

TEACHERS' QUESTIONING STRATEGIES DURING THE ENGLISH CLASSROOM INTERACTION AT SMAN 2 PONOROGO

Nur Sa'adah¹, Tintin Susilowati²

^{1,2} IAIN Ponorogo, Ponorogo, Indonesia

Email: saadanur226@mail.com

ABSTRACT

This study analyzed the teachers' questioning strategies during the English classroom interaction at SMAN 2 Ponorogo. The importance of this research aimed to find out the types of questions and the questioning strategies, and describe the reasons of the teachers in using their questioning strategies. This research applied a qualitative study that focused on descriptive analysis. It used observation and interview to collect the data. The result showed that there were 79 of types of question included managerial, rhetorical, closed, and open question used by the English teachers. Besides, there were 207 of types of questioning strategies such as reinforcement, probing, adjust/refocus, simply repeated, rephrased, wait-time, and Bahasa. The last, the reason of the teachers used questioning strategies during the English classroom interaction was to check the students' comprehension and then guide the students to be more deeply in understanding the material.

Keywords: Questioning Strategies, Classroom Interaction

Introduction

One of the indications that teaching and learning process is alive and dynamic is by seeing the interaction between the teacher and the students. Classroom interaction referred as any interaction or relationship that occurs both verbally and nonverbally between a teacher and students or between students themselves in the classroom. It is in line with Hitchcock and Hughes in Brown (2003) who defined classroom interaction as communication patterns between teachers and pupils and pupils with pupils. In addition, Muchenje & Goronga (2013) stated that classroom interaction engages students in the teaching and learning process. It means that classroom interaction encourages students to participate actively.

Classroom interaction is strongly related to the teachers' role. For that reason, teacher has the critical role in the context of teaching and learning process. This is in line with Kyriakides (2013) in his journal that the teacher's role in creating classroom interaction begins with preparing everything needed in the learning process, such as materials, instructional media, and the teacher's readiness to teach. The next role is to stimulate students' abilities in the early learning process as a warm-up so that students are fully engaged in the learning process. Further, in the classroom, the teacher should be able to use the appropriate strategies in order to engage students to the material and encourage their participation.

One of teachers' strategies to engage and encourage students' participation is asking the questions to them. In terms of teacher's questions, Blosser (1975) in his book claimed that teacher's questions are all types and structures of utterances classified, either syntactically or functionally, as questions asked by teachers before, during, and

after instruction in order to elicit responses from the students. Whereas, Cotton (1998) defined the question as any sentence which has an interrogative form or function. Further, Chen (2016) stated that the teacher's ability to manage questions in classroom interaction is one of the ways that can be used to create a good classroom interaction. The ability to manage questions is also known as the questioning strategy where teachers should prepare good questions that will guide students' interest in responding.

This is in line with Kholisoh & Bharati (2021) in their journal that questioning is currently one of the most effective teaching strategies in the classroom because it influences how students respond to questions posed by the teacher. If the teacher's questioning strategy can draw students' attention to develop their ideas and thoughts, thus it can ensure an effective learning process. Further, Maiza et al., (2015) stated that questioning strategies allow students to think and develop ideas into a series of systematical structures, allowing them to answer the question given with a logic answer. Questioning strategies can also help students improve their critical thinking abilities. Related previous statements, teacher should consider the strategy which suitable when posing questions in terms of the question types and the questioning behaviors because the students' answers are influenced by the teacher's questions.

According to the researcher's experience, one of the most common factors that cause the students deeply understand the information of material is by teachers' strategies when asking the question to the students. Related previous statements, teacher should consider the strategy which suitable when posing questions in terms of the question types and the questioning behaviors because the students' answers are influenced by the teacher's questions. This is important to consider because an appropriate questioning strategy used in the classroom can increase students' curiosity and interest, stimulate their proficiency, and motivate them to learn English better.

A substantial quantity of study was carried out to determine the types of questions utilized during the questioning part. Rashid & Qaisar (2016) discovered that the questioning method was beneficial in promoting pupils' critical thinking among primary students in Pakistan. Higher-level cognitive questions were asked. The questioning approach was successfully implemented in the learning process. (Fitriati et al., 2017) found that inquiry was well used when teachers asked higher-order questions more frequently than teachers in other research. The final category covers how teachers and students view questioning strategies, student-teacher interaction during questioning, and how both teachers and students perceive critical thinking. Sujariati et al., (2016) discovered that the teacher used the open/closed questions and display questions predominated, depending on the material communicated to the students by the teacher. The research findings demonstrated the favorable impact of questioning tactics used by teachers in EFL classrooms. Those studies and this study examined the types of questioning strategies using Chen's and Anderson & Krathwohl' theory. However, the difference, this study used Blosser's and Illinois web's theory. Further, the researchers also describe the reasons of the teachers in using questioning strategies.

