

Improving Students' Interaction And Motivation By Teachers' Questioning Strategies

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***Abstract** Question and answer is a classroom activity that allows learners to create or recreate meaning through language. Effective questioning is a means for students to respond during the learning process. Designing questions that capture student interest and attention comprises diagnosing and verifying specific facts or information, determining, and encouraging analytical, inductive, differentiation, extension, application, problem-solving, and synthesis skills. To be effective, we must design questions and answers to request information. Effective classroom questioning techniques require good preparation and do not require students to use thinking skills. This article illustrates that Q&A is a very common activity that can help students learn English and is an important way for students to exchange ideas with teachers and students. The article also covers some basic questions and examines questioning techniques in English teaching.*

Keywords: Question and Answer, Effective questions, Questioning skills, Interaction

Abstrak Tanya jawab merupakan kegiatan kelas yang memungkinkan pembelajar menciptakan atau menciptakan kembali makna melalui bahasa. Bertanya yang efektif merupakan sarana bagi siswa untuk memberikan tanggapan selama proses pembelajaran. Merancang pertanyaan yang menarik minat dan perhatian siswa meliputi mendiagnosis dan memverifikasi fakta atau informasi tertentu, menentukan, dan mendorong keterampilan analitis, induktif, diferensiasi, perluasan, penerapan, pemecahan masalah, dan sintesis. Agar efektif, kita harus merancang pertanyaan dan jawaban untuk meminta informasi. Teknik bertanya di kelas yang efektif memerlukan persiapan yang baik dan tidak mengharuskan siswa menggunakan keterampilan berpikir. Artikel ini menggambarkan bahwa Tanya Jawab adalah kegiatan yang sangat umum yang dapat membantu siswa belajar bahasa Inggris dan merupakan cara penting bagi siswa untuk bertukar pikiran dengan guru dan siswa. Artikel ini juga membahas beberapa pertanyaan dasar dan mengkaji teknik bertanya dalam pengajaran bahasa Inggris.

Kata Kunci: Tanya Jawab, Pertanyaan Efektif, Keterampilan Bertanya, Interaksi

INTRODUCTION

The teaching and learning process is dynamic, with many changes in class and student activities. There is a process called interrogation. It can be teacher to student or student to teacher. Polling your students is an easy way to challenge your strategy. Questioning is one of the most commonly used teaching techniques. Teachers need to know what their students can do and how well they understand the material. You can influence what happens in class. Teachers need to understand how the dynamics of classroom communication affect students' perceptions and engagement with

classroom activities, which can then enable them to monitor and adjust classroom communication patterns to create an environment conducive to classroom learning and acquisition of a second language is conducive. Asking questions is a crucial pedagogical skill, but it requires practice ((Mousavi et al., 2018).

There is a common problem EFL teachers face, a passive class where students are unresponsive and avoid interacting with the teacher. It can be a frustrating experience for both, teacher and learner. Teachers want students to be more communicative in class. Classroom is

considered as a unique communication context, so the patterns of classroom communication definitely determine students' participation in classroom activities through the use of the language, as well as the opportunities and effectiveness of target language acquisition. An important aspect of classroom interaction is the way the teacher interacts with the students' responses. When a teacher asks a question, students can either answer, ask a question, or don't answer. Questions come in many forms and can be classified into lower-order questions, often closed-ended questions that require the learner to remember a single answer. For example, 'how many sides does the rectangle have?' Higher order are more open-ended questions and encourage learners to think. They can also have a range of reactions, such as: 'describe this shape'. It is important that you use these two types of questions for learning and for assessment. However, research has shown that we often use lower-order questions more often. Improving and expanding the range of questions benefits both you and the learner. Your learners will be supported to develop their thinking and understanding of the topic. Effective questioning stimulates discussions that can lead to better understanding. It can also help you uncover misunderstandings. This gives you better

formative assessment data to improve future teaching and learning.

In this case, the authors will discuss several theories related to this paper and will also confirm the theories of several experts. It is important to recognize that methods combine thought and action, because teaching is not just about one or the other (Affandi, 2006). A question is one of the most important tools to guide and enhance student learning. It can help teachers to create their own strategy to improve students' work and thinking. Therefore, it is effective when it allows students to fully engage in the learning process (Gast, 2016). Therefore, one of the most important methods of language teaching is to use questions as a learning tool to encourage interaction in the classroom. Questioning strategies are useful for teachers to effectively plan classroom participation activities, design homework, and write exams. Recent research on questioning in English lessons based on teacher questioning strategies in classroom interaction. Shanmugavelu et al (2020) found that teachers tended to ask many questions in many studies. It is assumed that students are likely to show a high level of interest and attention to the lesson activity that uses the questioning strategy.

