

Using Multiple Questioning Strategies Viewed from Teachers' and Students' Perspectives

Supriusman

Universitas Negeri Riau

supri62@yahoo.co.id

Associate Professor Dr. Melor Md Yunus

Universitas Kebangsaan Malaysia

melor@ukm.edu.my

Associate Professor Dr. Mohd Hanafi Mohd Yasin

mhmy6365@ukm.edu.my

ABSTRACT

The current study was carried out to identify teachers' perspectives regarding their knowledge and comprehension towards questioning strategies and its implementation as well as the extent to which it effects towards students' acceptance in improving their learning motivation, critical thinking skills and English proficiency. Meanwhile, from the students' perspectives, the focus of the study was on the extent to which their acceptance towards their learning motivation, critical thinking skills and English proficiency. This survey utilised a set of questionnaires as the main instrument. A number of 160 English teachers and as 1600 secondary school students from Pekanbaru, Riau Indonesia involved in this study. They were recruited by using stratified random sampling. An overall pilot test result using Chronbach's Apha analysis revealed that there was a high reliability for all the constructs i.e. 0.772 to 0.962. Data analysis of the present study uses SPSS 22.0 involving descriptive analysis (mean and standard deviation) and inferential statistics involving MANOVA and regression. Overall results demonstrated that the teachers' knowledge and comprehension regarding questioning strategies and its implementation were at the *moderate* levels. Meanwhile, differential analysis revealed that there was no significant difference between genders and teaching experience for some constructs. Regression analysis showed that questions' preparation was a dominant contribution towards its implementation (55.5%). From the students' perspectives, overall results revealed that students' acceptance towards various questioning strategies were at the moderatelevels where some of them were at the *higher* level. Differential statistical analyses results showed that there were some differences between genders with regards to the questioning strategies implemented. Regression analysis demonstrated that types or formats of questions contributed 55.4% towards English proficiency among students. Implications of this study have highlighted using multiple questioning strategies can be used as an approach to overcome English language problems among students.

Key words: *questioning strategies, motivation, critical thinking skills, english proficiency, difficulty levels of questions.*

INTRODUCTION

English language is the first foreign language taught in all schools and universities in Indonesia. The minister of Education and Culture (Mendikbud) Mohammad Nuh (2013), stated that English is a compulsory subject in Junior High School (SMP), Senior High School (SMA) and Vocational High School (SMK). The development of language curriculum particularly English can be divided into six periods, namely: (1) the 1975 Curriculum;

(2) the 1986 Curriculum; (3) the 1994 Curriculum; (4) the 2004 Curriculum which is called Competence Based Curriculum (KBK); and (5) the 2006 Curriculum known as School Based Curriculum (KTSP), and (6) the 2013 curriculum known as K13 or Kurtilas.

Generally, the English curriculum in Indonesia emphasizes on preparing the graduates with an impressive communication skill. These communication skills covers the four language skills such as listening, speaking, reading and writing. The

main objective of teaching and learning English is to enable the students to communicate in oral and written forms. The goal of this curricular approach reflects the students' requirement in accomplishing functional skills and linguistic proficiency goals (Brown, 2001).

In the 2013 curriculum, teachers are expected to apply scientific approach which includes observing, questioning, experimenting, associating and networking. Questioning as one the components of scientific approach has an important role in teaching learning process because by asking students, teachers will know their students' comprehension about the lesson materials. Therefore, teachers need to apply strategy in asking their students some questions.

Research on questioning strategies in teaching and learning is extensively performed abroad, especially in the developed countries. Robitaille and Maldonado (2015) for example, conducted a study about the relationship between questioning techniques used by teachers in teaching and learning process and the students' participation in the activity. However, many researches mainly focus on students' responses from oral questions without observing the comprehensive strategies used for questioning. Comprehensive questioning strategy is related to the preparation by the teachers in questioning them as well as questioning skill with an effective strategy.

This aspect of study also involves the learning of English among native speakers whose questioning was done in a more spontaneous manner. In learning English as a foreign language, questioning strategies need to be designed to ensure that the questions asked can cultivate students' interest and in accordance with the students proficiency level. Furthermore, for teachers who are not the native speakers of English, serious attention needs to be given on the planning aspects in the terms of questions

preparation, the knowledge in multiple questioning strategies and also questioning skills to properly handle the question and answer session. Therefore, an empirical study pertaining on this matter is really essential.

Literature trend also reveals that there are a lot of materials related to questioning strategies are only in the form of paper concept and questioning guideline. There are only a small number of empirical researches investigating on the questioning strategies used in the classroom. These limitations provide a necessary cause to conduct a study on using multiple questioning strategies in the classroom to observe its efficiency in detail. There are an ample of qualitative researches on diverse questioning strategies which were conducted primarily through observation in the classroom during teaching and learning process. In addition, the research was focused on the use of questions and the students' ability in answering the questions. Qualitative studies cannot be generalized, and thus a holistic view on the diversifying strategy of questioning in school remains unknown.

