

TEACHER'S QUESTIONING STRATEGIES DURING THE ENGLISH CLASSROOM INTERACTION

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Abstract: Interaction is a crucial component of interactive learning, and teachers often use questions to foster meaningful engagement. This study investigates the questioning strategies employed by an 8th-grade English teacher at one of Palembang's Islamic Junior High Schools. The study used one teacher at that school as a participant due to the focus on gaining a deep, detailed understanding of the questioning strategies employed in a specific classroom context. Using a qualitative case study design, data were collected through non-participant classroom observations and semi-structured interviews. Observations documented the teacher's questioning techniques in various instructional scenarios, while interviews explored their intentions and perspectives. Thematic analysis was used to analyse the data to achieve patterns and to categorize the types of questions. The finding revealed the teacher's three main questioning strategies: procedural, convergent, and divergent. Convergent questions, which required brief or yes/no responses, were the most frequently used, while procedural and divergent questions appeared less often. The teacher employed these strategies to maintain student interest, encourage critical thinking, focus on lesson content, assess understanding, clarify responses, and promote participation. These results emphasize the importance of questioning in fostering classroom interaction and provide valuable insights for enhancing teaching practices.

Keywords: *classroom interaction, questions, reasons, school, teacher*

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INTRODUCTION

Interaction is a crucial component of interactive learning in the classroom. Lestari (2022) emphasizes that effective interaction requires active engagement from both teachers and students. Lubis (2015) asserts that fostering suitable contact during teaching and learning is an effective method for creating a conducive learning environment. Moreover, Ria and Ilma (2017) argue that teachers must be equipped to facilitate students' knowledge acquisition. This can be achieved by offering appropriate pedagogical and cognitive strategies that support the learning process. Teachers should also be capable of designing instructional materials that encourage

students' self-expression through various activities, fostering increased communication and ensuring appropriate classroom interactions.

Asking questions is one such strategy that teachers can use to promote effective classroom interaction. Questioning is a pedagogical approach designed to stimulate critical thinking, enhance knowledge acquisition, and increase student engagement. Erlinda and Dewi (2014) highlight that teacher-generated questions foster reciprocal exchanges, improving students' cognitive processes and knowledge acquisition. Additionally, Rismayanti (2018) suggests that employing questioning strategies can spark students' curiosity and interest, improve their proficiency, and encourage more effective English learning. Thus, questioning is a powerful tool for promoting critical thinking.

Understanding the different types of questions that foster meaningful engagement can enhance teachers' questioning strategies. Richards and Lockhart (1994) classify classroom questions into three categories: procedural, convergent, and divergent. Procedural questions involve classroom management and processes, engaging students in the topic. Convergent questions typically elicit short responses such as "yes" or "no" and do not require higher-order thinking. Divergent questions, in contrast, challenge students to generate their own ideas rather than merely recalling prior knowledge, requiring higher cognitive involvement.

A preliminary study was conducted by interviewing a teacher at an Islamic junior high school in Palembang. The teacher emphasized the importance of consistently posing questions to students and holding dedicated sessions for this purpose, outlined in her "7 Power Keys" lesson plan. However, the teacher noted that students who were outgoing and confident participated more actively, while shy students lacked engagement during class discussions. This finding highlights a gap in understanding how questioning strategies can be effectively tailored to engage all students, particularly those who may be less confident. This gap emphasizes a need for research into how questioning strategies can be refined to meet the needs of diverse learners.

Previous studies have explored questioning strategies in English classrooms. Asriani et al. (2022) identified four questioning strategies: prompting, probing, repeating, and redirecting, finding that these strategies enhance content comprehension and foster a positive classroom environment. Sulistiani (2022) categorized questions into procedural, convergent, and divergent types, noting that teachers also employ techniques like repetition, wait time, and using the mother tongue to clarify students' responses. Similarly, Izzati and Wahyuni (2021) found that convergent, procedural, and divergent questions had a significant impact on students' learning. Astrid et al. (2019) identified three questioning strategies along with five reasons for their selection. Suartini et al. (2020) focused on seventh-grade teachers who used convergent and procedural questions. While these studies contribute valuable insights, there remains a lack of practical significance in terms of how these strategies are specifically applied to engage all students. The need for greater practical engagement in classroom settings has not been sufficiently addressed, particularly in culturally and contextually specific environments like Islamic junior high schools.