Asking questions is a natural feature of communication, but also one of

the most important tools available to teachers. Questions are critical to the way teachers guide lessons, engage students, encourage participation, and improve understanding. Every question needs an answer (except wishes and suggestions), so questions inevitably lead to communication. Questions can also be an aspect of teaching English as it is about teaching active processes. The aim is to verify that students understand what they have been taught and to encourage students to engage in classroom interaction. It is also a command or question sentence used to elicit information or an answer, or to test knowledge. In other words, when people produce sentences for other people when it comes to commands and interrogative sentences to get information or answers, it means a question. Question, on the other hand, is a linguistic expression used to make a request for information, or the request made using such an expression (Svanes & Andersson-Bakken, 2021).

In addition to assessing the knowledge and understanding of the learning content, it also helps to control the social behavior of the students. Teacher questions are essential parts of classroom discourse and play an important role in facilitating student learning (Çakır & Cengiz, 2016). It gives teachers a chance to find out what students know and understand, and it allows students to ask for

clarification and help. This means that by asking questions, teachers can learn what students know and don't know. Questions help teachers and learners to teach the learning process. There are some studies on the questioning strategy of teachers. Durkin revealed in 1979 that most teachers asked students questions after they had taught. Another study conducted in the late 1990s found that despite the abundance of supportive questions before, during, and after class to promote understanding, teachers still frequently ask post-class questions to promote understanding. Questioning strategy is important because asking or asking questions is one of the crucial strategies that the teacher can use in the teaching process. There are a few reasons why a questioning strategy is important (Astrid et al., 2019).

One of the key components to creating effective teaching and learning processes is the questioning method or techniques used by teachers. Teacher questions in the teaching and learning process are one of the many interactions that take place in the classroom to achieve goals and stimulate students' intellectual activity. It is important because they can stimulate learning, develop students' thinking potential, stimulate clear ideas, stimulate imagination and inspire action. It is also one of the ways teachers help students develop their knowledge more

effectively. Teachers need to be aware that when conducting teaching and learning sessions in the classroom, the quality of the questions and the quality of the questioning are one of the key elements in determining the effectiveness and quality of their teaching sessions. To help students stimulate high levels of thought, teachers must play a key role in using the right techniques and skills to survey students. Teachers should be aware of any changes that are occurring in the classroom and these changes should be aligned with the goals they wish to achieve in the teaching and learning process.

The interaction process in the classroom determines the success of language learning; it is caused by the engagement of teachers and learners in classroom interactions. In many areas, some understandings of language teaching conversations have prevailed. Nunan noted that the classroom speech that took place in class is a distinctive type. It explains that oral language practice becomes discourse in the language of instruction (Nunan, 1991). On the same point, Allahyar and Nazari argued that applied useful questions would support the learning process and communication in the class more. Therefore, in order to sustain the learning process, the teacher must be creative by developing several important methods to

engage the students in answering the questions (Allahyar & Nazari, 2012).

The distinction of this research from previous research is based on the subject matter. While previous research discussed speaking ability using a sample, this article looks at both communication skills and student motivation, as well as the possibility of using the theory to improve student motivation in learning English. Previous research by Affandi (2015) on display and reference questions used in teaching speaking skills made it clear that many teachers use display questions more often than reference questions. As an illustration, teachers used display questions to demonstrate speaking. Nonetheless, it is expected that the reference questions will be used to encourage real contact and show open discussion in the classroom (Affandi, 2015). Comparatively, Fitriati (2017) found that educators practiced more display questions than reference questions because learners have a standard capacity in communication skills based on their empirical experience with the topic. In addition, since the content of the topic encouraged learners to participate, the teacher asked many display questions (Fitriati et al., 2017). In addition, two previous observations show that there are significant dissimilarity sequences. It also showed that private school teachers tend to ask viewing questions. On the other hand,

Affandi's study (2015) found that public school teachers turned more to reference questions when practicing English.

