

AN ANALYSIS OF THE IMPLEMENTATION OF QUESTIONING STRATEGY IN EFL LEARNING DURING COVID-19 PANDEMIC

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis jenis pertanyaan yang digunakan oleh guru serta bagaimana strategi bertanya diterapkan dalam pembelajaran EFL, dan menganalisis pendapat siswa terhadap penerapan strategi bertanya dalam pembelajaran EFL yang dilaksanakan di SMAN 1 Sukawati pada saat situasi pandemi. Seorang guru bahasa Inggris dan siswa kelas dua belas di SMAN 1 Sukawati menjadi subjek penelitian ini. Penelitian ini menggunakan desain *mixed-method* dengan dominan kualitatif. Hasil penelitian menunjukkan bahwa guru menggunakan semua jenis pertanyaan yang dikemukakan oleh Richard & Lockhart (1996) dan Padmadewi et al. (2017). Jenis pertanyaan – pertanyaan tersebut adalah prosedural, divergen, konvergen, kepatuhan, retorik, mendorong, dan menyelidik. Hasil penelitian juga menunjukkan bahwa pertanyaan tingkat rendah sering digunakan oleh guru dalam pembelajaran EFL. Pertanyaan tersebut muncul dalam tiga sesi; kegiatan awal, kegiatan inti, dan kegiatan akhir. Selanjutnya ada dua aplikasi yang digunakan guru yaitu WhatsApp dan Google Form. Selain itu, penerapan strategi tanya jawab juga mendapat respon positif dari sebagian besar siswa karena menciptakan kualitas proses belajar mengajar yang lebih baik.

ABSTRACT

This study aimed to analyze the types of questions used by the teacher and how the questioning strategy was implemented in EFL learning and analyze students' opinions toward the implementation of questioning strategy in EFL learning conducted at SMAN 1 Sukawati during the pandemic situation. The English teacher and the twelfth-grade students at SMAN 1 Sukawati was the subject of this study. This study used an embedded mixed-method design with qualitative dominant. This study showed that the teacher used all types of questions proposed by Richard & Lockhart (1996) and Padmadewi et al. (2017). Those types of questions are procedural, divergent, convergent, compliance, rhetorical, prompting, and probing questions. The result also showed that the teacher frequently used low-order questions in EFL learning. Those questions occurred in three sessions; pre-activity, main activity, and post-activity. Further, there were two applications used by the teacher, namely WhatsApp and Google Form. Besides, the implementation of the questioning strategy also got positive responses from most of the students because it creates a better quality of teaching and learning process.

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1. Introduction

In the beginning 2020, the world was experienced by the Covid-19 pandemic outbreak. According to World Health Organization or WHO (2020), Covid-19 was a virus that very infectious that can make people suffer respiratory illness. In addition, Covid-19 pandemic caused the disruption in almost all sectors of human life, such as economy, social, transportation, education and so on. The Indonesian government, especially The Ministry of Education and Culture of Indonesia the government ruled out regulations called PP No.21 Tahun 2020 explained In education sectors, during the covid-19 pandemic, learning activity at all levels of education in Indonesia was done through online at home. Online learning exists as the improvement of the distance learning. According to Keengwe and Kidd (2010), online learning can be defined as learning process without see someone by face to face or the learning process which is conducted in different place. They also mention that distance learning applies media and also many experiences to produce the structural learning activities, so it has the correlation with the use of the technologies, e-learning, virtual learning, etc.

Nowadays, the educational system in Indonesia adopts Curriculum 2013 as the newest curriculum. Curriculum 2013 or well known as K-13, uses an approach called Scientific Approach. Further, according to Padmadewi, Artini, & Agustini (2017), Scientific Approaches expects students to be more active, think critically, and find the concept of a particular topic through cooperative learning during the teaching and learning process. Hasan (2013) stated that the Scientific Approach could train students to develop their abilities to think critically (higher-order thinking level) as the target of learning. There are five steps in the learning process, namely observing, questioning, exploring, associating, and communicating based on the concept of learning in the Scientific Approach (Padmadewi, Artini, & Agustini, 2017). Those steps above are essential to apply in the learning process of K-13.