This study seeks to fill this gap by investigating the questioning strategies used by English teachers in Islamic junior high schools in Palembang. It will explore the reasons behind the teachers' choice of strategies and their practical application,

aiming to provide insights that can enhance student engagement and learning outcomes across different student profiles. By focusing on the practical aspects of how questioning strategies can engage a diverse student body, this research intends to contribute to more effective and inclusive teaching practices.

According to the previous explanation, it was essential to utilize the teacher's questioning strategies. Based on the above explanation, this study formulated the research questions as follows:

1. What were the types of questioning strategies used by the teacher of English during the classroom interaction?
2. What were the teacher's reasons for using questioning strategies in English Classroom Interaction?

METHODOLOGY

Subjects

An English teacher in the eighth grade at one of Islamic junior high school in Palembang was selected as a participant in this study because there was only one English teacher at that school. The researchers employed convenience sampling, selecting a participant based on their willingness and availability to participate in the research. While this sampling method offers practical benefits, it is limited by the lack of randomization, which may affect the generalizability of the findings.

Design and Procedure

The study utilized a qualitative research design, specifically a case study. As defined by Creswell (2012), qualitative research seeks to explore the significance of key concepts, offering a deeper understanding of social issues from individual perspectives. A case study design is appropriate for exploring a current phenomenon, addressing how or why questions. Creswell (2014) describes case study research as a rigorous method that allows for an in-depth examination of strategies, actions, and procedures.

Data Collection and Data Analysis

The primary research instruments used were observation and interviews. Observation played a crucial role in this study by providing direct insights into the teacher's questioning strategies during classroom interactions. According to Mamik (2015), observation involves systematically watching and recording behaviours or events as they naturally occur. In this study, the researchers used non-participant observation, meaning they observed the classroom activities without interacting or participating in them. This approach helped ensure that the data collected was not influenced by the researchers' actions, thereby enhancing the validity of the study. To further ensure the validity and reliability of the observations, a surveillance device was installed in the classroom, allowing for precise documentation and later analysis of the classroom dynamics. By triangulating the data from both observation and interviews, the researchers were able to ensure the reliability of their findings.

In addition to observation, semi-structured interviews were conducted to explore the teacher's perspectives on the questioning strategies used in class and the reasons behind their choices. A semi-structured interview is flexible, allowing the researcher to ask open-ended questions and follow up on responses as needed.

According to Blandford (2013), this type of interview enables a deeper understanding of the respondent's views while maintaining some structure.

The interview questions were developed based on the research objectives and aimed to address the underlying reasons for the teacher's use of various questioning strategies. Examples of questions included:

"What types of questions do you frequently ask in class?"

"Why do you choose to ask these types of questions?"

"How do you think these questions affect student participation and engagement?"

These questions were designed to elicit detailed responses that provided insights into the teacher's pedagogical reasoning and practices.

The interview process was conducted face-to-face to foster a comfortable and engaging environment for the participant. The interviews lasted approximately 30-45 minutes each and were recorded with the teacher's consent to ensure accurate transcription and analysis. To ensure clarity and relevance, the interview questions were piloted with another teacher outside the study's focus group. The pilot test helped identify potential issues in question phrasing and the timing of the interview, which were subsequently adjusted before the final data collection.

The researchers used thematic analysis to analyse the qualitative data. Thematic analysis is a process of identifying, analysing, and reporting patterns (themes) within the data (Braun & Clarke, 2006). The researchers followed a six-step process for thematic analysis:

1. Familiarize themselves with the data by reading and re-reading the observations and interview transcripts.
2. Generating initial codes based on data from both the observations and interviews.
3. Categorizing the data into three themes: procedural, convergent, and divergent questions.
4. Review the identified themes to ensure they accurately reflect the data.
5. Refining and modifying themes that did not align well with the study objectives.
6. Writing a comprehensive report that describes the themes and their relevance to the research questions.