Noting an imbalance of questions often found in the classroom, Oradee said teacher conversations dominate and rely too heavily on closed-ended questions to review learning or daily activities, allowing for limited assessment of learning. Questions from teachers are all too often organizational in nature, e.g. *What do we always put at the top of our page?* or educational in nature, such as *Who can tell me what an adjective is?* and have low cognitive involvement and result in limited answers such as 'yes' or 'no' (Oradee, 2013). Rachmawaty and Ariani examined phenomena in the real life contexts of the participants, the students. They found that questions appear to be key tools in communicative exchanges that ensure natural and equal interaction in the classroom. It is also one of several mechanisms in spoken discourse that facilitates and facilitates understanding (Rachmawaty & Ariani, 2019). Hoerun Nisa (2014) focused her study on the classroom interaction analysis in the EFL speaking class. Her findings provided evidence that teachers should enhance their students' communication skills and encourage students to use English during speaking activities by asking questions.

The teacher plays an essential role and determines the high level of student involvement in effective teaching to easily understand the materials. Interactive teaching methods make learners feel like they enjoy the classroom activity more than the non-interactive classroom (Chen et al., 2017). Teachers in classroom interactions are at the core of communication, so the learning role is becoming increasingly important. Educators can use questioning methods to get answers from students (Yang, 2016). This means that the teacher should be more creative when striving for good learning and teaching. Today, the questioning methods some teachers use are inappropriate and ineffective. If the teachers ask the questions without knowing the answers, there will be some problems in regular classes. Finally, the authority of class instruction is touched upon.

Bailey explained that teachers should have a high level of proficiency in speaking to match learners' ability to speak (Rachmawaty & Ariani, 2019). This means that in creating a communicative learning process to develop the teaching and learning activity, the educator needs good speaking skills. By expanding the survey by asking students to compose questions to ask each other about a topic, as part of a summary or appropriate waiting time in a lesson, we begin to challenge levels of thinking and begin to both the student and

also educate the student B. inform the teacher when the students are ready to continue their learning. This simple recap tool uses consolidation and active learning techniques to encourage metacognition. According to Svanes & Andersson-Bakken (2021) teacher questions have different functions. Most prominent are the class and assignment management questions, but there are other types of questions that are more subject-specific.

RESEARCH METHODS

This research work is a literature study that discusses questioning strategies to improve the ability to interact and increase the motivation of the students as an essential object of investigation. The researcher also cited some classroom survey research as references. Wragg noted in 1993 that teachers often use types of questions related to management, e.g. *Has everyone done this work now?*, or remember information e.g. *How many sides does a quadrilateral have?*, rather than using higher-order questions, e.g. *What evidence do you have for this?* It must be remembered that open-ended or divergent questions lead to a greater expansion of answers and promote better dialogue and understanding in the classroom (Tofade et al., 2013). As teachers, we often want to move quickly through content and convey forgotten knowledge in order to support

students to reflect, consolidate and create new contexts of meaning (Rosalina & Setiawan, 2019).

Too often, students become detached from teachers' questions, resulting in low self-esteem. How often do the same students answer questions? Do we ever stop to think why? Petty (2009) found that hands up, one chooses a volunteer and then comments on the response, the volunteering approach encourages student withdrawal and only gives the teacher an overview of how a student is thinking. Engaging, motivating and nurturing students' problem-solving skills requires a more active approach to learning. Harmer (2001) found that teachers are not ultimately responsible for motivating their students. They can only encourage with words and deeds. Real motivation comes from each individual.

Effective classroom surveys require prior preparation. While some teachers are adept at asking unanticipated questions, many find that such questions have problems of wording, are not organized in a logical order, or do not require students to use the desired thinking skills. To do these things, teachers should plan questioning strategies. First, teachers should have all possible levels and types of questions. Questions should be used to achieve clearly defined goals. A teacher should ask questions that require students to

use the thinking skills he or she is trying to develop. The Blooms taxonomy is a hierarchical system for ordering thinking skills from lower to higher, with each level requiring mastery of the skills below. It is not absolutely necessary for a teacher to be able to assign each question to a specific level. The taxonomy is introduced as a helpful tool to define the types of thinking skills that trainers expect students to have and to help establish consistency between the trainer's goals and the questions he or she asks.