In dealing with those beliefs about questioning, the researcher attempted to connect the relevant theories with factual facts that occurred in one of Ponorogo's Senior High Schools. Teachers, in our point of view, have attempted to increase

classroom involvement through questions. The students were eager to answer the teachers' questions while the teachers were interrogating them. There were four types of questions used by the teachers such as managerial, rhetorical, open, and closed questions. Furthermore, the teachers also used numerous of questioning strategies such as reinforcement, probing, adjust/refocus, simply repeated, rephrased, wait-time, and using Bahasa.

In addition, the teachers asked some questions about the material being taught, the majority of the pupils appeared to be interested. They attempted to answer teachers' questions when the teachers used those types of strategies on whether their answers were correct or incorrect. Furthermore, when they didn't understand the subject that had been taught, some students were highly engaged in asking questions. Otherwise, the majority of students simply followed the teachers' instructions without attempting to pose or answer questions. They were mostly passive during the questioning part, and the questions were simple to answer.

Based on the explanation above, the researcher wants to conduct research on the implementation of teachers' questioning strategies during the English classroom interaction in order to investigate what are the types of questions and questioning strategies that used by teachers during the English classroom interaction. Also, in order to describe the reasons of the teachers in using their questioning strategies during the English classroom interaction.

Method

This study applied a qualitative study that focused on descriptive analysis. It is supported by Creswell (2014) who stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In line with Creswell's theory, Taylor et al., (2016) stated that qualitative research refers in the broadest sense to research that produces descriptive data. This research belongs to descriptive qualitative research because the result is in a detailed description of the types of questions, types of questioning strategies, and the reason of teachers in using questioning strategies during the English classroom interaction.

In this research, the researchers became "*full observer*" because the researcher's goal was to investigate questioning strategies which used by English teachers in classroom interaction without take a part in any discussion. In this study, the researchers chose two English teachers of SMA Negeri 2 Ponorogo who taught in tenth and eleventh grade. We chose X-2 class and XI MIPA 1 class in conducting this research. The observation was conducted in two meeting of each grade and the duration of every observation was eighty minutes. The researchers took two different classes in order to gain the maximum and accurate data.

Data Collection Procedures

In this research, the researcher utilized some techniques in collecting the data. Firstly, the researchers observed several questions types and questioning strategies used by English teachers and recorded them in the field notes. This observation conducted in two meetings for each class. Secondly, the researchers conducted the interview after the class observation. This interview used to gather data from the English teachers about the reasons why do they use questioning strategies during the

classroom interaction. The researchers wrote the result from teachers' observations and interviews in form of field notes.

Data Analysis

Qualitative data analysis is a process of searching and arranging the data and taken from the observation, interview, and field note. Qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification, those steps in analyzing data used by the researcher in this research (Miles & Hubberman, 1994). In the step of reduction, the researchers analyzed the questions types, and questioning strategies during teachers' and students' interaction. Then, it simplified into some tables to make it understandable the categorization depends on Blosser' and Illinois web theories. Then, in display step, we analyzed the categorization of some questions and questioning strategies, starting from analyzing the purpose and kind of questions and questioning strategies which used by teachers. Questions and questioning strategies were diagnosed by the students' respond to the teachers' questions. We also used some comparisons of the reasons of the teachers in using their questioning strategies to make the analysis clearly understood. The last, in verification, the researchers cross-check the findings from the observation and interview done before.

Findings and Discussion

The researcher found several types of questions which used by the English teachers through classroom observation of the teachers' and students' interaction. The result of the observation showed all of the types of question used by the English teachers at the tenth and eleventh grades students in order to invite students participation. There are four types of questions as follows: Managerial, Rhetorical, Closed, and Open (Blosser, 1975). The total number of types of question that used by the English teachers in two meetings were seventy-nine. The data can be seen below.

