*"

In level 2 (understanding) question, the question is that constructing meaning from different types of functions, be they have written or graphic messages or activities like exemplifying, interpreting, classifying, summarizing, comparing, inferring, or explaining. An example of the tutor's utilization is when the L2 learners answered a question regarding possessive adjectives. The teacher asked, "*For example?*" After they answered, the followed question is, "*Very good, selain itu?*"

Although the tutors apply an appropriate question and with a right arrangement of questions level, as concerning the *sorting* strategy, it hardly happened. Because after that, the arrangement of the questions is restarted into level 1 (remembering) questions, which makes the *sorting* question disturbed.

According to the Bloom Taxonomy, these questions (level 1 and level 2) are at the lower level or LOTS questions. Based on the finding, when the teacher asked a question, they do not intentionally utilize the level of question chronologically, such as level 1, 2, 3, until level 6. Although it only happened rarely, the tutors aware that a question should be referred to the revised Bloom taxonomy.

During the questioning, the teacher also implements the *probing* questions. The main purpose is to make sure that the L2 learners understand the lesson or material. As Blosser (1975) has said that probing question is a series of questions requiring L2 learners to go beyond the first response, the response of the L2 learners here is the crucial part.

In pre-activity, this questioning strategy is focused on checking the L2 learners' background knowledge and their memorizing skills, such as recalling some information on the material that they have learned in the last meeting or before that. The teacher is also concerned with their reason when answering a question. That is why sometimes the teacher asks, "*How do you know?*" or "*Coba, lecture apa artinya?*" they wanted to know where the L2 learners get their answer as a way to deep-checking their understanding. Later, their answers will be utilized as proof that they understood the lesson.

Another way of probing is asking for a more complex answer. Here, the tutors do it because they believed that the L2 learners' answers could be elaborated more. Letzter (1982) has stated that teacher questions should be broad or open so that L2 learners are free

to respond with their thoughts. The teacher simply asked the L2 learners, "What else?" then it will trigger their way of thinking to be more critical.

In a while activity, these ways of *probing* also have the same purpose and execution. The difference is because the lesson is become more complicated and specific, hence the questions itself should be related to the lesson or their assignment. Moreover, the teacher focuses on giving the L2 learners a group work exercise or assignment, so not much to ask them.

Furthermore, only the second teacher implemented this *probing* question. In post-activity, the second teacher implemented to know what exactly the L2 learners just learned on that day and to check them if they learned the lesson. Fries Gaither. J. (2008, p. 4) mentioned questioning strategy as one of the most crucial dimensions in education. It gives tutors the chance to discover what L2 learners knew and understood. It allows L2 learners to seek clarification and help. Through questioning, the tutors can know what the L2 learners knew and what they do not know. The questions can assist tutors and learners in teaching-learning process knowledge.

Last but not least is the utilize of *classroom interaction* questions. In this strategy, the purpose is involving the L2 learners to do a work pair or group to discuss a question. Harvey and Goudyis (2000, p. 8) has stated that questioning strategy is most effective when it allows learners to be fully involved with the learning process. However, the strategy rarely appeared, and even it is only from the second teacher.

In pre-activity, this questioning strategy occurs when the teacher is conducting a game or brainstorming. Although it is only utilized by the second teacher and not as often as the other strategies, she did implement it as one of the strategies that are necessary at that time. She asks them to discuss the question and answer together as "*Can somebody assist her? Ayo coba discuss it with your friend*". After that, they answered it correctly.

To summarize, the questioning strategy that the first teacher utilized in pre-activity is a *brief question, structuring, wait time, prompting, sorting, and probing,* and in while activity, she utilized the *brief question, structuring, focusing, redirecting, wait time, prompting,* and *sorting*. Meanwhile, the second tutor's questioning strategy in pre-activity is a *brief question, structuring, spreading, wait time, prompting, probing,* and *classroom interaction.* In while activity *brief question, structuring, wait time, focusing, redirecting, wait time, prompting, and probing.* In post activity*,* she utilized the *brief question* and *probing.*

A higher level of questions or HOTS questions is hoped to be implemented in this activity. The purpose is to develop a L2 learner's critical thinking skills. Betts (1910) stated that asking the right questions was central to learning and sometimes could be more crucial than getting the answer, particularly when the questions encourage L2 learners to think critically.

However, based on the finding, the tutors rarely utilize a high level of questioning. This situation is because the L2 learners still have some problems comprehending the tutors' questions and perhaps the lesson itself, even though the tutors were already planned to implement this when it came to while activity. Unfortunately, the tutors have to utilize the low level of questions because it mostly only involves such recalling information, demonstrating ideas and facts, and sometimes implementing them in such as solving problems.