However, questioning can be one of the significant steps in the learning process of the scientific approach that requires students to develop their curiosity, creativity, and ability to formulate questions (Sofyan, 2016). Further, he also adds that questioning steps in the Scientific Approach could build students' critical thinking toward the use of questions. Regarding those arguments, questioning is an effective strategy that should be implemented during the teaching and learning process. So, the teacher plays a significant role in asking questions during the process of teaching and learning. According to Redfield and Rousseau (1981), as cited in Döş et al., (2016), questioning is an essential strategy to be implemented to improve students' high-level thinking and stimulate students' active participation and facilitate their learning.

Regarding the strategy that can stimulate students to formulate questions and able to think critically, it is believed that the questioning strategy can be an effective strategy that should be applied by the teacher. Sujariati, Rahman, and Mahmud (2016), defines questioning strategy is a way that use to check whether the students have understood the material taught or not. Which, the teacher could check student's competence in understanding the material taught. Next, Fitriati, Isfara, & Trisanri (2017) states that the questioning strategy could use as a guidance for teachers in deliver a question to the students. Thus, this strategy expected to be applied by teachers since it could help teachers to recognize the appropriate questions asked.

In the questioning strategy, questions are the most necessary tool. For that reason, appropriate questions should be asked by teachers during the teaching and learning process. Linch (1991) as cited in Sujariati, Rahman, and Mahmud (2016) says that a question is an interrogative sentence that use in order to check student's understanding and used to obtain information. Besides that, questions should be brief and clear, suitable to the students' level, and stimulating classroom interaction (Astrid et al., 2019). In this case, the teacher should give more attention to the types of questions used in the teaching and learning process regarding their purpose. There are several types of questions proposed by by Richard & Lockhart (1996) and Padmadewi et al. (2017). Those types of questions are procedural, divergent, convergent, compliance, rhetorical, prompting, and probing questions.

A question generally is defined as a sentence that is delivered to elicit information. In this case, questions play a crucial role in the process of teaching and learning due to their purposes towards the students' learning. Two experts add several theories related to the purposes of questions in the classroom. Turney et al. (1973) as cited from Arslan (2006) and Padmadewi, Artini, & Agustini (2017). Therefore,

several main points from both theories above were combined into twelve points, namely (1) To increase students' curiosity as well as their interest towards a topic, (2) To focus students' attention toward a particular issue, (3) To stimulate students to formulate questions, (4) To identify specific difficulties faced by the students, (5) To provide an opportunity for students to assimilate and reflect upon the information, (6) To involve students in developing their thinking skills, (7) To provide an opportunity for students to learn through discussion, (8) To stimulate students to be active learners, (9) To give students time to understand the material well, (10) To stimulate students in stating information, (11) To check and confirm students' knowledge and understanding, (12) To measure students' achievement in their learning.

There are several researchers conducted studies about questioning strategy. Those studies stated questioning strategy was essential then the teacher should apply it in the teaching and learning process. Aimah and Purwanto (2018) analyzed the implementation of teachers' questioning strategies to encourage students' critical literacy. The study results showed that both teachers as the subject of the study used question-planning strategies and question-controlling strategies. Another research on teachers' questioning strategies in teaching and learning was conducted by Prabowo & Alfiyanti (2013). The study results showed that seating arrangement, teachers' feedback, the existence of a clue, and small group discussion were the strategies used by the teachers to support the questions and answer session runs effectively. Meanwhile, another result revealed several problems that commonly faced by the teachers when asked questions were the students' less vocabulary and lack of confidence.

Based on those previous studies above, questioning strategy can increased the quality of the learning process. Furthermore, in the questioning strategy, the teacher should find out the types of questions that suitable used to stimulate student's responses and increase student's critical thinking during the teaching and learning process because not all kinds of questions are compelling. The teacher also should be careful in delivering the questions.