Tabel 1. Frequency of Teachers' Questions during the English Classroom Interaction

No.	Types of Question	Tenth Grade		Eleventh Grade		Total
		M 1	M 2	M 1	M 2	
1.	Managerial Question	5	7	4	7	23
2.	Rhetorical Question	2	2	2	2	8
3.	Closed Question	7	5	7	3	22
4.	Open Question	7	7	7	5	26
	Total	21	21	20	17	79

Based on the table above both of the two teachers of tenth and eleventh grade were applied the types of question as the Blosser's theory. The researchers found that managerial and open questions were mostly used by the English teachers. Open questions were commonly used by the teachers because it encourages students to respond with higher level thinking. It can inspire students to respond to questions based on their own knowledge and language, that questions invite students to answer the questions in detail. Further, because of managerial questions related to classroom management, managerial questions became second order as sorts of questions used by the English teachers during the teaching and learning process to control the classroom

movement and check the assignment and whether the task has been understood nor not by the students.

We also found that the teachers used all of the types of questioning strategies based on Illionis web's theory. There are seven types of questioning strategies as follows: Reinforcement, Probing, Adjust/refocus, Simply Repeated, Rephrased, Wait-time, and Native Language (Illinois Author, 2017). The total number of types of question that used by the English teachers in two meetings were two hundred and seven. The data can be seen below.

Table 2. Frequency of Teachers' Questioning Strategies during the Classroom Interaction

No.	Types of Questioning Strategies	Tenth Grade		Eleventh Grade		Total
		M 1	M 2	M 1	M 2	
1.	Reinforcement	20	20	20	17	79
2.	Probing	6	2	5	-	13
3.	Adjust/Refocus	4	5	5	3	17
4.	Simply Repeated	6	3	4	-	13
5.	Rephrased	4	3	2	-	9
6.	Wait-time	7	11	8	9	35
7.	Native language	11	12	9	10	42
	Total	59	56	53	39	207

Based on the table above the researchers found that reinforcement, wait-time, and Native Language (Bahasa) were mostly used by the teachers while they are posing the questions to the students. The teachers always use reinforcement because it helps the students to be more comfortable while they are answering the question. That strategy emphasized that the teachers to have good expression and behavior when they pose the question such as smiling, maintaining eye-contact, and nodding. Besides, the teachers also prefer to use wait-time and Bahasa (Indonesian Language) because both strategies help for those students who do not respond to the teachers' question. Those strategies used in many times in order to help the students to rethinking about their answer, thus, they can answer correctly.

The Implementation of the Teachers in Using Types of Questions

Teacher 1

Teacher 1 : *Okay, who is absent today's class?*

Students : *Nihil, Sir.*

Teacher 1 : *Have you guys finished your homework of our last meeting?*

Students : *Sudah, Sir.*

Based on the dialog above, the managerial questions in the bold showed that those questions were used by the English teacher to control the classroom situation. Based on the findings, those questions used by the English teacher in the beginning and the end of the classroom activity in order to create conductive classroom.

Teacher 1 : *Okay, last week we've learnt about Report Text, right?*

- Students : Yes, Sir.
Teacher 1 : Okay, as my last meeting instruction, today, all of you will present your homework, right?
Students : Yes, Sir

Based on the dialog above, the rhetorical questions in the bold showed that those questions were used by the English teacher to emphasize the important point of the material, thus it will help teacher to minimize the misunderstanding. Based on the findings, those questions used by the English teacher in the main classroom activity.

Teacher 2

- Teacher 2 : **What are the structures of Explanation Text?**
Students : Title, general statement, event, closing, Bu.
Teacher 2 : **Is there any event structure?**
Student A : Sequence of event, Bu.
Teacher 2 : **Good. What are the structures of Explanation text?**
Students : Title, general statement, sequence of event, and closing, Bu
Teacher 2 : Very good, everyone.

Based on the dialog above, the closed question in the bold showed that it was used by the English teacher to check students' memory of the previous learnt information, to focus thinking on a specific point or commonly-held set of ideas. Based on the findings, those questions used by the English teachers in the main classroom activity.

- Teacher 2 : **Why you chose that topic for your Explanation Text?**
Student A : Karena saya ingin tahu Bu bagaimana proses terjadinya Pelangi.
(Because I want to know the how the process that can make Rainbow happen, Ma'am.)
Student B : Karena saya tertarik untuk mengetahui bagaimana proses penerbangan roket, Bu. (Because I interest to know how does the process of rocket flight, Ma'am.)
Teacher 2 : Great, everyone.

Based on the dialog above, the open question in the bold showed that it was used by the English teacher to encourage students to respond using their own knowledge and language, further, it also used to stimulate students' thinking. Based on the findings, those questions used by the English teachers in the beginning and main classroom activity.

