

Teachers' Questioning Strategies in a Classroom Interaction at SMP Negeri 2 Kendal

Anisa Dwi Safitri^{1✉}

¹English Education Study Program, Universitas Negeri Semarang, Indonesia

Abstract

As a teacher, it is necessary to provide questions appropriate to students' abilities to create interesting classroom interactions. This study aimed to identify the teacher's questioning strategies, the types of questions the teacher asked, whether the teacher used LOTS or HOTS, and the reasons underlying the teacher's use of these strategies and types. The data were collected through observation and an interview with an eighth-grade English teacher at SMP Negeri 2 Kendal. The results show that the teacher used four questioning strategies: wait time (43%), simplification (28%), repetition (26%), and probing (5%). In addition, the teacher used three types of questions in class: remembering (53%), understanding (45%), and analyzing (3%), which shows that the teacher mostly used LOTS rather than HOTS. The results also show that the teacher has four reasons for using the strategies and the types of questions, that is: 1) Improving the students' memory skills; 2) Giving students time to think; 3) Improving the students' English vocabulary skills; and 4) Adjusting to the students' abilities. This study could be helpful for teachers in the classroom. By asking questions rather than directly providing answers, the teacher can foster active class participation and make students more enthusiastic about learning English.

Keywords: Teacher's Questioning Strategies; Classroom Interaction; LOTS; HOTS

✉Correspondence Address:

B3 Building FBS UNNES

Sekaran, Gunung Pati, Semarang City, 50229

E-mail: anisadsafitri25@students.unnes.ac.id

INTRODUCTION

Teaching English is a huge challenge for teachers nowadays. One challenge is that most students are less motivated to use and even understand English when responding to questions posed by teachers during teaching and learning activities (Ismalinda et al., 2023). According to Criteli and Tritapoe, cited in Ismalinda et al. (2023), questions are a basic component of teaching used by educators to assess students' skills, abilities, and understanding of the subject matter. Giving students questions during instruction allows educators to assess learning, encourage classroom interaction, and gauge students' knowledge of the current lesson (Saswati, 2022).

As a teacher, it is necessary to provide instructions or questions that are appropriate to students' abilities to create effective and engaging classroom interactions. This was also stated by Yasid et al. (2021) in their research that teachers must see the condition of students because students' levels of knowledge are varied, and teachers must provide good strategies so that all students can understand the questions given. In addition, many other studies have examined teachers' questioning strategies, including those by Anderson & Krathwohl (2001) and Chen (2016). Both researchers found different types of teachers' questioning strategies. Anderson & Krathwohl's (2001) theory of teacher's questioning strategies has a deeper level of knowledge compared to Chen's (2016) theory. According to Anderson & Krathwohl (2001), there are six levels of knowledge that teachers can use to ask questions in the teaching and learning process, namely Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. In addition, Anderson & Krathwohl (2001) divided the six levels of knowledge into two categories of questions: LOTS (Lower-Order Thinking Skills) and HOTS (Higher-Order Thinking Skills). Meanwhile, Chen (2016) only mentioned three strategies for asking questions in class: Wait time, Question Refinement (repetition, paraphrasing, and simplification), and Probing. In addition, Chen's theory (2016) does not divide these strategies into more specific knowledge skills as in Anderson & Krathwohl (2001) theory.

Meanwhile, based on my experience participating in the *LANTIP* (teaching internship) program at SMP Negeri 31 Semarang in 2023, classroom learning lacks interaction between students and teachers. In this case, one problem that reduces teacher-student interaction in class is that not all students understand the teacher's questions. Moreover, Fathurrahman (2022) said that possible causes of students becoming more passive and not participating in class discussions are that students are afraid of giving wrong answers, are less confident in their knowledge, or ignore lessons, which can cause them not to understand the material at all. Amalia (2021) also found that students' lack of motivation, limited vocabulary, and lack of desire to learn English can make them more passive and less likely to participate in class discussions.

Studying this problem is necessary to improve teachers' and pre-service teachers' ability to question, understand, and create interactive learning. In addition, Yasid et al. (2021), Suartini et al. (2020), Fathurrahman (2022), and Sulistiani (2022) also studied teachers' questioning strategies at the junior high school level. All of the research found that the teacher used a wait time or a pausing strategy. Sulistiani (2022) also found that the teacher used a repetition strategy during the class. Besides that, Suartini et al. (2020) and Fathurrahman (2022) also used a probing strategy during the class. Moreover, all that research found that teachers tend to use questions that do not require students to think critically. Teachers often give LOTS questions to students, and students tend to answer LOTS of questions. In addition, all four of the studies examined more than one teacher. Considering the importance of teacher's questioning strategies, I conducted a study related to this phenomenon to analyze the questioning strategies used by teachers in the classroom using theory from Chen (2016) and the types of questions used by teachers in the classroom using the theory of Anderson & Krathwohl (2001). Unlike previous studies, I investigated one teacher who taught grade 8 at SMP Negeri 2 Kendal. Therefore, this study is entitled "Teachers' Questioning Strategies in Classroom Interaction (A Case Study of an English Teacher of SMP Negeri 2 Kendal)".

METHODS

This study used a qualitative research design to investigate the questioning strategies and question types the teacher employed in classroom interactions at the junior high school level, as well as the reasons for their use. According to Creswell (2019) qualitative research is an approach that aims to explore and interpret the meanings that individuals or groups attribute to social or human problems. Moreover, Creswell (2019) stated that there are five ways to conduct qualitative studies: narrative research, phenomenological research, grounded theory, ethnography, and case studies. This study used a qualitative case study to analyze in depth the language used in teachers' questioning strategies in the classroom and to draw conclusions related to the research topic.

This study focused on an English teacher at SMPN 2 Kendal who taught eighth-grade students. Moreover, the reason for choosing this school was that students actively participated in classroom interactions and that the teacher used questioning strategies during instruction. This made the school and teacher the right place to obtain the data needed for this study. In addition, this study specifically examined the questioning strategies and question types used by an English teacher in Grade VIII at SMPN 2 Kendal. The data for this study were collected from English class interactions in grade VIII at SMPN 2 Kendal, and the teacher's questions were analyzed by an English teacher who taught eighth-grade students at SMPN 2 Kendal. Therefore, the unit of analysis in this study is the teacher's strategies and questions from classroom interaction data.

