Teachers' Question Types and Questioning Strategies: A Classroom Interaction Analysis

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Abstract

One of the skills as an essential element in achieving learning objectives is questioning skills. Through questioning, students' learning levels can be increased. This research aimed to investigate teachers' question types and questioning strategies to facilitate students' understanding of English material. The subjects of this qualitative research consisted of two English teachers. In addition, this research used observation by video recording and a semi-structured interview to obtain the data. The interview was conducted with a face-to-face mood, while the data were analyzed by using the theory of Anderson and Krathwohl (2001) to find types of teachers' questions and Goodwin et al. (1990) to find questioning strategies. The results showed the participants used more remembering questions and understanding questions before starting the lessons and in the middle of the teaching. Meanwhile, the strategies used by participants were giving waiting time, rewarding with reinforcement, probing, adjusting, or refocusing, redirecting, and rephrasing.

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Introduction

As English teachers, it is important to understand the ideal process for teaching specific competencies and skills. In the Indonesian education system, the competencies that teachers must have in carrying out their obligations are regulated. According to the Republic of Indonesia, Regulation No.14 in 2005 on Teachers and Lectures and Government Regulation No. 74 in 2008, "competence is a set of knowledge, skills, and behaviors that must be possessed, internalized and mastered by teachers or lecturers in carrying out professional tasks". According to the Republic of Indonesia, No. 14 in 2005 No 19 in 2005 on Teachers and Lectures and Government Regulation, teachers are required to have competencies which include pedagogical, personal, social, and professional competencies obtained through professional education.

Without knowing the ideal process for teaching and learning competencies, teachers cannot improve their performance. Knowing the ideal teaching and learning process can guide and inform the teachers so they can reflect, improve, and enhance their daily work. Therefore, English teachers need to be prepared for communicative teaching and learning in the classroom. On the other side, students are also expected to be engaged and participate in English learning in class. However, it is not easy when students lack motivation. It is hard to keep them learning English. It is a common problem faced by English teachers in the passive classroom, where students are unresponsive and avoid interacting with the teacher. The researchers conducted the preliminary observation with the students at SMKN 1 Batanghari. They found out that at the beginning of the lesson when the teacher explained the material to the students, the students could not fully understand. However, if the teacher asks the students about the material presented and adds it with re-explanation, the students become to understand more about the material.

According to the preliminary research, the interaction between the teacher and students is indispensable. Interaction is the key point of successful teaching in the learning process. Moreover, the mastery of questioning skills for the teacher in the current era is crucial to implement in the learning process. The essential questioning skills mastered by the teacher aim to encourage students to think about solving a problem, generate old or new understanding, investigate, and assess student mastery of subject matter, arouse interest, so that the desire to learn arises, and encourage using knowledge in situations another situation.

Asking is an element that always exists in a communication process, including learning communication. Questioning skills are utterances or questions raised by the teacher as a stimulus to bring up or grow answers (responses) from students. In the learning process, asking questions goes on in the preliminary, core, and closing without realizing it to the extent that the stages of asking questions are an inseparable part of the application of designed learning models. Asking questions is one way to determine students' understanding of the material presented by the teacher. Giving questions is not only beneficial for students but also beneficial for teachers as well. This statement is supported by Peterson and Taylor (2012), who stated that teachers and students will benefit from deliberately designed questions. Asking questions is not only from teacher to student but also from student to teacher.

Interestingly, research conducted by Shanmugavelu et al. (2020) entitled *Questioning Techniques and Teachers' Role in the Classroom* showed that proper questioning techniques are important in the teaching and learning process. Besides that, questioning is also important for enhancing student motivation and promoting positive, critical, and creative thinking among students, and improving the teaching and learning process in the classroom. Referring to the preliminary research and the previous research. Then, departing to the problems mentioned above and remembering that having good interactions in the classroom enables teachers and students to create collaborative exchanges thoughts or feelings that affect each other in classroom exchanges. To respond to this concern and to investigate the type of questions used by the teachers. Therefore, the researchers intended to conduct research at SMKN 1 Batanghari regarding question types and teachers' questioning strategies when teaching English to facilitate students' understanding of the material presented.