FINDINGS AND DISCUSSION

Findings

The Types of Questioning Strategies Used by the Teacher of English During the Classroom Interaction

Upon analysing the data gathered from observations and interviews, the researchers discovered three distinct types of questions used by the English teacher during classroom interactions. The themes and codes found through thematic analysis, which were generated from observations and interviews, are shown in Table 1.

Table 1. Themes and codes for the teacher's questioning strategies

Themes	Codes
1. Procedural Questions	a. The teacher used questions related to the class routines or procedures.

	b. The teacher asked questions to check whether students' homework was completed.
	c. The teacher used questions that were related to instructions and students' comprehension of them.
	d. The teacher asked questions that were related to students' readiness for a new assignment.
2. Convergent Questions	a. The teacher used questions to make the students recall previous material presented.
	b. The teacher asked yes/no or short answer questions during or after the lesson.
3. Divergent Questions	a. The teacher asked questions that were related to provoke students' critical thinking.
	b. The teacher used questions that required the students to provide information.

Procedural Questions

By gathering data through observations and interviews, the researchers found that the teacher used procedural questions to inquire about the students' classroom routines, especially at the start of the session, to obtain knowledge about the students. Furthermore, the teacher employed these procedural questions to confirm students' fulfilment of assignments and understanding of the duties and instructions to be given. Furthermore, the teacher employed procedural questions to assess students' preparedness for upcoming assignments and their comprehension of the material before to commencing a task.

Initially, data collected from observations indicated that the teacher used procedural questions related to students' actions in the classroom, namely at the start of the course, by enquiring about classroom updates and asking about their recent holiday experiences. For example, "*How are you today?*", "*How was your holiday last week?*", and "*Dapa, where did you go on holiday last week?*". The teacher's example questions were not linked to the English class's learning materials, but instead centred around the students and their participation in classroom activities. Moreover, the interview data revealed that the teacher not only acknowledged but also explained the rationale for her use of procedural questions related to the class routines or procedures in her classroom. The teacher stated, "*Absolutely, I ask how the students are doing. It's important to know their condition before teaching. Are they feeling unwell? Knowing this helps create a supportive learning environment.*"

Additionally, the researchers noted that the teacher utilized procedural questions to assess the thoroughness and efficacy of the tasks given to the students. As an example, "*Have you finished your homework?*", "*Rafi, have you done your assignment?*". These questions indicate that the teacher often asks the students questions to ensure that they have completed all parts of their assignments correctly. Furthermore, the data gathered from interviews shown that the teacher employed questions as a method of evaluating the students' fulfilment of assignments. The teacher asserted, "*Yes, it was asked so that we know when we are given a task, whether they have completed it or not.*"

Furthermore, the observation revealed that the teacher utilized procedural questions while giving assignments to the students, with a specific emphasis on

assessing their comprehension of instructions and their capacity to grasp them. After explaining the assignment requirements, the teacher inquired about the students' understanding of the allotted task. For example, *"Do you understand what you have to do in this task?"*, *"Okay, can you do the task?"*. The objective of these questions was to evaluate the students' comprehension of the instructional guidelines presented by the teacher. Interview data showed that the teacher used questions that were closely connected to the instructions provided and the students' comprehension of those instructions. As claimed by the teacher, such as *"Yes, I have. So, if they are given instructions, for example when doing a question, if they are not given instructions, they might be confused about how to answer the question."*