The present research also reviewed on the diversity of questioning techniques that were conducted by English teachers based on their gender and teaching experiences. Based on the previous study by Van Dat Tran (2015) revealed that gender plays an important role in determining the pedagogy effectiveness and teaching and learning practices. In addition, the study conducted by Zalizan *et.al* (2014) found that female teachers are more committed to do something in the learning and teaching process. This situation creates different strategies between male and female teachers in the use of their creativity and diversity in questioning.

Besides, experiences play an important role in determining teachers' teaching

pedagogy as stated in the study conducted by Zalizan *et al* (2014) which revealed that it is easier to use varieties of effective teaching techniques for the teachers whose experience is more than 5 or 7 years as compared to the new teachers. However, in today's technological era, the new teachers were found to be more innovative in contrast with older teachers who mainly prefer conventional methods, ie the teachers give lectures and the students have to memorize them (Norlena, 2000). This is because the new teachers are often equipped with skills in using technologies and obtained latest information as compared to the older teachers (May *et.al*, 2010).

English proficiency among students in Indonesia nowadays has become a national priority in order to produce more English-mastering students either at the secondary school or at university level. Therefore, various attempts have been made by the Ministry of Education of Indonesia in improving English achievement among students. Efforts including changing the English curriculum, teacher training and in-service training for English teachers have also been conducted before. However, students' achievement and proficiency in English is still unsatisfactory. This results from pedagogy implemented by the teachers which is still unsuccessful in leaving a significant impact for English proficiency among students as stated in the studies by Chen Fook Yuen, Gurnam Kaur, Fatin Alianam, Parmjit & Md. Rizal (2012).

Thus, a pedagogy-related research which focuses on diverse questioning techniques and which is a fundamental part in learning English should be studied in detail to improve English proficiency aspect among students. A study published by the Sun (2012) revealed that variations and

effective questioning techniques can increase students' motivations, English communication which ultimately leads to mastering English language.

On students' aspect, the research demographics background is on the basis of sex. Based on the previous studies conducted by Voyer & Voyer (2014), female students were proven to be better than male students in various learning activities when in the classroom. Similarly, on the aspects of English language achievement, many studies revealed that the females students have better academic achievement than those male students (Martirosyan, Hwang & Wanjohi, 2015). Hence, studies involving the comparisons of male students in aspects relating to the perceiving of questioning techniques, motivation, English proficiency and critical thinking skill also need to be assessed in this study.

Research Framework

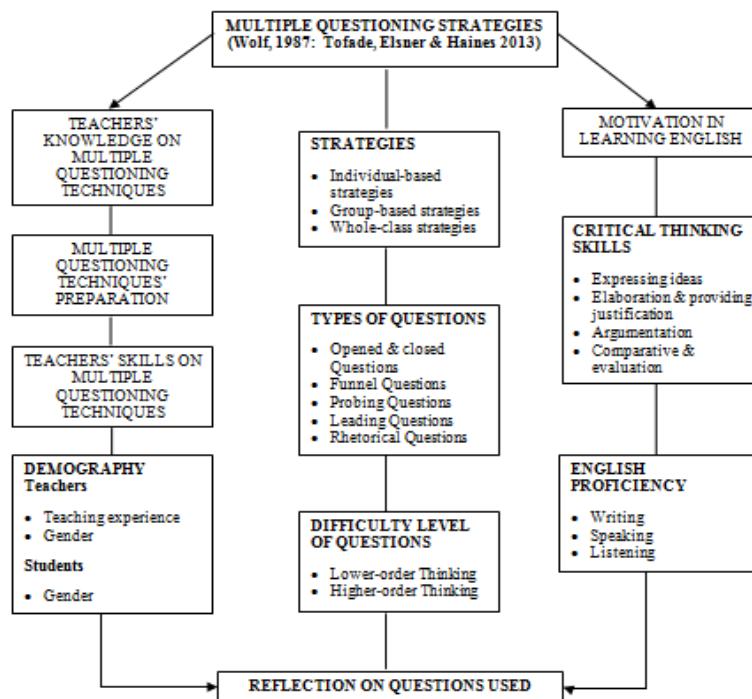


Figure 1: Research Framework to Investigate the Use of Multiple Questioning Techniques in Schools

Source: Iceberg Competency Model (Spencer & Spencer 1993), Questioning Techniques Model (Wolf, 1987; Tofade, Elsner & Haines 2013), English Proficiency in Communication Skills Inventory (Martirosyan, Hwang and Wanjohi 2015)

This conceptual framework was developed from various theories, models and inventories on questioning strategies such as Iceberg Competency Model (Spencer & Spencer, 1993), Questioning Techniques Model (Wolf, 1987; Tofade, Elsner & Haines 2013), English Proficiency in Communication Skills Inventory (Martirosyan, Hwang and Wanjohi 2015)

where it explains the links between teachers' knowledge, preparation and their skills in using a multiple questioning techniques and how it was implemented at schools. How it affects students' motivations in learning English, their critical thinking skills and English proficiency are also included in the framework.