The Implementation of the Teachers in Using Questioning Strategies

Teacher 1

The researcher found that Teacher 1 used wait-time and native language strategy. Some of findings are in the dialog below:

- Teacher 1 : **Why we use simple present tense dalam menulis Report Text?**
Students : Silent.
Teacher 1 : Okay, I'll give you a time to think about it.
Teacher 1 : Anyone, please?
Students : Silent.

- Teacher 1 : **Okay, coba diingat-ingat lagi, simple present tense fungsinya apa?**
- Student A : Menjelaskan kejadian yang selalu terjadi, Sir.
- Teacher 1 : **Great, berarti kenapa in Report Text kita menggunakan simple present tense?**
- Students : Silent.
- Teacher 1 : **Okay, I'll give you a time to think about it.**
- Student B : Karena Report Text juga menjabarkan informasi yang selalu terjadi, Sir.
- Teacher 1 : Very good.

Based on the dialog above it can be seen that the students did not respond to the English teacher's first question because the students did not ready yet to answer the teacher's question. After the teacher gave several minutes for students to think about the answer, the students can answer to the teacher's question. In addition, the students did not respond to the English teacher's first question because the students did not have the idea of the teacher's question. After the teacher using native language (Indonesian Language), the students finally understand about the teacher's question and finally one of the students can answer the teacher's question correctly. Therefore, the teacher's statements in bold showed that the English teacher implemented wait-time and native language strategy as it helped the students to answer to the question by giving times to the students to think about the answer and using Indonesian Language.

Teacher 2

The researchers found that Teacher 2 used native language strategy. Some of the findings are in the dialog below:

- Teacher 2 : *From your perspective, based on the text, who have to take responsibility of the disaster?*
- Students : Silent.
- Teacher 2 : *Okay, menurut pendapat kalian, dari teks tersebut, siapa yang harus bertanggung jawab atas terjadinya bencana tersebut?*
- Teacher 2 : *Ada yang mau memberikan pendapat?*
- Student A : *Saya, Bu.*
- Teacher 2 : *Yes, please.*
- Student A : *Menurut pendapat saya, semua masyarakat di sekitar tempat tersebut yang harus bertanggung jawab, Bu.*
- Teacher 2 : *Great, I'll give you (+)*

Based on the dialog above it can be seen that the students did not respond to the English teacher's first question because the students did not know the meaning of the teacher's question. After the teacher using native language (Indonesian Language), the students finally understand about the teacher's question and answered it. Therefore, the teacher's Indonesia Language (in italic) showed that the English teacher implemented native language strategy as it engaged the students to answer to the question.

The researchers also found that Teacher 2 used rephrased and wait-time. Some of the findings are in the dialog below:

- : ***Any of you want to give your point of view about the main discussion in the first paragraph?***
- Students : Silent.
- Teacher 2 : ***Any of you want to give your opinion the main discussion in the first paragraph?***
- Students : Silent.
- Teacher 2 : ***Okay, I'll give you one minute to think about it.***
- Student B : *Saya, Bu.*
- Teacher 2 : *Yes, please.*
- Student B : *Paragraf pertama membahas informasi-informasi umum tentang Pelangi, Bu seperti apa itu Pelangi dan apa saja warna Pelangi.*
- Teacher 2 : *Great, I'll give you (+).*

Based on the dialog above it can be seen that the students did not respond to the English teacher's first question because the students did not know the meaning of 'point of view', thus the English teacher rephrased the question and then changed the word or reword the 'point of view' into 'opinion' in order to get the students' responses. In addition, the students did not ready yet to answer the teacher's question. After the teacher gave several minutes for students to think about the answer, the students can answer to the teacher's question. Therefore, the teacher's questions (in bold) showed that the English teacher implemented rephrased strategy as the English teacher reword his question in order to help the students to respond the correct answer and the teacher's statements (in bold) showed that the English teacher implemented wait-time strategy as it helped the students to answer to the question by giving times to the students to think about the answer.

The Reasons of the Teachers in Using Questioning Strategies during the English Classroom Interaction

For this section, the researchers conducted the data using interview and audio record. The data elaborated below.