In addition, the instruments used in this study were an observation sheet and an interview prompt. Both instruments were used to gather information on the teacher's questioning strategies and the types of questions used during classroom interactions at SMPN 2 Kendal. Moreover, the data collection in this study involved several steps, as follows: 1) Created the observation sheet; 2) Conducted an observation; 3) Created the Interview Prompt; and 4) Conducted an interview. Meanwhile, to analyze the data achieved from the observation and interview, this study used the theory from Miles & Huberman (1994). Miles & Huberman (1994) define analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. The first step in analyzing the data is data reduction. After transcribing the collected data from the observation and interview activities, the data were selected to address the first and second research questions, focusing on the teacher's strategy and the types of questions used in classroom interaction. After all observation data were transcribed, the first observation's data were selected. The reason is that, in the first observation, even though there was no full learning time, the teacher used more strategies and question types than in the other two observations. The second step in analyzing the data is data display. In this study, the selected data were presented in a table to organize them. So, it can be more helpful to draw a conclusion and verify the data. The last step in analyzing the data is to draw conclusions and verify them. The goal is to develop well-supported conclusions that are consistent with the data from both observations and interviews, and that can also be verified through further review or comparison.

Triangulation means using multiple research methods simultaneously, such as interviews and observations, to reduce errors, double-check data, and gain a clearer understanding (Patton, 1999). Moreover, Patton (1999) stated four kinds of triangulation: method triangulation, data source triangulation, analyst triangulation, and theory/perspective triangulation. Therefore, this study used triangulation of data sources. Patton (1999) stated that triangulation of data sources involves comparing information from different times, methods, or perspectives to see if it is consistent to understand the

differences and make findings more credible. This study used triangulation of data sources to determine whether the data obtained were consistent or divergent. So that the results will be more credible.

FINDINGS

Teacher's Questioning Strategies

This sub-section answers the first research question: the questioning strategies used by the teacher at SMPN 2 Kendal in the classroom. To answer the first research question, the framework by Chen (2016) was used. Based on the results of the recordings and observations, it can be outlined that the teacher of SMPN 2 Kendal employed four types of questioning strategies: wait time, repetition, simplification, and probing; whereas Chen (2016) mentioned the five types of questioning strategies mentioned are wait time, repetition, paraphrasing, simplification, and probing. The strategies used by the teacher in classroom interaction were listed in Table 1.

Table 1. Teacher's Questioning Strategies

Types of Questioning Strategies										
Stages of the lesson	Wait Time		Question Refinement						Probing	
			Repetition		Paraphrasing		Simplification			
	F	%	F	%	F	%	F	%	F	%
Opening	2	5%	1	3%	-	-	-	-	-	-
Main Material	15	38%	9	23%	-	-	11	28%	2	5%
Closing	-	-	-	-	-	-	-	-	-	-
Total	17	43%	10	26%	-	-	11	28%	2	5%
Total Strategies	40									
%	100%									

The table above shows that the teacher used four strategies during classroom interaction with 8th-grade students: wait time, repetition, simplification, and probing. Of these four strategies, the most frequently used was the wait-time strategy, with 17 occurrences. Besides that, the teacher used the wait-time strategy mostly during the main material stages, a total of 15 times. During the opening, the teacher also used the wait-time strategy, but only twice. In closing, she did not use any wait-time strategy. The second strategy the teacher frequently used during classroom interactions was simplification, with 11 instances. The simplification strategy was only used by the teacher during the main material stages, a total of 11 times. Moreover, in the opening and closing stages, the teacher did not use a simplification strategy. The third strategy the teacher used in class was repetition, with a total of 10 repetitions. In the classroom interaction, the teacher mostly used the repetition strategy during the main material stages. In the opening stages, she used the repetition strategy once, but not during the closing stages. The last strategy the teacher used in class was the probing strategy, which she used only during the main material stages twice and not in the opening and closing stages. The following is the data transcribed from the observation, which shows, based on the sequence of strategies, the strategies most to least used by the teacher in class.

Wait Time Strategy

The wait-time strategy was the one the teacher used most frequently during classroom interactions, with a total of 17 uses. The classification of the teacher's wait-time strategy during classroom interaction is presented in Table 2.

Table 2. Wait Time Strategy

Types of Questioning Strategies		
Stages of the lesson	Wait Time	
	F	%
Opening	2	5%
Main Material	15	38%
Closing	-	-
Total	17	43%

Based on the Table above, the teacher used the wait time strategy only during the opening and main material stages; she used it most often during the main material stages (15 times) and only twice during the opening stages. Meanwhile, in the closing stages, she did not use the wait time strategy at all. Here are examples of the wait-time strategy the teacher used during classroom interaction, starting with the opening stages and then moving to the main material stages.

Excerpt #1 (00:10)

Teacher : *Selain Yoseph, Yoseph nggak berangkat. (Besides Yoseph, Yoseph did not go to school).*
**Silent until one of the students volunteered to lead the pray* (wait time)*
 Teacher : *Who is absent today?*
**silent* (wait time)*
 Teacher : *Siapa yang absent hari ini? (Who is absent today?)*

From the transcribed data above, it can be seen that the teacher used the wait time strategy (please refer to Excerpt #1 above) during the opening stages when the teacher asked one of the students to lead a prayer before starting the class, and also when asking the students whether one of their friends was absent. In addition, the wait-time strategy was also used during the main material stage. At this stage, the teacher frequently used the wait-time strategy when interacting with students. The teacher used the wait time strategy 15 times during the main material stage. Examples of the wait-time strategy from the main material stages are shown below.

Excerpt #2 (02:44)

Teacher : *Cerita apa yang pernah diceritakan sebelum tidur? (What kind of stories have your parents read you before you sleep?)*
 Student A: *Kancil (Mousedeer)*
 Teacher : *Ok, kalo kancil bahasa inggrisnya apa sih? (Ok, What is the English word of Kancil?)*
**silent* (wait time)*
 Teacher : *Kancil apa bahasa inggrisnya? (Kancil in English is?)*
**silent* (wait time)*
 Teacher : *Mousedeer.*

Based on the dialogue above, the teacher used the wait-time strategy (please refer to Excerpt #2) when asking the students about English vocabulary related to the animals mentioned in the story. In addition, the dialogue showed that the teacher answers her own question because no one else does, even though she has given the students wait time to think about the answer.