DISCUSSIONS

This study used survey method by employing questionnaires as the main instrument. Research instrument was developed based on several past studies on questioning strategies such as Spencer & Spencer (1993), Martirosyamet *al* (2015), etc. The samples of the study are 160

English teachers and 1600 students that have been randomly selected from 40 lower secondary schools (SMPN) in Pekanbaru, Riau, Indonesia. This meets the sampling techniques as recommended by Kirjie& Morgan (1970).

The data were analyzed by using descriptive statistics which covers mean, frequency and standard deviation and inferential statistics which includes MANOVA and multiple regression. The current study utilizes all 5 point Likert scales for construct. The interpretation of the mean score was based on Nunnally (1997), which is divided into three categories: low, moderate and high. In this section, the results of the research are discussed based on the teachers' and students' perspectives towards teachers' knowledge, preparation and questioning skills on multiple questioning strategies and the implementation of multiple questioning

strategies. It analyses the differences based on genders and teaching experience. It also examines the contributions between the constructs.

In term of students' perspectives, the results of the research are also used to determine their perspectives towards the implementation of multiple questioning strategies and it affects the motivation in learning English, their critical thinking and English proficiency. Differences between genders and contributions between constructs are also analyzed. In addition, discussions are presented based on research questions in the present of study.

ANALYSIS OF TEACHERS' PERSPECTIVES

Based on the research findings, it was found that the level of teachers' knowledge,

preparation and questioning skills on multiple strategies as shown in Table 1.

Research Question 1: What is level of teacher's perspectives towards their knowledge, preparation and questioning skills on multiple strategies?

Table 1. Level of Knowledge, Preparation and Questioning Skills on Multiple Strategies

Aspect	Mean	S.D	Interpretation
Knowledge on Multiple Questioning Strategies	3.59	0.482	Moderate
Preparation in Designing Questions	3.78	0.360	High
QuestioningSkills	3.64	0.339	Moderate

Overall data show that the construct for the level of teachers' perspectives towards their knowledge on multiple strategies is *moderate* with the mean score of 3.59. The result which refers to questioning skills is also in *moderate* level with the mean score for this construct is 3.64.

The high level of the mean score was found for the construct of teachers' preparation in designing questions with the mean score of 3.78. This implies that teachers always prepare and design questioning strategies prior to the teaching and learning. However, their knowledge and questioning skills are in *moderate* levels.

Research Question 2: What is the level of teachers' perspectives towards the implementation of multiple questioning strategies, types of questions, difficulty level of questions and reflection on questions used?

Table 2. The level of teachers' perspectives towards the implementation of multiple questioning strategies, types of questions, difficulty level of questions and reflection on questions used

Item	Constructs	Aspects	Mean Score	Interpretation
1.	Strategy	Individual-Based Strategy	3.67	High
		Group-Based Strategy	3.56	Moderate
		Whole-Class Strategy	3.66	Moderate
2.	Types of Questions	Opened & Closed Ended Questions	3.66	Moderate
		Funnel Questions	3.61	Moderate
		Probing Questions	3.58	Moderate
		Leading Questions	3.77	High
		Rhetorical Questions	3.87	High
3.	Difficulty Levels of Questions	Lower-Order Thinking	3.86	High
		Higher-Order Thinking	3.58	Moderate
4.	Reflection	Reflection on Questions Used	3.58	Moderate

Table 2 shows the implementation of teachers in the strategy construct in the aspect of individual-based strategy is at *high* level (3.67). While in the aspects of group-based strategy and whole-class strategy are at *moderate* level.

For the construct of types of questions, three out five aspects are at *moderate* level two other aspects: leading questions and rhetorical questions are at *high* level (3.77 & 3.87 respectively). For the difficulty level and reflection constructs are at *moderate* level.

Research Question 3: Is there any Difference on Teachers' Perspectives towards Their Knowledge, Preparation and Questioning Skills on Multiple Strategies Based on Gender?

Table 3 MANOVA Difference Aspect on Teachers' Perspectives Towards Their Knowledge, Preparation and Questioning Skills on Multiple Strategies Based on Gender

Variable	Gender	N	Mean	S.D	Type III Sum Of Squares	Df	Total square	F	Sig.
Knowledge On Multiple Questioning Strategies	Male	40	3.840	0.566	0.438	1	0.438	1.246	0.266
	Female	120	3.719	0.601					
Preparation	Male	40	4.072	0.575	0.893	1	0.893	3.371	0.068
	Female	120	3.900	0.492					
Questioning Skills	Male	40	3.847	0.516	0.221	1	0.221	0.845	0.359
	Female	120	3.761	0.511					

MANOVA analysis shows that there are no significant differences (Sig. < 0.05) in terms of knowledge on multiple questioning

strategies and questioning skills based on gender. This means that teachers may have been trained in a centralized training

teachers' education. This is contradicted with the previous studies on the similar

aspect where lot of differences between genders (Jelas 2010).