There are some questioning strategies that the tutors do not utilize or implement in the classroom. Based on the three meeting classes, the reasons are various, but the main reason is that the tutors forget to implement them, or they assume the other strategies are not necessary at that time.

The first teacher does not utilize *spreading, sorting, change of cognitive demand, classroom interaction*. First, it is because the L2 learners had already answered the questions and said that it times for the teacher; therefore, the *spreading* does not occur. Second, it is because she utilized the question not chronologically as the Bloom taxonomy suggested, form level 1-2-3-4-5-6, she sometimes stopped at level 2 and then came back to level 1. Next, she does not utilize any high-level or high order questions. Therefore there is no transition from high-level questions to low-level questions; hence the *change of cognitive demand* cannot be implemented. Last, the teacher said that she prefers to lead them with a direct exercise than just discuss a question because she thinks it would be more effective. That is why no *classroom interaction is* implemented.

The second teacher does not utilize *sorting* and *change of cognitive demand*. Similar to the first teacher, she does not arrange intentionally or specifically the question. Also, she does not utilize any high-level or high-order questions; therefore, these strategies are not implemented at that time.

The tutors also mentioned that using various types of questioning strategies in this educational process provides advantages for both of them regarding their implementation in the classroom. The advantages are the L2 learners' feedback to the tutors, the reflection of the L2 learners' understanding, and the indirect learning from a L2 learner with the other L2 learners in the classroom.

The disadvantages, a few problems might occur to the teacher. Because they have to prepare and plan the most suitable questioning strategies for each class, and it would take much time. Another concern is that one of the tutors sometimes has a slight problem when switching the XII graders' questioning strategy to X graders. This problem is because the teacher also teaches in other grades, such as XII. However, the specific reason is that the tutor's concern and belief that every L2 learner or class had their level of understanding and related to their English proficiency.

In the implementation and utilization of questioning strategies by the tutors, the analyst found that the feedback from L2 learners toward the teacher strategies and questions from the L2 learners toward the lesson also implements a crucial role and information in the educational process, especially for the tutors.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Based on the discussion of the previous chapter, the analyst draws some conclusions stated as follow: The first teacher's types of questioning strategies in teaching are *brief questions, structuring, focusing, redirecting, wait time, prompting, sorting, and probing*. Meanwhile, the second teacher utilized *brief questions, structuring, focusing, redirecting, spreading, wait time, prompting, probing, and classroom interaction*. The most utilized one is a *brief question*. The tutors are aware of the L2 learners' understanding preference, which they mostly prefer a direct and simple question. Meanwhile, the questioning strategy that both tutors do not utilize is the *change of cognitive demand*. The reason is that the tutors do not utilize or implement any of the high-level questions. Therefore, there is no transition from low questions to high questions or vice versa. Although they can utilize it, they choose not to risk it because it may cause problems in the learning process.

The teacher implemented these questioning strategies with a slight difference in the whole activity (pre, while, and post). The first teacher only implemented them in pre and while activity, but the second teacher implemented them in pre-, while-, and post-activity.

However, in the manner of purpose, they have a similar strategy. In pre-activity, the tutors asked questions to know about the L2 learners' background knowledge. The tutors implemented it by asking them while having a brainstorming or games and then asking the previous lesson in the previous meeting related to the lesson on that day using simple and direct questions. In a while activity, the tutors asked questions to clarify the L2 learners' understanding of the lesson and utilized a specific question that asked for complex answers. The tutors implemented it by asking them for utilizing the specific and complex questions, asked them again to confirm their understanding of the material, and utilized various questions. In post activity, the tutors implemented it by doing a review, evaluation and also reminded them about their homework. All questioning strategies implemented in the classroom had their crucial roles for each activity the L2 learners had.

Suggestions
Based on the result of the study, the analyst proposes some suggestions. The suggestions are as follow:
1. It is suggested to the English tutors for utilizing and implementing various questioning strategies to stimulate their background knowledge related to the material, to know L2 learner's understanding of the material the teacher delivered, to motivate L2 learners interaction in the classroom whether with the teacher or with the other L2 learners. Especially when it comes to the teacher, the feedback of L2 learners may improve the tutors' strategy in the educational process. Additionally, in any possible chance, the teacher should at least implement one of the higher level or high order questions so that it can trigger their critical thinking.
2. For further analysts.
   First, this study can be utilized as valuable and helpful information when conducting similar study, especially if the analyst wants to delve into more about the tutors' questioning strategies in-depth, such as doing study that focuses on one specific questioning strategies type or one specific time of activity in implementing the questioning strategies or maybe focusing on the level of the questions itself that related with the Bloom taxonomy.
   Second, further analysts may study L2 learners' point of view because this study is only focused on the tutor's point of view. Further, analysts can explore more and new significant data from a different side that may assist tutors improve their questioning strategies, for example, the effects on the questioning strategies tutors use.

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