PROMOTING STUDENT QUESTIONING IN EFL CLASSROOM: TEACHER'S STRATEGIES IN 2013 CURRICULUM CONTEXT

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ABSTRACT

The government expects that the learning process in the 2013 curriculum uses inspiring, interactive, fun, and challenging activities that engage students' participation in the class. The students' involvement and critical thinking in meaningful learning are increased when the students ask questions productively in the classroom. However, Indonesian EFL students are indicated to have little space for interacting in the classroom, not to mention questioning. For that reason, this study aims to explore the teacher's strategies in encouraging student questioning in EFL class. A qualitative research design was conducted through observation, interview, and questionnaire. The findings showed that the teacher used various strategies in promoting student questioning: providing a free question time, using turn-taking questioning, evolving a receptive classroom atmosphere, and giving explicit instruction in the teaching and learning process. Finally, this study implies that Indonesian EFL students would be encouraged to ask questions actively when: (a) the activities to pose questions were set; (b) objects or topics of questioning to scaffold students were provided; (c) classroom climate was accepted questions; (d) clear instructions were given. Thus, student questioning could be raised through instructional interventions from the teacher.

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A. Introduction

In Indonesia, teachers implement 2013 curriculum for the teaching English as a Foreign Language (EFL) Classroom. Principally, the learning activities should motivate students to be involved actively in the class; specifically, the activities should be interactive, inspiring, fun, challenging.[1] Interactive learning environment is established when the communication among students in the

[1] Kemdikbud, *Materi Pelatihan Guru Implementasi Kurikulum 2013 Tahun 2014: Mata Pelajaran Bahasa Inggris SMA/SMK* (Jakarta: Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan, 2014), 37.

target language to generate meaning can be produced by the students.[2] In this case, Mackey suggests that classroom interaction needs to be arranged by the teachers to create students' active participation in producing the target language. Besides, the Scientific Approach (SA) in the 2013 curriculum is also projected to create the students as inquiry learner who uses critical thinking in ascertaining concepts.[3] Student questioning can be able to increase critical learning of learner,[4] and also to create active learning by constructing questions which developed classroom interaction.[5] According to Kemendikbud, 2013 curriculum expects that questioning activity should be posed by the students.

On the other hand, the EFL students in Indonesia still have little opportunities to participate in practicing their oral target language in class[6] in which the teachers spent most the time to give lecturing in the classroom.[7] The teachers seemed to dominate the class with their language mixture and students tended to keep silent.[8] Specifically, problems of student questioning are such as students do not have questions in the classroom[9] and learning behavior in EFL classroom where the students are never expressing a question in class and reserving it to after-class time. Then, Martinho, Almeida and Dias revealed that the spoken question were in small number during lectures in EFL class.[10]

After conducting experiments with several engaging ways of teaching, Suherdi reported that the students did not have any difficulties to take active part in teaching and learning process, but the problem is more related to the techniques and models of instruction their teachers developed.[11] Accordingly, the students

[2] Alison Mackey, "Input, Interaction, and Second Language Development: An Empirical Study of Question Formation in ESL," *Studies in Second Language Acquisition* 21, no. 4 (1999): 557–587, https://doi.org/10.1017/S0272263199004027.

[3] Kemdikbud, *Materi Pelatihan Guru Implementasi Kurikulum 2013 Tahun 2014: Mata Pelajaran Bahasa Inggris SMA/SMK*: 37.

[4] Cristhine Chin, "Students' Questioning: Fostering a Culture of Inquisitiveness in Science Classrooms," *School Science Review,* 86, no. 314 (2004): 107–112.

[5] Kemdikbud, *Materi Pelatihan Guru Implementasi Kurikulum 2013 Tahun 2014: Mata Pelajaran Bahasa Inggris SMA/SMK*: 37.

[6] Yuyun Yulia, "Teaching Challenges in Indonesia: Motivating Students and Teachers' Classroom Language," *Indonesian Journal of Applied Linguistics* 3, no. 1 (2013): 1, https://doi.org/10.17509/ijal.v3i1.186; Nunung Suryati, "Classroom Interaction Strategies Employed by English Teachers at Lower Secondary Schools," *TEFLIN Journal* 26, no. 2 (2015): 247, https://doi.org/10.15639/teflinjournal.v26i2/247-264.