Research Question 4: Are there any Differences on Teachers' Perspectives towards Their Knowledge, Preparation and Questioning Skills on Multiple Strategies Based on Teaching Experience?

Table 4MANOVA Differences Aspect on Teachers' Perspectives Towards Their Knowledge, Preparation and Questioning Skills on Multiple Strategies Based on Teaching Experience

Variable	Teaching Experience	N	Mean	S.D	Type III Sum Of Squares	Df	Total square	F	Sig.
Knowledge On Multiple Questioning Strategies	1-10 Years	19	3.493	0.455	2.535	2	1.268	3.725	0.025
	11-20 Years	65	3.880	0.549					
	>21 Years	76	3.702	0.636					
	Total	160	3.750	0.593					
Preparation	1-10 Years	19	3.952	0.343	0.280	2	0.140	0.517	0.597
	11-20 Years	65	3.893	0.477					
	>21 Years	76	3.982	0.585					
	Total	160	3.943	0.518					
Questioning Skills	1-10 Years	19	3.605	0.478	1.209	2	0.604	5.537	0.005
	11-20 Years	65	3.741	0.299					
	>21 Years	76	3.589	0.345					
	Total	160	3.641	0.339					

MANOVA analysis results show that there are significant differences for teachers' knowledge and Multiple Questioning Skills

based on teaching experience. Detailed results for these differences are shown in the post-Hoc results below.

Table 5 Scheffe Test for Comparison Aspects on Teachers' Perspectives Towards Their Knowledge, Preparation and Questioning Skills on Multiple Strategies Based on Teaching Experience

Dependent Variable	(I) Teaching	(J) Teaching	Mean Difference (I-J)	Std. Error	Sig.
	Experience	Experience			
Knowledge on Multiple Questioning Strategies	1-10 Years	11-20 Years	-.38735*	.15215	.042
		>20 Years	-.20888	.14964	.380
	11-20 Years	1-10 Years	.38735*	.15215	.042
		>20 Years	.17847	.09856	.197
Preparation in Designing Questions	1-10 Years	1-10 Years	.20888	.14964	.380
		11-20 Years	-.17847	.09856	.197
		>20 Years	.11338	.13338	.975
	11-20 Years	1-10 Years	-.03026	.13562	.910
		>20 Years	-.05879	.13562	.910
		11-20 Years	-.08905	.08785	.599
Questioning Skills	1-10 Years	1-10 Years	.03026	.13338	.975
		11-20 Years	.08905	.08785	.599
	11-20 Years	11-20 Years	-.23628*	.08617	.025

	>20 Years	-.08421	.08475	.611
11-20 Years	1-10 Years	.23628*	.08617	.025
	>20 Years	.15206*	.05582	.027
>20 Years	1-10 Years	.08421	.08475	.611
	11-20 Years	-.15206*	.05582	.027

The above table shows the Post- Hoc Scheffe analysis for both constructs of teachers' knowledge and Questioning Skills based on teaching experience. It was found that there are significant differences between teachers with experience between 1-10 years and 11-20 years.

Detailed results show that teachers with 11-20 years have higher mean score rather

than teachers who have been teaching for 1-10 years. This means that teachers' experience plays important role for implementing great questioning strategies.

Surprisingly, there are no significant differences on teachers' knowledge and questioning skills for the most senior teachers (more than 20 years teaching experience) compared to other groups.

Research Question 5: Is there any difference on teachers' perspectives towards the implementation of multiple questioning strategies, types of questions, difficulty level of questions, and reflection on questions used based on gender?

There is no significant difference in terms of all constructs based on gender where, ($p>0.05$).

Research Question 6: Is there any difference on teachers' perspectives towards the implementation of multiple questioning strategies, types of questions, difficulty level of questions, and reflection on questions used based on teaching experience?

There is a significant difference in terms of difficulty level and questioning reflection constructs based on gender where, ($p<0.05$).

The Post-Hoc Scheffe analysis shows that for the construct of difficulty level of questions based on teaching experience

shows differences between (1-10 years old) and above 20 years. Meanwhile, the questioning reflection (for all range of teaching experience) is all different except for above 20 years and 11-20 years of teaching experience.

Research Question 7: To what extent do teachers' knowledge, preparation and questioning skills on multiple strategies contribute to the implementation of multiple questioning strategies?

Table 6 Contribution of Variables of Teachers' Knowledge, Preparation and Questioning Skills on Multiple Strategies towards the Implementation of Multiple Questioning Strategies

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	R2	Contribution
	B	Standard Error					
Preparation	0.459	0.072	0.421	6.363	.000	0.555	55.5%
Questioning Skills	0.396	0.125	0.238	3.179	.002	0.086	8.6%
Knowledge	0.238	0.077	0.250	3.066	.003	0.020	2%
Constant	0.659	0.230		2.866	.005		

Regression analysis shows that preparing questions is the main contributor (55.5%) for the Multiple Questioning Strategies implementation in teaching

English. In addition, Questioning Skills (8.6%) and Knowledge (2%) are also contributing factors to Multiple Questioning Strategies practice in classroom.