Lower-level questions are typically at the remembering, understanding, and applying levels of the taxonomy and are best suited for: assessing student preparation and understanding, diagnosing student strengths and weaknesses, content review and/or summarization. Higher level questions involve the ability to analyze, evaluate or create and are best suited for: Encouraging students to think deeper and more critically about problem solving Encouraging discussions Encouraging students to seek information on their own.

Teachers typically change the question level during a lesson. For example, a teacher might ask the overarching question, "*Does anyone have any other reason as to why this is important?*" If the students' answers to this question are inaccurate, she might ask lower level questions to see if the students are familiar

with them. For example, "*What did we learn today?*" or "*How will this lesson benefit you in the future?*" In addition to asking questions at different levels of the taxonomy, a teacher might consider asking closed or open-ended questions. A closed question has a limited number of acceptable answers, most of which are normally expected of teachers. For example, "*What is the definition of an adjective?*" An open-ended question has many acceptable answers, most of which are not expected by the instructor. For example, "What is an example of an adjective?"

RESULTS AND DISCUSSION

Creating classroom cultures of deep learning requires adequate reflection time for students, as teachers aim to slow down the process and evoke more conscious and meaningful cognitive responses. For these reasons, teachers can develop questioning techniques. There are a few steps for teachers' planning questions, namely:

1. Focus on the reason for asking questions. Identify what situations you will ask questions about. Choose what the survey will cover.
2. Ensure that the material you choose is important and not trivial. Students learn based on the questions you ask.
3. Avoid questions that require a 'yes' or 'no' answer. Unless you plan on

following up with more questions to explore reasoning.

4. Before you become quite adept at classroom questioning, you should write down your main questions. Phrase your questions so that the task is clear to students.
5. The answers to your questions should not be included in your questions.
6. It is important to anticipate what kind of response you might get from your students when planning your questions. You might consider: How can students be led to get wrong answers by misunderstanding some common misconceptions? Am I asking an open or closed question? What kind of answer do I expect from students, a definition, an example, or a solution? Should I accept the answer in the student's native language or should I use the words from the textbook or my own terminology? What strategy will I follow when dealing with wrong answers? What do I do if the students don't answer?

To make a classroom more responsive, teachers need to categorize questions. Instructional questions comprises two categories; Display Questions and Reference Questions.

1. Display Questions

These are used to determine the learners' prior knowledge and to assess their

comprehension. They frequently concentrate on the form or meaning of linguistic structures and elements, and the teacher knows the answer. Assume the student's response fails to meet the basic criterion of providing information. For instance, if the teacher holds up a pencil and asks the students: *'What is this?'* the answer will not solve any problem required for learning. Some teachers give the information to their students and try to ask them questions. For example *'This is a book'*. *'What is that?'* Such questions test students' memory rather than their understanding, and they are inconsistent with conversational maxims. To demonstrate this point, consider the following textbook questions:

Example :

A: Who's Claudia writing to?

She's writing to her friend.

B: Who's writing to her friend?

Claudia is.

Example:

Teacher: Can you speak Chinese?

Student: Yes, I can.

Teacher: Can you sing?

Student: Yes, I can.

Example:

A: These are beautiful shoes!

B: Can I try them on?

A: This is a beautiful dress!

B: Can I try it on?

Example:

What is it? It's a bike.

Who is it? It's Lena.

Whose bike is it? It's Lena's.

Display questions are what the examples above are. These questions are designed to ensure that students understand the grammatical form. Rather than more communicative questions, such questions may take the form of routine verbal formulas used by speakers to begin, sustain, and end conversations.

2. Referential Questions

These questions necessitate the learner providing information, expressing an opinion, explaining or clarifying. They frequently concentrate on content rather than language, necessitate follow-up or probing questions, and the answer is not always known to the teacher. Real speech, on the other hand, does not consist entirely of questions from one party and answers from the other. To create messages, real language relies on references or world knowledge and is thus not form-based but meaning-based.