At last, the teacher incorporated questions on the students' readiness for forthcoming tasks, using the discoveries from the observations. These questions are intended to confirm that the students have a sufficient comprehension of the content prior to starting a new activity. These are a few samples of questions given by the teacher: *"Are there any questions before starting this assignment?"*, *"Are you guys ready?"*. These questions serve as a measure of the student's preparedness before beginning a new assignment. Based on the data collected from interviews, the teacher also mentioned that she often asks questions to assess the students' readiness for their assignment. As confirmed by the teacher *"Yes, to confirm it or to find out whether they are interested or not in learning about the things we will study later."*

Convergent Questions

The data collected from observation and interviews clearly indicated that the teacher utilized convergent questioning. More precisely, the teacher asked questions with the intention of stimulating students' memory of previously discussed knowledge. The questions primarily consisted of yes/no questions or requests for brief responses. Crucially, these questions did not require the students to use advanced cognitive skills, but instead merely asked them to give brief and precise responses. The teacher utilized these questions during the classroom exchanges.

Firstly, an analysis of the observation data demonstrated that the teacher utilized convergent questions to evaluate the student's capacity to remember or reiterate the previously introduced content. For instance, the teacher asked questions like, *"Who remembers what the material is last week?"*, *"Does anyone remember what the formula of present continuous tense is?"*. The students were instructed to remember the previous topic before moving on to the next material. Moreover, the interview data obtained from the teacher's investigation reveals that she regularly presents questions to the students that stimulate their memory of previously discussed topics. The teacher expressed, *"Yes, so we have to know that our goal has been achieved, "Oh, the students really understand" because it's on a different day of learning, that's why it's a recall, right? So oh, I really know that the students have understood it."*

Moreover, the observation data also indicated that the teacher utilized yes/no questions. These questions may evaluate the students' understanding of the provided content. As an example, *"Do you understand about the form of future tense?"*, *"What verb do we use in future tense?"*. The students are required to answer these questions about the fundamental teachings, which just require brief responses. Through interviews, the data researchers found that the teacher utilized binary questions (yes/no questions) throughout classroom interactions. The teacher

argued, “Yes. So, for example, “Do you understand?” So, that's just to make sure, or maybe some students still don't understand the material being taught in class.”

Divergent Questions

Upon evaluating the observational data, the researchers found that the teacher utilized divergent questions throughout the conclusion of the lecture in the classroom. Moreover, based on the interviews, the teacher asked questions with the intention of encouraging the students' ability to think critically, as well as questions that required the students to highlight their knowledge.

Firstly, based on the obtained observation data, it is evident that the teacher employed divergent questions to stimulate student's critical thinking. The teacher's thought-provoking questions prompted students to engage in critical thinking and move beyond relying just on textbooks. For instance, “Meca, can you make the sentence that uses present continuous tense?”, “And, next, Dapa. How about you? Can you make another sentence that uses present continuous tense?”. The students were prompted to engage in critical thinking by these questions. Moreover, the findings derived from the interview also verified that the teacher posed questions with the intention of stimulating the student's ability to think critically. The teacher contended, “Yes. For example, “Can anyone give an example of a sentence, or can someone give something else than what I explained?” Well, that's it, so they think “What else can there be besides that?”.”

Secondly, the data obtained from observation revealed that the teacher posed questions that necessitated students to furnish their own information. These questions provided an opportunity for students to articulate their opinions and generate diverse and varied responses. The teachers provide several instances of questions, “Meca, can you tell me about your future plan?”, “And, next, Dapa. How about you? What is your future plan?”. The students were prompted to submit their own views and facts by means of these sample questions. The data gathered from the interviews also indicated that the teacher employed interrogations that prompted students to divulge their personal information. The teacher expressed, “Yes, sometimes. To get this, for example, to get their own thoughts, like that. So, for example, maybe they understand it differently from what they have been taught.”

The Reasons for Using Questioning Strategies in English Classroom Interaction

Upon analysing the data collected from interviews with the teacher, the researchers uncovered the teacher's reasons for employing questioning methods in English classroom discourse. The themes and codes derived from the analysis of qualitative data are shown in Table 2.