Research Question 8: To what extent do teachers' knowledge, preparation and questioning skills on multiple strategies contribute to the types of questions?

Table 7 Contribution of Variables of Teachers' Knowledge, Preparation and Questioning Skills on Multiple Strategies towards the Implementation of Formats/Types of Questions

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	R2	Contribution
	B	Standard Error					
Preparation	0.424	0.200	0.434	6.147	.000	0.513	51.3%
Questioning Skills	0.346	0.069	0.405	5.738	.000	0.084	8.4%
Knowledge	0.238	0.077	0.250	3.066	.003	0.020	2%
Constant	0.879	0.060		5.738	.000		61.7%

Results from Regression Analysis revealed that Question Preparation is the main factor (51.3%) determining the implementation types of question in classrooms. Questioning skills and teachers'

knowledge on multiple questioning strategies have contributed 8.4% and 2.0% into the implementation types of question in classrooms respectively.

Research Question 9: To what extent do teachers' knowledge, preparation and questioning skills on multiple strategies contribute to the difficulty level of questions?

Table 8. Contribution of Variables of Teachers' Knowledge, Preparation and Questioning Skills on Multiple Strategies towards the Implementation of the Difficulty Level of Questions

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	R2	Contribution
	B	Standard Error					
Knowledge	0.428	0.088	0.264	2.826	.005	.458	45.8%
Preparation	0.368	0.082	0.360	4.744	.000	.080	8%
Questioning Skills	0.344	0.141	0.209	2.439	.016	.017	1.7%
Constant	0.014	0.344		0.041	.000		

Regression analysis result reveals that teachers' knowledge has contributed 45.8% towards the use of various difficulty levels

of questions in English lessons. Preparation and questioning skills have contributed 8% and 1.7% respectively.

Research Question 10: To what extend do Teachers' Knowledge, Preparation and Questioning Skills on Multiple Strategies contribute to Reflection on questions?

Table 9. Contribution of Variables Teachers' Knowledge, Preparation and Questioning Skills on Multiple Strategies towards Reflection on questions

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	R2	Contribution
	B	Standard Error					
Questioning Skills	0.516	0.116	0.411	4.365	.000	.406	40.6%
Knowledge	0.368	0.068	0.293	3.103	.002	.034	3.4%
Preparation	0.344	0.141	0.209	2.439	.016	.017	1.7%
Constant	1.001	0.286		0.503	.000		

Regression analysis shows that questioning skills variable is the main contributor (40.6%) for the questioning reflections used in English lesson. The

constructs of Questioning Skills knowledge (3.4%) and Preparation (1.7%) also contribute to questioning reflections.

ANALYSIS OF STUDENTS PERSPECTIVES

The following are analysis of students' perspectives which are discussed based on

the eleventh to seventeenth research questions.

Research Question 11: What is the level of students' perspectives towards the implementation of multiple questioning strategies, types of questions, difficulty level of questions and reflection on questions carried out by teachers?

Table 10. Level of Implementation of Multiple Questioning Strategies, Types of Questions, Difficulty Level of Questions and Reflection

Item	Constructs	Aspects	Mean Score	Interpretation
1.	Strategies	Individual-Based Strategy	3.73	High
		Group-Based Strategy	3.64	Moderate
		Whole-Class Strategy	3.64	Moderate
2.	Types of Questions	Opened & Closed Ended Questions	3.98	High
		Funnel Questions	3.88	High
		Probing Questions	3.59	Moderate
		Leading Questions	2.89	Moderate
		Rhetorical Questions	3.37	Moderate
3.	Difficulty Levels of Questions	Lower-Order Thinking	3.77	High
		Higher-Order Thinking	3.56	Moderate
4.	Reflection	Reflection on Questions Used	3.30	Moderate

Findings from the construct of Strategies revealed that most students reported that Individual-Based Strategy (mean score 3.73) is frequently practiced by English teachers if compared to Group-Based Strategy (mean score 3.64) and Whole-Class Strategy (mean score 3.64).

Results for the types of questions construct demonstrated that most students reported their English teachers often carried out Opened & Closed Ended Questions and Funnel Questions if compared to Probing Questions, Leading Questions and Rhetorical Questions.

For the construct of the difficulty Levels of Questions, results showed that English teachers used more lower-order thinking questions than higher order thinking questions.

Results of reflections on question used, as reported by students that many teachers are moderately carried out reflection sessions in English lessons.

Overall, these results highlight the limitation of teachers' abilities in carrying out Multiple Questioning Strategies especially for the aspects of group-based and whole-class based strategies as well as higher-order thinking skills questions.

Research Question 12: What is the level of students' motivations in learning English, their Critical Thinking Skills and English proficiency?