Excerpt #3 (03:40)

Teacher : *Elephant apa? (Elephant what?)*
 Student B : *Elephant and Friends.*
 Teacher : *Ok. Can you tell me about the story of Elephant and Friends?*
**silent* (wait time)*
 Teacher : *Ceritakan singkat saja mengenai cerita Elephant and Friends. Boleh memakai bahasa Indonesia. (Tell me briefly about the story of Elephant and Friends. You can use Indonesian).*
**silent* (wait time)*
 Teacher : *Jadi, pada suatu hari ada? (So, one day there is an?)*
 Students : *Elephant!*

The dialogue above shows that the teacher used the wait-time strategy (please refer to Excerpt #3 above) when asking students about their experiences and whether their parents have ever read them a bedtime story. Moreover, the teacher used it to identify the stories the students mentioned, including the characters and plots. Unfortunately, the students did not answer the question immediately. They answered it after the teacher divided the questions into several parts. After asking several questions about the story "Elephant and Friends," the teacher asked the students to read it again. Then she began asking the students about their main material, namely, the narrative text. The dialogue is shown below.

As mentioned above, the wait-time strategy was the most frequently used by the teacher in the classroom. However, the teacher used the wait-time strategy only during the opening and main material stages, whereas at the closing stage, the teacher did not use it.

Simplification Strategy

The simplification strategy was the second most used during classroom interaction, with a total of 11 instances. The classification of the teacher's simplification strategy during classroom interaction is presented in Table 3.

Table 3. Simplification Strategy

Types of Questioning Strategies	
Stages of the lesson	Simplification

	F	%
Opening	-	-
Main Material	11	28%
Closing	-	-
Total	11	28%

Based on the Table above, the teacher used the simplification strategy only during the main material stages, while during the opening and closing stages, she did not use the simplification strategy. Here are examples of the simplification strategy the teacher used during classroom interaction during the main material stages.

Excerpt #1 (08:12)

Teacher : **Oke, dalam narrative text itu tujuannya buat apa sih?** (Ok, what is the purpose of narrative text?)

silent

Teacher : **Kalo kalian baca cerita itu tuh terhibur nggak?** (simplification) (Are you entertained when you read that story?)

Students : **Iya** (Yes)

Teacher : **Senang nggak?** (simplification) (Are you happy?)

Students : **Iya.** (Yes)

Teacher : **Jadi tujuan teksnya buat apa berarti?** (simplification) (So what is the purpose of the text?)

Students : **Menghibur** (to entertain)

Based on the dialogue above, the teacher divided the questions into several parts again, a strategy called simplification (please refer to Excerpt #2 above). This strategy was used by the teacher when asking the students about the social function of narrative text. So, the teacher used this strategy to help the students find the correct answer.

Excerpt #2 (14:41)

Teacher : **Jadi kenapa lelaki itu mengumpat saat ada sesuatu yang nyangkut di net nya?** (So why did the main curse when something stuck in his net?)

silent

Teacher : **Because something?** (simplification)

Students : **Something heavy.**

In this dialogue, the teacher used a simplification strategy (please refer to Excerpt #3 above) when the students could not answer the earlier questions. So, the teacher helped the students think about the answer by repeating the question, changing the wording to make it easier.

Excerpt #3 (15:24)

Teacher : **What made the boat capsized?**

silent

Teacher : **Apa yang membuat boatnya terbalik?**

silent

Teacher : **Because of?** (simplification)

Students : **Gold chain.**

As in the previous dialogue, the teacher also used a simplification strategy (please refer to Excerpt #4 above) by changing words to make the questions easier for students to understand.

These are examples from the observation results showing the teacher's simplification strategy in the classroom. The strategy was only used at the main material stage, while at the opening and closing stages, the teacher did not use a simplification strategy.

Repetition Strategy

The repetition strategy was the third strategy used by the teacher in the class. The classification of the teacher's repetition strategy used in the classroom interaction is listed in Table 4.

Table 4. Repetition Strategy

Types of Questioning Strategies		
Stages of the lesson	Repetition	
	F	%
Opening	1	3%
Main Material	9	23%
Closing	-	-
Total	10	26%

Based on the Table above, during the classroom interaction, the teacher used the repetition strategy 10 times, mostly during the main material stages. Besides that, she used the repetition strategy only once during the opening stages, and did not use it at all during the closing stages. Here are examples of the repetition strategy the teacher used during classroom interaction, starting with the opening stages and continuing into the main material stages.

Excerpt #1 (00:41)

Teacher : *Who is absent today?*

silent

Teacher : *Siapa yang absent hari ini? (repetition)*

Students : *Akbar, Adel, Febri, dan Yoseph.*

The dialogue above showed that the teacher repeated the question (please refer to Excerpt #1 above) after there was no answer from the students, and the teacher repeated the question in Indonesian to help the students understand the question more easily.

Excerpt #2 (02:18)

Teacher : *But before we start our lesson, I want to ask you a question. Have you ever heard a story from your parents?*

Teacher : *Pernah di dongengkan cerita sama orang tua? (repetition)*

Students : *Pernah.*

Based on the dialogue, the teacher used a repetition strategy (please refer to Excerpt #2 above) by repeating the question in Indonesian. The reason was to help the students better understand the question.

Excerpt #3 (02:55)

Teacher : *Ok, kalo kancil bahasa Inggrisnya apa sih?(What is the English word of Kancil?)*

silent

Teacher : *Kancil apa bahasa Inggrisnya? (repetition)(Kancil in English is?)*

silent

Teacher : *Mousedeer.*

In the dialogue above, the teacher used a repetition strategy (please refer to Excerpt #3) when the students did not answer her question about the English word *kancil*. However, the students still did not answer the teacher's question, even though the teacher had given them time to think. So, the teacher answered her own question because the students didn't respond.

Those dialogues used the repetition strategy, making it the teacher's third most frequently used strategy in the classroom. Furthermore, she used the repetition strategy only at the main material stage, not at the opening or closing stages.

Probing Strategy

The probing strategy was the least used strategy by the teacher in class. The classification of the teacher's probing strategy during classroom interaction is listed in Table 5.

Table 1. Probing Strategy

Types of Questioning Strategies		
Stages of the lesson	Probing	
	F	%
Opening	-	-
Main Material	2	5%
Closing	-	-
Total	2	5%

Based on the Table above, the teacher used the probing strategy only twice during the main material stages. Moreover, she did not use the probing strategy during the opening and closing stages. Here are examples of the probing strategy the teacher used during classroom interaction.

Excerpt #1 (04:37)

Teacher : *Lalu bagaimana respon animals waktu ketemu gajah? (Then how is the animals response when they met the elephant?)*

silent

Teacher : *Responnya? (Their response?)*

Students : *Arrogant.*

Teacher : *Kenapa arrogant? (probing) (Why they became arrogant?)*

Students : *Elephant mempunyai tubuh yang besar, bu. (Elephant has big body, miss)*

The teacher used the probing strategy in the dialogue above (see Excerpt #1). She used the probing strategy to find a deeper explanation of the student's answers related to the text entitled "Elephant and His Friends".