Table 2. Themes and codes the reasons for using questioning strategies in English classroom interaction

Themes	Codes
1. Fostering and maintaining students' interest.	a. The teacher said that questioning strategies could foster and maintain the students' interest.
2. Encouraging students to think critically and focus on lesson material.	a. The teacher claimed that questioning strategies made the students think outside of context, using their language and the knowledge they

	have.
	b. The teacher confirmed that questioning strategies encouraged students to answer their own thoughts. So, they could have a critical side.
3. Allowing teachers to check whether students understand what the teacher says.	a. The teacher described that questioning strategies could allow her to check whether students comprehend what the teacher said.
4. Enabling a teacher to clarify what a student said.	a. The teacher argued that she asked questions again about what students said to clarify their answers or words.
5. Encouraging students to participate in lessons.	a. The teacher explained that the students participated well in classroom interaction because she used questioning strategies.

Fostering and Maintaining Students' Interest

According to the data gathered from the interview, the teacher saw that her student's level of interest in the English classroom was satisfactory. The teacher stated, *"Yes, that's not bad"*. According to the interview data, the teacher asserted that the use of questioning strategies can promote and sustain the students' attention. The teacher contended, *"Yes, it can. So, for example, they ask questions, "Oh, that means we can find out that they are interested", or "Oh, they are curious about the lesson being taught."*

Encouraging Students to Think Critically and Focus on Lesson Material

According to the interview, the researchers discovered that the teacher employed questioning strategies to encourage students to think beyond the content of the textbook. The teacher claimed, *"Sometimes, for example, they can think outside of this context, with their language and the knowledge they have."*

Furthermore, the results of the interviews also suggest that the teacher employed questioning strategies to get students to respond with their own ideas. The teacher stated, *"Yes it can, so asking questions makes them answer their own thoughts. So, they can have a critical side like that."*

Allowing Teachers to Check Whether Students Understand What the Teacher Says

The teacher interviews uncovered that the use of questioning strategies enables the teacher to assess the students' understanding of the teacher's instructions. The teacher explained, *"Sure. So, for example... student understanding, right? So if we ask questions about the material, obviously if they can answer it means it's successful."*

Enabling a Teacher to Clarify What a Student Said

The data collected from interviews revealed that the teacher employed questioning strategies to reiterate and seek clarification on students' responses or statements. The teacher maintained, *"Yes, usually I ask questions again about what students say to clarify their answers or words."*

Encouraging Students to Participate in Lessons

The data gained from the interviews revealed that the teacher employed effective questioning strategies to actively engage the students in classroom discourse. The teacher verified, *“So if they ask the question, then they participate well in classroom interaction by not only listening to the material from me, but by asking, they thought “Oh, this is the content of today's lesson” like that. So not only teacher participate in class, but they can also participate by asking questions and explaining in their own language.”*

Discussion

Upon doing a thematic analysis of the data, the researchers discovered that the English teacher utilized three distinct questioning strategies as suggested by Richards and Lockhart (1994). The strategies encompassed procedural questions (relating to classroom routines, management, and procedures), convergent questions (necessitating yes/no or brief replies), and divergent questions (calling for open-ended responses or higher-order thinking). Throughout the process of learning and engaging in learning activities, the teacher often presented three distinct types of questions. The results of this study contrasted the findings of Suartini et al (2020), who showed that there were only two categories of questions in seventh grade: procedural questions and convergent questions. This study aligns with the findings of Astrid et al. (2019) and Ningsih et al. (2021), which showed that English teachers utilized three types of questions: procedural, convergent, and divergent questions, as recommended by Richards and Lockhart (1994).

The first type of questioning method employed was procedural questions. The researchers discovered that the English teacher employed procedural questions during classroom interactions. These questions were not directly related to the subject matter, but rather served to verify the clarity of instructions and students' assignments, as well as assess their preparedness for new tasks or materials. According to Amelia's research in 2022, the English teacher offered procedural questions about the classroom procedures. These questions were not relevant to the content being taught and were used by the teacher to evaluate the completion of assignments. In addition, Firmansyah and Risnawati (2022) discovered that the English teacher utilized procedural questions to investigate the classroom procedures. These questions were not directly relevant to the topic being discussed, but they were used to evaluate the interactions within the classroom, monitor the progress of assignments, and ensure a clear understanding of duties. Procedural questions are of utmost importance in English language classes since they are largely responsible for regulating routines, clarifying instructions, and evaluating student preparedness for new tasks.