Table 11. the Level of Students' Motivations in Learning English, their Critical Thinking Skills and English Proficiency

Item	Constructs	Aspects	Mean Score	Interpretation
1.	Motivation	Motivation in learning English	3.23	Moderate
2.	Critical Thinking Skills	Expressing ideas	3.71	High
		Elaboration & providing justification	3.64	Moderate
		Argumentation	3.36	Moderate
		Comparative and Evaluation	3.60	Moderate
3.	English Proficiency	Writing	3.48	Moderate
		Speaking	3.67	High
		Listening	3.60	Moderate

Results from the construct of motivation revealed that their level is *moderate*. For the construct of Critical Thinking Skills, result was at *high* level. This aspect related to activities that enable them to express their ideas in English lesson. The other critical thinking skills including *Elaboration* &

Research Question 13: Is there any difference of students' perspectives towards the implementation of multiple questioning strategies used by teachers, types of questions, difficulty level of questions and reflection on questions based on gender?

Providing Justifications, Argumentations and Comparative & are moderately practiced. Furthermore, students reported that they have *high* level in speaking skill but they are at *moderate* level in writing and listening skills.

Table 12. MANOVA Differences on Students' Perspectives towards the Implementation of Multiple Questioning Strategies Used by Teachers, Types of Questions, Difficulty Level of Questions and Reflection on Questions Based on Gender

Variable	Gender	N	Mean	S.D	Type III Sum Of Squares	Df	Total square	F	Sig.
Multiple Questioning Strategies	Male	40	3.771	0.415	0.045	1	0.045	0.325	0.569
	Female	120	3.781	0.322					
Types of Questions	Male	40	3.957	0.379	0.001	1	0.001	0.009	0.926
	Female	120	3.959	0.363					
Difficulty level of Question	Male	40	3.825	0.321	3.380	1	3.380	42.140	0.000
	Female	120	3.738	0.238					
Reflection	Male	40	3.650	0.406	0.125	1	0.125	0.989	0.320
	Female	120	3.666	0.296					

MANOVA result revealed that there was a significant difference with regards to the implementation of questioning strategy by difficulty level of questions based on genders, where the significant value is less than 0.05.

The other aspects namely multiple questioning strategies, types of questions and questioning reflection are found to be not significantly difference where the significant values are 0.569, 0.926 and 0.320 respectively.

Research Question 14: Is there any difference of students' perspectives towards the implementation of multiple questioning strategies used by teachers, types of questions, difficulty level of questions and reflection on questions based on gender?

Table 13.MANOVA Differences Aspect on Students' Perspectives towards the Implementation of Multiple Questioning Strategies Used by Teachers, Types of Questions, Difficulty Level of Questions and Reflection on Questions Based on Gender

Variable	Gender	N	Mean	S.D	Type III Sum of Squares	Df	Total Square	F	Sig.
Motivations in Learning English	Male Female	800 800	3.272 3.285	0.643 0.520	0.080	1	0.080	0.233	0.629
Critical Thinking Skills	Male Female	800 800	3.060 3.079	0.660 0.591	0.158	1	0.158	0.403	0.526
English Proficiency	Male Female	800 800	2.980 2.981	0.602 0.802	0.000	1	0.000	0.000	0.995

MANOVA analysis revealed that there were no significant differences Motivations in Learning English, Critical Thinking Skills

Research Question 15: To what extend do students' acceptance level of teachers' questioning strategies, types of questions, difficulty level of questions and reflection on questions carried out by teachers contribute towards students' motivation in learning English?

and English Proficiency on based on genders.

Table 14.Contribution of Variables of Teachers' Questioning Strategies, Types of Questions, Dfficulty Level of Questions and Reflection on Questions carried out by Teachers towards Students' Motivation in Learning English

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig	R2	Contribution
	B	Standard Error					
Questioning Reflection	0.432	0.036	0.262	11.980	.000	.118	11.8%
Formats/Type of Questions	-0.813	0.048	-0.516	-16.919	.000	.108	10.8%
Difficulty Level of Questions	0.468	0.048	0.229	9.699	.000	.034	3.4
Multiple Questioning Strategies	0.234	0.045	0.149	5.181	.000	.011	1.1%
Constant	2.267	0.204		11.106	.000		

Regression analysis shows that the major contributor to students' motivation in learning English is the implementation of

questioning reflection. It contributes 11.8% towards students' motivations. Other factors namely Types of Questions, Difficulty Level

of Questions and Strategies used contributed 10.8%, 3.4% and 1.1% respectively.

Research Question 16: To what extent do students' acceptance level of teachers' questioning strategies, types of questions, difficulty level of questions and reflection on questions carried out by teachers contribute towards students' critical thinking skills?

Table 15. Contribution of Variables of Teachers' Questioning Strategies, Types of Questions, Difficulty Level of Questions and Reflection on Questions Carried out by Teachers towards Students' Critical Thinking Skills

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig	R2	Contribution
	B	Standard Error					
Formats/Type of Questions	-1.092	0.047	-0.647	-23.135	.000	0.254	25.4%
Multiple Questioning Strategies	0.350	0.047	0.208	7.407	.000	0.018	1.8%
Questioning Reflection	0.240	0.035	0.136	6.828	.000	0.018	1.8%
Preparation	0.234	0.045	0.149	5.181	.000	.011	1.1%
Constant	2.267	0.204		11.106	.000		

Regression analysis shows that the major contributor to students' critical thinking skills is the type of questions used by teachers in classroom. It contributes 25.4% towards critical thinking skills. Other factors

namely Multiple Questioning Strategies, Questioning Reflections and Preparation contributed 1.8%, 1.8% and 1.1% respectively.