Teacher 1

"Saya tidak pernah mengklasifikasikan tipe-tipe strategi apa yang saya gunakan ketika saya mengajar di kelas hanya saja ketika saya mengajukan pertanyaan saya selalu menatap mereka lebih-lebih dengan senyum. Lalu strategi yang sering saya gunakan yaitu wait-time dan campuran Bahasa Indonesia ketika siswa tidak memberikan respon terhadap pertanyaan saya. Alasan saya lebih sering menggunakan wait-time atau memberi jeda waktu strategi karena saya berharap ketika siswa merespon jawaban saya, jawaban yang diberikan dapat dipertanggung jawabkan oleh mereka. Sedangkan, saya terkadang menggunakan campuran Bahasa Indonesia ketika siswa sudah tidak paham konteks apa yang sedang kita bicarakan sehingga dengan menggunakan Bahasa Indonesia mereka dapat mengerti pertanyaan apa yang sebenarnya saya ajukan."

Based on the first teacher's reason, he usually uses wait-time because he wants to give the students time to think about their answer in order the students can take the responsibility for their answer. Then, he also tends to use native language while he is posing the questing to the students when students definitely have no idea about what

are the teacher's questions. In addition, he said he always maintains eye-contact with the students and smiling while he is asking the question to them.

"Untuk tipe pertanyaan open question biasanya kan pertanyaan yang saya panjang, nah sering kali mereka tidak paham akan pertanyaan saya sehingga mereka tidak memberikan respon. Untuk pertanyaan tipe open question biasanya saya menggunakan wait-time atau saya ganti menggunakan Bahasa Indonesia. Dan juga, ketika siswa dapat menjawab open question dengan cepat tetapi tidak disertai alasan yang mendukung saya akan memberikan pertanyaan lagi agar mereka dapat memberikan alasan terhadap statement yang mereka buat sebelumnya."

Based on the first teacher's statement above, he usually uses wait-time, Indonesian Language when he is posing the open questions to the students. The reason is when the first teacher posed the open questions, his questions tend to be in a long sentence, thus to minimize the misunderstanding the first teacher usually uses three types of questioning strategies while he is asking the open questions to the students.

Teacher 2

"Ketika saya mengajar di kelas mengalir saja strategi yang saya gunakan untuk siswa. Saya tidak pernah memplaning harus menggunakan strategi ini atau itu. Berjalan saja sesuai dengan materi yang akan dipelajari di hari itu. Tentunya selalu senyum dan membuat kontak mata dengan siswa ketika saya bertanya. Lalu, saya lebih cenderung menggunakan wait-time dan kadang mencampur dengan Bahasa Indonesia. Alasannya karena saya memperhatikan siswa ketika saya menggunakan pertanyaan full dalam Bahasa Inggris mereka sering kali bingung untuk merespon dan akhirnya tidak ada interaksi yang terjadi untuk itu saya menggunakan Bahasa Indonesia juga. Lalu strategi untuk strategi wait-time alasannya karena ketika siswa dapat memberikan jawaban tetapi terkadang mereka lupa jawaban lanjutannya saya baru menggunakan wait-time. Terkadang juga saat siswa sama sekali tidak merespon saya juga menggunakan wait-time untuk memberikan jeda mereka untuk mendiskusikan jawaban dengan teman lainnya."

Based on the second teacher's reason, she usually uses wait-time because she wants to give the students time to think about their answer in order the students can consider the correct answer with the other friend. Then, she also tends to use native language while she is posing the questing to the students when students definitely have no idea about what are the teacher's questions. In addition, she said she always maintains eye-contact with the students and smiling while she is asking the question to them.

"Untuk tipe pertanyaan yang sering menggunakan strategi wait-time adalah open and closed question, karena tentu saya ketika saya memberikan pertanyaan open ataupun closed question siswa dapat memberikan alasan yang tepat. Oleh karena itu, saya biasanya memberikan waktu tertentu untuk mereka dapat memikirkan jawaban. Baru, jika setelah saya memberikan pertanyaan mereka masih belum mengerti maksud pertanyaan saya, saya menggunakan Bahasa Indonesia."

Based on the second teacher's statement above, she usually uses wait-time, Indonesian Language when he is posing the open and closed questions to the students.

The reason is when the second teacher posed the open and closed questions, she expected that the students can give the appropriate reason for their answer, thus she gives the students times in order the students can think about the correct answer with the appropriate reason. Then, if the students still confuse about the teacher's question, she changes to use Indonesian Language.