Second, the English teacher employed convergent questions as their chosen questioning approach. The study discovered that the teacher employed convergent questions during classroom discourse. Recall and binary questions can be used to evaluate the students' comprehension of the topic and enhance their grasp of previously introduced concepts. The findings of Döş* et al. (2016) provided support for this assertion, indicating that the majority of teachers employed a convergent questioning strategy to strengthen and revisit earlier information, fostered student engagement, and assessed students' comprehension. The study also found that the teacher predominantly employed binary questions in the English classroom. The

outcome was similar to the discoveries of Rosyidah's investigation. According to Rosyidah (2018), convergent questions are the most often utilized among different types of questions. Based on Rosyidah's research, teachers in the class asked a total of 54 convergent questions over the two observation periods, which represents 53.46% of all the questions asked. The English teacher's utilization of convergent questions had a twofold effect in the classroom environment. These questions, encompassing both memory and yes/no questions, not only assessed the students' grasp of the material but also solidified their mastery of previously addressed subjects.

The teacher employed divergent questions as the final types of questioning strategy. The questions were either of an open-ended nature or required higher-order thinking skills. The teacher employed divergent questions as a method of questioning during the process of teaching and learning. The study found that the teacher utilized questioning strategies to provoke critical thinking in students and fostered their ability to develop independent replies. Nevertheless, a significant proportion of the students were ill-equipped or failed to respond to the open-ended questions posed by their instructor. The outcomes of this study corroborated the research done by Suartini et. al. (2020), which demonstrated that teachers rarely utilize divergent questions. The students demonstrated disinterest when confronted with intellectually stimulating subjects that demanded advanced cognitive abilities. According to Sulistianis' research (2022) showed that students had the ability to give appropriate answers to procedural and convergent questions. Nevertheless, students need extra time to respond to the different questions. Hence, although the teacher skilfully employed open-ended questions to foster critical thinking and self-directed learning among students, the research findings indicated that a significant number of students encountered difficulties in providing satisfactory responses to these questions.

During the interview, the teacher explained the reasons for utilizing questioning strategies in the teaching and learning process as suggested by Richards and Lockhart (1994). The prevalent use of questions in teaching serves multiple purposes, including fostering and maintaining students' interest, encouraging students to think critically and focus on lesson material, allowing teachers to check whether students understand what the teacher says, enabling a teacher to clarify what a student has said, and encouraging students to participate in lessons.

Firstly, the utilization of questioning strategies has the capacity to cultivate and sustain students' curiosity. Based on the interview, the researchers found that the teacher utilized questioning strategies to encourage and sustain students' engagement. According to Sujariati et al. (2016), questions are important in stimulating students' interest and promoting their active engagement in class, hence aiding their understanding and interpretation of the content. Izzati and Wahyuni (2021) conducted research that demonstrates the crucial importance of questions in generating and sustaining students' attention. Additionally, they fulfil the function of evaluating students' readiness, overseeing responsibilities, and coordinating seating arrangements for classwork. Therefore, the teacher's utilization of proficient questioning strategies played a crucial role in promoting and sustaining students' engagement during the learning process.

Secondly, the utilization of questioning strategies has the capacity to stimulate students' critical thinking abilities and intensify their concentration on the instructional content being conveyed. As per the interview, the teacher claimed that

she utilized questioning strategies to stimulate students' critical thinking and concentrate on the subject matter of the session. Saswati (2022) argues that the teacher's questions have the function of stimulating students to engage and concentrate on the lesson's subject matter. Questions facilitate the development of critical thinking skills and enhance information retention by highlighting novel or interconnected associations. Izzati and Wahyuni (2021) performed research that demonstrates the considerable impact of questioning strategies on boosting students' critical thinking and their ability to concentrate on the lesson's material. Additionally, these strategies also facilitate the review and summarization of prior lessons. Hence, the utilization of questioning strategies not only improves students' capacity for critical thinking and active participation in lesson content but also emphasizes their significance in cultivating concentration in educational settings.