Literature Review

Classroom interaction and questioning

Teacher-student interaction should be viewed as a valuable learning tool that necessitates the effective application of various techniques, strategies, measurements, pedagogical intentions, and instructional moves (Michener et al., 2018). According to Pianta (2017), interactions between teachers and students are a primary key to improving student learning and development. Classroom interaction, such as teacher questions, promotes student learning achievement by influencing the availability of language input, language output, and teacher feedback (Hu & Duan, 2019).

Questions are one of the most popular teaching methods. Farrell and Mom (2015) argued that nearly 60% of all classroom discussions involve the use of the teacher questioning act. According to Critelli and Tritapoe (2010) in the classroom, questions are a basic element of instruction used by the teacher as a tool to observe the students' skill, ability, and understanding of the material. The act of questioning is regarded as one of the most common and noticeable features of classroom interaction, and it is a fundamental technique employed by the teacher during classroom interaction (Buchanan Hill, 2016). Questioning is easy to trigger thinking, ignite inquiry, and establish a dialogic relationship. It is a way to create interaction between teachers and students and assess the students to achieve the objective of the lesson (Kholisoh & Bharati, 2021). Chaffee (2014) classified questions as information, interpretation, analysis, synthesis, evaluation, and application. Besides that, according to Walsh and Sattes (2005), questions are thought channels, and teacher questioning increases students' learning levels.

The importance of questioning

For thousands of years, one of the most popular modes of instruction has been questioning (Tan, 2007). According to some studies, teachers see questioning as the fundamental method for stimulating students' thoughts and guiding the development of

knowledge (Chin, 2006). Questioning is an important constituent in the teaching and learning process. According to Hannel (2009), questioning is an essential element of efficacious teaching. According to Chin (2006), questioning is to accommodate student contributions and provide neutral rather than evaluative responses to student thinking. Teachers use questions to help students review their understanding, stimulate critical thinking, promote creativity, emphasize points, manage classroom activities, and for various other reasons and purposes (Astrid et al., 2019).

The purpose of questioning and Anderson and Krathwohl's taxonomy types

According to Morgan and Saxton (2006), teachers ask questions for several reasons, such as to help teachers keep students actively involved in lessons, allow the students to openly express their ideas and thoughts, help teachers to pace their lessons, help teachers evaluate student learning and revise their lessons by moderating behavior. Additionally, according to Nasution (2009), the purposes of questioning skills are 1) to encourage children to think to solve a problem, 2) to generate an understanding of the old or the new, and 3) to investigate and assess students' mastery of the subject matter. Myhill and Dunkin (2005) pointed out that a good teacher knows how to use questions for maximum impact on students as a good barrister.

Anderson and Krathwohl (2001) is a revision of Bloom's Taxonomy (1956). There are six types of cognitive processes and ordered these according to the level of complexity involved. It is divided into 'lower-order questions' and 'higher-order questions. Lower-order questions are remembering, understanding, and applying questions. Meanwhile, higher-order questions include analyzing, evaluating, and creating questions (Anderson & Krathwohl, 2001).

The use of questioning to facilitate students' understanding

The teacher needs to know the student's abilities and the extent to which the student understands what is being taught in the teaching process. Additionally, teachers need to know student performance before and after class by asking questions. According to Nappi (2017), teachers' questions can be applied in three sessions:

- Questions play at the beginning. Giving questions as opening questions in a conversation at the start of a class can make it easy for students to respond while not forcing them to reveal too much about themselves.
- Questions play in the middle of teaching. Asking questions along the way is very effective in achieving outcomes and is more beneficial than teaching students without asking questions.
- Questions play at the end after teaching in the classroom. Asking a question to the students at the end of a lesson is important because it is important to know student understanding, assess student learning, test student input, and measure the quality and teaching of teachers.