[7] Ridwan Maulana et al., "Observed Lesson Structure during the First Year of Secondary Education: Exploration of Change and Link with Academic Engagement," *Teaching and Teacher Education* 28, no. 6 (2012): 835–50, https://doi.org/10.1016/j.tate.2012.03.005.

[8] Yulia, "Teaching Challenges in Indonesia," 1.

[9] Matthew H. Bowker, "Teaching Students to Ask Questions Instead of Answering Them," *Thought and Action: The NEA Higher Education Journal* 26 (2010): 127–34.

[10] Mariana Martinho, Patrícia Albergaria Almeida, and José Teixeira-Dias, "Students' Questions in Higher Education Chemistry Classes According to Their Gender," *Procedia - Social and Behavioral Sciences* 47 (2012): 835–40, https://doi.org/10.1016/j.sbspro.2012.06.744.

[11] Didi Suherdi, "Peran Sentral Interaksi dalam Proses Belajar-Mengajar Bahasa," *Jurnal Pendidikan Bahasa dan Seni* 6, no. 1 (2006); Didi Suherdi, *Teaching Oral Procedure Texts in Senior High School* (Bandung: An SMP in Bandung, 2006); Didi Suherdi, *Teaching Oral Descriptive Texts in Senior High School*, Teaching of a Descriptive Text

proved to be active in teaching learning process (TLP) when they were set in the model of demanded active participation learning. Hence, to resolve the students' problems on the interaction and questioning, teachers need to have strategies in their TLP.

Strategy refers to directions that reflect decisions consisting of some actions or plans designed to achieve specific objective.[12] With regard to the classroom situation, for example, teachers employ strategies to control students' behaviors, to teach reading, to get through the year, to finish the whole duty, or to get the classes they want. Thus, teachers employ strategies to treat problems or to achieve certain goal in their teaching.

In the language teaching, Karjo discusses that teacher's teaching strategy concerns to the activities which are selected consciously by the teachers in order to regulate their own language teaching[13]. As teachers of foreign or second language, the main task is to create a situation for providing effective language learning and attitude for their learners to have interest and motivation in learning the language.[14] In short, teacher's strategy refers to a teacher's plan of actions which are decided to achieve a certain goal in the teaching and learning process. Each person has different strategies.[15] Consequently, each teacher has his own strategy in accomplishing particular objective in his language teaching according to his needs or problems in the classroom. Regarding to this research, the teachers' strategies focused on promoting students questioning in EFL class.

According to Kemendikbud, questioning activity is conducted by asking questions about the information that students do not understand or questions to gain more information about object observation.[16] In addition, Chin also explains that proposing questions is an essential part of scientific inquiry and meaningful learning.[17] In brief, student questioning is act of acquiring and communicating information of knowledge addressed by students which is included in meaningful learning and as a part of scientific inquiry.

in an SMAN in East Kalimantan, 2007; Didi Suherdi, *Teaching Oral Descriptive Texts in Senior High School*, Teaching of a Descriptive Text in an SMA in Bandung, 2009.

[12] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Pearson Education Company, 2001): 208; H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (White Plains, NY: Pearson Longman, 2007): 119; Martyn Denscombe, *The Good Research Guide: For Small-Scale Social Research Projects*, 4th ed, Open up Study Skills (Maidenhead: Open University Press, 2010): 5.

[13] Clara Herlina Karjo, "Teachers' and Learners' Accounts of Teaching Learning Strategies in Multi Channel Learning System," *CONAPLIN Journal* 1, no. 1 (2011): 116–128.

[14] Zuosheng Sun, "An Empirical Study on New Teacher-Student Relationship and Questioning Strategies in ESL Classroom," *English Language Teaching* 5, no. 7 (2012):175–183, https://doi.org/10.5539/elt.v5n7p175.

[15] H. Douglas Brown, *Principles of Language Learning and Teaching*: 119.

[16] Kemdikbud, *Materi Pelatihan Guru Implementasi Kurikulum 2013 Tahun 2014: Mata Pelajaran Bahasa Inggris SMA/SMK*, 37.

[17] Cristhine Chin, "Students-Generated Questions: Encouraging Inquisitive Minds in Learning Science," *Teaching and Learning Journal* 23, no. 1 (2002): 59–67.