Excerpt #2 (06:54)

Teacher : *Kemudian, what is the elephant do? Apa yang dilakukan elephantnya?*

Students : *Pasang badan.*

Teacher : *Pasang badan maksudnya gimana? (probing)*

Students : *Melindungi, bu. (Protecting them, miss)*

Based on the dialogue above, the teacher used the probing strategy (please refer to Excerpt #2) to elicit a deeper explanation of the student's answers. So, the teacher knew whether the students had read the text and understood the story. Both dialogues are the teacher's probing strategy, used only during the main material stages. Moreover, the teacher used the probing strategy the least in class.

Based on the explanations above, the grade 8 teacher at SMPN 2 Kendal used only four of the five strategies mentioned. In addition, the most frequently used strategy by the teacher was the wait time strategy, used 17 times. Followed by the simplification strategy 11 times, the repetition strategy 10 times, and the probing strategy only twice. Furthermore, the teacher did not use the paraphrasing strategy during teaching and learning activities in class.

Types of Teacher's Questions

This second sub-section answers the second research question: the types of questions used by the teacher at SMPN 2 Kendal in the classroom, from opening to closing. To answer the question, the framework by Anderson & Krathwohl (2001) was used. Based on the results of recording and observation, it can be outlined that the teacher of SMPN 2 Kendal employed three types of questions, there are remember, understand, and analyze; whereas Anderson & Krathwohl (2001) mentioned six types of questions, namely remember, understand, apply, analyze, evaluate, and create. The classification of the question types used by the teacher in the classroom interaction was listed in Table 6.

Table 2. Types of Teacher's Questions

Types of Questions												
Stages of the lesson	Remember		Understand		Apply		Analyze		Evaluate		Create	
	F	%	F	%	F	%	F	%	F	%	F	%
Opening	-	-	-	-	-	-	-	-	-	-	-	-
Main Material	21	53%	18	45%	-	-	1	3%	-	-	-	-
Closing	-	-	-	-	-	-	-	-	-	-	-	-
Total	21	53%	18	45%	-	-	1	3%	-	-	-	-
Total Types	40											
%	100%											

The Table above shows that the teacher used three question types in classroom interactions with 8th-grade students: remember, understand, and analyze. Of these four question types, the most frequently used was the remembering question, used 21 times. The teacher used the remembering question only during the main material stages; during the opening and closing stages, she did not use it. The second question type used by the teacher was an understanding question, used 18 times. Similar to the remembering question, this question type is also used by the teacher only during the main material stages. She did not use understanding questions in the opening and closing stages. The least used question type

by the teacher in class was the analysis question. During the classroom interaction, the teacher only used it once in the main material stages. She did not use it during the opening and closing stages. The following data are transcribed from the observation and are presented in the order of the question types, from most to least used by the teacher in class.

Remembering Question

The remembering question was the question type that was most frequently used by the teacher in the class. The classification of the remembering question used by the teacher in the classroom interaction was listed in Table 7.

Table 3. Remembering Question

Types of Questions		
Stages of the lesson	Remember	
	F	%
Opening	-	-
Main Material	21	53%
Closing	-	-
Total	21	53%

Based on the Table above, this remembering question appears 21 times only during the main material stages. In the opening and closing stages, the teacher did not use these types of questions at all. Here are some examples of the remembering questions the teacher used during the classroom interaction in the observation activity.

Excerpt #1 (02:18)

Teacher	: <i>But before we start our lesson, I want to ask you a question. Have you ever heard a story from your parents? (remembering)</i>
Teacher	: Pernah di dongengkan cerita sama orang tua? (remembering)
Students	: Pernah
Teacher	: Cerita apa yang pernah diceritakan sebelum tidur? (remembering)(What kind of stories have your parents read you before you sleep?)
Student A	: Kancil (Mousedeer)
Teacher	: Ok. Kalo kancil bahasa Inggrisnya apa sih? (remembering) (Ok, what is the English word of Kancil?)
silent	
Teacher	: Kancil apa bahasa inggrisnya? (remembering)(Kancil in English is?)
silent	
Teacher	: Mousedeer.

Based on the dialogue above, the teacher used recall questions (please refer to Excerpt #1 above) before presenting the main material to the students. The teacher asked the students about their experiences and whether their parents had ever read them a story. In addition, the teacher asked the students about their own experiences before giving the material. So that students are more enthusiastic about studying the topic to be covered that day.

Excerpt #2 (03:12)

Teacher	: <i>Have you ever been read a story from a book? Maybe legend, fable, folktale? (remembering)</i>
Students	: Yes.
Teacher	: Nah, cerita apa contohnya? (remembering)(What kind of stories is it?)
Student A	: Elephant and Friends.
Teacher	: Can you tell me about the story of Elephant and Friends? (remembering)
silent	
Teacher	: Ceritakan singkat saja mengenai cerita Elephant and Friends. Boleh memakai bahasa Indonesia. (remembering)(Tell me briefly about the story of Elephant and Friends. You can use Indonesian)

The dialogue above showed that the teacher used a remembering question (please refer to Excerpt #2 above) to ask the students about their experiences, whether they have read certain stories, such as legends, fables, or folktales, before. Furthermore, the teacher asked the students to briefly retell the stories they had read to refresh their memories of their past experiences while reading. Unfortunately, the students did not answer the question, so the teacher repeated it and asked them to answer in Indonesian. Since some students tend to be afraid or confused when speaking English, the teacher permitted them to answer the question using Indonesian.

Excerpt #3 (03:50)

Teacher : *Jadi, pada suatu hari ada?*
Students : *Elephant!*
Teacher : *Ok, terus gajah itu gimana?*
Students : *Mencari teman, bu.*
Teacher : *Iya, gajah itu mencari teman. Dimana?*
Students : *Di hutan!*
Teacher : *Ok, di hutan bahasa inggrisnya apa?*
Students : *Forest.*
Teacher : *In the forest, ok. The elephant search for friends in the forest.*

Based on the dialogue above, the teacher used a remembering question (please refer to Excerpt #3) to ask the students about the story “Elephant and His Friends”. The teacher asked for some detailed information and also the English word of *hutan*. Besides that, the students were not asked to read the text again in their textbooks yet, but they can still answer the teacher's questions correctly.

As mentioned earlier, the remembering questions were the most frequently asked in class, with 21 questions. However, the teacher used only recall questions at the main material stage.