Teachers' questioning strategies

There are some questioning strategies according to Goodwin et al. (1990), as follows:

1. Wait time. Providing a waiting time after a student answers or asks is also possible communication in the classroom has changed significantly.
2. Handling student responses
   - Reinforcement. According to Mandah and Gbarato (2016), reinforcement is a skill that teachers employ to favorably influence their students' behavior.
   - Probe. Chen (2016) stated that one of the teachers' questioning strategies in the classroom is probing.
   - Adjust or refocus. When a student provides an answer that seems out of context, the teacher can refocus attention to encourage the student to relate their answers to the content discussed.
   - Redirect. Redirecting is a questioning strategy applied by teachers by asking a similar question to different students so that the students can clarify or give more critical answers that complete their fellows' previous answers (Wangru, 2016).
   - Rephrasing. According to Wangru (2016), rephrasing is a questioning strategy applied by teachers when students fail to give correct responses.
3. Responding to student questions

There are many ways the teacher can answer questions from students. However, all strategies start with this important step: listen to the student's question. After making sure you understand the question, make sure other students hear and understand the question. If you have little time remaining, you can answer the question by yourself, but this strategy did not encourage independent learning.

Methodology

This research employed a qualitative method. According to Creswell (2012), qualitative research is an approach to exploring and understanding the meaning individual or groups ascribe to a social or human problem. The researchers choose qualitative research to get deeper information related to the research topic, the information obtained can be used to determine research objectives and produce research results in the form of a description and analysis of each activity or process in detail to make it easier to understand. This research took place at SMKN 1 Batanghari. The reason researcher conducted research at this school is that this school is one of the favorite vocational schools there, the school is accredited A, and all these expertise programs have been accredited with qualification A. The subjects of this research consist of two English teachers.

Data collection

Researchers used classroom observation and interviews to collect the data. Before conducting the research, the researchers asked about the teacher's willingness to participate. The researchers agreed with each participant regarding the place and time of the meeting before the researchers conducted observations and interviews. In addition, the participants were informed about the scope, context, and aims of the research. The researchers have also asked the participants for permission to record the teaching and learning process, as well as the lesson plan and material being studied at that time. The researchers also asked about their class schedule and agreed to observe the class. There are four English teachers at this school, but who are willing and agreed to be the participants in this research there were only two English teachers. Criteria for choosing participants, the researchers choose the participants who are willing to have their class observed and who are willing to be interviewed.

Data analysis

The researchers analyzed the types of English teachers' question types and teachers' strategies in asking questions to facilitate students' understanding of English material, and the researchers took several steps: First, the researchers prepared the data to be analyzed from class observations and interviews. Video recordings of observations and interviews were watched and listened to carefully. Then, the researchers transferred it into the text and analyzed it based on Anderson and Krathwohl (2001) and Goodwin et al. (1990). Finally, the researchers interpret the data based on the theory and previous studies that have been studied. Then, in doing so, the researchers involve her understanding and experience when interpreting the data.

Findings

This research aimed to investigate teachers' questions types and questioning strategies to facilitate students' understanding of English material by using Anderson and Krathwohl's Taxonomy (2001) and Goodwin et al. (1990) as the theoretical framework. To collect the data, the researchers used two ways consisting of observations and interviews. The observation was conducted by the researchers two times for each teacher. Further explanation is below,

Types of questions used by the teachers in the classroom interaction

According to the observations and interviews, the researchers determined that the common types of questions used by the teachers are remembering questions and understanding questions. It is majorly shown by the teachers at SMK Negeri 1 Batanghari. The researchers found that *Teacher A* used remembering questions at the beginning and the middle of the lesson to remind the previous lessons or the ongoing material. Before starting the lessons, *Teacher A* asked the students about the previous material. She said, "*The last meeting, we talk about opinion, we talk some expressions, how to express your opinion, asking opinion, what else?*"

The example of this question was to remind students what they had gotten from the previous meeting. After that, she continued questioning by saying, "*What is auxiliary verb, what are the words that are included in the auxiliary verb?*" and so on. Teacher A reported that, "*In the beginning of the lesson, sometimes I ask them a question to make them remember about the material being taught yesterday or the last meeting*".