Research Question 17: To what extent do students' acceptance level of teachers' questioning strategies, types of questions, difficulty level of questions and reflection on questions carried out by teachers contribute towards students' English proficiency?

Table 16. Contribution of Variables of Teachers' Questioning Strategies, Types of Questions, Difficulty Level of Questions and Reflection on Questions Carried out by Teachers towards Students' English Proficiency

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig	R2	Contribution
	B	Standard Error					
Formats/Type of Questions	-1.420	0.030	-0.742	-47.522	.000	0.554	55.4%
Questioning Reflection	0.173	0.031	0.087	5.556	.000	0.008	0.8%
Constant	7.967	0.166		47.872	.000		

Based on the above regression analysis, it shows that the major contributor to Students'

English Proficiency is the type of questions used by teachers in classroom. It contributes

55.4% towards Students' English Proficiency. Questioning Reflections have just contributed 0.8% towards English Proficiency.

CONCLUSION

Based on the discussions, it can be summarized related to using multiple multiple questioning strategies and its contribution towards students' motivation, critical thinking skills and English proficiency from the perspective of teachers and students. The analysis used is descriptive statistics that include mean and standard deviation and inferential statistics by using MANOVA and regression. The overall analysis interpreted by Jelas and to draw detailed aspects and constructs were examined in this study. Overall results demonstrated that the teachers' knowledge and comprehension regarding questioning strategies and its implementation were at the *moderate* levels. Meanwhile, differential analysis revealed that there was no significant difference between genders and teaching experience for some constructs. Regression analysis also shows that questions' preparation was a dominant contribution towards its implementation (55.5%). From the students' perspectives, overall results revealed that students' acceptance towards various questioning strategies were at *moderate* level where some of them were at the *higher* level. Differential statistical analyses results showed that there were some differences between genders and school classes with regards to the questioning strategies implemented. Regression analysis demonstrated that types or formats of questions contribute 55.4% towards English proficiency among students. Implications of this study has highlighted the use of various questioning strategies could be an approach to overcome English language problems among students.

REFERENCES

Albergaria, Almeida & Patrícia.(2010). "Questioning Patterns and Teaching Strategies in Secondary Education." *Procedia-Social and Behavioral Sciences*. 2(2) 751-756.

Bachrudin Musthafa & Fuad Abdul Hamied. (2014). Teaching English as a Foreign Language in Indonesian Schools in the Reform Era: What Do Teachers Have To Say?. *The New English Teacher*. 8(2). 2-14.

Bahous, R., Bacha, N.N., Nabhani, N. Motivating Students in the EFL Classroom: A Case Study Of Perspectives. *English Language Teaching*. 4(3). 33-43.

Brophy, Jere. 2001. *Generic Aspects of Effective Teaching*. Publishing Corporation

Boud, D., Keogh, R. and Walker, D. (1985) Promoting Reflection in Learning: a model Ch1 In Boud, D., Keogh, R. and Walker, D. (Eds) *Reflection: Turning Experience into Learning*. London: Kogan Page Ltd.

Chen Yuen Fook, Gurnam Kaur Sidhu, Fatin Aliana Mohd Radzi, Parmjit Singh & Md. Rizal Md. Yunus. (2012). Penilaian Kemahiran Guru Sejarah Dan Geografi Dalam Pelaksanaan Kerja Kursus Di Peringkat Sekolah Menengah Rendah. *Malaysian Journal of Learning Instruction*. 9. 47-80.

Dardjowidjojo, S (2000). English Teaching in Indonesia. *English Australia Journal* 18 (1), 22-30.

Dillon, James T. (1982). The Multidisciplinary Study of Questioning. *Journal of Educational Psychology*. 4(2).

Dillon, James Thomas. (2004). *Questioning and Teaching: A Manual of Practice*. WIPF and Stock Publishers.

Duke, N. K., & Pearson, P.D. (2008). Effective Practices for Developing

Reading Comprehension. *The Journal of Education*. 1(2).107-122.

Gay, L.R. & Airasian, P. 2003. *Educational Research* (Ed. Ke 7) Upper Saddle River, Nj: Merrill.

Giovannelli, M. (2003) Relationship between Reflective Disposition Toward Teaching and Effective Teaching. *Journal of Educational Research*. 96(5).

Kam, H. W. (2004). English Language Teaching in East Asia Today: An Overview. In H. W. Kam & R. Y. L. Wong (Eds.), *English Language Teaching in East Asia Today: Changing Policies and Practices* (2 Ed., Pp. 1-32). Singapore: Eastern University Press.