Despite the importance of teaching strategies to be used in the classroom, however, the fact showed that many teachers ignore to the use of questions in the process of teaching and learning (Hamiloglu & Temiz, 2012). This is primarily becoming even more important because of the pandemic situation, requiring teachers to conduct teaching and learning processes remotely. Therefore, the current study attempts to analyze the types of questions implemented and how the implementation of the questioning strategy was conducted in EFL learning and analyze students' opinions toward the implementation of questioning strategy in EFL learning conducted during the pandemic situation.

2. Method

This research implemented a mixed-method research design. The type of mixed-method in this research was the embedded mixed-method design with qualitative dominance. According to Creswell (2012), the embedded mixed method is a method that combines two designs, namely quantitative design and qualitative design, where one of the two methods is the primary or more dominant method. In this case, quantitative methods were embedded in the qualitative design, which means this research had a dominant qualitative design rather than a quantitative design. The study was conducted at SMAN 1 Sukawati, located at Jl. Lettu Wayan Sutha, Batuan, Sukawati Sub district, Gianyar Regency, Bali, Indonesia. The subject of the study was the twelve grade students of language class as known as BB class and science class as known as MIPA class and an English teacher who teach the twelve grade students of BB and MIPA class at SMA N 1 Sukawati used a questioning strategy. Then, the object of the study was the questioning strategy used by the English teacher. The researcher used two instrument namely observation sheets to collect the qualitative data and an interview guide to collect the quantitative data. Further, those instruments were used to analyze the types of questions implemented and how the implementation of questioning strategy conducted in EFL learning and analyze students' opinions toward the implementation of questioning strategy in EFL learning conducted during the pandemic situation. Furthermore, the researcher used observation and interview to collect the data from English teachers and the students who become the subjects of this study. After collecting data, Interactive Data Analysis Model proposed by Miles and Huberman (1984) was used to analyze the data in the current study. According to

this model, there are four procedures to be conducted to analyze the data. Those steps are data collection, data reduction, data display, and conclusion drawing or data verification.

3. Finding and Discussion

Based on the observation during four meetings, the study showed that the questioning strategy runs effectively even online used WhatsApp and Google Form. It showed that the English teacher used a significant number of questions during the teaching and learning process. The teacher used various types of questions during the implementation of the questioning strategy in the teaching and learning process. In this case, the teacher used all the types of questions proposed by Richards & Lockhart (1996) and Padmadewi, Artini, & Agustini (2017). Those questions were categorized as procedural, divergent, convergent, compliance, rhetorical, prompting, and probing questions. The teaching and learning process is divided into three sessions: pre-activity, main activity, and post-activity based on the Ministry of Education and Culture No 22 the Year 2016. Therefore, the distribution of those types of questions used by teachers presented in the table below.

Table 1. The Distribution of Questions' Types Used by Teacher

Observation	Types of question and the frequency of use							Total
	Pro	Div	Conv	Comp	Rht	Prm	Prb	
I	7	5	14	3	2	1	2	34
II	8	5	8	2	0	2	1	26
III	8	9	18	0	0	1	1	37
IV	7	8	20	0	0	1	1	37
Total	30	27	60	5	2	5	5	134

Note:

Pro	: Procedural	Rht	: Rhetorical
Div	: Divergent	Prm	: Prompting
Conv	: Convergent	Prb	: Probing
Comp	: Compliance		

Further, the table presented above showed the accumulation of each type of question used by the teacher in the twelve grades of MIPA and BB class. Based on the observation, the researcher found that the teacher mostly asked convergent questions during the teaching and learning process online using WhatsApp group and Google form. Further, the total number of convergent questions asked was 60 out of 134 questions and took place in the highest position. The second position was placed by procedural questions in which the total number of the procedural question was 30. Then, divergent questions took third place, which occurred 26 times and followed by compliance, prompting, and probing questions in which occurred five times. Finally, rhetorical questions were taken over the last position in which the teacher rarely asked this question. Also, there were only two rhetorical questions found from four times of observation. Thus, the teaching and learning activities were divided into three sections: pre-activity, main activity, and post-activity. It was based on teaching and learning procedures proposed by the Ministry of Education and Culture No 65 the Year 2013, namely *Standard Proses Pendidikan Dasar dan Menengah*.