Conclusion

Based on the research findings and discussion above, the researchers draw some conclusions about the types of questions, questioning strategies used by the English teachers and the reason of the teachers in using questioning strategies during the English classroom interaction at SMAN 2 Ponorogo specifically in tenth and eleventh grade students. The researcher came at the following conclusion, firstly, the types of question which used by the teachers in tenth and eleventh grade students such as managerial, rhetorical, closed, and open question. The researchers found that open questions were used in many times by both of teachers in order to help students to improve students' ability in using their own language and explore their knowledge.

Secondly, there were reinforcement, probing, adjust/refocus, simply repeated, rephrased, wait-time, and native language (Bahasa) as the strategies that used by teachers while they are posing the questions. The researcher found that both of the teachers tend to use reinforcement, wait-time, and Bahasa as the common questioning strategies. Both of the English teachers never planned or prepared the questioning strategies that would be used to explain the material. However, both of the teachers have used all of the questioning strategies during the classroom interaction without they were realized. The reason of the teachers used questioning strategies during the English classroom interaction is to check the students' comprehension and then guide the students to be more deeply in understanding the material.

References

- Blosser, P. E. (1975). *How to Ask the Right Questions*. (1st ed.). National Science Teachers Association. <https://eric.ed.gov/?id=ED129574>
- Brown, H. D. (2003). *Language Assessment: Principles and Classroom Practice* (Handbook). Longman. https://www.academia.edu/26575645/H_Douglas_Brown_Language_Assessment_Principles_and_Classroom_Practice
- Chen, M.-H. (2016). Theoretical Framework for Integrating Higher-order Thinking into L2 Speaking. *Theory and Practice in Language Studies*, 6(2), 217. <https://doi.org/10.17507/tpls.0602.01>
- Cotton, K. (1998). *Classroom Questioning*. Northwest Regional Educational Laboratory.
- Creswell, J. W. (2014). *Research Design Qualitative Quantitative and Mixed Methods Approaches* (4th ed.). SAGE Publications. https://fe.unj.ac.id/wp-content/uploads/2019/08/Research-Design_Qualitative-Quantitative-and-Mixed-Methods-Approaches.pdf
- Fitriati, S. W., Isfara, G. A. V., Universitas Negeri Semarang, Indonesia, Trisanti, N., & Universitas Negeri Semarang, Indonesia. (2017). TEACHERS QUESTIONING

- STRATEGIES TO ELICIT STUDENTS VERBAL RESPONSES IN EFL CLASSES AT A SECONDARY SCHOOL. *English Review: Journal of English Education*, 5(2). <https://doi.org/10.25134/erjee.v5i2.537>
- Illinois Author. (2017). Questioning Strategies. In *Teaching and Learning*. Illinois University. <https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/questioning-strategies>
- Kholisoh, M. N., & Bharati, D. A. L. (2021). Teachers' questioning strategies and students' perceptions toward critical questions in EFL classroom interaction. *ELT FORUM*, 10(2). <https://journal.unnes.ac.id/sju/index.php/elt>
- Kyriakides, L. (2013). *Drawing from Teacher Effectiveness Research and Research into Teacher Interpersonal Behaviour to Establish a Teacher Evaluation System: A Study on the Use of Student Ratings to Evaluate Teacher Behaviour*. 40(2).
- Maiza, M., Rukmini, D., & Sofwan, A. (2015). TEACHERS' BASIC QUESTIONINGS USED BY ENGLISH TEACHERS IN TEACHING ENGLISH. *Universitas Negeri Semarang*, 5(1). <https://journal.unnes.ac.id/sju/index.php/eej>
- Miles, M. B., & Hubberman, A. M. (1994). *Qualitative Data Analysis: An expanded sourcebook* (2nd ed.). Sage Publications.
- Muchenje, F., & Goronga, P. (2013). *Education and the Revitalisation of Indigenous Knowledge Systems in Africa: A Paradigm Shift in Curriculum Content*. 3(4). https://www.academia.edu/67308497/Education_and_the_Revitalisation_of_Indigenous_Knowledge_Systems_in_Africa_A_Paradigm_Shift_in_Curriculum_Content?from_sitemaps=true&version=2
- Rashid, S., & Qaisar, S. (2016). *Developing Critical Thinking through Questioning Strategy among Fourth Grade Students*. 68(2), 153-168.
- Sujariati, Rahman, A. Q., & Mahmud, M. (2016). English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu. *ELT Worldwide: Journal of English Language Teaching*, 3(1), 107. <https://doi.org/10.26858/eltww.v3i1.1884>
- Taylor, Bogdan, & DeVault. (2016). *Introduction to Qualitative Research Method*. Sage Publications.