Kamarul S.M. Et.Al. (2009). Language Learning Strategies and Motivation Among Religious Secondary School Students. *The International Journal of Language Society and Culture*. 29: 71-79.

Karim Mattarima & Abdul Rahim Hamdan (2011). Learners' Motivation and Learning Strategies in English Foreign Language (EFL) in Indonesian Context. *Journal of Edupres*. Vol.1, No.1. 100-108.

Kementerian Pendidikan dan Kebudayaan. (2013). Pedoman Pelatihan Implementasi Kurikulum 2013. Jakarta: Bpsdmpk-Pmp.

Larsen, F.D., & Anderson, M. (2013). *Techniques and Principles in Language Teaching*. 3rd Edition. Oxford University Press.

May, M. H. C, Annie, Y. N. C & Sylvia, Y. H. T. (2010). Closing The Gap Between The Theory And Practice Of Teaching: Implications For Teacher Education Programmes In Hong Kong. *Journal of Education for Teaching*. 36 (1). 91-104.

Morgan, V Krejcie and Morgan, Daryle W. 1970. *Educational and Psychological Measurement: Determining Sample Size for Research Activities*. Texas A & M University.

Musthafa, B. (2001). Communicative Language Teaching in Indonesia. *Journal of Southeast Asian Education*, 2(2). 1-9.

Nara M. Martirosyan, Eunjin Hwang & Reubenson Wanjohi. (2015). Impact of English Proficiency on Academic Performance of International Students. *Journal of International Students*. 5(1). 60-71.

Nababab, P.W.J. (1983). The Threshold Level for High School English in Indonesia. In J.A.S. Read (Ed.), *New Trends in Language Syllabus Design*. 183-192. Singapore: Seameo-RELC.

Nunally, J.C. 1978. *Psychometric Theory*. Ed, Ke-2. New York: McGraw Hill Book Company.

Nur, C. (2004). English Language Teaching In Indonesia: Changing Policies and Practices. In H. W. Kam & R. Y. L. Wong (Eds.), *English Language Teaching in East Asia Today: Changing Policies and Practices* (2). 178-186. Singapore: Eastern University Press.

Otto, P. B., & Robert F. S. (1983). The Effect of a Teacher Questioning Strategy Training Program on Teaching Behavior, Student Achievement, and Retention. *Journal of Research in Science Teaching*. 20(6). 521-528.

Parab, V.V. 2015. Innovative Techniques, Methods & Trends in English Language Teaching. *IOSR Journal of Humanities and Social Science*. 20(6), 40-44

Patton, M.Q. 1990. *Qualitative Evaluation and Research Method*. Newbury Park: Ca Sage

Rabey, G.P. (2001). Motivation Is Response. *Industrial and Commercial Training*, 33(1). 26-28.

Richards, J. C. (2001). *Approaches and Methods in Language Teaching* (2nd Ed.). Cambridge, U.K

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.

Robitaille, Y.P. & Maldonado, N. 2015. Teachers' Experiences Relative to Successful Questioning and Discussion Techniques. *American International Journal of Contemporary Research*. 5(1), 7-16.

Rosenshine, Barak, Carla Meister, & Saul Chapman. (1996). Teaching Students to Generate Questions: A Review of the Intervention Studies. *Review of Educational Research*. 6(2). 181-221.

Rosenthal, J. W. (2013). *Handbook of Undergraduate Second Language Education*. Routledge.

Spencer, L., & Spencer, M. (1993). *Competence at Work: Models for Superior Performance*. N.Y.: John Wiley & Sons.

Sujariati, Rahman, Q., Mahmud, M. English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu. *ELT Worldwide*. 3(1). 107-121.

Sun, Z. (2012). An Empirical Study on New Teacher-Student Relationship and Questioning Strategies in ESL Classroom. *English Language Teaching*, 5(7), 175-183.

Tjokrosujoso, H. & Fachrurrazy (1997). *Pengembangan Materi Bahasa Inggris dan Kurikulum SMU* (Curriculum and Material Development in Senior High School English Subject). Jakarta: Universitas Terbuka.

Torbrand, P. 2014. Action Research – Questioning Techniques in the FE Sector: A Qualitative Study. *Research in Teacher Education*. 4(1). 28–37

Tofade, T., Elsner, J., Haines, S.T. 2013. Best Practice Strategies for Effective Use of Questions as a Teaching Tool. *American Journal of Pharmaceutical Education*. 2013; 77 (7). 1-9

Van Dat Tran. 2015. Effects Of Gender On Teachers' Perceptions Of School Environment, Teaching Efficacy, Stress And Job Satisfaction. *International Journal of Higher Education*. 4(4). 147-157.

Vibulphol, J. (2016). Students' Motivation And Learning And Teachers' Motivational Strategies in English Classrooms in Thailand. *English Language Teaching*. 9(4). 64-75.

Wiersma, William. 2000. *Research Methods in Education: An Introduction*. 7th Edition. Boston: Allyn And Bacon.

Wolf, D.P. 1987. The Art of Questioning. *Academic Connections* (Winter 1987). Pp 1-7.