Further, during the Covid-19 pandemic, the teaching and learning process was conducted online. As the subject of this research, the English teacher used WhatsApp and Google form as application to support the teaching and learning process during the Covid-19 pandemic. Besides that, during the teaching and learning process, the questioning strategy was involved as the strategy that helps the teacher maintain the learning process. The researcher found several types of questions asked by the teacher in each section.

Pre-activity was the initial activity that has an essential role in stimulating students' motivation to follow the learning process. In this section, the teacher started the lesson by asked students' condition and followed by asked students' willingness to follow the learning process through WhatsApp. This kind of

activity seems trivial, but asking about the students' condition and willingness could stimulate students' activeness. Further, the teacher also distributed several questions to relate students' prior knowledge. The teacher used a current issue to connect students' prior knowledge which is asked about many things related to Covid-19 pandemic. After that, the teacher told the students about the topic or material they were going to discuss.

In main activity, the teacher asked some questions to begin the lesson. The researcher found that the teacher delivered the material to the students in the form of PowerPoint and a video about procedure text. The teacher instructed the students to read and watch the material given. Further, the teacher asked the students with several questions that related to the material taught through the WhatsApp group. Besides, several questions were asked by the teacher to check students' understanding. The teacher also used Google Form to deliver some questions as a reflection after the students comprehend the material. In addition, all students need to complete the questions given in google form because it was counted as their attendance too. At that time, all students have the same opportunity to involve during the learning process. They were also required to submit their task since it was included as their attendance.

In post-activity, there was no significant interaction between teacher and students. The teacher only told the students, if there were any questions or something confused about the material, please text the teacher directly through personal chat or in the WhatsApp group. In other meetings, the teacher evaluated students by asked their opinions about the material taught. The teacher also gave a closing greeting and reminded the students to stay healthy, stay safe, and keep following the government's health protocol.

The study also showed that the teacher was repeating a question on some occasions. The researcher found because students were quiet and not gave any responses to the questions given. Repeating the questions is one of the strategies to cope with non-responded questions proposed by Meng, Zhao, and Chattouphonexay (2012). The example was showed that the teacher asked "have you finished with the material?" then there was no response from the students. So, the teacher repeating the questions by asked "hello everyone, have you finished with the material?". In addition, Meng, Zhao, and Chattouphonexay (2012) also stated that there are several strategies to cope with non-responded questions besides repeating the questions are simplifying the questions, employing additional questions, giving longer wait time, helping with body language, and explaining, exemplifying, or answering.

The first finding of this study showed that the teacher used various types of questions during the implementation of questioning strategy in the teaching and learning process. In this case, the teacher used all the types of questions proposed by Richards & Lockhart (1996) and Padmadewi, Artini, & Agustini (2017). Those questions were categorized as procedural, divergent, convergent, compliance, rhetorical, prompting, and probing questions. the findings were showed that each type of question had a different purpose from the others. In this case, convergent questions were categorized as low-order questions and have a significant number occurred during the teaching and learning process. These questions only required short answers, then the answer was mostly stated in the text, so students can easily find the answer. However, these questions did not develop their thinking process. Besides that, divergent questions classified as high-order questions were rarely asked by the teacher as well as probing and promoting questions instead of convergent questions. Although, it could develop students' critical thinking. Lee (2015) explained higher-level questions could gradually have developed students' critical thinking. Those questions were actually connected to the development of students' thinking process and mostly related to the topic discussed.

