ENHANCING STUDENT ENGAGEMENT: EXPLORING QUESTIONING STRATEGIES IN LEARNING ENGLISH ACTIVITIES

THESIS

Presented as fulfillment for the requirement to obtain a recommendation to generate Bachelor Final Project in English Education Program

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Wassalamualaikum Wr. Wb.

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ABSTRACT

Title	:	Enhancing Student Engagement: Exploring Questioning Strategies in Learning English Activities
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Student engagement is a critical factor in the success of English language learning, yet many students remain passive and disengaged in classroom activities. One effective approach to addressing this challenge is the strategic use of questioning techniques by teachers. This study examines the types of questioning strategies employed in English learning activities, their impact on student engagement, and the challenges associated with their implementation. Using a qualitative descriptive approach, data were collected through classroom observations, teacher interviews, and focus group discussions (FGDs) with students at MAN 2 Kota Semarang. The findings indicate that teachers primarily use managerial, rhetorical, closed-ended, and open-ended questions to facilitate learning. While different questioning strategies yield varying levels of student engagement, open-ended and creative questions are particularly effective in fostering critical thinking and active participation. However, obstacles such as low student motivation, varying English proficiency levels, and time constraints hinder the optimal use of questioning strategies. This study enhances the understanding of effective questioning techniques in English language learning and offers practical recommendations for teachers to improve student engagement through tailored questioning approaches. The findings highlight the need for questioning strategies that address students' cognitive, emotional, and behavioral engagement, ultimately creating a more interactive and participatory learning environment.

Keywords: *Learning English Activities, Questioning Strategies, Student Engagement*

MOTTO

“So indeed with difficulty, there is ease. Indeed, with difficulty, there are conveniences.”

(Q.S Al-Insyirah: 5-6)

“Belief is the key to the answer to every problem. By holding on to faith, the spirit of life will grow and become the strength in every step.”

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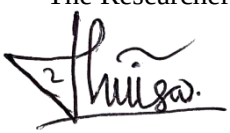
Semarang, March 11, 2025

The Researcher



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CHAPTER I
INTRODUCTION

This chapter discusses the research background, reasons for choosing the topic, research questions, research objectives, research significance, and research limitations.

A. Background of the Research

Student engagement plays a crucial role in the success of language learning, as active participation allows students to better absorb and apply new knowledge. However, despite the importance of engagement, many students struggle to participate fully in classroom activities, particularly in English learning. Thus, the lack of student engagement in English learning presents a major challenge to achieving the effectiveness of the learning process.

Many students tend to be passive, participating less in discussions and feeling reluctant to answer questions posed by the teacher. This can stem from a lack of confidence, limited language skills, or insufficient motivation to learn. To address this issue, educators must adopt effective instructional strategies that encourage active participation and create a more interactive learning environment. The significance of effective communication and engagement in the learning process is reflected in the Qur'an, as illustrated by the following Qur'anic verse:

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ ١٢٥

"Call (people) to the way of your Lord with wisdom and good teaching and debate them in a better way. Verily your Lord is the One who knows best who strays from His path and He knows best who is guided." *(Surah An-Nahl 125:16, Qur'an NU Online)*

This verse emphasizes that teaching should be conducted with wisdom and good instruction, aligning with the idea that teachers should use thoughtful and engaging questioning strategies to encourage student participation. Vygotsky emphasized that learning should provide challenges that encourage students to be actively involved in understanding the material (Vygotsky, 1978). One approach that can be used to increase student engagement is questioning strategies. This strategy not only helps students understand the material more deeply but also contributes to their development in three main aspects: emotional, cognitive, and behavioral. In Vygotsky's developmental theory, social interaction through questioning can train students in critical thinking, develop analytical skills, and build confidence in expressing their opinions (Vygotsky, 1978).

However, challenges in implementing questioning strategies arise when students face difficulties in English communication. Language as a communication tool should increase student engagement, but barriers such as limited vocabulary, grammar understanding, and fear of speaking in front of the class often hinder

their participation (Tomlinson, 2005). As a result, classroom interaction is minimal, and the learning process is less than optimal. This low level of communication skills causes students to be passive and lack the courage to respond to questions posed by the teacher. Therefore, this study aims to explore how questioning strategies can be used effectively to maximize students' engagement in English learning, thus creating a more interactive learning environment and supporting the development of their language skills.

A good learning process not only involves teachers as providers of material and the main source of learning, but also emphasizes the active engagement of students. Student engagement is an important indicator of learning effectiveness. One way that teachers can increase student engagement is by asking questions. An effective question and answer process not only encourages students to be more active but also allows them to develop critical thinking skills. As explained by Abdurahman in a journal written by Yuliana, teacher questioning skills aim to: 1) motivate students to be involved in learning, 2) train students' ability to express opinions, 3) improve students' thinking skills, 4) arouse students' curiosity, and 5) achieve learning goals (Yuliana, 2010).

Good interaction between teachers and students during learning is crucial to achieving educational goals. Teachers with strong questioning skills can create a dynamic and engaging learning atmosphere, encouraging students to think critically, express opinions,

and deepen their understanding. Questioning is one of the essential teaching skills, alongside explaining, structuring lessons, providing reinforcement, and managing the classroom (Damanik et al., 2021). Well-structured questions not only assess students' comprehension but also stimulate their critical thinking and active participation (Walsh, J. a, & Sattes, 2011). However, several factors, including low motivation, intelligence levels, and an unsupportive learning environment, often hinder student engagement (Gunawan & Yusniaty, 2021). Teachers must address these challenges by adopting interactive teaching strategies to foster greater student engagement.

Despite the recognized importance of questioning strategies, previous research has mostly focused on teachers' questioning techniques rather than their direct impact on student engagement. Studies such as those by (Yuliana, 2010) and (Walsh, J. a, & Sattes, 2011) discuss the theoretical significance of effective questioning but lack practical implementation, especially in Indonesian classrooms. Other studies focus on factors affecting student participation without linking them explicitly to questioning strategies (Gunawan & Yusniaty, 2021). Observations indicate that students often remain passive, even in interactive classrooms, due to language barriers or lack of confidence. Additionally, teachers who do not actively engage students through questions contribute to a monotonous classroom atmosphere.

To that end, this study aims to explore the questioning strategies used by teachers in English language learning and how these

strategies can increase student engagement. This study will also highlight the importance of questioning skills as a tool to create an interactive learning atmosphere and support the development of students' critical thinking skills. Thus, this study is expected to provide new insights into effective ways to increase student engagement in English language learning at the high school level.

The implementation of questioning strategies is crucial to address the challenge of student engagement. Although previous research has explored the importance of questioning strategies in teaching, many studies have not specifically examined how different types of questions affect student engagement in English language learning. This study addresses this gap by investigating the direct impact of questioning strategies on students' participation, motivation, and understanding. Whereas previous research has focused solely on teachers' questioning techniques, this study highlights how students understand and respond to these strategies, offering a more student-centered perspective.

Asriani et al. describe various questioning strategies used by teachers in EFL classrooms but do not analyze their impact on student engagement (Asriani et al., 2022). Similarly, previous research examined how teachers reflect on their questioning techniques to enhance classroom interactions, but it does not explicitly address how these strategies influence students' motivation and engagement (Farrell, T. S. C., & Mom, 2015). By shifting the focus from teacher-centered

questioning techniques to student responses, this study provides a more comprehensive understanding of how questioning strategies can be optimized to foster deeper engagement in English language learning.

In addition, integrating effective questioning strategies into teacher training programs can enhance educators' ability to foster meaningful classroom interactions, ensuring that questions are used not only for assessment but also as a means to encourage deeper cognitive engagement. This study also bridges another gap by emphasizing the role of questioning strategies in overcoming challenges such as low student motivation, varying levels of English proficiency, and limited class time.

The findings can support the development of question-based learning modules, which help students who struggle to understand the material to learn independently. With the support of school policies, the results of this study can contribute to fostering a culture of active learning, where students are encouraged to think critically, engage in discussions, and achieve optimal learning outcomes.

B. Research Questions

1. What types of questions does the teacher use?
2. How do different questioning strategies impact student engagement?
3. What challenges does the teacher face in implementing effective questioning strategies?

C. Research Objectives

Based on the research question mentioned above. The purpose of the research study are :

1. To describe the types of questions the teacher uses.
2. To describe the different questioning strategies that impact student engagement.
3. To describe the challenges the teacher faces in implementing effective questioning strategies.

D. Significance of Study

Based on the research objectives that have been outlined, this research has the following benefits:

1. Theoretically

   This research is expected to provide support and contribution to the development of pre-existing theories. The main focus of this research is on the questioning strategies applied by teachers and how these strategies can increase students' engagement in answering questions during English learning activities. Thus, the results of this study are expected to enrich the existing literature, as well as explain the relationship between teachers' questioning techniques and students' active responses in the learning context.

2. Pedagogically

   This research will inform educators about effective questioning strategies that can increase student engagement and active participation in English language learning. By exploring

effective question types and creative approaches, teachers can foster active participation, critical thinking, and motivation, making learning more interactive and student-centered.

3. Practically:
   a. For English Teacher

      This research is expected to provide a deeper insight into the various types of questioning strategies that can be used by teachers. In addition, this research also aims to show how these strategies can encourage students to be more involved in learning activities. By understanding and implementing effective strategies, teachers are expected to increase students' motivation and participation in the English teaching and learning process.

   b. For Students

      This research is expected to provide students with a better understanding of the importance of active engagement in teacher-led question and answer sessions. Thus, students will be more encouraged to participate and contribute to class discussions. In addition, this research also serves as a platform for students to express their views on the benefits of such active engagement so that students can feel the positive value of their participation in English learning.

   c. For the Next Researcher

      This study is expected to provide relevant information and data for other researchers who are interested in the same field.

Thus, the results of this study can be a reference for future studies, especially those that focus on questioning strategies used by teachers and efforts to increase student engagement in English learning. This research is also expected to open up opportunities for further exploration related to the dynamics of interaction between teachers and students in the context of language learning.

E. Limitation of the Research

This research explores the different questioning strategies teachers use in English classes and how they impact student engagement.

CHAPTER II
REVIEW OF RELATED STUDY

This chapter highlights three main points, such as previous research, the literature review, and the conceptual framework, which specifically discuss questioning strategies, student engagement, and implementation challenges.

A. Previous Research

Several studies have been conducted in the field of questioning strategies in teaching. Some related research works are discussed below:

The first previous research was conducted by Farrell and Mom (Farrell, T. S. C., & Mom, 2015). The Department of Applied Linguistics, Brock University, St. Catharines, Ontario L2S 3A1, Canada. The research was entitled *"Exploring Teacher Questions Through Reflective Practice"* in 2015. This research utilized a case study that explored the relationship between the beliefs and teaching practices of four ESL teachers at a university language school in Canada related to the use of questions.

Data were collected through interviews and classroom observations. The results showed that while questioning practices generally aligned with teachers' beliefs, some differences were observed. Factors influencing this convergence and divergence are further discussed. In addition, the study found that through reflection,

the teachers became more aware of the influence of their beliefs on classroom practice.

The second study, entitled *"Relations Between Teacher Questioning And Student Talk In One Elementary ELL Classroom"*, was conducted by Maureen P. Boyd. (Boyd, 2015) The University at Buffalo, New York, was conducted in 2015. This study aims to raise awareness of how variations in the form and use of teacher questions can encourage more student talk, elicit features of talk that enhance understanding, and demonstrate student engagement and higher-order thinking. The method used in this research is a combination of ethnographic, qualitative, and quantitative methods.

The study was conducted in a public elementary school in the southeastern United States, focusing on six ELL students from China, Pakistan, and Mexico in grades four and five. Observations lasted almost a year, with data collected through recordings and teacher interviews. The results showed that in ELL classrooms, language and content learning are intertwined, and variations in questioning patterns produce different conversational outcomes. If teachers focus only on one type of student's speech, their learning may be disrupted, although students will still explore ideas through conversations that may be disjointed or incomplete.

The third previous study was conducted by Gopal Prasad Pandey. (Prasad Pandey, 2022) From Tribhuvan University, Department of English Education Kathmandu, Nepal. The research was

entitled *"Teachers' experiences on the use of questioning strategies in Nepalese ELT classrooms"* in 2022. This study aims to explore teachers' beliefs about the use of questioning strategies in ELT classrooms. The research method used was a narrative inquiry approach. The research subjects consist of 3 secondary English teachers purposely selected from three secondary schools in Kathmandu, Nepal.

This study used interviews as the data collection method. The data were described and analyzed descriptively. The results of this study show that although teachers use both divergent and convergent questions, they prioritize divergent questions because they allow the exploration of a variety of ideas. Most questions are asked in the "while teaching" phase and aim to motivate students. Teachers use questioning strategies to improve understanding, stimulate critical thinking, evaluate students, and engage them in classroom activities.

The fourth previous research entitled *"Teachers' Questioning Strategies in EFL Classroom at Darul Istiqamah Islamic Senior High School in Maros"* was conducted by Sitti Asriani (Asriani et al., 2022) from Makassar State University in 2022. This study aims to determine the types of questioning strategies used by EFL teachers, describe the reasons for teachers to use questioning strategies, and describe students' perceptions of questioning strategies used by teachers in the classroom. The research method used was a case study design. The research subjects were selected through a purposive sampling technique. The

instruments used by the researcher included observation, audio recording, and interview.

The results showed that the teacher used four questioning strategies: prompting, probing, repeating, and redirecting. The reasons for their application are as follows: (1) Prompting stimulates students' thinking process, activates background knowledge, and provides opportunities for correct responses, (2) Probing encourages students to provide more information, think critically, and evaluate understanding, (3) Repeating activates the class, ensures understanding, gives thinking time, and maintains students' attention, (4) Redirecting builds cooperation, prevents embarrassment when failing to answer, and improves student performance.