The remembering questions also were shown by *Teacher B* since in the beginning and the middle of the lesson, the teacher reminded the students about previous lessons or the ongoing material. It was stated by *Teacher B* in the interview session, "*Sometimes, if I did not finish the material in one meeting, and I continue the material, so I give them some questions to remind them about the last material or the last topic. But if it is a new topic, I just ask them a question to lead them to the topic*".

Based on data collected from the results of observations, *Teacher B* used the remembering question rather than other types. For example: *What kind of to be do we use*?, Who is the third subject? and so on. The statement above shows *Teacher B* asked her student about the previous material to remind or to make her student remember her about the last topic. Not only to remember previous material but this remembering question is also used by *Teacher B* in the middle of learning, where most of the questions in this type are lower-order reasoning as they simply recall facts from memory.

On the other side, the teachers also used to understand questions while teaching English. Based on the observation with *Teacher A*, this kind of type is usually used by the teacher in the middle of the teaching and learning process to make sure her students understand or not the material being taught at that time. Understanding questions that arose when the observation was asked by Teacher A are like: "*Can you explain what an analytical exposition is?*", and "*How would you know if this sentence is present or past tense?*". In understanding the question, the teacher asks the student to explain the topic.

In *Teacher B*'s case, *Teacher B* lets the students explain the material that has been learned after posing the questions to know the student's understanding of the material being taught like: "*Can you tell me negative form of past tense?*".   At the end of teaching and learning activities, *Teacher B* also concluded to make sure whether the students understand or not about the material or the topic that has been learned but it depends on the situation. As stated by *Teacher B*,

> "It depends on the topic, for example about recount text at the end of time we make conclusion like what the function of recount text, what is the characteristic of recount text, but sometimes for one topic cannot finish in one meeting can be in two meeting or three meeting so no conclusion at the end of class, but the end of the topic we have to make conclusion, but not always at the end of our lesson."

Teacher *B* did not always conclude at the end of the lesson because one topic cannot be finished in one meeting, sometimes more than one meeting, so they did not make any conclusion, but if she had already finished the topic, at the end of the topic, she and her student made a conclusion. The findings are in Table 1. Below,

Table 1. *The finding of question types*

Participants	Type of questions
Teacher A	Remembering Question
	Understanding Question
Teacher B	Remembering Question
	Understanding Question

The strategy used by the teacher in the classroom interaction

In this section, the researchers observed three key elements of the teaching process, such as wait time, handling students' responses, and responding to the student's questions. The explanations of each strategy are below:

Wait-time

During the wait time, *Teacher A* took this chance by giving the time for students to answer the question after *Teacher A* posed the question. As stated by *Teacher A*, "*Because students need some time to remember the answer*". Based on the observation, the researchers also determined that *Teacher A* gave her students time to think and to find the answer in 2-3 seconds. On the other side, the wait time given by *Teacher B* for her students is to answer the question around 1-3 seconds. *Teacher B* stated that "*Ya, because they have to think to answer, but sometimes there is a student without thinking and want to answer, but even the answer is wrong I appreciate for their brave, even their answer is wrong it's not a problem for me I always appreciate them*". *Teacher B* gave wait time to the student answer the question is important because students have to think first about the answer, or they need time to remember the answer. Based on the statement above, *Teacher B* always appreciates the students who want to answer the question even though their answer is wrong. She always appreciates their braveness.