The observation showed that the interaction dominantly occurred in pre-activity. In pre-activity, the researcher found various types of questions and required the students to answer the questions communicatively. In this case, the teacher asked them about the current issue about Covid-19 to relate their prior knowledge before discussing the main topic. Next, in the main activity, the researcher found that the learning process moved to a google form. In google form, the students were instructed to answer the following questions and submit at the rest of the time. In this session, the teacher focused on checked students' understanding of the material taught. The researcher also found that the teacher used google form to count the students' attendance. The last activity named post-activity, and there was not much interaction in this activity. The Covid-19 pandemic forced the learning process was done online and used

several learning management systems such as WhatsApp, video conference (Zoom, Google Meet), Google Classroom, Schoology, etc. Online learning was not effective as a face-to-face learning process in the classroom. However, the teacher tried to do their best, and hopefully, the students could understand the material given well.

The researcher interviewed the students to obtain their opinions toward the implementation of the questioning strategy. The students were instructed to answer several questions as the components of the interview guide in the google form. The researcher interviewed the students in Language and Science class of twelve grade students. The teacher asked seven questions, and the response to those questions was stated below. Based on the first question, the researcher asked the students about their opinions toward implementation of questioning strategy in teaching English. The question was, "Do you agree with the use of questioning strategy in teaching English as a foreign language? Give your reason!". In this case, there were various responses occurred based on the first question. First, students said agree because questioning strategy could help the teacher check whether the students' understood or not toward the material taught. On the other hand, the students also agree with the implementation of the questioning strategy because it could stimulate them to learn the material taught. The percentage showed 13% of 68 students stated agree as the statements above. Those students' responses indicated that they agree with the use of questioning strategy in teaching English. It because could help the teacher to recognize that the students already understood the material taught or not. Second, 49% of 68 students also agree with questioning strategy as a strategy in teaching English because it can develop their interaction with the teacher. Most of them also said that their activeness increased and the teaching and learning process runs more effectively since the communication between teacher and students is well maintained.

The students also agree with the implementation of the questioning strategy, they said it impacted to the development of their language skills, such as vocabulary and grammar. The percentage showed that 32% of 68 students said their language skills such as vocabulary, grammar, and skill in arranging the sentence in good order were affected by questioning strategy. The last, it found that 6% of 68 students also agree with using a questioning strategy because the implementation of the questioning strategy made the learning process more interactive and did not make students feel bored. Regarding the interview guide's second question, the researcher observed why questioning strategy was essential based on students' opinions. The researcher found various responses from the students. In this case, the researcher found 28% of 68 students said questioning strategy was important to be applied. Next, students stated that it helped the teacher to guide the students to follow the learning process seriously. It also used to check students' comprehension of the material taught. On the other hand, 4% of 68 students stated that teachers could assess students' activeness through the implementation of a questioning strategy. In this case, the students' activeness that they mean was when the students respond to the question given, and then the data could not be manipulated because it was recorded in room chat.

The questioning strategy was essential to implemented since it increased students' activeness in the online learning process and it proved by 26% of 68 students' responses. It also increased students' confidence used English during the discussion session by answering the questions given. Clearly, the interview result showed that the teacher's questions could stimulate students to be active because they were encouraged to respond to the question asked, and indirectly they were used English as well as possible. Besides that, the questioning strategy was also used to maintain the interaction between teacher and students even though they experienced online learning where they could not face to face in the classroom. On the other hand, it found that 23% of 68 students said this strategy was proper to build an interaction during online learning and create an effective atmosphere to run the learning process effectively. In addition, the interaction was vital since it would make the learning process run more effectively because the teacher sent the material and provided instructions on what to do next. In this case, the teacher offers questions as a tool of communication that can build an interaction. Further, questioning strategy in the teaching and learning process could increase students' language skills such as composing a good sentence in English, and indirectly they learn about tenses and adding more vocabulary. There were 19% of 68 students who said that questioning strategy was essential since it has a good impact on their language skills.