In the classroom, student questioning has several functions and gives benefits either for teacher or students in TLP. Firstly, teacher can reveal the information about students' current knowledge, thought processes, and feelings from students through student questioning.[18] Secondly, questioning stimulates critical thinking, interest and attention of students toward the topic in teaching learning process.[19] The third, students will be encouraged to have active learning by constructing questions, so that the participation and argument of students in the discussion, and critical thinking are also increased.[20] The aforementioned functions of student questioning give many benefits for both teacher and students which are able to contribute in achieving successful teaching and learning process. Thus, students should be stimulated to ask more questions that are varied.

Various strategies in promoting student questioning have been revealed from several studies. Chin presented implications and concerns of students' questions for teaching science.[21] At the first, nature of tasks, learning approach and learning strategies which teacher plan, and the students' cognitive demands, result types of students' questions in the class. Second, group work is able to foster students to ask wonderment questions and lead students to speak at a high conceptual level. Thirdly, students will be highly interested to ask thoughtful question when teachers specifically set time to ask questions, but they do not ask higher-level questions spontaneously. After two years, Chin studied on the same issues and added previous result that an open-ended, problem-solving activity instead of verification exercises stimulates students to explore ideas and ask a more various questions and speak at higher conceptual levels.[22]

In addition, Bowker examined question-centred pedagogy to improve students' skill to ask insightful questions about course material.[23] The research found that practicing silence in class about one or two minutes can give the room for students to ask questions. In Indonesian context, Navtalie found that implementing QFT improved student questioning skill, particularly the number of questions in class was increased yet level of questions has not been improved significantly.[24]

Besides, Singh, Shaikh & Haydock also investigated student questioning that were produced in science class. They

[18] Cristhine Chin, "Students-Generated Questions: Encouraging Inquisitive Minds in Learning Science," 59-47; Kemdikbud, *Materi Pelatihan Guru Implementasi Kurikulum 2013 Tahun 2014: Mata Pelajaran Bahasa Inggris SMA/SMK*, 37.

[19] Christine Chin, "Students' Questions: Forstering a Culture of Inquisitiveness in Science Classrooms," *School Science Review* 86, no. 314 (2004): 107–12, https://doi.org/10.1080/03057260701828101.

[20] Chin, "Students' Questions: Forstering a Culture of Inquisitiveness in Science Classrooms," 107–12.

[21] Chin, "Students-Generated Questions: 59-47.

[22] Chin, "Students' Questioning," 107-112.

[23] Bowker, "Teaching Students to Ask Questions Instead of Answering Them," 127-134.

[24] Agitha Navtalie, "Penerapan Question Formulation Technique dalam Upaya Meningkatkan Keterampilan Bertanya Siswa pada Pembelajaran Sistem Imun" (Thesis, Bandung, Universitas Pendidikan Indonesia, 2014).

found the role of the teachers and the context in the students' questioning process. The study also revealed that the students were engaged in questioning and have interaction.[25]

Stokhof, et al also studied about the way in fostering student questioning in primary education. The study claimed that mind-map with a principle-based scenario was effective for guiding student questioning.[26] Further, the other study suggested that to promote students to ask questions, the teacher should be confident to develop supportive classroom atmosphere for generating question and students should be scaffolded by the teacher.[27]

Accordingly, reviewing the results of the previous studies mentioned, most of the studies were directed on science class, while there is limited discussion on investigating promoting student questioning in EFL class. This study is an attempt to fill the limitation of the studies in which this study focuses on scientific approach in the EFL class.

Thus, this present research aimed to explore how teachers promote student questioning in Indonesian EFL Classroom.

B. Method

A qualitative research design was conducted since the topic of investigation is a specific phenomenon that was described and analyzed, and it explores people's life histories of everyday behavior.[28] In particular, this study focuses on an English teacher of a Senior High School who promote student questioning in his EFL classes in the context of 2013 curriculum.

To answer the statements of the problem, this study conducted observation, interview and questionnaire. Firstly, the observations were carried out four times. The objects of observation were the teacher's ways in the form of activities and utterances in encouraging the students questioning in class, and the categories of students' questions affected by the strategies. Classroom interaction involving teacher-student interaction and student-student interaction were obtained to reveal the teacher's strategies in promoting student questioning.

Secondly, two interview sessions were addressed to the teacher. The first session was directed before classroom observation to gain background knowledge of the teacher about the strategies in promoting student questioning. Then, to confirm the

[25] Gurinder Singh, Rafikh Shaikh, and Karen Haydock, "Understanding Student Questioning," *Cultural Studies of Science Education* 14, no. 3 (2019): 643–97, https://doi.org/10.1007/s11422-018-9866-0.