Handling the students' responses

In handling the students' responses, the researchers tried to determine the teachers' responses in the five aspects of handling students' responses. It includes reinforcement, probing, adjusting or refocusing, redirecting, and rephrasing. In the reinforcement, the researchers found positive statements given by *Teacher A* to her students such as *Good, OK, Nice, OK that is right and OK good job*. Meanwhile, the positive non-verbal communication carried out by *Teacher A* is smiling, and it was stated in the interview session, "*Yeah, usually I smile, say "good" to them, or give thumbs up*". *Teacher A* always gives positive statements and non-verbal communication to appreciate students' answers or to the students who have answered the questions correctly.

Based on the observation, similarly, *Teacher B* also did the reinforcement just like Teacher A. *Teacher B* stated, "*Sure, give my thumbs, I give my students my thumbs, say good, but sometimes if their answer is wrong I will say no in sad expression, I didn't said oh you wrong, no, for them reward is needed, we*

have to give reward to our students". *Teacher B* also used positive statements and non-verbal communication to reward students who answer questions correctly. It is proven when the observations of the two participants always give positive statements to students while smiling when there are students who answer the questions correctly. Although there are students who say the wrong answer, *Teacher B* never immediately says it is wrong, she will say no with sad expressions.

Another way the teachers in handling students' responses is to probe where they want their students to think deeper and higher. For instance, *Teacher A,* in exploring or testing his students regarding the ongoing material will ask the other students to give comments on whether their friends' answer is correct or not. In addition, *Teacher A* stated, "*When a student answers the questions, I also ask to the other student to comment the answer is correct or not it's the first thing I do, if the answer is wrong, I will ask the others opinion*". Then, after *Teacher A* asked a question and if a student answered the question, *Teacher A* would provide opportunities for other students to give their opinion or comments about their friends' answers.

However, there is a difference between *Teacher A* and *Teacher B* in this strategy. As explained above, in exploring or testing the students regarding the ongoing material, *Teacher A* will ask the other students to give comments on whether their friends' answers are correct or not. But not for T*eacher B*, in her interview, she said, "*I avoid giving the students to find the mistake other students, sometimes I think it's kind of bullying, the students who know the answer will bully their friends and they will think oh I am clever, so I didn't do it, but I discuss with my student, we discuss together*". Based on the statement, *Teacher B* will never ask the other student to give comments on their friends' answers, but there is a mismatch between *Teacher B*'s answers during the interview and the observations found by the researcher. When making observations, the researchers found that *Teacher B* also did the same thing as *Teacher A*, where *Teacher B* also asked other students about the answers of students who answered questions.

The next strategy that arises is 'refocus'. When there are students who are out of context, *Teacher A* will refocus her students on the topic they are studying. *Teacher A* stated, "*First thing I will never say their answer is wrong, but I will lead them to the context, then they will think oh this is what the teacher means, maybe they forget, so I will lead and refocus them again*". From the statement above, if a student says the wrong answer, *Teacher A* will lead the student to the right context. This strategy is used by *Teacher A* so that students are always on the right topic or always in the right context, not getting out of the material or topic being taught at that time.

It can be said, the two participants had the same strategy when there are students who answered a question but got out of context, they would not immediately say if their answer was wrong, but they would help and direct them to the answer or refocus them on the material being taught. As stated by *Teacher B*, "*Just I like before I appreciate them, I didn't say your answer is wrong, and I didn't correct the answer directly but by process, or I refocus them*". *Teacher B* did not directly blame the student's answer when one of *Teacher B*'s students answered incorrectly but tried to direct to the correct answer. This strategy is used by *Teacher B* so that students who answer questions but get off topic or answer the wrong questions can understand better after Teacher B directs them to the correct answer.

Furthermore, another strategy is 'redirect'. In this strategy, the teacher can ask another student to comment on his or her statement when a student answers a question. It was stated

by *Teacher A*, "*I will ask them first who are willing to answer, sometimes when their friends answer the question it helps the other students to remember and know the answer, but if there is no student wants to answer my question I will point one of them to answer the question*". After posing a question, she will ask her students who can answer the question or are willing to answer the question first. If no one cannot answer the question, *Teacher A* will choose one student to answer the question.