The fifth previous study entitled *"An Analysis of Teachers' Questioning Strategies"*, conducted by Bülent et al. (Bulent et al., 2016) from Gaziantep University, Nizip Faculty of Education, Turkey. In 2016. The study was conducted in the 2014-2015 school year and involved 170 elementary school teachers in Gaziantep, Turkey.

The method used was a combination of qualitative and quantitative. Data were collected through semi-structured questionnaires and analyzed with explanatory mixed methods. The results showed that: (1) Teachers use divergent questions to attract students' attention; (2) There are misconceptions about divergent and convergent questions; (3) Questions are more often asked to the whole class; (4) Questions are more related to operational knowledge than

metacognitive; (5) Teachers use probing questions and give waiting time; (6) Questions are not used as a punishment tool. This study emphasizes the importance of training for teachers to improve questioning skills in teaching.

The sixth previous study entitled *"An Analysis of Teachers' Questioning Strategies In ELT (English Language Teaching) The Classroom Interaction At Eleventh Grade SMA Muhammadiyah 1 UNISMUH Makasar (A Descriptive Qualitative Research)"*, conducted by Ayu Erianti et al. (Erianti, A., Akib, E., & Baso, 2013) from the English Education Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University.

This research was conducted at SMA Muhammadiyah 1 UNISMUH Makassar using descriptive qualitative methods. Data were collected through observation, interview, and video recording from one English teacher and 15 students in two classes during a 90-minute meeting. The results of this study identified six types of questions based on Bloom's taxonomy and found that the three types of questions most frequently used by teachers were display, procedural, and referential questions. Display questions were used more frequently than procedural and referential questions. The conclusion of this study is that questioning can influence classroom interaction.

Based on previous research, several studies have examined questioning strategies in English language learning, but with different focuses. Farrell and Mom (Farrell, T. S. C., & Mom, 2015) explored

how teachers reflect on their questioning strategies to improve classroom interactions, yet they did not analyze their impact on student engagement. Maureen P. Boyd (Boyd, 2015) highlighted how variations in teacher questioning influence student talk and participation in elementary ELL classrooms, but this study was conducted at a different educational level.

Meanwhile, Gopal Prasad Pandey (Prasad Pandey, 2022) investigated teachers' experiences in using questioning strategies in Nepalese ET classrooms, emphasizing the preference for divergent questions to stimulate critical thinking, similar to this study's aim of analyzing student responses to different question types. Asriani et al. (Asriani et al., 2022) focused on the types of questioning strategies used in EFL classrooms but did not examine their effects on student engagement, which this study aims to address. Bülent et al. (Bulent et al., 2016) analyzed how questioning strategies influence classroom interactions, particularly the effectiveness of divergent and convergent questions in attracting student attention.

Furthermore, Erianti et al. (Erianti et al., 2013) examined different types of teacher questions based on Bloom’s taxonomy and found that display, procedural, and referential questions are the most commonly used. However, this study primarily categorized question types without specifically addressing their impact on student participation. While these studies have provided valuable insights into

questioning strategies, they have primarily focused on the teacher's perspective.

This study differs by shifting the focus to how students respond to and engage with different questioning strategies, offering a student-centered perspective that has largely been overlooked in previous research. By investigating the direct impact of questioning strategies on students' participation, motivation, and comprehension in English language learning, this study fills an important research gap. The findings are expected to provide deeper insights into how questioning strategies can be optimized to foster greater student engagement, ultimately leading to more interactive and participatory learning environments.

B. Literature Review

In this chapter, the author presents a number of relevant topics to build a foundation for understanding this research. The topics to be discussed include:

1. The Role of Questioning in Language Learning

Questioning plays a fundamental role in English language learning, serving as a bridge between teacher instruction and student comprehension. According to Vygotsky's Socio-Cultural Theory, learning occurs through social interaction, where more knowledgeable individuals such as teachers guide students within their Zone of Proximal Development (ZPD) (Vygotsky, 1978). In

this context, questioning acts as scaffolding, helping students progress from what they already know to more advanced levels of understanding. By asking guiding questions, teachers encourage students to engage with the material actively and construct meaning rather than passively receiving information.

In addition to scaffolding, questioning supports cognitive development by targeting different levels of thinking. Bloom's Taxonomy revised by Anderson & Krathwohl, categorizes questions into lower-order thinking skills (LOTS), such as recalling facts, and higher-order thinking skills (HOTS), which involve analyzing, evaluating, and creating (Anderson, L. W., & Krathwohl, 2001). Effective questioning moves beyond simple recall, prompting students to synthesize ideas, justify opinions, and critically engage with content. This approach ensures that students not only understand the material but also apply it in meaningful ways.

Furthermore, the quality of teacher questions directly influences student engagement and depth of learning. Well-structured questions encourage participation, foster curiosity, and promote deeper discussions. (Walsh, J. a, & Sattes, 2011). When teachers ask open-ended, thought-provoking questions, students are more likely to engage in critical thinking and meaningful conversations. This highlights the need for teachers to plan and

structure their questions to maximize learning outcomes in English classrooms.

Effective questions are essential in encouraging student engagement and cognitive development in the English classroom. (Ghafar & Hazaymeh, 2024). Their study highlights that well-structured questioning techniques not only provide teachers with valuable feedback on student understanding but also serve as a tool to enhance motivation, critical thinking, and creativity. By employing diverse questioning methods, teachers can create a dynamic learning environment that encourages students to think independently and engage actively with the material.

This aligns with Vygotsky's scaffolding approach, where guided questioning helps students move from basic comprehension to more advanced analytical skills. (Vygotsky, 1978). As a result, questioning remains a crucial pedagogical strategy in English language learning, supporting both student-centered learning and deeper cognitive engagement.

2. Types of Questioning Strategies

Blosser, in (The Question Category System for Science or QCSS) (Blosser, 2000) identifies four main categories of questions based on their purpose, which are often used in teaching and learning:

a. Managerial Questions

These questions are used to organize and operate the classroom. Their purpose is to ensure the smooth flow of learning by directing students in administrative or procedural tasks. Managerial questions do not focus on the learning content itself but rather on the classroom management aspects for effective learning.

b. Rhetorical Questions

Rhetorical questions are used to assert or emphasize an important idea or point and do not require an answer from the students. Here, the main purpose of this question is not to get new answers but rather to emphasize an idea or invite students to pay attention to the important things conveyed. Rhetorical questions are more reflective, and often, the answer is already known by everyone.

c. Closed-ended Questions

Closed questions have limited or predetermined answers in the form of correct or incorrect answers. Closed questions are used to test students' understanding of facts or information already learned. The purpose of these questions is to ensure that students understand the basic concepts or information presented. They are also useful in situations where the focus is on testing or measuring students' ability to recall specific information.

d. Open-ended Questions

Open-ended questions have more than one correct answer and leave room for students to express their thoughts or opinions. These questions often encourage students to think critically, construct arguments, or explore different possibilities. With open-ended questions, students are encouraged to discuss and explain their answers, allowing them to demonstrate deeper understanding and develop higher-order thinking skills.

Questioning Skills in Learning according to Xiaoyan Ma (Ma, 2008) Divides teachers' questioning skills into four main aspects that must be prepared and mastered for effective learning:

a. Preparing to Ask

Teachers should prepare questions thoroughly before the lesson begins. This preparation includes good planning to set the purpose of the question, selecting relevant materials, formulating effective questions, and anticipating problems that may arise. At this stage, teachers think about which questions will lead the class discussion and how they will help students achieve the learning objectives. This preparation is very important so that the questions are not random but structured and targeted.

b. Question Designing Skills

This stage is concerned with selecting the appropriate types of questions to use during the learning process. Teachers should decide whether to use closed, open, rhetorical, or managerial questions depending on the learning objectives. In addition, it is

important for teachers to increase the use of referential questions, which are questions that invite students to answer based on their own experiences or thoughts, rather than just answers that are already known. For example, “How would you solve this problem?” or “What do you think is the impact of climate change on the environment?”

c. Question Control Skills

During the lesson, teachers need to manage the flow of questions well. This includes controlling when and how questions are asked, as well as how students respond. Teachers can use techniques such as nomination (selecting certain students to answer), probing (digging deeper into an answer after a student has given an initial answer), and waiting time (giving students time to think before answering). This way, the teacher can ensure that the question actually triggers student engagement and meaningful discussion rather than just quick or superficial responses.

d. Question Evaluation Skills

Evaluation in this context means how the teacher responds to students' answers. The feedback given by the teacher is essential to maintain students' motivation and encourage their further participation. Teachers can provide praise, encouragement, or constructive comments to increase student engagement in the discussion. For example, after a student answers, the teacher can

say, “That's a good answer! Can you explain it further?” or ”Good, you're almost there. Think about it from a different perspective.”

Effective questioning skills are very important for teachers because they can improve student interaction and understanding of the material being taught. By preparing appropriate questions according to their purpose, teachers can facilitate deeper discussions, encourage students to think critically, and improve their ability to answer questions systematically. This skill not only helps in classroom management but also gives teachers a better way to evaluate students' understanding and stimulate a dynamic and interactive learning process.

3. The Impact of Questioning on Student Engagement

Various studies have shown that teacher questioning has a significant impact on student engagement in English learning at the senior secondary level. Teacher questioning not only helps students reflect on their understanding but also encourages active engagement in the classroom. In this context, Cotton emphasizes that questioning is an integral part of teaching (Cotton, 2019), while Hamiloğlu and Temiz research shows that frequently used question types, such as Yes/No questions, are more appropriate for low proficiency students due to their simplicity (Hamiloğlu Kamile & Temiz Gürkan, 2012).

However, divergent questions, such as open-ended and imaginative questions, are considered more effective for encouraging students to think critically and produce language actively (Hamiloğlu Kamile & Temiz Gürkan, 2012). Improving the quality of students' participation is essential, as many responses tend to be limited to simple or non-verbal answers, indicating a need for more engaging and thought-provoking questioning strategies (Ribas, 2010). Overall, effective teacher questioning strategies play an important role in creating more meaningful interactions and increasing student engagement in English language learning.

Recent studies have further highlighted the significant impact of teacher questioning on student engagement in English language learning. The use of well-structured questions in English as a Foreign Language (EFL) classrooms has been shown to foster increased interaction between teachers and students, leading to enhanced engagement and improved language proficiency (Al-Zahrani & Al-Bargi, 2017).

The study emphasizes that questions promoting higher-order thinking encourage students to participate more actively in discussions, thereby deepening their understanding of the material. Similarly, the absence of structured planning in questioning has been found to hinder instructors' ability to enhance reflective learning. (Yuliawati & Andi, 2016). The research suggests that

well-crafted questions can stimulate critical thinking, connect new information with prior knowledge, and foster meaningful discussions, thereby increasing student engagement.

Collectively, these studies underscore the importance of effective questioning strategies in promoting active student participation and deeper comprehension in English language learning. By employing questions that challenge students to think critically and engage with the content, teachers can create a more dynamic and interactive classroom environment, ultimately leading to improved learning outcomes.

4. Best Practice in Implementing Questioning Strategies

Effective questioning strategies play a crucial role in enhancing student engagement and fostering a deeper understanding of English language learning. Several key techniques that teachers can employ to improve questioning effectiveness include wait time, prompting, and probing (Cotton, 2019). Wait time refers to the deliberate pause a teacher allows after asking a question, giving students sufficient time to think and formulate responses (Cotton, 2019). Research indicates that increasing wait time encourages more thoughtful and detailed answers, particularly from students who may need additional time to process information.

Additionally, prompting strategies help scaffold students' responses by providing hints or cues, guiding them toward a more

complete understanding of the material. Meanwhile, probing involves follow-up questions that require students to elaborate on their initial responses, encouraging deeper analysis and critical thinking.

Building on these principles, questioning plays a crucial role in promoting scientific inquiry and higher-order thinking skills. A balanced use of convergent and divergent questions can encourage exploration and problem-solving, allowing students to engage more deeply with the learning material. (Chin, 2006). Convergent questions, which have a single correct answer, help students consolidate foundational knowledge, while divergent questions prompt them to consider multiple perspectives and solutions (Chin, 2006).

This aligns with best practices in English language teaching. (Walsh, J. a, & Sattes, 2011) Aching, where teachers can facilitate discussions that require students to justify their reasoning, compare ideas, and make connections between different concepts. By incorporating questioning strategies that stimulate inquiry-based learning, educators can create a more interactive and student-centered classroom environment.

Furthermore, encouraging students to generate their own questions is an essential part of the learning process, as it promotes deeper engagement and critical thinking. (Walsh, J. a, & Sattes, 2011). This approach not only increases student engagement but

also fosters autonomy and curiosity in learning. Teachers can implement this by structuring lessons that allow for open-ended discussions where students feel empowered to ask questions and explore topics beyond the prescribed curriculum.

Additionally, varying the types of questions asked, such as using rhetorical, exploratory, or reflective questions, can enhance student participation and encourage deeper interaction with the content. By employing these best practices, teachers can create a dynamic and inclusive learning environment that supports both language acquisition and critical thinking development.

Several studies have emphasized the significant impact of teacher questioning on student engagement in English language learning. Classroom questioning practices have been shown to not only stimulate student thinking but also serve as a valuable assessment tool, allowing teachers to gain insights into student understanding and make informed instructional decisions. (Jiang, 2020). The study emphasizes that well-structured questions can promote deeper learning and enhance student participation.

Comparably, the significance of effective questioning in classroom settings emphasizes that diverse and well-planned questions can promote communication between teachers and students, thereby enhancing the learning experience (Yang, 2017). The study suggests that teachers should prepare questions before

class, manage questioning during lessons, and provide feedback after questioning to maximize effectiveness.