[26] Harry Stokhof et al., "Mind Map Our Way into Effective Student Questioning: A Principle-Based Scenario," *Research in Science Education* 49, no. 2 (2019): 347–69, https://doi.org/10.1007/s11165-017-9625-3.

[27] Harry J. M. Stokhof et al., "How to Guide Effective Student Questioning: A Review of Teacher Guidance in Primary Education," *Review of Education* 5, no. 2 (2017): 123–65, https://doi.org/10.1002/rev3.3089.

[28] David Silverman, *Doing Qualitative Research*, Fourth edition (London ; Thousand Oaks, California ; New Delhi ; Singapore: SAGE Publications Ltd, 2013), 10.

observation results about teacher's strategies in promoting student questioning, the second interview was conducted after classroom observations. The third, questionnaire was distributed to the students to validate the result of observation and interview from students' opinion to reveal how frequent their teacher use the strategies in promoting student questioning in their class. Lastly, the qualitative data of this research were analyzed through the process of analyzing, coding, categorizing, synthesizing, and reducing the information from the collected data.[29]

C. Results

The results of data analysis derived from observation, interview and questionnaire found that to promote student questioning, the teacher used various strategies in their classes. The strategies includes providing a free question time, using turn-taking questioning, providing a receptive classroom atmosphere, and giving explicit instruction in the teaching and learning process.

1. Providing a Free Question Time

The teacher provided a free question time in questioning stage to promote student questioning. A free question time is a period of time that is specifically set aside by the teacher for students to ask question.[30] A free question time was provided in questioning stage in the lesson three of observation class.

In particular, before the teacher provided main activities of the lesson, teaching about narrative text, a free question time was given in questioning stage. The teacher asked the students what stories they had ever read. After that, he required the other students to ask questions about the story to their friend who had ever read the story.

Many students looked so enthusiastically to ask question about the story to their friend. The students who answered the questions also looked so motivated explaining the story. In this activity, the number of students' questions increased. The target language was actively used by the students in this activity and the classroom interaction was arisen.

Furthermore, the interview result supported the observation result that the teacher gave a free question time in questioning stage to encourage the students to ask more questions. The following extract of interview presents this finding.

Extract of interview results

28. T : "Like in the previous class, I request the students to retell the story orally about what book they have ever read and to answer the questions from their friends. I also usually use video or audio to be listened, for example for teaching narrative, I use dialogue to tell stories that is able to encourage the

[29] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, 7th ed (New York, NY: McGraw-Hill, 2009): 426

[30] Mike Watts, Gillian Gould, and Steve Alsop, "Questions of Understanding: Categorising Pupils' Questions in Science," *School Science Review* 79, no. 286 (1997): 57–63.

> students for asking questions. The video is to stimulate the students to ask questions in the beginning of the lesson."

As seen in extract one of interview results, the teacher confirmed that he asked his students to pose questions about the story that their friend read in the beginning of the lesson. The Teacher suggested that a dialogue of telling story was able to stimulate the students to ask questions in teaching narrative text.

Moreover, the students confirmed the results from observation and interview. The students were asked how frequent the teacher provided questioning activity that required them to ask questions with their friend or teacher in the beginning of the lesson. The result shows that 55% of the students said sometimes, 10% of the students stated often and 35% of the students argued never.

Thus, the teacher was indicated using a free question time in questioning stage to promote student questioning in their classes as purposed by Watts, Gould & Alsop and Chin.[31] In 2013 curriculum, questioning stage is the second stage of learning activity in scientific approach.[32] Hence, the teacher applied the step of questioning stage in their teaching.

Through this activity, classroom interaction was alive; particularly students-student interaction was increased. Although the lesson was teaching reading, narrative text, the teacher integrated oral language practice into the lesson. Encouraging a classroom focus on oral language has two potential benefits for students; firstly, students will be prepared to the more challenging demands place of oracy as they proceed through school.[33]

The second advantage, the numbers of students currently recognized with speech, language and communication difficulties will be those with specific needs and require the support of professional service, if classroom environments can provide effective language learning opportunities.[34] Thus, providing a free question time for students was effective to promote student questioning in class. The students asked more questions in the beginning of the lesson where classroom interaction was increased and the students become interested to the lesson.

2. Using Turn-Taking Questioning

The study revealed that turn-taking questioning was used by the teacher in promoting student questioning in his classes. Turn-taking questioning is a questioning activity in which each student or group of students are requested to construct a question to be asked of others.[35] The teacher applied this strategy

[31] Mike Watts, Gillian Gould, and Steve Alsop, "Questions of Understanding: Categorising Pupils' Questions in Science," 57–63.