The best reference questions are unassuming inquiries since they are expansive, can have various responses, and require a more significant level of reasoning from students. Unassuming inquiries are great for creating abilities, for example, concluding, anticipating, confirming, and summing up and evoking more language. Shut finished questions

have all the more barely characterized right responses that can be reviewed from memory and require little reflection or inventiveness. The accompanying models are significance based questions:

1. *Suppose you win \$75,000, what are you going to do with it?*
2. *What kind of movie do you like?*
3. *How do you spend your holiday?*

There are likewise questions that are limited as far as potential responses by giving compulsory settings. Be that as it may, these enjoy benefits as well as burdens. The accompanying models ought to delineate this:

Teacher (*holds up a pencil*): 'This is my pencil. Where is yours?' (*points to a student*) Here the student can hold up his pencil and reply: 'Here's mine!' or 'This is my pencil' or at least show that he understands by making an appropriate gesture. These responses will be adequate, in actuality, circumstances. The teacher then, at that point, made a data hole which was filled by the student. This is the way genuine correspondence happens.

It is vital to comprehend what frames the study can take and how you can utilize it. Fostering your utilization of inquiries, in any case, isn't just about how you approach questions, yet pondering how you will construct the fundamental ethos. Rather than questions that just require information recovery, they ought to

invigorate a learning discourse so understudies are all the more effectively involved. For example, you could ask *'what might you add to that?'* This then, at that point, upholds the more extensive ethos of appraisal for learning.

To actually work on addressing methods, follow these three stages:

1. Ponder your ongoing practice

The initial step is to consider your ongoing practice. Ponder your proportion of higher and lower request questions and the holding up time you're advertising. Utilizing the structures instrument is the ideal approach to gauge this impartially. Do you permit sufficient holding up chance to offer students a second to ponder their responses? This allows students an opportunity to answer as opposed to just the more capable filling in, which can restrict the general opportunity for growth. Utilizing reaction techniques, for example, conversationalists or ball questions can invigorate conversation. What apparatuses would you say you are giving your students to answer this? Might you at any point present new strategies like scaled down whiteboards, loll-y sticks, or the posture stop jump skip strategy? Contemplate what you find out about every understudy from the responses to your inquiries. Might your inquiries at some point be reworded to give you a more profound understanding into

their hidden reasoning and potential misconceptions?

2. Acquire a more profound comprehension of inquiries and how to utilize them

It's likewise critical to comprehend the sorts of inquiries and how to utilize them. Perhaps see ideas like Blooms or Solo taxonomies - these empower more extensive use like "sum up" and "make sense of". Students need backing to grow their responses to their inquiries. For instance, you could ask kindly make sense of how you showed up at this response, or essentially demand further explanation by saying this is fascinating, let me know more.

3. Develop a classroom culture that invites botches

To hold them back from stressing over how their responses will be gotten, foster a homeroom culture where missteps are gladly received and students value that mix-ups give potential open doors to us to propel our learning.

Referential questions can be compared to display questions, where the response is as of now clear and teachers possibly inquire as to whether students know the response, or to control the language. The differentiation applies not exclusively to oral inquiries, yet while perusing, the inquiries can test the peruser's information or understanding. See the

accompanying passage to think about the two kinds of inquiries.

She was strolling sluggishly, for the savage April sun was straightforwardly above. Her umbrella impeded its beams however nothing obstructed the intensity - the kind of crude, wild intensity that smashes you with its energy. A couple of bison were fastened under coconuts, perusing the dry borderlines. Sometimes a vehicle went past, leaving its tracks in the liquefying pitch like the wake of a boat adrift. In any case it was tranquil, and she saw nobody.

Questions:

1. Where was she?
2. What was she doing?
3. Were the bison fastened under coconuts?
4. Was it quiet?

The initial two inquiries require the utilization of patterns or some broad sort of information and are in this way reference questions. This implies that the student isn't just reliant upon his insight into punctuation. The subsequent two are information tests on structure or show questions indicated by Nunan (2015), somebody ought to comprehend the reason why an inquiry is posed. The accompanying inquiries might explain this:

A: What is in the drawer?

B: A car key

A: Where is the ball?

B: Under the table.

In this state, both the teacher and the student know the whereabouts of the vehicle key and the ball, so no data is sent through movement. In different cases, the educator might pose inquiries about the whereabouts of something they can't see yet the student can.

Many examinations have featured the significance of educators studying the growing experience in EFL homerooms. The effect of educator inquiries on understudies learning in EFL homerooms is perfect. Instructor questions have critical incentive for the majority instructive purposes, for example to urge understudies to think and advance understudy understanding and commitment to the study hall. The educator review is a significant piece of the instructing system. It can excite and keep understudies' advantage. It can likewise urge understudies to think and zero in on the substance of the illustration and permit an educator to explain what an understudy said.