Regarding the third question about the challenges that students experienced during the implementation of teacher's questioning strategy. Based on the interview with the students, 90% of 68 students said they faced many challenges during the implementation of the questioning strategy. First, students have problems where they have difficulty in composing good written English, and it took much time for them. Then, the limited time makes them late to answer because the teacher has asked another question. Besides, some students felt afraid when their answer was incorrect, so they prefer to wait for other students to respond first. On the other hand, 10% of 68 students said there were no challenges for them during the implementation of the questioning strategy.

The fourth question was asked by the teacher to obtain students' feelings during the implementation of the questioning strategy. Then, the researcher found that most of the students, around 41% of 68 students, felt tense, nervous, scared, anxious, and insecure. All of these feelings happened due to several factors. Those several factors were the students did not understand the material taught, afraid if their answer was not correct, and were insecure or shy in answering the question given because they were afraid of their response was wrong and seen by their friends. Besides that, 22% of 68 students felt happy because they have understood the question given, but they also felt afraid if the question was hard to answer. Then, around 37% of 68 students or the rest of students felt happy during the implementation of the questioning strategy. In addition, the students felt delighted because they could interact with the teacher, so the teacher not only sent them material.

Based on the fifth question of the interview conducted, the researcher asked about the effect of the teacher often asked question to the students. After interviewed the students, the researcher found various responses given by the students. The first effect of the teacher often asked questions based on students' opinions is related to students' language skills. There are 20,5% of 68 students who said they could train themselves used English directly in answering the questions given by composing a good sentence and correct tenses, then also got new vocabulary during the implementation of the questioning strategy. Besides, teachers' questions were usually related to the material, so to answer the question given, students must learn the material first. Based on students' responses, 29% of 68 students said they were motivated to learn the material because it could help them answer the question given during the implementation of the questioning strategy. So, indirectly this strategy stimulated students to learn the material in order to be able to answer the question. Besides that, for those students who have not understood the material, the implementation of a questioning strategy also helped them to understand the material. It can be done by comprehending the teacher's question and the other students' answers in-room chat.

The teacher question was not merely about the material, and it was proven by 12% of 68 students' responses. In this case, the teacher often asked about the current issue. The researcher found that the teachers always started the lesson by asked something related to Covid-19. Then, the teacher also never forgets to remember students follow the health protocol. In addition, the researcher found that 20,5% of 68 students said the teacher asked questions that used to obtain students' opinions and required a higher level of thinking. In this case, the questions asked could develop students' thinking skills. On the other hand, 18% of 68 students said the teacher frequently asked questions to make students feel close to the teacher. Thus, the interaction of teachers and students was maintained well, and it was proven from students' responses.

The interview guide's sixth question is that students like how the teacher asks the question and follows by their reason. The question was, "Do you like the way the teacher asks questions? what is the reason?". In this case, it found there were 43% of 68 students said that they like the way the teacher asked questions. The researcher also found several reasons based on students' opinions toward the way the teacher asked questions. The students said that the teachers' question was easy to understand. In addition, the teacher asked an exciting topic to discuss, which was the Covid-19 pandemic. In addition, the teacher was able to link the current issue like Covid-19 to the primary material, namely procedure text. Next, 50% of 68 students said they liked how the teacher delivered the question. Mostly, students said that teacher was polite and the teacher was good at handling the learning process. Then, 7% of 68 students stated they not like the way the teacher asked questions because of the selection of online platforms. One of them stated that using WhatsApp was not practical since not all students could express their responses.

The limited-time was the problem, and they said zoom, google meet, and other video meeting conferences could be the best chosen.