C. Conceptual Framework

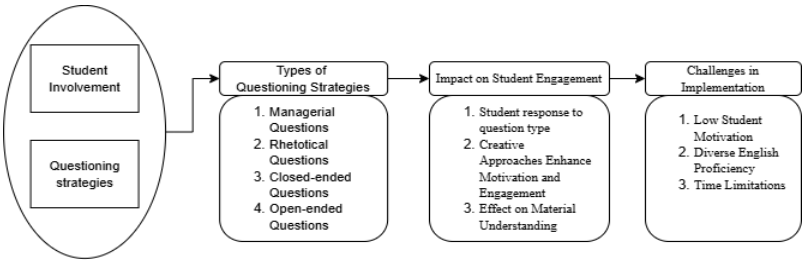

Figure 2.1 *The Conceptual Framework*

This conceptual framework illustrates the relationship between questioning strategies and student engagement in English language learning. The questioning strategies used by teachers include managerial questions, rhetorical questions, closed questions, and open questions, each with different functions in managing the classroom, encouraging reflection, learning comprehension, and stimulating critical thinking.

These implementation strategies impact student engagement in three main aspects: response to question types, increased motivation through creative approaches, and better understanding of the material. However, teachers face challenges in their implementation, such as low student motivation, differences in language proficiency levels, and limited time in class. Therefore, the effectiveness of questioning strategies depends on

how teachers adjust questions to students' needs to create more interactive and meaningful learning.

CHAPTER III
METHODOLOGY

This chapter discusses the research method, which is crucial as it influences the findings and discussion. Before data collection, the researcher outlines the research design, setting, participants, focus, techniques of collecting data, and instruments.

A. Research Design

This research was conducted using a qualitative descriptive research method. Nassaji argues that qualitative research is a type of research conducted in a scientific context, using various methods such as interviews, observation, and document analysis, with the aim of understanding and resolving ongoing phenomena. Meanwhile, according to Creswell (Creswell, 2014), Descriptive qualitative research is suitable when researchers want to gain a thorough understanding of a social phenomenon by exploring the experiences, opinions, and views of participants in depth. In the context of the research on questioning strategies, this design provides flexibility to understand how teachers use questioning techniques in English classes at the high school level in a more comprehensive and real way.

In addition, the main purpose of qualitative descriptive research is to explain or describe phenomena that occur in detail (Merriam, 2009). Unlike quantitative research which looks for general patterns or causality, qualitative descriptive research focuses more on

understanding events or behaviors in specific contexts. In this study, this design explores in depth the types of questioning strategies used by teachers and how they impact student engagement. This is important because questioning strategies can vary depending on classroom conditions and student ability levels, so a qualitative approach is more suitable for understanding these contexts.

On the other hand, in the book written by Yin (Yin, 2018) Qualitative descriptive research is effectively used in situations where researchers want to explore phenomena that are not yet widely understood. This design is often used when researchers want to explore complex relationships between variables that are not easily measured, such as in the researcher's study focusing on the relationship between questioning strategies and student engagement. Yin states that qualitative research is more flexible in handling unstructured data, such as interviews and observations, which are important in exploring questioning strategies from teachers' perspectives and students' responses.

Concerning the various views of the researchers above, the descriptive qualitative research design in this study is very suitable for understanding the dynamics of the use of questioning strategies in high school English classes. This design provides space to explore participants' experiences and perceptions in depth so that the research results can provide comprehensive insights into how questioning

strategies can improve students' engagement and their learning outcomes.

1. Research Setting

This research is conducted at MAN 2 Kota Semarang, which is located at Jl. Bangetayu Raya 1 RT.003/RW.002, Genuk District, Semarang City, Central Java. Observation and interviews were conducted for two weeks. The research was conducted by following the English lesson schedule at the school.

2. Research Participants

This study involved two main groups of participants: English teachers and 11 th-grade students in 1 class at MAN 2 Semarang City. Participants consisted of 1 male teacher, an English subject teacher in 11 th-grade, and 10 students, 5 male students and 5 female students. Participants were selected using a purposive sampling technique to ensure their relevance to the study. The teacher was selected based on his role as an educator in implementing questioning strategies. Meanwhile, 10 students were selected after initial classroom observations to participate in semi-structured interviews through focus group discussions (FGDs).

3. Research Focus

This study focuses on students' engagement with questioning strategies in English classrooms in a senior high school context. This study comprehensively explores the types of questioning

strategies used by English teachers and students' engagement on questioning strategies in English learning activities. Using a qualitative descriptive methodology, the researcher utilized the power of direct observation, interviews with teachers, and focus group discussions (FGD) with students as the main tools for data collection. The research participants were an eleventh grade English teacher and eleventh grade students at MAN 2 Kota Semarang.

B. Techniques of Collecting Data and Instruments

Data collection in descriptive qualitative research aims to obtain in-depth and rich data from participants to describe the phenomenon under study. In your research, which explored questioning strategies for increasing student engagement in the English classroom. Three main data collection methods were used:

1. Classroom Observation

Observations were conducted to document the types of questions asked by teachers during English lessons and students' responses to these questions. Observation in qualitative research aims to capture natural interactions in the classroom without interrupting the learning process. You can use an observation checklist to record the frequency, types of questions (Managerial Questions, Rhetorical Questions, Closed Questions, Open Questions), and students' responses, both verbal and non-verbal.

According to Creswell (Creswell, 2014), Participatory observation, where the researcher is directly present in the research setting, provides an opportunity to obtain rich contextual data, such as social interactions in the classroom, which can help understand how questioning strategies impact student engagement. Observation allows researchers to record phenomena that cannot be captured through interviews alone, for example, students' spontaneous reactions or non-verbal dynamics in the classroom.

Table 1. *Classification of Question Types in English Learning*

Focus of Observation	Indicators
Question types in English learning	1.1 Managerial Questions 1.2 Rhetorical Questions 1.3 Closed-ended Questions 1.4 Open-ended Questions

2. Interviews

Interviews were conducted with English teachers involved in the study. These interviews aimed to explore the teachers' experiences and perspectives regarding the use of questioning strategies in learning. Interviews allow researchers to gain deeper insights and nuances from teachers' experiences that cannot be fully explained through other methods.

By asking open-ended questions, the researcher was able to explore teachers' responses in greater depth, thus gaining valuable

information about their teaching practices. This is in line with Sayrs' (Sayrs, 1996) view that interviews are an effective tool for exploring the experiences and meanings held by individuals in a particular social context. The questions in this interview include Teachers' experiences in using questioning strategies, perceptions of the effectiveness of these strategies, and challenges faced when implementing questioning in teaching.

Table 2. *Teacher Interview Questions*

No	Questions	Answer
	For Question 1	
1.	What types of questions do you usually use when teaching?	
2.	How do you determine the right type of questions to use in learning?	
3.	How often do you use open-ended questions compared to closed-ended questions? Why?	
	For Question 2	
4.	How can different questioning strategies impact the level of student engagement?	
5.	Do you see differences in student responses when using different questions? For example, between direct questions and exploratory questions.	

	6. Are there certain questioning strategies that are more effective in increasing student engagement in class discussions? (Examples of strategies with quizzes, games, etc.).	
	For Question 3	
	7. In the process of learning English, what challenges do you usually experience when trying to involve students in discussions or question and answer activities? 8. Are there any particular obstacles that make it difficult for you to continue to engage students through questions?	

3. Focus Group Discussions (FGDs)

In this study, Focus Group Discussions (FGDs) were used to explore students' perceptions, experiences, and views on the implementation of questioning strategies by teachers and how it impacts their engagement in English learning activities. FGDs were chosen because they can facilitate open dialogue in small groups of 11 students so that researchers can understand students' experiences more deeply and capture group dynamics that occur in learning.

Table 3. *FGD Questions to Explore Students' Views*

No	Questions	Answer
	For Question 1	

1. What types of questions do teachers usually ask, and how do you respond to them?

For Question 2

2. What kind of questions make you more interested or want to participate in class discussions?
3. In your opinion, how do the questions given by the teacher affect the way you learn or understand the material?

For Question 3

4. What obstacles do you experience when answering questions from teachers? Is it a language factor, level of difficulty, or something else?
5. What are your suggestions for how to make the questions asked easier for you to be actively involved?

4. Documentation

Documentation was used to enhance the research activities by capturing important aspects of the research. The researcher used photographs, audio recordings, and written notes to document classroom interactions, teacher interviews, and student responses during focus group discussions (FGDs). These documentation methods ensured accurate data capture, supported data analysis, and strengthened the credibility of the research findings.

C. The Technique of Analyzing Data

In this study, thematic analysis was used because it is flexible and effective in analyzing and interpreting qualitative data. This method is a structured approach to identifying, analyzing, and presenting patterns (themes) in data (Clarke & Braun, 2017). The researcher chose this approach because this approach is easy to handle descriptive data. Besides that, the researcher wants to gain in-depth insights from descriptive data, which allows a comprehensive exploration of participants' experiences and perspectives. Its flexibility also makes it an ideal choice for new researchers seeking to understand complex issues.

This study examined the types of questioning strategies used by teachers, the impact of questioning strategies on student engagement, and the challenges teachers face in implementing these strategies. Thematic analysis was conducted following Braun and Clarke's six-phase framework:

Phase 1 : Familiarization with Data All interviews and focus group discussions (FGDs) were transcribed and reviewed multiple times to ensure accuracy and gain a deep understanding of the data. Observations were also documented to provide additional context to the verbal data.

Phase 2 : Initial Coding: key responses from participants were coded based on recurring ideas or key points related to questioning, engagement, and challenge strategies. For example, codes such as “Low motivation”, “Closed questioning, for clarity”, and “Creative Approaches” were created.

Phase 3 : Theme Search codes were grouped into broader themes that reflected key aspects of the research questions. Themes such as “Types of Questioning Strategies”, “Impact on Engagement”, and “Challenges in Implementation” emerged during this phase.

Phase 4 : Theme Review and Refinement The themes were reviewed to ensure coherence and relevance to the research objectives. Overlapping or ambiguous themes were refined to improve clarity.

Phase 5 : Establishing and Naming Themes The themes were clearly defined, capturing their essence in answering the research questions. For example, “Creative Approaches Increase Motivation” was defined as strategies involving games, quizzes, and technology to increase student interest and engagement.

Phase 6 : Compiling the Report, findings were organized in a narrative format, highlighting the themes and their relationship to the research questions.

This study analyzed the data in a thematic format to describe the impact of questioning strategies on student engagement in English language learning. A descriptive qualitative approach was used to understand students' and teachers' experiences with questioning strategies. Once the data was analyzed, the information was simplified to make it more manageable. The data reduction process involved selecting, focusing, and simplifying data from interviews, focus group discussions (FGDs), and observations. (Miles, M., Huberman, M., & Saldaña, 2013). This ensured that the analysis focused on the essential elements, providing a deeper understanding of the role of questioning strategies in enhancing student engagement.

1. Familiarization with the Data

Table 4. *Familiarization with the Data*

Theme	Sub-theme	Code	Interview/FGD Questions	Source
	Managerial Question	MQ-Q1	What types of questions do you usually use when teaching?	

Types of Questions Used by Teachers	Rhetorical Question	RQ-Q4	How can different questioning strategies impact the level of student engagement?	Interview: Teacher
	Closed-ended Question	CQ-Q3	How often do you use open-ended questions compared to closed-ended questions? Why?	
	Open-ended Question	OQ-Q1	Q1	
	Student Perspective : CQ/OQ	SP-Q1	What types of questions do teachers usually ask, and how do you respond to them?	FGDs: Student

	Creative Approach	CA-Q6	Are there certain questioning strategies that are more effective in increasing student engagement in class discussions? (Examples of strategies with quizzes, games, etc.).	Interview: Teacher
Different Questioning Strategies Impact Student Engagement		CA-Q2	Are there any types of questions that make you feel more engaged or more difficult to answer?	FGDs: Student
	Effect on Material Understanding	EMU-Q6	Q6	Interview: Teacher
		EMU-Q3	What makes you feel more confident or reluctant to answer	FGDs: Student

			questions in class?	
	Low Student Motivation	LSM-Q8	Are there any particular obstacles that make it difficult for you to continue to engage students through questions?	Interview: Teacher
		LSM-Q4	How do the questions they ask impact your confidence in using English?	FGDs: Student
Challenges in Implementing the Questioning Strategy	Diverse English Proficiency	DEP-Q7	In the process of learning English, what challenges do you usually experience when trying to involve students in discussions or question-and-answer activities?	Interview: Teacher

		DEP-Q4	Q4	FGDs: Student
		TL-Q7	Q7	Interview: Teacher
	Time Limitations	TL-Q5	What are your suggestions for how the questions they ask can make it easier for you to be actively involved?	FGDs: Student

This study identifies how questioning strategies affect student engagement through thematic analysis. Managerial Questions (MQ), Rhetorical Questions (RQ), Closed Questions (CQ), Open-ended Questions (OQ), Student Perspective (SP), Creative Approach (CA), Effect on Material Understanding (EMU), Low Student Motivation (LSM), Diverse English Proficiency (DEP), Time Limitations (TL).

2. Thematizing and Coding

The researcher has divided the variation of respondents' answers into several categories. Each answer has a theme that has been categorized based on the results of the researcher's analysis of the answers given by the participants, based on their experience in learning using questioning strategies. Furthermore, the researcher

sorts these categories based on the frequency of themes that appear or are often mentioned by respondents during interviews, starting from the most frequent to the least frequent. This study has three main themes that will be discussed further in the discussion section.