The redirect strategy also appeared when the researchers made observations with *Teacher B*. As stated by *Teacher B*, "*I just give the chance who for students who want to answer, sometime I asked them to hands up if they want to answer, so if they already hands up so I point them to answer, so I just give the chance who want to answer the question*". *Teacher B* always allows her students to answer questions. Based on the statement above, in giving opportunities to her students, she will order his students to raise their hands if they want to answer. As she did during the observation, when she asked her students to raise their hands when they wanted to answer a question, she said "Who can answer the question hands up, hands up and say the sentence?"

The last one is rephrasing. The researchers found *Teacher A* will repeat the question clearer to the students, and Teacher A provides some information to help the student find the answer. For example, "*The last one with a recipe what's the name of the text?*", "*Modal + have + past participle what formula is that?*", and so on.   *Teacher A* used this strategy to help the students find the answer, and sometimes Teacher A will provide the answer using Indonesian to make it easier for the students to know and find the answer.

The results of observations with *Teacher B* regarding the rephrasing strategy are the same as those carried out by *Teacher A*. Data showed that the teacher repeated the question clearer to the students and provide some information for helping the student find the answer using Bahasa. For example: "*Will not 345p ai disingkat jadi apa? Willn't or wont?*", "*What about adjective? For example angry, sad 345p aitu? About your feeling.*" The examples of the sentences indicate *Teacher B* gives some information in Indonesian to make it easier, lead the student, and help the students to find the answers.

Responding to the students' questions

There are several ways that Teacher A responds if a student asks a question. She will listen to the student's question and make sure the other students also hear the question. As stated by *Teacher A*, "*If there is a student ask a question, I will make sure the other students understand and know what the question is*". Besides that, the researchers also determined that Teacher A will say "*Are you sure?, What else?, Is that right?, or Beside that?*" in responding to students' answers after posing questions.

This strategy was used by *Teacher A* so that other students could also focus on the material being discussed, and so that other students could also think about finding answers. The statement stated by *Teacher A* showed that "*I will help and lead them to answer the question first, but if I already give them a clue but they still do not know the answer so I will just answer my question by myself*". Based on the statement above, prove that if there is a student who cannot answer the question even, she already gives some clue so she can answer the question by herself.

Afterward, the researchers also found several strategies carried out by both participants.   they will say, "*Are you sure?*" or "*Is it correct?*" in responding to students' answers after posing questions. When interviewing, Teacher B has a strategy when there are students who ask a question. The first

thing she does is listen to the question and make sure that other students hear the questions from their friends. "*Yeah, sometimes I try to repeat the question of the students; I try to repeat the question maybe more than twice to make them know the questions*".

Teacher A and *Teacher B* have slightly different strategies to help their students find the answer. They both will help their students and guide them to find the answer, but when students from *Teacher A* still have not found the answer, Teacher A will answer the question by herself. Meanwhile, *Teacher B* prefers to always find the answers with her students together. Teacher B thinks if she immediately answers, it will not make the students understand and will not make students dare to practice speaking English, because according to Teacher B that is when students learn and where they practice. As stated by *Teacher B*, "*I always find the answer with my students, we correct the answer together, for example their answer in English but the sentence is wrong, for example they said you was not, I will correct them to make them realize the mistake so try to correct the answer, because it's better to make them think about what have they answer, if I just give them the correct answer it's not make them to think because they need practice*".