Thirdly, the utilization of questioning strategies enabled the teacher to assess student's comprehension of the teacher's statements. Based on the interview, the teacher said that utilizing questioning strategies might enable her to assess the student's understanding of the teacher's statements. The assertion was corroborated by the research conducted by Ekawati et al. (2021), in which teachers highlighted the need to utilize a questioning method to evaluate students' knowledge and verify their comprehension. Saswati (2022) found that teachers employ questions to assess students' comprehension, promote classroom engagement, and provide insights into students' course comprehension. Ultimately, the use of questioning strategies is crucial for teachers to evaluate students' comprehension and promote active participation in the classroom.

Fourth, the utilization of questioning strategies might empower a teacher to elucidate the content of a student's statement. According to the interview, the teacher reiterated her questions to get further clarification on the students' responses or statements. Saragih and Nuran (2022) provided evidence that the teacher addressed questions in order to clarify or provide feedback on students' responses. Questioning strategies played a crucial role in helping teachers to explain students' replies and offer constructive criticism, hence promoting improved knowledge and communication within the classroom.

Lastly, the implementation of effective questioning strategies can serve as a catalyst for fostering student engagement and active participation during instructional sessions. According to the interview, the teacher contended that students engaged effectively in classroom interaction due to her use of questioning strategies. As mentioned by Sujariati et al. (2016), questions are used to stimulate students' curiosity about a certain topic and motivate them to actively engage in learning, which helps them create meaning. Saragih and Nuran (2022) performed study which found that the teacher utilized questioning strategies in the classroom to encourage active involvement from all students during class discussions. To summarize, the use of questioning tactics successfully motivated students to participate, resulting in a more participatory and engaged classroom atmosphere.

CONCLUSION AND SUGGESTION

Based on the data and discussions in the preceding chapter, the researchers drew numerous conclusions on the questioning strategies used by the English teacher in an Islamic junior high school in Palembang when interacting with eighth-grade students. The study determined that the teacher employed three types of questions,

namely procedural, convergent, and divergent questions, during the classroom engagement. The teacher posed questions on the students' classroom activities, specifically regarding the fulfilment of their assignments, the comprehensibility of the teacher's directives, and their preparedness to receive new tasks or educational resources. The investigation further revealed that the teacher posed convergent questions, which are questions that may be replied with straightforward yes/no or brief responses, as well as questions aimed at evaluating the students' ability to remember previously taught content. In addition, the teacher utilized divergent questions that required students to offer diverse solutions and questions that prompted students to generate their own knowledge or engage in higher-order thinking to answer them.

Furthermore, throughout the interview, the teacher elucidated several reasons for employing questioning strategies in the educational process. According to the interview data, there were several reasons why teachers employed questioning strategies in their English teaching. The objectives include nurturing and sustaining students' curiosity, promoting critical thinking and concentration on lesson content, facilitating teachers' assessment of students' comprehension, facilitating teachers' clarification of students' statements, and fostering student engagement in lessons.

Based on the findings of this study, it is expected that teachers will employ various questioning strategies, namely open-ended questions, in every teaching and learning session to promote a more dynamic and effective teaching and learning experience. Teachers should stress the influence of questions on students' motivation to acquire English rather than only concentrating on their responses. Prior to beginning the lecture, the teacher must prepare the questions beforehand.

Furthermore, it is anticipated that students will have the opportunity to engage in further English language practice. Utilizing questioning strategies has several advantageous impacts on students, such as improving their understanding of the topic matter and cultivating their self-assurance in answering questions in English.

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