Table 5. *Initial Code Generation*

Theme	Sub-theme	Code	Total Trend
Types of Questions Used by Teachers	Managerial Question	MQ-Q1	4
	Rhetorical Question	RQ-Q4	4
	Closed-ended Question	CQ-Q3	7
	Open-ended Question	OQ-Q1	10
	Student Perspective: CQ/OQ	SP-Q1	6
Different Questioning Strategies' Impact	Creative Approach	CA-Q6	10
	Effect on Material Understanding	EMU-Q6	8
	Low Student Motivation	LSM-Q8	3

Challenges in Implementing the Questioning Strategy	Diverse English Proficiency	DEP-Q7	3
	Time Limitations	TL-Q7	3

D. Trustworthiness

To ensure the credibility of this qualitative study, several strategies were used, focusing on credibility and dependability. Credibility was achieved through data triangulation, utilizing observations, focus group discussions (FGDs), structured interviews, and documentation to verify the validity of findings and provide a comprehensive understanding of how questioning strategies impact student engagement (Creswell, 2014). Member checking further enhanced credibility by allowing participants to review and validate transcribed interview data, ensuring accurate interpretation.

Dependability was ensured by maintaining an audit trail that documented all research decisions and processes, providing transparency and replicability. (Jan, 2019). Additionally, thematic analysis, following Braun and Clarke's (Clarke & Braun, 2017) Framework, was used to systematically identify and interpret patterns in the data, ensuring a rigorous and structured approach. These strategies collectively strengthened the reliability and depth of the study, accurately representing participants' experiences and

perspectives regarding the impact of questioning strategies on their engagement in English language learning.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the research on questioning strategies in English language learning at MAN 2 Kota Semarang. The analysis focuses on three key aspects: the types of questions used by teachers, the impact of questioning strategies on student engagement, and the challenges faced in their implementation. Data were collected through in-depth teacher interviews, focus group discussions (FGDs) with students, and classroom observations, providing a comprehensive understanding of how questioning strategies influence the learning process.

A. Findings

4.1 Types of Questions Used by Teachers

This section describes the results of the study based on research question number 1, namely the types of questioning strategies used by teachers in English learning at MAN Kota 2 Semarang. Based on the results of observations, teachers use all types of questions and principles of asking in English learning activities. First, there are 4 types of questions used, including managerial questions, rhetorical questions, closed questions, and open questions. The researcher conducted observations at the 1st meeting of class XI D on Friday, November 15, 2024.

The learning activities discussed the material on “If Clause” and lasted for 110 minutes. From the meeting in class XI D, the researcher provided a table showing the types of questions and principles of asking used by English teachers during learning. The researcher conducted observations at the 2nd meeting on Thursday, November 21, 2024. Observations were carried out for 90 minutes.

English learning at that time was reviewing the previous material, “If Clause” and reviewing “Possible Happen and Impossible Happen,” then continued with practice questions. The researcher provides a table showing the types of questions and principles of asking used by English teachers during learning. Observation results show that teachers use various types of questions to encourage student engagement, including:

4.1.1 Managerial Question

In learning, teachers apply managerial questions to establish order, maintain classroom routines, and ensure students are mentally and physically prepared for the lesson.

Observation Note:

Teachers use managerial questions to establish order and prepare students for learning. These questions are effective in creating a positive atmosphere and ensuring student readiness. Most students respond quickly, showing their understanding of the class routine, although some appear indifferent, requiring further encouragement.

The following is a table of observation data results related to the use of managerial questions in learning:

Table 4.1.1 *Use of Managerial Questions Based on Observation*

Code	Category	Question	Learning Activity
MQ-Q1	Managerial Question	Good morning, students. How are you today?	The teacher opens the class with a greeting and asks how all the students are.
MQ-Q2	Managerial Question	Is anyone absent today? Who was absent?	The teacher checks the students' attendance, ensuring that all students are ready to learn.
MQ-Q3	Managerial Question	At today's meeting, any questions about this material?	The teacher provides opportunities for students to ask questions about today's material, supporting students' understanding to be more in-depth.
MQ-Q4	Managerial Question	Where are so many people who haven't entered?	The teacher checks the students' attendance and notices the level of

			participation to learn.
MQ-Q5	Managerial Question	Who is not in the class?	The teacher confirmed who the absent students were.
MQ-Q6	Managerial Question	Are you ready to learn today?	The teacher motivates students to prepare themselves for the learning activities.

Table 4.1.1 shows that Managerial Questions play a significant role in ensuring the smooth running of learning activities, with a primary focus on preparing students mentally and physically before the lesson begins. Questions such as *"Good morning, students, how are you today?"* (MQ-Q1) foster a friendly and positive classroom atmosphere, helping students feel comfortable and engaged. Similarly, *"Is anyone absent today? Who was absent?"* (MQ-Q2) ensures student attendance and readiness to participate in the lesson.

In addition, questions such as *"At today's meeting, any questions about this material today?"* (MQ-Q3) can encourage students to voice what they do not understand about the material, which can increase understanding and

engagement. These managerial questions also help teachers monitor student attendance, identify absent students, and get students actively involved in asking questions to improve their understanding. The teacher explained during the interview:

Table 4.1.2 *Use of Managerial Questions According to Teacher*

Code	Category	Quote
MQ-Q1/T1	Managerial Question: Teacher Interview	“It usually begins with questions such as greetings, checking students' readiness before starting learning, to create a comfortable learning atmosphere and to always maintain a good relationship with students ...”
MQ-Q2/T1	Managerial Question: Teacher Interview	"... Questions about the material that is related to what I will explain, then questions that interest students, at least we make children's curiosity arise. So this helps them be more involved and ready to learn."

Based on the teacher's statement, there is a managerial question function in the questioning strategy, namely, as a medium for organizing the class and a medium for interacting

with students. This observation aligns with research highlights that starting a class session with strategic questions can foster stronger student-teacher relationships and increase student engagement. (Hidayati & Rodliyah, 2020). They argue that such interactions not only create a structured environment but also help students develop self-confidence and focus on learning tasks.

4.1.2 Rhetorical Question

Teachers use rhetorical questions in learning to provoke thought, encourage reflection, and stimulate curiosity among students without necessarily expecting direct answers.

Observation Note:

Rhetorical questions are seen to provoke thought and stimulate curiosity. Advanced students show deeper reflection when such questions are asked, while lower-level students appear confused, as they do not expect to answer these questions directly.

The following data table records the use of rhetorical questions during observation activities:

Table 4.1.3 *Use of Rhetorical Questions Based on Observation*

Code	Category	Question	Learning Activity

RQ-Q1	Rhetorical Question	The problem is that I sent it on WhatsApp. Can everyone see it? If it is already done, please do it; later, we will discuss it together.	The teacher instructs students to access the questions and work on them as part of the practice and evaluation.
RQ-Q2	Rhetorical Question	FH01, where is your workmanship?	The teacher inquired about the students' work individually, ensuring that FH01 completed the task.
RQ-Q3	Rhetorical Question	Have you got all the questions?	The teacher ensures that all students have access to the problems to be worked on.
RQ-Q4	Rhetorical Question	Have you found which one? If so, please do it later; we will discuss it together.	The teacher gives instructions to start working on the questions individually.

RQ-Q5	Rhetorical Question	If I have wings, is it possible or not?	The teacher directs the students to think critically about the hypothetical situation in conditional sentence type 2.
RQ-Q6	Rhetorical Question	If I become rich, is it possible or not?	The teacher uses a hypothetical scenario to provoke understanding of the concept of conditional sentence type 2.
RQ-Q7	Rhetorical Question	Is it true that "fortune" means sustenance?	The teacher confirms students' understanding of the meaning of the vocabulary.
RQ-Q8	Rhetorical Question	Okay, next Monday will be the end-of-semester assessment, right?	The teacher confirms and informs the agenda for next Monday, helping students to prepare themselves.

Table 4.1.3 shows that Rhetorical Questions are used by teachers to stimulate student thinking, guide classroom activities, and encourage critical reflection. These questions are often designed to provoke thought rather than demand immediate answers, allowing students to process the material more deeply. Questions such as "If I have wings, is it possible or not?" (RQ-Q5) and "If I become rich, is it possible or not?" (RQ-Q6) encourage students to engage with hypothetical scenarios and explore conditional sentence structures.

In addition, questions such as *"The problem is I sent it on WhatsApp, can everyone see it?"* (RQ-Q1) and *"Have you got all the questions?"* (RQ-Q3) help guide students through classroom tasks while ensuring they are ready to engage with the material. This is in line with the teacher's intention to manage learning activities effectively while encouraging student participation.

Likewise, questions such as *"Is it true that 'fortune' means sustenance?"* (RQ-Q7) ensure students reflect on vocabulary meaning, reinforcing their understanding of new terms in context. *"Okay, next Monday will be the end of semester assessment, right?"* (RQ-Q8) serves as a reminder, helping students mentally prepare for the upcoming evaluation. To compare with the observation results, the

researcher provided a teacher interview table on the use of rhetorical questions in learning.

Table 4.1.4 *Use of Rhetorical Questions According to Teacher*

Code	Category	Quote
RQ-Q4/T1	Rhetorical Question: Teacher Interview	"...well, sometimes I also ask what for us study English? Questions like this will provoke students to think so that they realize the importance of learning English ..."

Based on the table, the teacher uses rhetorical questions as a tool to provoke students' thinking. Encourage them to think critically without having to give direct answers. This can create deeper student awareness and engagement. This aligns with the use of rhetorical questions as a strategy to increase reflection, critical thinking, and student engagement. (Jankens, 2019). With rhetorical questions, students are encouraged to see learning as something relevant to their lives, to help them understand the material more deeply, and to prepare them to think independently.

4.1.3 Closed-ended Question

Teachers apply closed-ended questions in learning to assess students' factual understanding, reinforce key

concepts, and maintain focus during lessons. These questions often have specific, straightforward answers, making them particularly effective for checking comprehension and providing clarity for students with varying proficiency levels.
Observation Note:
Closed questions are observed to encourage quick responses and check factual understanding. Students with lower proficiency levels appear more confident with these questions because they require simple and specific answers. However, the interaction is less dynamic, as students tend to limit themselves to short responses.

The following is a data table that records the use of closed questions during observation activities:

Table 4.1.5 *Use of Closed-ended Questions Based on Observation*

Code	Category	Question	Learning Activity
CQ-Q1	Closed-ended Question	What is an If clause? Does anyone know what an If clause is?	The teacher checks the students' knowledge about conditional sentences (if clause).
CQ-Q2	Closed-ended Question	There are 3 types of If	The teacher asks the students to

		Clauses. What are they?	mention the types of conditional sentences (if clause).
CQ-Q3	Closed-ended Question	What does "If I am 23, I will marry her" mean?	The teacher helps students understand the meaning of the first type of supposition sentence.
CQ-Q4	Closed-ended Question	If I.... (asking students to make examples of wishful sentences) In English is?	The teacher encourages students to make wishful thinking sentences in English to practice writing skills.
CQ-Q5	Closed-ended Question	Should we take the bus or a taxi? What does it mean in Indonesia?	The teacher trains students' translation skills through simple example sentences.
CQ-Q6	Closed-ended Question	If we take the bus. It will be cheaper. What does it mean?	The teacher asks the students to explain the meaning of

		What does it mean?	conditional sentences.
CQ-Q7	Closed-ended Question	What does “hurry” mean, students?	The teacher trains students to understand vocabulary in context.
CQ-Q8	Closed-ended Question	If you are hungry, ... what's the next sentence? Can anyone answer?	The teacher encourages the students to complete the supposition sentences to practice their understanding of sentence structure.
CQ-Q9	Closed-ended Question	Are you going to the concert. What does it mean in Indonesia?	The teacher asks the students to translate simple sentences into Indonesian.
CQ-Q10	Closed-ended Question	What is the answer?	The teacher motivates students to give specific answers, to train students to

			participate actively.
CQ-Q11	Closed-ended Question	Present is which verb?	The teacher trains students to identify verb tenses in grammar.
CQ-Q12	Closed-ended Question	If you fail the driving test, ... what's the answer?	The teacher invites the students to complete conditional sentence type 1.
CQ-Q13	Closed-ended Question	If you don’t want this magazine, … DN02, what is your answer?	The teacher appointed one of the students to answer conditional sentence type 1.
CQ-Q14	Closed-ended Question	Is the answer I'll throw away true or not?	The teacher asks for students' opinions on the correctness of the answers given.
CQ-Q15	Closed-ended Question	What will I stand for?	The teacher trains students to understand contractions in English, which

			stands for “I will.”
CQ-Q16	Closed-ended Question	What will she stand for?	The teacher continues explaining contractions with another example, namely “she will.”
CQ-Q17	Closed-ended Question	What does "We can talk later" mean?	The teacher asks the students to translate simple sentences.
CQ-Q18	Closed-ended Question	Number 2: What is the answer I give or I'll give, which one is correct?	The teacher asks the students to choose the correct answer in the context of grammar, especially the difference between the present and future tenses.
CQ-Q19	Closed-ended Question	Number 3 the answer "is" yes? Is that true or not?	The teacher asks the students to verify the answers to

			evaluate the students' answers based on the correct context.
CQ-Q20	Closed-ended Question	Number 5 FH01 wants to answer, what is your answer?	The teacher directly appointed one of the students to answer, encouraging the students' courage to answer.
CQ-Q21	Closed-ended Question	What does if clause type 1 possible happen mean?	The teacher assesses students' understanding of conditional sentence type 1.
CQ-Q22	Closed-ended Question	What does if clause type 2 impossible happen mean?	The teacher checks whether the students understand the difference between type 1 (possible to happen) and type 2 (impossible to happen).

CQ-Q23	Closed-ended Question	How was that sentence?	The teacher asks the students to repeat the discussed sentences to train their memory.
CQ-Q24	Closed-ended Question	KY03 tried number 2. What is your answer?	The teacher asks one of the students to answer the questions to check individual understanding.
CQ-Q25	Closed-ended Question	Number 3 NF04 knows what the answer is?	The teacher motivates one of the students to be active in answering.
CQ-Q26	Closed-ended Question	Number 4 is BQ05 answer, correct?	The teacher checks and confirms one student's answer.
CQ-Q27	Closed-ended Question	What does the first type use? (Present).	The teacher evaluates students' understanding of grammar,

			especially the tenses used.
CQ-Q28	Closed-ended Question	Which subject in the sentence is HS06?	The teacher trains students to identify grammar elements in sentences.
CQ-Q29	Closed-ended Question	What does "fortune" mean, NU07?	The teacher asks the students to explain the meaning of the vocabulary in a certain context.
CQ-Q30	Closed-ended Question	Which verb is "had"?	The teacher trains students to recognize verb tenses based on the tense.