Understanding Question

The understanding question was the second most frequently used question type by the teacher in classroom interactions, occurring 18 times. The classification of the understanding question used by the teacher in the classroom interaction was listed in Table 8.

Table 4. Understanding Question

Types of Questions		
Stages of the lesson	Understanding	
	F	%
Opening	-	-
Main Material	18	45%
Closing	-	-
Total	18	45%

Based on the Table, the understanding question only appeared in the main material stages. During the opening and closing stages, the teacher did not use understanding questions. Below are the examples of the understanding questions used by the teacher during the teaching and learning activity in class.

Excerpt #1 (09:00)

Teacher : *Do you know the generic structure of narrative text? (understanding)*
Students : *Orientation.*
Teacher : *Orientation consists of? Berisi apa orientation? (understanding)*
Students : *Pembuka cerita. (The opening of the story)*
Teacher : *Pembuka yang isinya seperti apa? (understanding) (The opening consists of what?)*
Students : *Pengenalan tokoh, sifat, tempat, dan waktu. (The introduction of the characters, characteristics, place, and time)*

Based on the dialogue, the teacher used comprehension questions (please refer to Excerpt #2 above) to check whether the students understood the material. The teacher asked the students about the structure of a narrative text and asked them to explain each part of its structure. The result is that the students can answer the teacher's questions correctly, indicating that they were paying attention when the teacher delivered the material.

Excerpt #2 (11:00)

Teacher : **Sekarang bukunya dibuka halaman 125. Itu the story tentang?**(understanding)
(Now open your book page 125. It is a story about?)
Students : The Greedy Man.
Teacher : **Ya, greedy man. Ok, siapa yang mau baca?**(Yes, greedy man. Ok, who want to read the story?)
One of the students raised hand and started reading the story
Teacher : Ok, what is greedy man? (understanding)
Students : **Orang yang serakah.**
Teacher : What was the man's occupation in this story? Occupation **itu pekerjaan.**
(understanding)
Students : Fisherman.

Furthermore, understanding questions were also found in this dialogue (please refer to Excerpt #2 above), in which the teacher asked the students about another text titled "The Greedy Man". Before asking for detailed information from the text, the teacher asked one of the students to read it first. So later, when the teacher asked questions about the text, they could answer them correctly.

Excerpt #3 (15:50)

Teacher : What moral lesson can you take from the story? (understanding)
Students : **Jangan jadi orang yang serakah.**
Teacher : Don't be?
Students : Don't be greedy.

In this dialogue, the teacher still used an understanding question (please refer to Excerpt #3 above) to ask the students about the moral lessons from the text titled "The Greedy Man". So the teacher can check students' understanding after they read the text. In addition, when the students answered the questions in Indonesian, the teacher helped them answer them in English, which can train the students to get used to answering questions in English.

Those are the examples from the observation that showed the understanding questions which used by the teacher in the classroom interaction. But the understanding questions were used only during the main material stage; in the opening and closing stages, she did not use them.

Analyzing Question

The analysis question was the least-used question type by the teacher during classroom interaction. The classification of the analyzing question used by the teacher in the classroom interaction was listed in Table 10.

Table 5. Analyzing Question

Types of Questions		
Stages of the lesson	Analyze	
	F	%
Opening	-	-
Main Material	1	3%
Closing	-	-
Total	1	3%

From the Table above, it can be seen that the teacher used the analyzing question only once during the main material stages, whereas in the opening and closing stages, she did not use it at all. Below is an example of the analyzing question used by the teacher in the class.

Excerpt #1 (16:55)

Teacher : Ok. **Sekarang from this story, kalian kelompokkan berdasarkan strukturnya.** Orientation, Complication, Resolution, and the Reorientation. Do in groups! **Jadi berkelompok 4 orang. Kalian baca ceritanya lagi dan dipahami. Nanti ditulis aja misal orientation di paragraf 1, complication paragraf berapa. Masing-masing kelompok ditulis di selembar kertas. 15 menit terakhir nanti presentasi. Ada yang mau ditanyakan?** (analyzing)(Ok, now from this story, you group them based on the structure. Orientation, complication, resolution, and the reorientation. Do in groups!

So each group consists of 4 students. You read the story until you understand it. Just write the sequence, for example orientation is in paragraph 1, etc. Each group write their work on a paper. The last 15 minutes, you will present your group work. Do you have any question?

Students : Tidak ada, bu. (No, miss)

Teacher : Ok. Bisa mulai dikerjakan. (Ok. You can start working with your group)

In this dialogue, the teacher used the analysis question (please refer to Excerpt #1 above) when giving the students a group assignment to analyze the generic structure of the text "The Greedy Man". In addition, the teacher gave the students time to ask questions related to the assignment, so the teacher could check whether the students understood it. Before the lesson ended, the teacher asked them to present their group's work to the class.

From all the explanations above, the teacher in SMPN 2 Kendal only used three of the six types of questions mentioned by Anderson & Krathwohl (2001). Besides that, the types of questions frequently used by the teacher were the remembering questions, with a total of 21 times. Followed by the understanding questions 18 times and analyzing questions only once. Besides that, those four question types only appeared during the main material stages. The teacher did not use any types of questions during the opening and closing stages. Furthermore, the teacher did not apply, evaluate, or create questions during the teaching and learning activities in the classroom.

Possible Reasons for the Teacher's Choice in Using Questioning Strategies and Types of Questions

This subsection answers the third research question: what might be the reasons behind the teacher's use of questioning strategies and the types of questions. To answer the third research question, the interview process was conducted with the English teacher. The possible reasons for the teacher's choice of questioning strategies and question types are shown in Table 11 below.

Table 6. Possible Reasons of the Teacher's Choice in Using Questioning Strategies and Types of Questions

No.	The Possible Reasons	Teacher's Questioning Strategies	Teacher's Question Types
1.	Improving the students' memory skills	Wait time and Repetition	LOTS
2.	Give students time to think	Wait time	LOTS
3.	Improving the students' English vocabularies skills	Wait time, Simplification, and Repetition	LOTS
4.	Adjusting to the students' abilities		
	a) High	Wait time, Repetition, and Probing	LOTS and HOTS
	b) Mediocre	Wait time and Simplification	LOTS and HOTS
	c) Low	Wait time and Repetition	LOTS and HOTS

The results of the interview showed that the teacher had four reasons that underlined her use of questioning strategies, and that the types of questions were improving students' memory skills, giving students time to think, improving students' English vocabulary skills, and adjusting to students' abilities. The detailed explanation of those reasons is shown below.