Table 2. *The finding of teachers' strategy*

Participants	Teaching process	Teacher's strategy
Teacher A	Wait Time	Giving the students time to think and answer
	Handling the Students' Responses	• Reinforcement • Probe • Refocus • Redirect • Rephrasing
	Responding to the Students' Question	Leading the students to answer the question
Teacher B	Wait-Time	Giving some time to think and appreciate the students' answer
	Handling the Students' Responses	• Reinforcement • Probe • Refocus • Redirect • Rephrasing
	Responding to the Students' Questions	Helping and guiding the students to find the answer

Discussion

The results of this research show three themes that emerge. The first is that the two participants use more low-order thinking questions, namely remembering questions and understanding questions. Similar to the findings of Setyo et al. (2022), Magfirah et al. (2022), and Navtria et al. (2020), the types of questions of the English teacher in the teaching and learning process tended to be 'remembering'. Remembering is the dominant type in the total frequency of 20 questions or 40%.

The second theme that emerged was that the strategy used by the two participants was the same during the observation. They both gave wait time to students after they asked questions. Giving students a few extra seconds to answer the questions was a frequent tactic employed by participants in this research. Participants give the students extra 1-3 seconds to answer the question because they said that the students need to think first to find the answer. The findings from Wangru (2016) and Siregar and Lismay (2023) also showed the teachers on classroom questioning and information processing show that students need at least four seconds to understand a question, consider the available information, organize an answer, and begin to respond.

This research also showed in handling students' responses to the student question. The two participants gave positive statements to their students when answering questions, although the answers given were wrong. Participants did not directly blame the answers from their students. The result from Purnamasari et al. (2018) and Magfirah et al. (2022) also showed that the teacher gave positive reinforcement to the students to encourage the students to love learning English and reward the good behavior done by the students. The two participants also provided non-verbal communication to their students, such as smiling or giving a thumbs up. The results of this research are also supported by Mousa and Yahya (2023), where nonverbal communication between instructors and students boosted students' awareness of and involvement in the learning process, resulting in better learning outcomes for all parties.

Adjusting or refocusing are used when students are out of context. The participants will refocus their students so they can focus students' attention and can guide and remind students about the topic or material that is currently in progress. This technique is used to draw attention to a new topic. The teacher also asked another student to comment on his or her statement to enable more students to participate. This strategy also emerged when observing the participants. It can also be used to enable one student to correct another student's incorrect statement or respond to another student's question. The data also showed the teachers repeated the question clearer to the students and provided some information to help the student find the answer. Sometimes, the teachers used Bahasa Indonesia to give the information to make their students could find the answer easily. Similar to previous studies from Rahmah (2018), the teachers applied questioning strategies such as repetition of questions, emphasizing the question, translating into Bahasa Indonesia or mixing the questions, getting closer to the students, and giving rewards to the students.

The last theme that emerged in this research was an incompatibility or mismatch when the researchers' conducted observations and interviews with Teacher B regarding the strategies she used. In the interview with Teacher B, she said if there were students who answered the questions, she would not ask other students to give comments or find the mistake in their friend's answer because she thinks it is the same as bullying. However, when the researchers made observations in the class where Teacher B taught, the researchers found that what Teacher B said during the interview did not match what she was doing while teaching the class. In teaching, it turns out that Teacher B asked other students to give comments. If their friend answers a question, she will ask other students whether the answers from the students who answered were correct or not.

Conclusion

According to the findings, there were eight key themes in the questioning techniques used by the two participants to facilitate students' understanding of English material. According to observation and interview, it seemed the following testing students' ability with remembering questions, providing wait time, handling students' responses/responses to the students' questions, rewarding students with reinforcement, probing, adjusting or refocusing, redirecting, and rephrasing. The findings of this research showed that teachers quiz students on their memory.

The results also demonstrated that teachers employed wait time strategies. One tactic that needs to be considered during question-and-answer meetings is waiting time. However, in this research, most questions were provided to the students for one to three seconds. Additionally, it showed that teachers favorably treated students' responses in handling their responses. Afterward, they praised those students who answered correctly. Sometimes the teacher smiles, gives thumbs up, and compliments the students. Concerning the probe from the students, Teacher A did this by asking for another student's response during the class, but not for Teacher B. For the students to be able to respond to the questions, the teachers also reworded them by including information or by using Bahasa Indonesia.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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