Table 4.1.5 shows that Closed Questions are generally used to evaluate students' understanding of certain concepts, check factual knowledge, and guide learning tasks. As evidenced by the observation results in Table 4.1.5, closed questions are most often used by teachers in learning to find out students' basic understanding. This question is also designed to obtain short and definite answers, so it is very

useful for reinforcing grammar rules, vocabulary understanding, and sentence construction.

The closed questions used during the observation were *"What is an If Clause? Does anyone know what an If clause is?"* (CQ-Q1) The teacher asked this question to check students' initial understanding of grammar material (if clause). *"There are 3 types of If Clauses, what are they?"* (CQ-Q2) Used to direct students to remember grammar concepts clearly. "What does 'If I am 23, I will marry her' mean?" (CQ-Q3) The teacher asked students to translate an example of an if clause type 1 sentence to test their contextual understanding. *"Should we take the bus or a taxi? What does it mean in Indonesia?"* (CQ-Q5) This question is a question with a simple sentence to train students' translation skills. *"What does 'hurry' mean, students?"* (CQ-Q7) This question helps strengthen students' vocabulary through the introduction of certain word meanings.

Likewise, the questions *"What does 'l'Il' stand for?"* (CQ-Q15) and *"What does if clause type 2 impossible happen mean?"* (CQ-Q22) These questions help students understand the meaning of more complex phrases and grammatical concepts through simple and direct discussions. As a comparative step, the following table presents the use of

closed questions in the learning process based on the results of teacher interviews.

Table 4.1.6 *Use of Closed-ended Questions According to Teacher*

Code	Category	Quote
CQ-Q3/T1	Closed-ended Question: Teacher Interview	"... if the closed questions are more about the material, usually, to check the students' abilities, something like that."

Then, in the teacher interview, it was stated that closed questions were used to check the extent of students' abilities. So, closed questions are very important to evaluate students' understanding in a focused manner and can increase student engagement by providing the right opportunity to participate. According to Çakir and Cengiz (Çakır & Cengiz, 2016) these questions ensure that students understand certain concepts, such as grammar and vocabulary, while maintaining clarity in classroom discourse.

Observation data is in line with this, showing how questions such as *"What does 'hurry' mean, students?"* (CQ-Q7) and *"What does if clause type 2 impossible happen mean?"* (CQ-Q22) help assess understanding and encourage student engagement through structured responses. By simplifying complex material and fostering self-confidence,

closed questions contribute significantly to maintaining active engagement in learning activities.

4.1.4 Open-ended Question

Teachers use open-ended questions in the learning process to encourage critical thinking, creativity, and deeper engagement with the material. These questions allow students to express their thoughts and ideas freely, explore different perspectives, and engage in more meaningful discussions, fostering a richer learning experience.

Observation Note:

Open-ended questions encourage creativity and deeper engagement from confident, capable students. They are more eager to share their ideas. In contrast, less capable students hesitate, show signs of anxiety, and often need additional encouragement or scaffolding from the teacher.

The following is a data table that records the use of open-ended questions during observation activities:

Table 4.1.7 *Use of Open-ended Questions Based on Observation*

Code	Category	Question	Learning Activity
OQ-Q1	Open-ended Question	How to express supposition in English? What do students use?	The teacher motivates the students to discuss the

			concept of the if clause orally.
OQ-Q2	Open-ended Question	If I have money, I want to buy a motorcycle. How in English?	The teacher asks the students to translate the sentence into English, according to the conditional sentence structure (if clause).
OQ-Q3	Open-ended Question	Why are you so cheerful today?	The teacher builds a personal relationship with one of the students to create a relaxed learning atmosphere.
OQ-Q4	Open-ended Question	If you have stated that, what is the answer?	The teacher motivates the students to practice how to respond to conditional sentences.

OQ-Q5	Open-ended Question	What is an example now?	The teacher asks students to give examples of the use of suppositions to exercise their creativity.
OQ-Q6	Open-ended Question	Number 4 can anyone answer?	The teacher asks open-ended questions to motivate students to participate.
OQ-Q7	Open-ended Question	What did we learn yesterday?	The teacher reviews the previous material to make sure students still remember it.
OQ-Q8	Open-ended Question	Okay, what is an if clause?	The teacher asks the students to reiterate the definition of if clause to strengthen their understanding.
OQ-Q9	Open-ended Question	What are the characteristics of the analytical exposition we discussed yesterday? (If Clause)	The teacher encourages students to identify the important elements of the

			previous material.
OQ-Q10	Open-ended Question	What is an example of a possible happen that often occurs?	The teacher asks the students to give real-life examples of conditional sentence type 1.
OQ-Q11	Open-ended Question	What do you want to do in your old age?	The teacher gives students the freedom to imagine and express themselves using English in a personal context.
OQ-Q12	Open-ended Question	If I have money, how about the rest? Who can answer?	The teacher asks the students to complete the supposition sentences as grammar practice.
OQ-Q13	Open-ended Question	What does the possible-happen type express?	The teacher ensures that students understand the purpose of using conditional sentence type 1.

Table 1.7 shows that Open-ended Questions are used to encourage deeper thinking, facilitate discussion, and provide opportunities for students to articulate their understanding. These questions allow students to explore ideas freely, express opinions, and connect classroom material to their own experiences. Open-ended questions used by teachers based on observations are *"How to express supposition in English? " and " What do students use?"* (OQ-Q1) The teacher asks students to explain the use of grammar, such as if clauses, to practice critical thinking skills. *"If I have money, I want to buy a motorcycle, how in English?"* (OQ-Q2) This question trains students to make conditional sentences involving practical situations.

"What did we learn yesterday?" (OQ-Q7) The teacher suggests that students reflect on the previous material, building connections between previous and future learning. *"What are the characteristics of the analytical exposition we discussed yesterday?"* (OQ-Q9) The teacher assesses students' understanding of the characteristics of analytical exposition texts while deepening the discussion. *"What do you want to do in your old age?"* The teacher motivates students to think imaginatively while practicing conditional grammar. The teacher explains that open-ended questions are often used

to increase student engagement by motivating them to think critically and participate in class discussions.

Table 4.1.8 *Use of Open-ended Questions According to Teacher*

Code	Category	Quote
OQ-Q1/T1	Open-ended Question: Teacher Interview	"... Then continue with open questions to train students' thinking ..."
OQ-Q3/T1	Open-ended Question: Teacher Interview	"... Usually, it's more often open questions..."

In teacher interviews, it was also found that teachers often apply Open-ended Questions in learning. These questions are designed to enable students to explore ideas in depth, think critically, and be actively involved in discussions. Questions such as *"How to express supposition in English?"* (OQ-Q1) not only broaden students' understanding but also increase their confidence in using English.

Research by Çakir and Cengiz (Çakır & Cengiz, 2016) reinforces that open-ended questions are effective in building critical thinking skills and increasing student engagement, especially when balanced with closed-ended questions to ensure basic understanding. Open-ended questions are used to

ensure students' in-depth thinking. So, both are interrelated, and it is proven that the questions that teachers use most often are open-ended and closed-ended questions.

Then, the researcher also connected with a focus group discussion with students regarding the types of student perspectives on questions used by teachers in learning.

Table 4.1.9 *Student Perspectives Through Focus Group Discussion (FGD)*

Code	Category	Quote
SP-Q1/S01	Student Perspective: Closed-ended Question	"Closed-ended questions that are light and not too heavy, for example, if Mr. A asks what the translation is."
SP-Q1/S02	Student Perspective: Closed-ended Question	"Usually more often to closed-ended questions such as asking more to translate."
SP-Q1/S03	Student Perspective: Open-ended Question	"More towards open questions, usually there will be lots of essay questions, so the questions will be more varied, there will be lots of them, and usually the students' opinions will also be different."

SP-Q1/S07	Student Perspective: Open-ended Question	"More towards open questions that have more varied answers."
SP-Q1/S09	Student Perspective: Close-ended Question and Open-ended Question	"If I want to ask questions about the material, then it's flexible, I can ask closed questions or open questions too."

Table 4.1.9 presents students' perspectives on the use of closed and open-ended questions in learning, as collected through Focus Group Discussions (FGDs). Participants S01 and S02 expressed a preference for closed-ended questions, citing their simplicity and clarity, especially when translating terms. On the other hand, S03 and S07 supported the value of open-ended questions, as they were more interested in varied opinions.

One participant S09, shared a balanced view, appreciating the flexibility of using both closed-ended and open-ended questions, depending on the material and context. This suggests that students find different types of questions valuable depending on their individual learning goals and preferences, reflecting the importance of adaptability in teaching strategies.

4.2 Different Questioning Strategies Impact Student Engagement

This section discusses how different questioning strategies impact students' engagement in English learning. The analysis involves students' responses to different types of questions, creative approaches used by teachers, and their impact on motivation, self-confidence, and comprehension of the material. Data collected from Focus Group Discussions (FGDs), interviews with teachers, and observations show that questioning strategies such as open-ended, closed-ended, and game-based questions contribute to increasing students' active participation, creating an interesting learning atmosphere, and helping students relate the material to their experiences.

Data from teacher interviews and student focus group discussions (FGDs) illustrate the effectiveness of these questioning strategies in encouraging student engagement. Each type is analyzed to determine its impact on student motivation, self-confidence, and participation.

4.2.1 Open-ended Questions Encourage Creativity and Critical Thinking

Open-ended Questions Encourage Creativity and Critical Thinking Open-ended questions are designed to stimulate students' higher-order thinking skills by encouraging them to explore their ideas and articulate responses without predetermined constraints. Examples of

observation questions include *"What are the characteristics of the analytical exposition?"* or *"What do you want to do in your old age?"* These questions can allow students to express their opinions and interpretations freely, fostering creativity and critical thinking. Teachers use them to elicit varied responses, encourage discussion, and make learning more interactive.

Observation Notes:

Students with higher levels of self-confidence actively engaged with open-ended questions, demonstrating creativity and curiosity. However, students with lower levels of self-confidence were more hesitant and required additional encouragement from the teacher.

Open-ended questions allow students to express their ideas and opinions freely. They provide space for students to provide varied answers. Data on teachers' perceptions through interviews and FGD with students regarding open-ended questions are included in Table 4.2.1

Table 4.2.1 *Students and Teacher Perceptions of Open-ended Questions*

Code	Category	Quote	Impact on Engagement
OQ-Q1/S04	Open-ended Questions	"I prefer open-ended questions because the	Encourages creativity and exploration but may intimidate

		answers are more varied ..."	less confident students.
OQ-Q1/S05	Open-ended Questions	"... If the open-ended questions, it's more confusing about how to express the explanation and lacks confidence because of fear of making mistakes ..."	Intimidates less proficient students, leading to hesitation and reduced participation without additional support.
OQ-Q3/T1	Open-ended Questions	"... Usually, open questions are more common because with open questions they can think more deeply ..."	Promotes critical thinking and active participation in advanced classes by encouraging deeper exploration of the material.
OQ-Q5/T1	Open-ended Questions	"... So, usually I use exploratory questions more often in advanced classes, but for the others, the average is low, low motivation,	Builds confidence in less proficient students by ensuring questions are accessible and aligned with

		if they are given material that is too difficult, they feel burdened, at least they have to understand the child, like starting from the simple basics first ..."	their ability level.

Table 4.2.1 demonstrates that open-ended questions significantly contribute to engaging students who are confident and capable of critical thinking. One of the Participants such as S04, values these questions as they provide opportunities for personal expression and deeper analysis. However, as noted by participant S05, less proficient students might find open-ended questions intimidating due to a lack of confidence or fear of making mistakes. To mitigate this, teachers can scaffold their questioning by offering examples or prompts that guide students toward more confident participation.

The teacher explains, *"Usually, open questions are more common because with open questions they can think more deeply"* (OQ-Q3/T1). The overall impact is a balanced classroom environment where both advanced and struggling

students feel encouraged and motivated to participate. This aligns with the teacher's goal of fostering curiosity and interest across varying ability levels.

4.2.2 Closed-ended Questions Build Confidence and Provide Clarity

Closed-ended questions based on observations used by teachers, such as *"What does 'fortune' mean?"* (CQ-Q29) or *"Are you going to the concert. What does it mean in Indonesia?"* (CQ-Q9) offer structured and clear expectations. They are particularly beneficial for students with lower English proficiency as they eliminate ambiguity and provide direct tasks.

Observation Note:

During observations, closed-ended questions were frequently used by teachers to assess student understanding. Students at lower proficiency levels appeared more engaged and confident, as these questions provided clear and specific answers. However, interactions tended to remain brief, with minimal discussion or elaboration. Higher-level students participated but appeared less challenged, indicating a preference for more exploratory tasks.

Some students think that they prefer closed questions because the answers are clear and definite without thinking about long answers. In addition, they also think they are more

confident when participating with closed questions. Table 4.2.2 presents data that illustrates teachers' perceptions through interviews and FGD with students regarding closed questions.

Table 4.2.2 *Students and Teacher Perceptions of Closed-ended Questions*

Code	Category	Quote	Impact on Engagement
CQ-Q1/S01	Closed-ended Questions	"Closed questions that are light and not too heavy, for example, if Mr. Ali asks what the translation is."	Promotes engagement among less confident students by reducing cognitive demands and focusing on achievable goals.
CQ-Q1/S05	Closed-ended Questions	"... If it's closed, the answer will definitely be that, and it's easier to understand too."	Builds confidence by providing clarity and reducing anxiety, particularly for less proficient students.