Improving the students' memory skills

The first reason that underscored the teacher's use of questioning strategies and question types was to improve students' memory skills. This can be done by asking students about their daily experiences or their previous lessons. During the interview activity with the teacher, she mentioned that asking questions about the student's daily experiences required the student to remember or recall information. Here is the excerpt from the interview results.

Excerpt #1

Teacher : Pertanyaan yang diberikan kepada siswa secara lisan tentang pengalaman mereka sehari-hari sehingga dibutuhkan pemahaman dan mengingat, menggunakan pertanyaan LOTS supaya siswa mudah memahami pertanyaan dan mampu menyampaikan jawaban dengan benar. (Because the questions given to students orally

are about their daily experiences, understanding and remembering are needed. By using LOTS questions, students can easily understand the questions and convey the answers correctly).

From the excerpt above (please refer to Excerpt #1), it can be seen that using LOTS questions, such as remembering and understanding, can help increase students' memory for certain material by relating it to their daily experiences. Below are excerpts from the observation results showing the questions the teacher used to help the students recall their memories.

Excerpt #2 (02:18)

Teacher : *But before we start our lesson, I want to ask you a question. Have you ever heard a story from your parents? (remembering)*
 Teacher : **Pernah di dongengkan cerita sama orang tua?** (remembering) (repetition)
 Students : **Pernah**
 Teacher : *Cerita apa yang pernah diceritakan sebelum tidur? (remembering) (What kind of stories have your parents read you before you sleep?)*
 Student A : **Kancil** (Mousedeer)

Based on the dialogue above, the teacher used recall questions (please refer to Excerpt #2 above) before presenting the main material to the students. The teacher asked the students about their experiences and whether their parents had ever read them a story or not. At first, the teacher asked them in English, and she repeated the question in Indonesian immediately without waiting the student's answer. In addition, the teacher asked the students about their own experiences before giving the material.

Give the Students Time to Think

The second reason that underscored the teacher's use of questioning strategies and question types was to give students more time to think before answering the teacher's questions. This reason was stated by the teacher during the interview activity. Here is the excerpt from the interview results.

Excerpt #1

Teacher : **Kemudian untuk strategi wait time sendiri itu saya gunakan untuk memberikan siswa sedikit waktu untuk mencerna pertanyaan dan juga memberikan mereka kesempatan untuk berpikir sebelum menjawab pertanyaan dari saya.** (Then for the wait time strategy itself, I use it to give students a little time to digest the question and also give them a chance to think before answering my question).

The interview results (please refer to Excerpt #1) showed that the teacher used the wait-time strategy to give students more time to understand the question and to think about the answer.

In addition, the observation results showed that the teacher most frequently used the wait time strategy, a total of 17 times: twice in the opening stages and 15 times in the main material stages. Here are some excerpts that illustrate the wait-time strategy used by the teacher during the observation.

Excerpt #2 (03:28)

Teacher : **Elephant apa?** (Elephant what?)
 Student B : **Elephant and Friends.**
 Teacher : **Ok. Can you tell me about the story of Elephant and Friends?**
 silent (wait time)
 Teacher : **Ceritakan singkat saja mengenai cerita Elephant and Friends. Boleh memakai bahasa Indonesia.** (Tell me briefly about the story of Elephant and Friends. You can use Indonesian).
 silent (wait time)
 Teacher : **Jadi, pada suatu hari ada?** (So, one day there is an?)
 Students : **Elephant!**

The dialogue above showed that the teacher used the wait time strategy (please refer to Excerpt #2 above) when asking the students about their experiences and whether their parents have ever read them bedtime stories. Moreover, the teacher used it to identify the stories mentioned by the students, including their characters and plots.

Improving the Students' English Vocabulary Skills

The third reason for the teacher's use of questioning strategies and question types was to improve students' English vocabulary. During the classroom interaction, the teacher used a mix of English and Indonesian. Sometimes she used English and repeated the question in Indonesian to help the students understand it better. Using English and Indonesian when asking questions of students can help them improve their English vocabulary. This is also stated by the teacher during the interview activity. Here is the excerpt from the interview results.

Excerpt #1

Teacher : *Menurut saya, menggunakan strategi bertanya itu sangat penting untuk memberi siswa tempat atau waktu untuk berpartisipasi dalam interaksi di kelas. Karena ketika kita berkomunikasi dengan siswa entah itu menggunakan bahasa inggris atau bahasa Indonesia itu sangat memancing siswa untuk lebih semangat dan meningkatkan rasa ingin tau mereka. Kalo menggunakan bahasa inggris mungkin jadi menambah perbendaharaan kosakata mereka dalam bahasa inggris. (In my opinion, using questioning strategies is very important to give students a place or time to participate in classroom interactions. Because when we communicate with students, whether using English or Indonesian, it encourages students to be more enthusiastic and increases their curiosity. If using English, it might increase their vocabulary in English).*

Based on the results above, the teacher said that using questioning strategies in class was very important (please refer to Excerpt #1 above). Furthermore, she mentioned that using questioning strategies in classroom interactions can encourage students to be more enthusiastic and increase their curiosity. She also mentioned that using English when asking students questions can help them increase their English vocabulary.

Besides that, during the observation, the grade 8 teacher at SMPN 2 Kendal mostly used a mix of English and Indonesian when asking questions of the students. Below are excerpts from the observation showing that the teacher used English and Indonesian when asking questions of the students.

Excerpt #2 (06:26)

Teacher : *There was a tiger, ok. What happened?*
**silent* (wait time)*
Teacher : *Apa yang terjadi? (repetition)*
Students : *The tiger trying to eat all the animals.*
Teacher : *Iya, the tiger tried to kill all the animals. Jadi, tigaernya ingin memakan semua hewan yang ada. (Yes, the tiger tried to kill all the animals. So, the tiger wanted to eat all the animals).*

The dialogue above showed that the teacher used wait time and repetition strategy (please refer to Excerpt #2 above) in asking the students about the story of Elephant and Friends. At first, the teacher asked the students using English, but later she repeated the question in Indonesian. In addition, before asking the students questions, the teacher gave them time to reread the story from their textbooks. Thus, it can help students answer the teacher's questions about the text.

Adjusting to the Students' Abilities

The students' different abilities in learning English are the last reason that underlie the teacher's use of questioning strategies in classroom interaction. There were some students whose abilities were above average, some whose were mediocre, and some whose were below average. This reason was proven by the results of the interview with the English teacher below.