The study also showed that the most unutilized instructor addressing method was non-review questions. In correlation, it was obvious that there was a tremendous distinction in the utilization of yes/no inquiries and non-recovery questions. The study also showed question diversion of what purpose the question served when asked in the classroom. Above

the query that the instructor can use the two classifications. First, the use of low-order cognitive questions, i.e. convergent or closed low-order questions. You usually have to recall your memory of previously learned information. Often there is only one right or wrong answer like *When was Indonesia's Independence Day?* The only answer to this is August 17, 1945. Second: higher-order cognitive questions, i.e. higher-order, deviant, or open-ended questions. These require students to analyze information and apply knowledge.

An example would be *What were the aftermath of Indonesia's Independence Day?* There are many possible answers to this question, but they all require students to think and work on their studies. Teachers emphasize the importance of students answering questions based on behavior itself, rather than on actual knowledge. Specifically, it involves committing to the question (thinking), deciphering the meaning of the question (understanding), generating a secret response (forming the answer in one's mind), and opening generate a positive response (raise hand to speak response).

The study offered by Papadopoulos (2010) argued that such a useful intervention is to embody specific prompts that draw the student's attention to important information. We propose that prompts must trigger cognitive processes

related to the generation of situational context in order to construct appropriate questioning strategies against context-rich case material. The prompting strategy is a strategy used in direct implementation of communication interventions with others. Encouragement strategies allow students to respond quickly. As Mousavi (2018) pointed out learning English is effective when adopting questioning strategies in both the long and short term. Therefore, we have found that the strategy of prompting can be used very successfully in the teaching and learning process to encourage learners to be proactive. One of the problems teachers face in using questions is Do not use questions to assess students in the classroom. I often fail to motivate my students because the questions don't use her HOT (Higher Order Thinking Skills).

According to Graham Hall, teachers (and learners) are more comfortable together (e.g., group-based discovery activities than face-to-face), but they are more likely to take on multiple roles in the classroom and change roles as needed to take turns. (Hall, 2011). A special type of teaching and learning organization compared to reflection models. Important questions for teachers are: Do you enable students to demonstrate and apply their understanding? And finally, do you use questions to understand, analyze, evaluate and generate new meaning from content?

Being able to classify is the starting point for improving your practice.

Using HOTS in the classroom is important because questions are an integral part of classroom life and an essential skill in a teacher's educational repertoire. Questions should be one of the elements of effective formative assessment, but they are often used as fact-checking, allowing teachers to see what each learner knows and understands about the material. It has not been effectively used as a tool to know. Black et al (Black & Wiliam, 2003) stated that the use of high-level detailed and challenging questions enables teachers to obtain more information about student progress. This supports questions that influence more individualized and differentiated issues, leading to important questions that seek deeper meaning. Improve your thinking ability and develop more advanced skills. Develop problem-solving, flexible learners and critical thinkers needed in the 21st century.

Questions help students learn by forcing them to think critically about the material being taught. Students who are questioned often give answers they do not remember. You have to process the information yourself and find solutions. When teachers ask questions, they are actually asking for feedback. Feedback is valuable because it helps teachers determine if their teaching methods are

effective. Feedback is especially important in math classes. Math problems can sometimes be solved by trial and error. This means that students find the correct answer themselves. Teachers should not only teach the correct answer, but also provide multiple options and let them choose the one that works. This type of investigation is called an open investigation. Open-ended questions require students to use critical thinking and problem-solving skills to solve the question.

When conducting teaching and learning sessions in the classroom, teachers should be aware that the quality of the questions and the quality of the questions is one of the key factors that determine the effectiveness and quality of the teaching session. To enable students to stimulate advanced thinking, teachers must play a key role in using appropriate techniques and skills for investigating students. Teachers should be aware of the changes taking place in the classroom and these changes should be aligned with the goals they want to achieve in the teaching and learning process. Therefore, teachers should plan carefully and consider some of the following factors:

a. Attention

Asking questions is one of the most effective ways to get students' attention in the classroom. Questions should be addressed to the entire class

before students are asked to answer. This is to ensure that all students can focus on their questions. If a student's name comes first, only that student will pay attention in class.

b. Tone

One of the main method of communication for a teacher is the voice. At the point when teachers clarify some pressing issues, their tone ought to be clear and their tone ought to be heard. Questions ought to be introduced to understudies well and obviously, and understudies ought to anticipate the responses. This is vital to get the understudy to respond to the inquiry.