CQ-Q3/T1	Closed-ended Questions	"If the closed questions are more about the material, usually it is to check how far the students' abilities have reached, something like that."	Ensures foundational understanding and serves as a diagnostic tool to gauge student progress.
CQ-Q5/T1	Closed-ended Questions	"I give them questions that make them happy and interested, starting with simple ones like closed questions ..."	Encourages participation by starting with simple, familiar tasks that ease students into more complex material.

Closed-ended questions significantly increase student engagement by providing clarity, structure, and achievable tasks. These questions reduce anxiety for less proficient students, as they focus on definite answers, making the learning process less intimidating. As one participant S05 said during the FGD, *"Closed-ended questions are easier to understand and help me feel confident"* (CQ-Q2/S05). Teachers also use closed-ended questions as a diagnostic tool to assess student

understanding and progress, ensuring basic understanding. As expressed by T1: *"…. these questions are used to check how far students have understood the material"* (CQ-Q3/T1).

In addition, starting with simple closed-ended questions such as translation or basic concepts builds confidence and gradually engages students who may be hesitant to participate. This approach, highlighted by participant S01 statement (CQ-Q2/S01) about translation questions, makes learning accessible and fun, creating a supportive environment that encourages active participation. Overall, closed-ended questions play a significant role in fostering balanced, inclusive, and engaging classroom dynamics.

Closed-ended questions play a vital role in encouraging student engagement by providing clarity, building confidence, ensuring basic understanding, and creating a supportive and structured learning environment. This strategy is especially impactful for students who need extra encouragement to participate actively.

4.2.3 Creative Approaches Enhance Motivation and Engagement

Creative questioning strategies, such as incorporating games, quizzes, or digital tools, significantly

increase student motivation and engagement. These approaches align with students' interests, making learning more fun and interactive. By connecting material with relevant activities, creative approaches foster an engaging and inclusive learning environment.

Observation Note:

Teachers incorporate creative strategies such as gamified questions and quizzes during lessons. For example, questions are linked to games or multimedia tools, making the learning experience more interactive. Students show higher interest and participation, especially when the material is linked to their personal interests, such as online games or music. One student was seen smiling and excitedly raising her hand when a game-related question was asked, indicating increased engagement.

Some students argued that they prefer learning that is connected with quizzes and games. According to them, learning with media and games is more fun and motivating. Table 4.2.3 presents data describing teachers' perceptions through interviews and FGD with students regarding creative approaches to enhance motivation and engagement.

Table 4.2.3 *Students and Teacher Perceptions of Creative Approaches*

Code	Category	Quote	Impact on Engagement
CA-Q2/S08	Creative Approaches	"Questions related to games, quizzes, I'm more interested in those."	Boosts student interest and motivation, creating a more enjoyable and interactive learning experience.
CA-Q2/S02	Creative Approaches	"Yes, I'm also interested in questions like games, so I'm more interested in answering."	
CA-Q2/S01	Creative Approaches	"... I prefer to use technology like smart TVs and then connect them to games about questions related to the material."	Encourages participation by aligning with students' digital habits and preferences, making lessons more relatable.
CA-Q5/T1	Creative Approaches	"... For example, they like to learn with games, we connect them to	Increases emotional engagement by linking learning

		the games that exist ...”	materials to activities students enjoy outside of class.
CA-Q6/T1	Creative Approaches	I have to connect the questions to what makes them interested in learning English, for example, games, quizzes, in the past I often connected questions to the text in the song, but today’s children tend to be more into games, so we have to connect them in that direction so that we can create more interesting learning in English.	Facilitates diverse learning activities and supports interactive participation, enhancing the overall classroom dynamic.

CA-Q6/T1	Creative Approaches	"... When it comes to technology, I use everything, online technology, online games, even for working on questions and assignments I also use online media, then the children can work online like that."	

Creative approaches, such as integrating games, quizzes, and technology, significantly increase students' motivation and engagement in learning English. These methods make learning fun, align with students' interests, and create a dynamic classroom environment.

As conveyed by participants S08 and S02 during the FGD: *"Questions related to games, quizzes, I'm more interested in those."* (CA-Q2/S08) and "Yes, I'm also interested in questions like games, so I'm more interested in answering." (CA-Q2/S02). These statements highlight how game-based questions generate interest and reduce the monotony of traditional learning, encouraging students to participate more actively.

S01 also noted his preference for using technology, such as smart TVs, to connect questions to material through interactive games: *"... I prefer to use technology like smart TVs and then connect them to games about questions related to the material"* (CA-Q2/S01). From the teacher's perspective, T1 emphasized the importance of aligning questioning strategies with students' interests: *"... For example, they like to learn with games, we connect them to the games that exist ..."* (CA-Q5/T1).

By using tools such as online games, quizzes, and multimedia resources, teachers make learning more relevant and accessible, which encourages emotional and cognitive engagement. Technology also supports inclusive participation, ensuring that even students with varying levels of proficiency feel motivated to contribute. Alignment between Interesting learning materials and students' interests not only increases their enthusiasm but also improves their focus and understanding, resulting in a more effective learning experience.

4.2.4 Effect on Material Understanding

Effective questioning strategies significantly improve students' understanding of the learning material. By using questions to review prior knowledge, clarify key concepts, and check for understanding, teachers guide

students toward deeper learning and increase focus on key points.

Observation Note:

A combination of closed-ended and creative questions appears to support comprehension of the material. Closed-ended questions help confirm students' understanding of a particular concept, while creative approaches such as quizzes encourage application and exploration. Teachers often review previous material before moving on to more complex questions, allowing students to build on prior knowledge. Students respond more confidently when they have a clear foundation, and the layered approach encourages deeper understanding for both advanced and lower-level students.

Data from FGDs and teacher interviews illustrating perceptions of how these strategies impact material understanding are included in Table 4.2.4.

Table 4.2.4 *Student and Teacher Perceptions of Effect on Material Understanding*

Code	**Category**	**Quote**	**Impact on Engagement**
EMU-Q3-/S03	Effect on Material Understanding	"I feel like teacher questions help understanding, but only if the	Encourages engagement by balancing the difficulty of questions to

		questions aren't too difficult.”	match students' proficiency levels.
EMU-Q3/S10	Effect on Material Understanding	“If the questions are easy and clear, I prefer them because I can understand them faster.”	Simplified and clear questions boost confidence and help students process and comprehend material quickly.
EMU-Q3/S09	Effect on Material Understanding	“I feel like teacher questions help understanding, but only if the questions aren't too difficult.”	Prevents frustration and supports consistent participation, especially among students with lower proficiency.
EMU-Q6/T1	Effect on Material Understanding	“... Usually, I review the previous material first then move on to the new material to understand it better ...”	Reinforces prior knowledge and builds a solid foundation for understanding new concepts.

Effective questioning strategies play a vital role in enhancing students’ understanding of the material. When

questions are designed to be clear and challenging, it will enhance understanding and engagement. Participant S10 shared her thoughts in the FGDs: *"If the questions are easy and clear, I prefer them because I can understand them faster"* (EMU-Q3/S10). This shows that straightforward questions allow students to process information more efficiently, building their confidence in responding to and understanding the material. The progress of asking questions also affects the understanding of the material. T1 explained: *"... Usually I review the previous material first then move on to the new material to understand it better ..."* (EMU-Q6/T1).

This sequential approach reinforces students' prior knowledge and prepares them for new concepts, creating a structured learning path that facilitates deeper understanding. However, balancing the level of difficulty in questions is equally important. As one participant noted: *"I feel like teacher questions help to understand, but only if the questions aren't too difficult"* (EMU-Q3-/S03). Similarly, another participant added: *"I feel like teacher questions help to understand, but only if the questions aren't too difficult"* (EMU-Q3/S09). Questions that are too complex can overwhelm students, especially those with lower proficiency levels. By adjusting the complexity of

questions, teachers ensure that students remain engaged and confident, creating an inclusive environment where all learners can succeed.

Overall, questioning strategies that emphasize clarity, gradual progression, and appropriate levels of difficulty can enhance student understanding. This approach not only encourages active participation but also helps students understand and apply the material more effectively.

The findings reveal that questioning strategies, closed-ended questions, open-ended questions, creative approaches, and their effect on material understanding play a crucial role in student engagement. Closed-ended questions clarify concepts and boost confidence, especially among students with lower proficiency. Open-ended questions foster critical thinking and creativity, encouraging deeper interaction, though some students find them intimidating without sufficient language proficiency.

Creative approaches, such as games, quizzes, and multimedia tools, heighten engagement by connecting lessons to students' interests and experiences. These strategies also enhance material understanding, with closed questions reinforcing basic comprehension and open-ended questions enabling the exploration of concepts. As highlighted in “The Impact of Teacher Questions on Student

Learning in EFL" (Hamiloğlu Kamile & Temiz Gürkan, 2012) Effective questioning fosters an engaging and interactive learning environment, enabling students to connect learning to real-life contexts. The strategic application of these questioning methods bridges gaps in engagement, ensuring inclusivity while addressing diverse cognitive and emotional needs.

4.3 Challenges in Implementing the Questioning Strategy

The implementation of questioning strategies in English language learning presents several challenges that impact student engagement and learning outcomes. These challenges stem from differences in student motivation, English proficiency, time constraints, and the use of technology in the classroom. Teachers must carefully design questioning strategies to accommodate the diverse needs of students while meeting curriculum objectives and maintaining engagement.

Observation note:

Challenges included low student motivation, with many students appearing disengaged and Questioning the relevance of English learning. Diverse English proficiency requires teachers to balance exploratory questions for advanced students with simpler ones for struggling learners. Time limitations further constrained the use of complex questioning strategies, leading teachers to prioritize

efficiency over deeper critical thinking to cover the curriculum effectively.

Low student motivation is one of the most prominent challenges faced by teachers. Many students perceive English as being irrelevant to teachers. Many students perceive English as irrelevant to their daily lives, leading to a lack of enthusiasm for participating in class discussions. In addition, varying levels of English proficiency among students require teachers to adjust their questioning strategies. Questions that are too difficult can discourage less proficient students, while questions that are too simple may fail to challenge advanced learners.

Another major challenge lies in effective time management. Exploratory questions, while beneficial for fostering critical thinking, are time-consuming and can limit the coverage of other important material. Teachers often need to strike a balance by including closed-ended questions to ensure efficiency without sacrificing engagement. Table 4.3 presents data depicting the main challenges identified through teacher interviews and FGD with students.

Table 4. 3 *Challenges in Implementing Questioning Strategies*

Code	Category	Quote

LSM-Q8/T1	Low Student Motivation	"... Yes, it's just that the student's motivation is lacking. I always motivate them that English is very important, at least in the future. Maybe now it's useless for them, but in the future, they will feel that English is very important."
LSM-Q4/S07		"Lack of understanding of the teacher's question. So, lack of motivation to answer because of fear of being wrong."
DEP-Q7/T1	Diverse English Proficiency	"... Usually, for different classes, I adjust the questions. For higher classes, I use exploratory questions; for other classes, simple questions ..."
DEP-Q4/S11		"Questions that are too long and require critical thinking about the answers, yes, this is the kind of thing that often confuses me."

TL-Q7/T1	Time Limitations	"... Well, sometimes the obstacle is also the limited class time. Based on my experience, using exploratory or open questions takes more time than simple, closed questions."
TL-Q5/S09		"Teachers should give time to think before answering. Because finding ideas and answers is not easy."

Table 4.3 explains that there are several challenges or obstacles faced by teachers and students in using questioning strategies. Data was taken based on the results of teacher interviews and FGD with students. The challenges faced include:

4.3.1 Low Student Motivation

Many students consider English irrelevant, which leads to reduced engagement and participation in class activities. T1 Said explains: *"... Yes, it's just that the student's motivation is lacking. I always motivate them that English is very important, at least in the future. Maybe now it's useless for them, but in the future, they will feel that English is very important."* (LSM-Q8/T1).

Similarly, during the FGDs, participant S07 admitted to feeling nervous because he did not fully understand

English, which further reduced his enthusiasm for answering questions. To overcome this challenge, teachers must creatively connect the questions to students' interests, such as by incorporating games and quizzes, to rekindle their motivation.

4.3.2 Diverse English Proficiency

The varying abilities of students in a class create a challenge in designing appropriate questions. Teachers need to adapt their questioning strategies to ensure inclusivity. T1 Said states: *"... Usually for different classes, I adjust the questions. For higher classes, I use exploratory questions, for other classes, simple questions ..."* (DEP-Q7/T1). Without such differentiation, advanced students may feel unchallenged, while less advanced students may be turned off by the complexity of the material. Adapting questions ensures that all students can actively participate, regardless of their proficiency level.

4.3.3 Time Limitations

Managing time effectively in implementing questioning strategies is a significant challenge faced by teachers in learning. The use of exploratory questions often requires more time because this type of question encourages students to think deeply and provide more detailed responses.

Therefore, the completion of learning materials is limited. T1 Said explains*: "... Well, sometimes the obstacle is also the limited class time. Based on my experience, using exploratory or open questions takes more time than simple, closed questions"* (TL-Q7/T1). To overcome this challenge, teachers often have to find ways to save time, such as using group discussions or digital tools, to maintain student engagement without sacrificing the scope of learning materials.

The theory proposed by Wangru (Wangru, 2016) provides relevant insights in this context. The study suggests that teachers provide a waiting period of 3 to 5 seconds after a question is asked to prepare students' answers and not to rush to interrupt students. In addition, if there is no answer after 15 seconds, the teacher can postpone the discussion of the question and re-raise it at the beginning of the next meeting. This strategy allows students to have more time to think without feeling pressured while also helping teachers manage class time more effectively.