Excerpt #1

Teacher : *Ada beberapa siswa yang kemampuannya diatas rata-rata, misalkan hanya diberikan judul materi itu mereka langsung bisa menangkap. Ada siswa yang biasa-biasa saja, jadi untuk pembelajaran harus step-by-step. Tapi juga ada anak yang tidak peduli karena mereka menganggap bahasa inggris itu sulit dan mereka tidak bisa sehingga seperti kurang antusias dan kurang tertarik. (The English ability of students in grade 8 is quite varied. So, there are some students whose abilities are above average; for example, if they are only given the title of the material, they can immediately understand*

it. Some students are mediocre, so learning must be step-by-step. But some children don't care because they think English is difficult and they can't do it so they seem less enthusiastic and less interested).

The results of the interview above showed that the teacher mentioned the students' English ability in grade 8 (please refer to Excerpt #1 above). She also mentioned that students who are below average tend to be less enthusiastic and less interested than those who are above average or mediocre.

Besides that, the English teacher in grade 8 at SMPN 2 Kendal used the wait time, simplification, repetition, and probing strategies. The wait-time strategy was used to give students more time to understand the question and to think before answering the teacher's question. The simplification strategy was used when the students were confused and didn't understand the teacher's question. So, the teacher asked the same question, but she made the question simpler and easier for the students to answer. Moreover, the repetition strategy is a strategy used by the teacher when she repeats the same question to the students. Lastly, the teacher uses a probing strategy to gain deeper knowledge or an explanation from the student's answer. Besides that, the teacher used different strategies during the learning activity in the class. She used wait time and probing strategies to pose questions to students with high or above-average abilities. Moreover, she used the wait-time and simplification strategy when asking questions of students with mediocre abilities, and the wait-time and repetition strategy when asking students with lower abilities in learning English. Apart from that, the teacher used the same types of questions for all of the students in class. Here is an excerpt from the observation results that showed the strategies the teacher used when interacting with students with above-average abilities.

Excerpt #2 (04:37)

Teacher : **Lalu bagaimana respon animals waktu ketemu gajah?**(remembering)

**silent* (wait time)*

Teacher : **Responnya?** (repetition) (remembering)

Students : **Arogan.**

Teacher : **Kenapa arogan?** (probing)(remembering)

Students : **Elephant mempunyai tubuh yang besar, bu.**

The probing strategy was used by the teacher in the dialogue above (please refer to Excerpt #2 above). She used the probing strategy to find a deeper explanation of the student's answers related to the text entitled "Elephant and His Friends". Before using the probing strategy, the teacher used wait time and repetition to interact with the students. Moreover, the questions the teacher posed to the students during class were recall questions.

Besides that, below here is the excerpt of the observation result, which showed the strategies that the teacher used to interact with the students whose abilities were mediocre.

Excerpt #3 (03:45)

Teacher : **Ceritakan singkat saja mengenai cerita elephant and friends. Boleh memakai bahasa Indonesia.** (Tell me briefly about the story of Elephant and Friends. You can use Indonesian).

**silent* (wait time)*

Teacher : **Jadi pada suatu hari ada?** (simplification) (remembering) (So one day, there is an?)

Students : **Elephant!**

Teacher : **Ok, terus gajah itu gimana?** (simplification) (remembering) (Ok, then how is the elephant?)

Students : **Mencari teman, bu.** (Looking for friends, miss)

Teacher : **Iya, gajah itu mencari teman dimana?** (simplification) (remembering) (Yes, where is the elephant looking for friends?)

Students : **Forest.**

Teacher : **In the forest, ok. The elephant search for friends in the forest. And then? Siapa saja yang ditemui gajah?** (simplification)(remembering) (Who did the elephant met?)

Students : **Kancil, Fox, Rabbit, Monkey**

In the dialogue above, the teacher first asked the students about the story of "The Elephant and His Friends". Because there was no answer from the students, the teacher divided the questions into several parts, a strategy also called simplification (please refer to Excerpt #3 above), which can help the students answer the given questions. Besides that, the teacher also used the wait time strategy and the types of questions that she posed during the class were remembering questions.

Lastly, below is an excerpt from the observation results showing the strategies the teacher used during class to interact with students whose abilities were below average.

Excerpt #4 (02:55)

Teacher : *Ok, kalo kancil bahasa Inggrisnya apa sih? (remembering) (What is the English word of Kancil?)*
silent (wait time)
Teacher : *Kancil apa bahasa Inggrisnya? (repetition) (remembering)(Kancil in English is?)*
silent (wait time)
Teacher : *Mousedeer.*

In the dialogue above, the teacher used a repetition strategy (please refer to Excerpt #4) when the students did not answer her question about the English word *kancil*. However, the students still did not answer the teacher's question, even though the teacher had given them time to think. So, the teacher answered her own question because the students had no answer. Before answering her own question, the teacher used the wait time strategy to give students time to think, but they still couldn't answer it. Furthermore, the types of questions the teacher used in the dialogue above were recall questions.

Based on the interview with the teacher, the teacher had four reasons for using questioning strategies and the types of questions. There are adjustments to the students' abilities, improvements in the students' memory and vocabulary skills in English, and more time for students to think. For those reasons, the teacher used four questioning strategies, namely wait time, simplification, repetition, and probing. She also used three types of questions, namely remembering, understanding, and analyzing, during the classroom interaction. By using questioning strategies and question types, the teacher can foster quite active classroom interaction during my observation. So, the class was full of interaction between the teacher and the students as they discussed the material being studied.

DISCUSSION

Teacher questioning strategies in classroom interactions were identified through observation activities of the English teacher in class 8B during the 2024/2025 Academic Year. According to Chen (2016), teacher questions are techniques used by teachers to encourage students to speak more often and can improve their cognitive development. In addition, teacher questions are divided Chen (2016) into five strategies: wait time, repetition, simplification, paraphrasing, and probing. Meanwhile, this study showed that the teacher in class 8B at SMPN 2 Kendal used only four strategies: wait time (43%), simplification (28%), repetition (26%), and probing (5%). Besides that, this study found that the teacher did not use one strategy mentioned by Chen (2016), namely the paraphrasing strategy.