[32] Agustien, "The 2013 English Curriculum: The Paradigm, Interpretation and Implementation," 1.

[33] Julie E Dockrell et al., "Capturing Communication Supporting Classrooms: The Development of a Tool and Feasibility Study," *Child Language Teaching and Therapy* 31, no. 3 (2015): 271–86, https://doi.org/10.1177/0265659015572165.

[34] Julie E Dockrell et al., 1,

[35] Mike Watts, Gillian Gould, and Steve Alsop, "Questions of Understanding: Categorising Pupils' Questions in Science," 57-63.; Chin, "Students' Questioning: Fostering a Culture of Inquisitiveness in Science Classrooms," 1–39.

in lesson two and three of observation class.

In lesson two and three, teaching about narrative text, the teacher provided a text for the students to be read and comprehended. Then, the teacher requested the students to work in group to construct questions which must be delivered to other groups. The questions should be about the text that they had read.

In other words, the teacher provided turn-taking questioning for the students in group. In this activity, the students seemed asked many questions to their friend of other group. They looked enthusiastically having questioning activity with their friends. Classroom interaction was indicated good and alive, in which the students had many opportunities to practice the target language in class.

On the other hand, the teacher confirmed the observation results in interview. The teacher argued that he usually provided turn-taking questioning activity in pair which was not revealed in classroom observation in which the activity was in group. The following extract of interview results shows this finding.

Extract of interview results

18. T : "Yes, I more frequently provide pair work than group work. Using pair work gives more opportunities for students to have activities while group work which includes more than four students is less effective. When students have pair work, they must all of activities asked by the teacher. This tends to make the more active."

As stated in extract ten of interview results, the teacher suggested that turn-taking questioning in pair was more effective than that in group. The students would be more active to do the activities in pair rather than activity in group since if the group was more than four students, all members would not work well.

Furthermore, questionnaire results support the finding from observation showing how frequent the teacher provided group work that demands the students to ask questions inter group. The results show that 48% of the students stated sometimes, 33% of the students argued frequent, and 20% of the students said never.

Thus, this finding is in line with Watts, Gould & Alsop and Chin who found that turn-taking questioning could be a way to encourage student questioning[36]. This strategy might be able to promote students' critical thinking since they were demanded to understand the text critically to create questions. Supporting Chin & Osborne, questions are useful for evaluating higher-order thinking (HOT) of students, and for encouraging further inquiry using problem-based learning, open investigations, or project work for example in reading activity.[37]

[36] Mike Watts, Gillian Gould, and Steve Alsop, "Questions of Understanding: Categorising Pupils' Questions in Science;" Chin, "Students' Questioning: Fostering a Culture of Inquisitiveness in Science Classrooms," 57–63.

[37] Christine Chin and Jonathan Osborne, "Students' Questions: A Potential Resource for Teaching and Learning Science," *Studies in Science Education* 44, no. 1 (2008): 1–39, https://doi.org/10.1080/03057260701828101.

Besides, the students looked more enthusiastically in having reading activity of narrative text. This study agreed the notion that student questioning is to stimulate critical thinking, interest and attention of students toward the topic in teaching learning process.[38] In short, using turn-taking questioning activity was effective in promoting students questioning since it provided many chances for students to ask questions with their friends. Besides, it gave in reading activity where it increased learners' interaction and learners' critical thinking.

3. Developing a Receptive Classroom Atmosphere

The teacher was indicated developing a receptive classroom atmosphere to support the students to ask productive questions in their class. Developing a receptive classroom atmosphere is a way of stimulating student questioning.[39] This way refers to establishing an accepting questioning climate that is employed by teacher.[40] Particularly, teacher need to receive the students' questions enthusiastically in an unthreatening manner.

The teacher applied this way in lesson four of observation. In lesson four, the teacher esteemed the students who needed to ask questions while he was explaining the material of the lesson although the student's question was a request sentences. Besides, the teacher looked impressing upon the students to accept the questions in the class in which he said that the students do not mock the students who ask questions.

Further, supporting the observation results, the teacher expressed that he developed a receptive classroom atmosphere in his class. The teacher admitted that he appreciated the students who were asking questions. This finding is shown in the following extract of interview results.