The challenges outlined above, such as low motivation, varying proficiency levels, question complexity, time constraints, and the need for adequate thinking time, highlight the difficulties teachers face in implementing effective questioning strategies. Addressing these issues

requires an adaptive, student-centered approach to creating an engaging and inclusive learning environment. The challenges in implementing questioning strategies are closely aligned with the principles outlined in Tofade et al. (Tofade et al., 2013). Their analysis highlights the need for teachers to design well-crafted questions that encourage critical thinking, engagement, and understanding while balancing practical constraints such as time and cognitive level.

For example, teachers in this study struggled with low student motivation, echoing Tofade et al.'s suggestion that poorly crafted questions can intimidate or confuse students. By connecting questions to students' interests, such as games or real-life scenarios, teachers aim to make learning relevant and engaging, in line with strategies to foster a psychologically safe environment for better responses.

Furthermore, the issue of varying proficiency levels among students reflects the need to tailor questions to cognitive domains as outlined in Bloom's taxonomy. Teachers adapted their approach by asking simpler, closed-ended questions for lower-ability students and exploratory questions for more advanced learners, reflecting Tofade et al. (Tofade et al., 2013). Recommendation to use a mix of lower- and higher-level questions to accommodate a variety of learning goals and capacities.

B. Discussions

This section explores the findings from the study and provides a detailed explanation of questioning strategies, how different questioning strategies impact student engagement, and the challenges associated with their implementation. The discussion is organized thematically based on the research questions:

1. Types of Questions Used by the Teacher

The study identified four main types of questions used by teachers in English language teaching: managerial questions, rhetorical questions, closed-ended questions, and open-ended questions. Managerial questions help establish classroom routines and ensure student readiness, such as checking attendance or organizing tasks (e.g., *"Are you ready to learn today?"*). Rhetorical questions stimulate critical thinking without requiring immediate answers, prompting students to reflect on the lesson (e.g., *"If I have wings, is it possible or not?"*). Closed-ended questions assess factual knowledge and encourage participation, particularly among lower-proficiency students (e.g., *"What does 'hurry' mean, students?"*). Open-ended questions encourage students to think critically, articulate their thoughts, and engage in discussions, fostering deeper engagement (e.g., *"What do you want to do in your old age?"*).

Each type of question serves a distinct purpose in the learning process. Managerial questions create a structured learning

environment, while rhetorical questions promote deeper thought without pressure to respond. Closed-ended questions provide students with a sense of security in their responses, making them particularly useful for quick comprehension checks. Open-ended questions, while beneficial for critical thinking, maybe more challenging for less confident learners. Teachers strategically balance these questioning techniques to accommodate the diverse needs of students.

Blosser's taxonomy (Blosser, 2000) categorizes questions based on cognitive demands, supporting the idea that different question types serve specific instructional goals. Research by McNeil (McNeil, 2012) emphasizes that referential questions encourage English language learners to articulate their ideas, enhancing comprehension and language development. Similarly, Achieng (Achieng, 2023) highlights that effective questioning techniques enable instructors to scaffold student responses, guiding them toward deeper understanding. Teachers, therefore, play a crucial role in structuring their questions to align with students' language proficiency levels and cognitive abilities. By carefully implementing various question types, educators can enhance engagement and encourage active participation in language learning.

The study highlights the importance of using managerial, rhetorical, closed-ended, and open-ended questions to enhance

student engagement in English language learning. Each question type serves a specific role, from maintaining classroom structure to fostering critical thinking and deeper discussions. While closed-ended questions help assess factual knowledge and support lower-proficiency students, open-ended questions promote higher-order thinking and active participation. By strategically balancing these questioning techniques, teachers can accommodate diverse student needs, scaffold learning, and create a more interactive classroom environment that enhances comprehension and language development.

2. Different Questioning Strategies Impact Student Engagement

The result found that different questioning strategies impact student engagement in four ways. Closed-ended questions provide clarity and structure, making it easier for lower-proficiency students to participate. Open-ended questions stimulate critical thinking, although they require additional support for students with limited language skills. Creative approaches**,** such as incorporating games, quizzes, and digital tools, enhance engagement by making lessons more interactive.

A combination of questioning techniques improves material understanding, with closed-ended questions reinforcing knowledge and open-ended questions fostering deeper exploration. Closed-ended questions create a low-risk environment where students feel comfortable responding, helping them build confidence in their

language abilities. Open-ended questions, while beneficial for deeper thinking, can be intimidating for students who struggle with formulating responses. Teachers use creative questioning techniques to sustain student motivation, ensuring that lessons remain engaging and accessible to all learners. By integrating multiple question types, teachers create a more balanced classroom dynamic that caters to different learning styles.

In exploring the role of questioning in language learning, Gardner and Lichtman (Gardner & Lichtman, 2024) emphasize that questioning strategies directly influence target language production and learner confidence**.** Their study highlights that well-structured questions encourage students to use the target language more actively, reinforcing speaking and comprehension skills. Additionally, Fredricks et al. (Fredricks et al., 2004) proposed that engagement in learning is a multidimensional construct involving cognitive, emotional, and behavioral components**.**

Closed-ended questions support cognitive engagement by reinforcing basic understanding, while open-ended questions promote emotional engagement by allowing students to express their thoughts freely. Creative questioning strategies, such as interactive activities and peer discussions, foster behavioral engagement, encouraging students to take an active role in the learning process.

Effective questioning plays a vital role in promoting deeper learning. Tofade et al. (Tofade et al., 2013) further stress that questioning strategies should be designed to elicit thoughtful student responses rather than simple recall, ensuring that students engage more meaningfully with the content. Their research highlights that effective questioning not only improves understanding but also helps students develop problem-solving and critical-thinking skills.

By incorporating higher-order questioning, teachers can scaffold learning experiences that gradually lead students toward independent thinking. In understanding the role of questioning in learning, Vygotsky's (Vygotsky, 1978) Socio-cultural theory supports these findings, as questioning serves as a scaffolding mechanism that helps students transition from assisted learning to independent problem-solving. By carefully structuring their questioning strategies, teachers can optimize student engagement across cognitive, emotional, and behavioral dimensions, creating a more interactive and meaningful learning experience.

The study emphasizes that different questioning strategies significantly impact student engagement by addressing cognitive, emotional, and behavioral aspects of learning. Closed-ended questions provide structure and boost confidence, particularly for lower-proficiency students, while open-ended questions promote

deeper thinking and self-expression, though they may require additional support.

Creative approaches, such as games and digital tools, enhance interaction and motivation, ensuring lessons remain engaging. Research supports that well-structured questioning fosters active language use, problem-solving skills, and independent thinking, aligning with Vygotsky's socio-cultural theory on scaffolding learning. By strategically integrating multiple question types, teachers can create a more inclusive, interactive, and effective learning environment that maximizes student participation and comprehension.

3. Challenges in Implementing the Questioning Strategy

Teachers face three key challenges when implementing questioning strategies: low student motivation, diverse English proficiency levels, and time constraints**.** Many students perceive English as irrelevant to their daily lives, reducing their willingness to participate. Teachers attempt to counteract this by linking questions to real-life contexts and gamification techniques. Additionally, the diversity in student proficiency levels necessitates tailored questioning, where simpler questions support lower-level learners and exploratory questions challenge advanced students.

Time constraints further complicate the implementation of questioning strategies, as open-ended and discussion-based questions require extended response times, often conflicting with

lesson pacing. Teachers struggle with maintaining engagement, particularly when students lack confidence or motivation. To address this, they modify questioning techniques based on student ability levels. However, balancing engagement with curriculum coverage remains a challenge, as deeper discussions require extended class time.

Ineffective questioning techniques, the wait time is an essential factor. Wangru (Wangru, 2016) suggests that allowing 3–5 seconds of wait time after posing a question enables students to process information effectively before responding, enhancing participation and comprehension. Balancing questioning strategies is essential for maximizing student engagement and learning outcomes. Tofade et al. (Tofade et al., 2013) emphasize the importance of balancing questioning strategies to ensure that students remain engaged while also meeting instructional goals. Additionally, Liu et al. (Liu et al., 2023) argue that teacher support plays a crucial role in learning engagement by fostering self-efficacy and goal orientation**.**

Their study highlights that when teachers provide structured yet flexible questioning approaches, students feel more confident in their learning progress. A structured and supportive questioning approach can significantly impact student learning. Gardner and Lichtman (Gardner & Lichtman, 2024) further reinforce this idea, stating that students who experience consistent and supportive

questioning environments are more likely to develop autonomy, motivation, and long-term engagement with the target language. Finally, Vygotsky's socio-cultural theory highlights that overcoming these challenges requires scaffolding strategies that adjust questioning complexity to individual student needs, gradually leading them toward independent thinking and participation.

Teachers face challenges in implementing questioning strategies due to low student motivation, diverse proficiency levels, and time constraints. To address these, they adapt questioning techniques, incorporate real-life contexts, and balance engagement with curriculum pacing. Research emphasizes that effective wait time, structured support, and scaffolding strategies enhance student participation and confidence. Aligning with Vygotsky's socio-cultural theory, a flexible and supportive questioning approach fosters autonomy, motivation, and deeper learning, ensuring students gradually develop independent thinking and sustained engagement.

The findings of this study confirm that questioning strategies play a crucial role in student engagement and learning effectiveness. Teachers at MAN 2 Kota Semarang employ a mix of questioning techniques to enhance participation, comprehension, and critical thinking. However, challenges such as low motivation, diverse proficiency levels, and time constraints highlight the need for continuous adaptation in questioning strategies. By refining their

questioning methods and incorporating best practices, teachers can further optimize student engagement and improve learning outcomes.

CHAPTER V
CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusions and suggestions based on the study's findings.

A. Conclusion

This study highlights the significance of questioning strategies in enhancing student engagement in English language learning. The findings indicate that teachers employ various types of questions, including managerial, rhetorical, closed-ended, and open-ended questions, to facilitate learning. These questioning strategies play a crucial role in structuring classroom interactions, stimulating critical thinking, and encouraging student participation. Open-ended and creative questions foster deeper engagement, while closed-ended questions help reinforce comprehension, particularly for students with lower proficiency levels.

Furthermore, the impact of questioning strategies on student engagement is evident in their cognitive, emotional, and behavioral engagement. Well-structured questions promote critical thinking, boost confidence, and make learning more interactive. However, the study also identifies key challenges in implementing effective questioning strategies, including low student motivation, diverse proficiency levels, and time constraints. Teachers must adapt their strategies by integrating

real-life contexts, incorporating creative approaches, and balancing different question types to ensure an inclusive learning environment.

Overall, questioning strategies are essential for fostering active student engagement and improving learning outcomes. By continuously refining their questioning techniques and addressing implementation challenges, teachers can create a more dynamic and engaging classroom environment, ultimately enhancing students' comprehension, confidence, and participation.

B. Suggestions

After conducting research that discusses the questioning strategies used by teachers and students' engagement in the English learning process at MAN 2 Kota Semarang, the researcher provides suggestions:

1. For Teachers

   Teachers should implement a balanced questioning approach by integrating managerial, rhetorical, closed-ended, and open-ended questions to increase student engagement. Incorporating creative questioning techniques, such as interactive discussions and real-life scenarios, can help maintain students' interest and motivation. In addition, teachers should also consider asking questions that match students' ability levels to ensure inclusivity and student understanding. Managing class time effectively while allowing sufficient waiting time for students to formulate responses is also essential for meaningful interactions.

2. For Students

   Students should actively engage in class discussions by responding to different types of questions and seeking clarification when needed. Developing confidence in answering open-
   ended and higher-order questions can improve critical thinking and communication skills. In
   addition, students should view questioning as a learning tool rather than an evaluation method, using it to deepen their understanding and participation in English learning.

3. For Future Researchers

   Future researchers should explore the long-term impact of questioning strategies on student performance and language acquisition. Further research could focus on how different student demographics, such as age, background, and learning style, affect responses to questioning techniques. In addition, experimental research comparing the effectiveness of different questioning strategies across different educational contexts could provide deeper insights into best practices for maximizing student engagement in language learning.

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APPENDICES

Appendix 1: 1st Meeting Observation Sheet

Date: Friday, November 15, 2024

Class: XI D

Type of Questioning Strategies	Question	Learning Activities
Managerial Question	Hello students. How are you today?	The teacher opens the class with a greeting and asks how all the students are.
	Is anyone absent today?	The teacher checks the students' attendance, ensuring that all students are ready to learn.
	At today's meeting, any questions about this material?	The teacher provides opportunities for students to ask questions about today's material, supporting students' understanding to be more in-depth.

Rhetorical Question	The problem is that I sent it on WhatsApp. Can everyone see it? If so, please do it; we will discuss it together.	The teacher instructs students to access the questions and work on them as part of the practice and evaluation.
	FH01, where is your workmanship?	The teacher inquired about the students' work individually, ensuring that FH01 completed the task.
Open Question	How do you express supposition in English? What do students use?	The teacher motivates the students to discuss the concept of the if clause orally.
	If I have money, I want to buy a motorcycle. How in English?	The teacher asks the students to translate the sentence into English, according to the conditional sentence structure (if clause).
	Why are you so cheerful today?	The teacher builds a personal relationship with one of the students to create a

		relaxed learning atmosphere.
	If you have stated that, what is the answer?	The teacher motivates the students to practice how to respond to conditional sentences.
	What is an example now?	The teacher asks students to give examples of the use of suppositions to exercise their creativity.
	Number 4 can anyone answer?	The teacher asks open-ended questions to motivate students to participate.
	What is an If clause? Does anyone know what an If clause is?	The teacher checks the students' knowledge about conditional sentences (if clause).
	There are 3 types of If Clauses. What are they?	The teacher asks the students to mention the types of

		conditional sentences (if clause).
	What does "If I am 23, I will marry her" mean?	The teacher helps students understand the meaning of the first type of supposition sentence.
	If I.... (asking students to make examples of wishful sentences) In English is?	The teacher encourages students to make wishful thinking sentences in English to practice writing skills.
Close Question	Should we take the bus or a taxi? What does it mean in Indonesia?	The teacher trains students' translation skills through simple example sentences.
	If we take the bus. It will be cheaper. What does it mean? What does it mean?	The teacher asks the students to explain the meaning of conditional sentences.
	What does “hurry” mean, students?	The teacher trains students to understand vocabulary in context.
	If you are hungry, ... what's the next	The teacher encourages students

sentence? Can anyone answer?	to complete the supposition sentences to practice understanding sentence structure.
Are you going to the concert. What does it mean in Indonesia?	The teacher asks the students to translate simple sentences into Indonesian.
What is the answer?	The teacher motivates students to give specific answers, to train students to participate actively.
Present is which verb?	The teacher trains students to identify verb tenses in grammar.
If you fail the driving test, ... what's the answer?	The teacher invites the students to complete conditional sentence type 1.
If you don't want this magazine, ... DN02, what is your answer?	The teacher appointed one of the students to answer conditional sentence type 1.