In addition, this study also shows that the teacher in class 8B of SMPN 2 Kendal uses both types of questions mentioned by Anderson & Krathwohl (2001) but they use LOTS questions more than HOTS questions. According to Anderson & Krathwohl (2001) there are six cognitive skills that educators can utilize to develop curriculum and assessment. There are remembering, understanding, applying, analyzing, evaluating, and creating. Of the six cognitive skills, Anderson & Krathwohl (2001) divided them into two levels of questions: low-level thinking skills (LOTS) and high-level thinking skills (HOTS). In the current study, the findings showed that the teacher in class 8B at SMPN 2 Kendal uses three of the six cognitive skills: remembering (53%), understanding (45%), and analyzing (3%). Furthermore, the teacher often used remembering and understanding questions, which made the teacher use LOTS questions more than HOTS questions in class. Although the teacher often used LOTS questions during learning activities, the teacher still used HOTS questions when assigning written work, such as exercises/assignments/assessments.

The findings of the first research question in this current study showed that the teacher used four strategies: wait time (43%), simplification (28%), repetition (26%), and probing (5%). The teacher uses the wait-time strategy to give students more time to think about the answer. This finding is similar to the research conducted by Yasid et al. (2021), Suartini et al. (2020), Fathurrahman (2022), and Sulistiani (2022). Sulistiani (2022) stated that the wait time or pausing strategy can give 1-5 seconds more students so they can think before responding to the teacher's question. Furthermore, Suartini et al. (2020) also found that the wait-time strategy can give students 2-3 more minutes to answer the teacher's question. Besides that, Yasid et al. (2021) and Fathurrahman (2022) found that using a wait time or a pausing strategy can give students thinking time before answering the teacher's question. However, Fathurrahman (2022) found that in her research, the teacher tends to give a wait time strategy to the students who are passive during the class. The teacher didn't frequently use a wait-time strategy with the active students

because they still answered the teacher's question without additional time. Apart from that, in the current study, the teacher used a repetition strategy to help students understand the question by repeating it or translating it into Indonesian. This finding is also similar to Sulistiani (2022) who found that using a repeating strategy can increase students' understanding of the question given by the teacher. Moreover, translating the question from English into Indonesian can help them understand the question better. Furthermore, the other strategies found in this current study are the simplification strategy, where the teacher repeats the question by dividing the previous question into several parts, which can help the students understand the question. The last strategy found in this current study is the probing strategy. In the current study, a probing strategy is used when the teacher wants a deeper explanation of the student's answer. This is also similar to Suartini et al. (2020) and Fathurrahman (2022) those researchers found that the probing strategy is used to engage students' participation in the classroom interaction because students can give their understanding related to the topic.

The finding of the second research question is the teacher's types of questions. In this current study, the findings show that the teacher used three types of questions: remembering (53%), understanding (45%), and analyzing (3%). From those types of questions, the teacher frequently used remembering and understanding questions which concluded that she used LOTS questions more than HOTS questions. The reason is that the teacher wanted to interact more with the students in class, so she frequently used LOTS questions. But when she wanted to ask the students to work on assignments, she used HOTS questions in class. This finding is also similar to the research conducted by Yasid et al. (2021), Sulistiani (2022), Suartini et al. (2020), and Fathurrahman (2022). All of those research found that the teacher tends to use questions that do not need students to think critically. Yasid et al. (2021), found that the teacher frequently used display questions that only needed students to answer according to their knowledge. Moreover, Sulistiani (2022) and Suartini et al. (2020) found that the teacher frequently used procedural and convergent questions. The procedural questions are only used to ask students related to classroom management, while the convergent question is used to ask easy questions to the students related to the material.

However, the research conducted by Suartini et al. (2020) found that the reason underlying the teacher using lower-order thinking skills such as procedural and convergent questions is that when the teacher gave the higher-order thinking skills or divergent questions, the students tend to be passive and didn't answer the teacher's question. In this current study, the teacher also frequently used lower-order thinking skills or LOTS questions such as remembering and understanding. However differs from the research conducted by Suartini et al. (2020) in this current study, when the teacher gave the higher-order thinking skills or HOTS questions, the students still actively responded to the teacher's question. This is because even though there are still some students who lack in English, they still want to try to answer the teacher's question.

Apart from that, this current study was in line with the study conducted by Yasid et al. (2021), Sulistiani (2022), Suartini et al. (2020), Fathurrahman (2022) who found that the application of questioning strategies in class can increase student participation in class interactions because students get a lot of improvement after teacher apply strategies related to the material given. In addition, by asking students questions in class, the teacher can increase student involvement in communicative interactions.

CONCLUSION

From the findings, it can be concluded that the teacher used four questioning strategies in class, there are wait time (43%), simplification (28%), repetition (26%), and probing (5%). The wait time strategy is a strategy used by the teacher when she wants to give more time to the students to think before answering the teacher's question. Meanwhile, the simplification strategy was used when the students were confused and didn't understand the teacher's question. So, the teacher asked the same question but she made the question simpler and easier for the students to answer. Moreover, the repetition strategy is a strategy used by the teacher when she repeats the same question to the students. Lastly, probing questions is a strategy used by the teacher to gain a deeper knowledge or explanation from the student's answer.

Secondly, the results of the study also showed that the teacher in grade VIII of SMPN 2 Kendal used three types of questions during classroom interaction, there are remembering (53%), understanding (45%), and analyzing (3%). So the teacher used both LOTS and HOTS questions during the classroom interaction. But, she used LOTS questions more often which showed in the findings where the teacher mostly used remembering and understanding questions. Remembering questions is a type of question where the teacher asked the students to recall their knowledge about certain material. The understanding question is a type of question used by the teacher to check the student's understanding of the material being studied. The analyzing question is a type of question used by the teacher to asked the students to

investigate something related to the material being learned. Based on the results of this study, it is mostly used during the writing activity.

Thirdly, the reasons why the teacher used the questioning strategies and the types of questions are to improve the students' memory skills, give students time to think before answering the teacher's questions, improve the students' vocabulary skills, and adjust to the students' abilities. According to the interview results with the teacher, she mentioned that the student's abilities in grade 8 of SMPN 2 Kendal were quite varied. Some of them were above the average or high, mediocre, and below the average or low. Because of that, the teacher used different strategies to interact with the students based on their abilities. For students who were above the average, the teacher used wait time, repetition, and probing strategies; for mediocre students, she used wait time and simplification strategies; and for students who were below the average, she used wait time and repetition strategies. In addition, to improve the students' memory skills, the teacher used wait time and repetition strategies during the classroom interaction. Moreover, she frequently used LOTS questions (lower-order thinking skills). Apart from that, she used wait time, simplification, and repetition strategies to improve the students' vocabulary skills in English. She also used LOTS questions during the classroom interaction. Lastly, to give students more time to think before answering the teacher's questions, the teacher used the wait time strategy and she used LOTS questions more than HOTS questions during the class.

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