Extract of interview results

52 T : "We have to appreciate the students who are asking questions in order to motivate them to keep asking question. We don't have to judge the students, who are questioning as students in low proficiency level, they are more critical than other instead. Any questions should be appreciated, although the students sometimes ask out of the topic. It means that they need to develop their knowledge."

Extract three of interview results indicates that the teacher suggested that student questioning should be accepted in good ways as supports for the students to ask more questions in class. The students who asked questions were as critical learners and they should not be indicated as lower proficiency level. Thus, any questions should be responded positively.

The students also provided their opinion in questionnaire resulting that most of the students (78%) admitted that

[38] Kemdikbud, *Materi Pelatihan Guru,* 37.

[39] Biddulph, Symington, and Osborne, "The Place of Children's Questions in Primary Science Education," 77–88,

[40] Chin, "Students' Questioning: Fostering a Culture of Inquisitiveness in Science Classrooms," 107.

the teacher frequently appreciated the students who ask questions in class. Some students (22%) argued that the teacher occasionally appreciated the students who ask questions in class.

In appreciating the students' questions, the teacher accepted any questions the students asked in the classroom. In other words, the teacher did not refuse the questions that was incorrect or excluded to the criterion or the topic. The teacher kept allowing the students to deliver their questions and responded them enthusiastically. This situation indicated that the teacher created an accepting questioning climate in the classroom.[41] Particularly, when the students asked questions to the teacher, their role was as resource for the students. Teacher is important as the one of their resource in the class.[42] The teacher was also as facilitator who assisted the questioning activity for students, when they needed to question to other students. This is in line with Brown who states that the students need to be allowed to learn language by practicing the language directly in the classroom interaction, instead of explaining them about language.[43]

Further, conducting this strategy, the teacher applied teacher's roles that fit to the adjustment of Minister of Education and Culture No. 22 on the Standard of Process, 'teachers should encourage and appreciate students' questions and opinions and provide a safety and comfort situation for the students to ask questions in class.' In conducting teaching and learning process, teachers also should create order, discipline, comfort and safety in classroom.[44] Harmer also suggested that a good rapport between the teacher and the class can create comfortable and safe learning process, thus the lesson will be positive, enjoyable and respectful relationship.[45] The teachers were indicated appreciating to the students who ask questions in the class, thus the good rapport between the teachers and the students were developed.

In short, the teacher were indicated that they developed a receptive classroom atmosphere as strategy in promoting student questioning in their classes by appreciating the students' questions positively. This finding is in line with Biddulph, et al.[46]

4. Giving Explicit Instruction

The teacher provided explicit instruction of questioning activity to promote student questioning in his class.

[41] Chin, 77-112.

[42] Jeremy Harmer, *The Practice of English Language Teaching*, 5th ed. (Harlow: Pearson Education, 2015), 205; Jeremy Harmer, *How to Teach English*, 2nd ed. (Harlow: Pearson Longman, 2007), 113.

[43] H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (London: Pearson Education, 2015), 208.

[44] Kemdikbud, *Materi Pelatihan Guru*, 37.

[45] Jeremy Harmer, *The Practice of English Language Teaching*, 5th ed. (Harlow: Pearson Education, 2015), 205; Jeremy Harmer, *How to Teach English*, 2nd ed. (Harlow: Pearson Longman, 2007), 113.

[46] Biddulph, Symington, and Osborne, "The Place of Children's Questions in Primary Science Education," 77–88,

This strategy was also proposed by Rosenthal & Zimmerman and Cornbleth who found that giving explicit instruction increased the number of students' questions.[47] In particular, the data analysis of this present study showed that the teacher applied this strategy in lesson one and four of observation class. The instruction that was given by the teacher comprised the ranges of questioning activities and topic of the question for the students.

In lesson one, the teacher delivered narrative text in which he gave turn-taking question activity for the class. In requesting the students to do the activity, the teacher provided clear instructions explicitly. This finding was displayed in the following extract of observation.

Extract of observation results #Lesson 1

103 T : "Ya, those are some vocabularies that will hopefully help you to make a question. Now, please make a question about the text and the question will be delivered to your friend."

Ss : [Constructing questions for several minutes]

As seen in extract one of observation results, teacher mentioned the ranges of questioning activity that had to be created by the students. He also showed the list of vocabularies to scaffold the students in constructing questions. The students looked attentive in listening the teacher's instruction. Then, they immediately did their work.