c. Interval

After submitting the question, the teacher should stop talking for a moment and look at the class as a whole. Watch for verbal cues that indicate the student is ready to respond.

d. Idea

When asking questions, teachers should plan the types of questions that will be asked in the classroom. In this case, you may not need to prepare these questions in advance, but you should design focal questions. Focused questions should be arranged in a logical order to ensure continuity of the lesson. In a particular lesson, the teacher should ask some questions like these to determine the desired direction. Teachers should also ask questions related to the age and ability of the students in the class. Teachers are

already aware of their students' abilities in the classroom.

Bloom's Taxonomy of Cognitive Abilities is a useful tool for revisiting questions as you ponder (Bloom & Krathwohl, 1956). According to Bloom's revised taxonomy, there are six levels of cognitive learning, and each conceptually distinct. (Forehand, 2010). It starts with the lowest level of questioning, memorizing facts, goes through the most complex and abstract levels, and reaches the highest level, which is classified as evaluation. The six question levels are:

1. Knowledge

Questions based on knowledge can quickly process a student's memory. Teachers should select these questions, especially when introducing fresh subjects or concepts to students.

2. Understanding

Teachers should ask understandable questions after being exposed to a concept and knowledge. As a result, activities related to understanding or understanding will be included in teaching and learning.

3. Application

The purpose of application questions is to assist students in applying the knowledge they have learned through the teaching and learning activities' information.

4. Analysis

The analysis question works to separate ideas, which is one of its characteristics. Teachers must exercise caution so that students can follow the subject's content and apply all the skills to them when they are presented with analytical questions at a higher level.

5. Synthesis

Through the initial information they are exposed to, thesis questions can assist students in developing new ideas. Teachers must instruct students in these skills until they are able to synthesize information, which is another requirement for high skills.

6. Evaluation

Students will receive evaluation based on questions at the highest level. Students should be able to defend their arguments during evaluation.

To help teachers with their questions, classification taxonomies have been created over time (see Krathwohl (2008). Caram & Davis (2005) demonstrated how teacher questions foster student engagement., while Dekker-Groen et al. (2015) discussed how teacher-student question sequences affect student engagement in the classroom. Although these suggestions are helpful in our practice, they should be used with caution because every classroom situation is different and some students might not benefit from multiple-level questions.

CONCLUSION

Questioning in lessons is an important aspect of teaching because it can drive learning. Questioning is an essential component of effective planning and should be a central part of classroom practice. It is a key professional skill which requires practice and planning and therefore it is a skill which will develop over a teacher's professional career and will take many years to master. In other words, this article is encouraging educators to think about the learning experience and consider how they want their learners to think. The type of cognitive response the authors want to nurture will have a corresponding way of talking. This dialogic approach can be described as 'learning through talk' (as opposed to learning to talk).

Questioning can also create a language rich environment and review learning. It encourages engagement and motivation, develops critical thinking. However, the type of and way in which the teachers use questions needs to be carefully considered if they are to maximise the potential of the students. When questions are specifically designed to require high level thinking, they allow teachers to give students the opportunities to develop their critical thinking skills they need to process new situations. By identifying and listing on planning documents or session plans, key questions that explore the what, how, if

or when of a subject will support teachers to better question students. Thus supporting the teacher to think about questions they will ask students before the session rather than during the session. Scripting questions support teachers in identifying key areas of learning and ensure that all subject content is assessed.

Here are some suggestions for teachers or educators: Teachers should focus on questioning techniques in the teaching and learning process to nurture students' interest and interest in learning. To motivate and support the students during their conversation is very challenging for them when speaking. Questioning techniques will increase motivation and promote students' ability to think critically and creatively. Furthermore, these techniques will help students engage actively in the teaching and learning process and will stimulate the mastery of Higher Order Thinking Skills (HOTS). Possibility to use question strategies can help students more active in classroom. The purpose of this study is to encourage other researchers to conduct similar follow-up studies quantitative design and approach. Given the limitations researchers have encountered, further research needs to be done with larger sample sizes. This helps other researcher get more data, results, and enable draw more concrete conclusions about the effects of using question

strategies to stimulate speaking and motivation in classroom, also it needs long experimental time to enable researchers to draw more valid conclusions and improvements that are consistent.

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