The last question of the interview guide was "Give your opinions about questions used by the teacher!". In this case, the students were instructed to share their opinions toward teachers' questions during the teaching and learning process. The researcher found several responses from the students toward teacher questions. There were 26% of 68 students said teacher questions related to the material taught. In this case, the teacher asked questions to check students' understanding of the material taught. It found there were 21% of 68 students stated that teacher question was not merely about the material. On some occasions, the teacher asked some questions related to a current issue like the Covid-19 pandemic. Most students there were 34% of 68 students stated that questions asked by the teacher were easy to understand. It referred to the lower level of questions that not required critical response. Based on observation, the researcher found lower-level questions used to check students' understanding and stimulate students' activeness and check student's difficulties. 19% of 68 students stated that teacher questions required students' higher level of thinking. In this case, students were required to explore their thinking skills since the questions asked required opinions or ideas from the students.

Based on the interview, most students gave positive responses by stated agree with the implementation of the questioning strategy. In this case, questions stimulated them to interact with the teacher and other students to discuss or share opinions. Besides that, based on interviews with the students, the questioning strategy was crucial because it could encourage students' confidence to use English. But, then, students faced many challenges during the implementation of the questioning strategy. Those challenges were afraid, nervous, and not confident when they answered questions, limited time makes them late to answer, and they have difficulties in composing good written English. Besides, time was being the problem too and affected on students' activeness. Next, based on the interview, it showed several impacts on the implementation of the questioning strategy. The students explained those impacts could train themselves to use English directly to answer the questions given by composing a good sentence with correct tenses and getting the new vocabulary. Also, they were motivated to learn the material provided and the strategy to help them understand the material, increase their insight, feel close with the teacher, and develop their thinking skills.

The students said teacher questions were easy to understand, and some of the questions also required students' higher level of thinking. The students also said teacher questions were related to the material taught. In this case, teacher questions used to check students understanding of the material taught. Then, the teacher's questions were not merely about the topic discussed, but also discussing to the current issue. It was such an interested thing found because could arouse students' motivation in asking or answering questions. However, higher-level questions are still limited instead of convergent questions or a question that did not need a higher level of thinking to answer.

4. Conclusion

The researcher found an English teacher who taught the twelve grade students of language and science classes at SMAN 1 Sukawati used various questions. In this case, the teacher used all questions' types such as procedural, divergent, convergent, compliance, rhetorical, prompting, and probing questions. The researcher found that those questions occurred in three sessions such as pre-activity, main activity, and post-activity. Furthermore, the interaction runs effectively in pre-activity. Therefore, questioning strategy was essential to be implemented during the teaching and learning process since all types of questions used by the teacher served several purposes. Those purpose are to catch students' attention towards certain topics, identify specific difficulties faced by the students, involve students in developing their thinking skills, stimulate students to be active learners, check students' knowledge and understanding, measure students' achievement in their learning, and focus students' attention on a particular issue. The researcher found that the purposes of teachers' questions varied depending on the types of questions.

Based on students' opinions toward the implementation of questioning strategy in teaching English as a foreign language, most of the students gave positive responses toward it. The students mentioned that

they agree with the implementation of the questioning strategy in teaching English as a foreign language. Those students said the questioning strategy could stimulate students to understand the material, help the teacher check students' understanding, develop students' interaction with the teacher, develop students' language skills, build a good atmosphere for the learning process, and not make the students feel bored. Besides that, some students said that the questioning strategy trained them to use English directly to answer the questions given by composing a good sentence with correct tenses and getting the new vocabulary. Then, most students said they were motivated to learn the material taught because it will help them answer the questions given. Other students also said the question given required students' opinions and required a higher level of thinking. So, it will develop students' thinking skills. However, several students stated that they were afraid, nervous, and not confident when they answered the question.

The researcher realized that the result of this research showed a limitation in which the implementation of the questioning strategy was done through asynchronous application of online learning, for that reason, it is suggested to try to implement a questioning strategy through synchronous application of online learning in teaching English as a foreign language in order to make the learning process more effective. Furthermore, for other researchers interested in conducting a similar study, it is suggested to do further investigation and observation when the Covid-19 pandemic has let up. Then, the other researchers are advised to do further research in a normal situation that is face-to-face in the classroom or using synchronous learning management system of online learning.

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