Next, the lesson four discussed narrative text as the topic in which the activities included retelling story and followed by question-answer session. This finding is shown in the following extract of observation results.

Extract of observation results #Lesson 4

28 TB : "Well, now please read the text, understand the story about. Then, discuss in pair to retell the story. I will point you to retell the story in pair in front of the class, and others must be ready to ask question to your friends who retell the story in front of the class. Ask about the story ya. Your time is fifteen minutes from now. Understand?"

Ss : "Yes."

(…..)

34 TB : "Ok, *sudah ya*. Now, I will choose you to retell the story in front of the class. Others please listen to your friends and ask question about the story. Now, number twelve please come forward."

As presented in extract two of observation results, the teacher explicated the ranges of activities including questioning activity and set times to students' work. The teacher also repeated their instruction telling the students to listen their friends performance and then to ask questions about the story. Since the teacher gave explicit instruction, the students looked prepared in asking questions. Thus, the number of students' questions was many.

[47] Rosenthal and Zimmerman, "Instructional Specificity, 681-688; Cornbleth, "Student Questioning as a Learning Strategy, 5.

In addition, the teacher confirmed the observation results and provided the reason of applying this way in promoting student questioning in his class. The teacher argued, 'If the students ask questions to the students, they should be set in which we have to make a situation in an activity.' To set the students to have questioning activity, explicit instruction should be given for the students. The teacher stated that he provided explicit instructions for students to ask questions in class since unclear instruction would make students confused to do the activities. The following extract of interview displays this finding.

Extract of interview results

6. T : "Yes of course, if the instruction is not clear, the students will be confused to make questions. As expected, providing instruction can promote the students to ask question actively in class."

T : "…to make students engaged and prepared in questioning, for example, they should be given instruction that require them to ask questions. Finally, they will ask questions."

Furthermore, the students also gave their opinion in questionnaire about how frequent the teacher provided explicit instructions to ask questions in class. The results show that 63% of the students stated often, 35% of the students said sometimes, and 2.5% of the students argued never.

Explicit instruction was delivered to request the students to ask questions in a certain criterion. This finding supports Rosenthal & Zimmerman and Cornbleth stating that giving explicit instruction increased the number of students' questions.[48] The instruction was clear and well-informed as suggested by Muttaqin that using teacher talk, the teacher should give clear instructions so that the intended messages are surely conveyed.[49]

Besides, the students would more prepare in asking questions since they recognized what the teacher expected. The students looked more directed in constructing questions since the teacher delivered prescriptive instructions in class. The questions tended to be in a good criterion as teacher expected. The teacher's instruction also seemed guiding the students in constructing questions. Thus, providing explicit instruction was effective in promoting student questioning.

D. Conclusion

The present study revealed how the teacher promotes student questioning in EFL class. Specifically, the teacher conducted various strategies to promote student questioning in their classes. From the presented findings, this study shows four strategies which dominate in promoting students to ask questions and they were indicated effective to achieve the goal. These strategies includes providing a free question time, giving turn-

[48] Rosenthal and Zimmerman, "Instructional Specificity, 500-504.; Cornbleth, "Student Questioning as a Learning Strategy, 5.

[49] Ganjar Muttaqin, "A Descriptive Analysis of Teacher Talk in Leading The Teaching Learning Activities through the Stages of Scientific Approach" (Thesis, Bandung, Universitas Pendidikan Indonesia, 2015).

taking questioning, developing a receptive classroom atmosphere, and giving explicit instructions. Furthermore, from the teacher' perspective, it is indicated that providing suitable stimuli, providing appropriate activities and stimuli, and developing a receptive class were also effective to promote student questioning in class. Thus, this study imply that Indonesian EFL students should be fostered to ask productive questions through a set activity requiring them to create and pose questions in class; provided objects or topics to scaffold student questions; a receptive classroom atmosphere to build students' confident in asking questions; stated clear instructions explaining what and how the students ask questions. In brief, student questioning could be raised through instructional interventions from the teacher.

Considering the results of this study, it is suggested that teachers should use the strategies to promote student questioning intensively; therefore, the problem of students' participation can be resolved. Teachers also should read more investigations on other practices of strategies in promoting student questioning to create more interactive and interesting teaching. Future researchers are recommended to do further studies on applying the strategies in promoting student questioning. Through continuous and simultaneous studies, it is expected that the teachers' strategies in promoting student questioning can be applied to help teachers to increase classroom interaction and to develope students' critical thinking.

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