Is the answer I'll throw it away true or not?	The teacher asks for students' opinions on the correctness of the answers given.
What will I stand for?	The teacher trains students to understand contractions in English, which stands for “I will.”
What does she stand for?	The teacher continues explaining contractions with another example, namely “she will.”
What does “We can talk later” mean?	The teacher asks the students to translate simple sentences.
Number 2 What is the answer I give or I’ll give, which one is correct?	The teacher asks the students to choose the correct answer in the context of grammar, especially the difference between the present and future tenses.

	What does “We can talk later” mean?	The teacher asks the students to verify the answers to evaluate the students’ answers based on the correct context.
	Number 5 FH01 wants to answer, what is your answer?	The teacher directly appointed one of the students to answer, encouraging the qstudents’ courage to answer directly.

Appendix 2: 2nd Meeting Observation Sheet

Date: Thursday, November 21, 2024

Class: XI D

Type of Questioning Strategies	Question	Learning Activities
Managerial Question	Where are so many people who haven't entered?	The teacher checks the students' attendance and notices the level of participation to learn.
	Who is not in the class?	The teacher confirmed who the absent students were.
	Good morning, students. How are you today?	The teacher opens the class with a greeting and asks how all the students are.
	Is anyone absent today? Who was absent?	The teacher verifies students' attendance before starting the lesson.
	Are you ready to learn today?	The teacher motivates students to prepare themselves for the learning activities.

Rhetorical Question	Have you got all the questions?	The teacher ensures that all students have access to the problems to be worked on.
	Have you found which one? If so, please do it later; we will discuss it together	The teacher gives instructions to start working on the questions individually.
	If I have wings, is it possible or not?	The teacher directs the students to think critically about the hypothetical situation in conditional sentence type 2.
	If I become rich, is it possible or not?	The teacher uses a hypothetical scenario to provoke an understanding of the concept of conditional sentence type 2.
	Is it true that “fortune” means sustenance?	The teacher confirms students’ understanding of the

		meaning of the vocabulary.
	Okay, next Monday will be the end-of-semester assessment, right?	The teacher confirms and informs the agenda for next Monday, helping students to prepare themselves.
Open Question	What did we learn yesterday?	The teacher reviews the previous material to make sure students still remember it.
	Okay, what is an if clause?	The teacher asks the students to explain the definition of if clause again to strengthen their understanding.
	What are the characteristics of the analytical exposition we discussed yesterday? (If Clause)	The teacher encourages students to identify the important elements of the previous material.
	What is an example of a possible happen that often occurs?	The teacher asks the students to give real-life examples of

		conditional sentence type 1.
	What do you want to do in your old age?	The teacher gives students the freedom to imagine and express themselves using English in a personal context.
	If I have money, ... how about the rest? Who can answer?	The teacher asks the students to complete the supposition sentences as grammar practice.
	What does the possible happen type express?	The teacher ensures that students understand the purpose of using conditional sentence type 1.
	What does if clause type 1 possible happen mean?	The teacher assesses students' understanding of conditional sentence type 1.

	What does if clause type 2 impossible happen to mean?	The teacher checks whether the students understand the difference between type 1 (possible to happen) and type 2 (impossible to happen).
	How was that sentence?	The teacher asks the students to repeat the discussed sentences to train their memory.
	KY03 tried number 2. What is your answer?	The teacher asks one of the students to answer the questions to check individual understanding.
	Number 3 NF04 know what the answer is?	The teacher motivates one of the students to be active in answering.
Close Question	Number 4 is BQ05 answer, correct?	The teacher checks and confirms one student's answer.
	What does the first type use? (Present)	The teacher evaluates students'

		understanding of grammar, especially the tenses used.
	Which subject in the sentence is HS06?	The teacher trains students to identify grammar elements in sentences.
	What does “fortune” NU07?	The teacher asks the students to explain the meaning of the vocabulary in a certain context.
	Which verb is “had”?	The teacher trains students to recognize verb tenses based on the tense.

Appendix 3: Permission Letter to Conduct Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: http://fitk.walisongo.ac.id

Nomor : /Un.10.3/K/KM.00.11/ /2024 Semarang, 3 November 2024
Lamp : -
Hal : Izin Penelitian/Riset

Kepada Yth.
Kepala Sekolah SMA Ma'arif Karangmoncol
Di Purbalingga

Assalamu'alaikum Wr.Wb.
Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir mahasiswa prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Khoirunisa Isaadah
NIM : 2103046196
Semester : VII

Judul Skripsi : Enhancing Student Engagement: Exploring Questioning Strategies in Learning English Activities.

Dosen Pembimbing : Dra. Nuna Mustikawati Dewi, M.Pd.

untuk melakukan penelitian/riset di SMA Ma'arif Karangmoncol yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dengan dukungan tema/judul sebagaimana tersebut diatas yang dilaksanakan selama kurang lebih 14 hari, mulai dari tanggal 4 November 2024 sampai dengan tanggal 16 November 2024 dan data dari riset tersebut diharapkan dapat menjadi bahan kajian (analisis) bagi mahasiswa kami.

Demikian, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Dekan
Kabag. Tata Usaha

Khotimah

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 4: Certificate of Research Completion

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SEMARANG
MADRASAH ALIYAH NEGERI 2 KOTA SEMARANG
Jalan Bangetayu Raya Genuk Semarang, Telepon (024) 6595440
e-mail : man2smrg@gmail.com Website: www.man2kotasmg.sch.id

SURAT KETERANGAN

Nomor : 1788/Ma.11.33.02/TL.00/11/2024

Berdasarkan surat izin Penelitian dari UIN Walisongo 4838/Un.10.3/K/KM.00.11/11/2024, Kepala MAN 2 Kota Semarang

Nama	: Drs. H. Junaedi, M.Pd
Jabatan	: Kepala Madrasah
Pangkat / Golongan	: Pembina Tingkat I / IV b
Unit Kerja	: MAN 2 Kota Semarang

Menerangkan bahwa mahasiswa atas

Nama	: KHOIRUNISA ISAADAH
NIM	: 2103046196
Universitas	: UIN Walisongo Semarang
Prodi	: S1-Pendidikan Bahasa Inggris

Telah melaksanakan penelitian sesuai dengan prosedur untuk keperluan penulisan Skripsi di MAN 2 Kota Semarang pada tanggal 11-23 November 2024, dengan judul :

"ENHANCING STUDENT ENGAGEMENT: EXPLORING QUESTIONING STRATEGIES IN LEARNING ENGLISH ACTIVITIES"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 21 November 2024
Kepala,

Drs. H. Junaedi,M.Pd
NIP. 196508021996031001

Appendix 5: Teacher Interview Transcript

Researcher : Assalamualaikum, Sir. First of all, let me introduce myself, I am Khoirunisa Isaadah, a student at UIN Walisongo. I am currently completing my thesis, which focuses on questioning strategies in English language learning, especially to increase student engagement. If you don't mind, I would like to ask for your time to share your experiences and views related to this topic.

Researcher : Thank you, Sir. May I know your full name and title for documentation purposes?

Teacher : My name is Drs. Ali Said, I teach English at MAN 2 Kota Semarang for 11^{th}-grade.

Researcher : Thank you, Mr. Ali. Let's go straight to my first question. What types of questions do you usually use when teaching?

Teacher : Usually, it starts with questions such as greetings and checking student readiness before starting learning to create a comfortable learning atmosphere and to always maintain a good relationship with students. Then continued with open questions to train students' thinking, so that students are interested in paying attention to the material that we will provide, questions that are related to the material that I will explain, for example by reviewing previous material, or if not by reviewing, then by looking for material that will be related to the material that will be discussed at that time, so that children are interested. For example, we are learning about If clauses like yesterday. I am looking for strategies to make children interested in the learning that was discussed at that time.

Researcher : How do you determine the right type of questions to use in learning?

Teacher : The right questions are, of course, questions that are related to the material that we will discuss, so not with broad materials, materials that are related to what I will explain, then questions that interest students, at least we make children's curiosity arise. This helps them be more involved and ready to learn.

Researcher : How often do you use open-ended questions compared to closed-ended questions? Why?

Teacher : Actually, all of them are used, usually, the open questions are more frequent because with open questions, they can think more deeply, while the closed questions are more about the material, usually, to check the students' abilities, something like that.

Researcher : How can different questioning strategies impact the level of student engagement?

Teacher : Yes, because they have different understanding and ways of thinking, maybe children who are a bit less difficult to understand, maybe by giving them bait or a kind of joke that will make them interested, the problem is that learning English sometimes what is on the child's mind is English, why is it not important, so sometimes I also ask what for us to study English? Questions like this provoke students to think so that they realize the importance of learning English. So that's usually how I create strategies so that they become more interested in English, by finding what they like in learning; for example, if they like learning with games, we connect it with existing games, so it's like that.

Researcher : Do you see differences in student responses when using different questions? For example, between direct questions and exploratory questions.

Teacher : Yes, there must be a difference, yes, yes, in the sense that, yes, as before, it also depends on the students' abilities, on average, the abilities of MAN 2 children are low, yes, even though there are special classes (superior) they are already high, so usually I use exploratory questions more often in superior classes, but for others, on average, they are low, low motivation, if for example they are given material that is too difficult, they feel burdened, at least they have to understand the child, like from the simple basics first. As for the students' responses, they can, but it depends on the question model, so for low children, I give questions that make them happy and interested, from the simple ones first, such as closed questions, as for their responses, okay, yes, they are classified as active, but it depends on the questions that match the abilities of each class.

Researcher : Are there certain questioning strategies that are more effective in increasing student engagement in class discussions? (Examples of strategies with quizzes, games, etc.).

Teacher : Of course there are, the most important thing is to find out what makes them interested in learning English, usually I review the previous material first then go into the material so that they understand it better, then look for connections, in the sense that I have to connect the questions with what makes them interested in learning English, for example, games, quizzes, in the past I often connected questions with the text in the song, but today's children tend to be more into games, so we have to connect them in that direction so that we can create more interesting learning in English, games are very useful for studying English. Don't forbid or limit. At least how to improve English by using games. I sometimes talk to children, at least if you play games, use English, don't use Indonesian, or something like that. When it comes to technology, I use everything. I use everything, online technology, online games, and even for working on questions and assignments. I also use online media so that the children can work online.

Researcher : In the process of learning English, what challenges do you usually experience when trying to involve students in discussions or question and answer activities?

Teacher : Yes, I think the challenge is in their low average ability level because they think that English is what for? For what, that's the majority, but there are also those who are interested in English. Yes, it's more about the students. Usually, for different classes, I adjust the questions. For higher classes, I use exploratory questions; for other classes, I use simple questions

Researcher : Are there any particular obstacles that make it difficult for you to continue to engage students through questions?

Teacher : None, not much, yes, it's just that the student's motivation is lacking. I always motivate them that English is very important, at least in the future, maybe now for them, it's useless, but in the future, they will feel that English is very important.

Appendix 6: Interview Guidelines for Students

Student Interview Questions

STUDENT INTERVIEW QUESTIONS

(Focus Group Discussion – FGD)

A. Participant Information

Names of Students :

Class :

Date of Discussion :

As part of this research, Focus Group Discussions (FGDs) were conducted to explore students' perspectives on questioning strategies in English language learning.

B. List of Questions

1. What types of questions do teachers usually ask, and how do you respond to them?
2. What kind of questions make you more interested or want to participate in class discussions?
3. In your opinion, how do the questions given by the teacher affect the way you learn or understand the material?
4. What obstacles do you experience when answering questions from teachers? Is it a language factor, level of difficulty, or something else?

5. What are your suggestions for how to make the questions asked easier for you to be actively involved?

Interview Participants

Student Code	Gender	Interview Date	Interview Location
S01/AN01	Male	Monday, November 18, 2024	At MAN 2 Kota Semarang
S02/AN02	Male		
S03/AN06	Female		
S04/AN11	Female		
S05/AN14	Female		
S06/AN15	Female		
S07/AN17	Male		
S08/AN34	Male		
S09/AN20	Female		
S10/AN30	Male		

Interview Transcript

RQ1/Q1	**What types of questions do teachers usually ask, and how do you respond to them?**
S01	Closed questions that are light and not too heavy, for example, if Mr. Ali asks what the translation is.

S02	Usually more often to closed questions like asking more to translate.
S03	More open questions, usually discussing essay questions, the questions are definitely more varied, there are many, and usually, the students' opinions are also different.
S04	I prefer open-ended questions because they have a variety of answers, which in turn makes us more interested in answering them.
S05	I prefer closed-ended ones. If the question is open-ended, it is more confusing how to express the answer, and less confident because I am afraid of being wrong. If it is closed-ended, the answer is definitely the same, and it is easier to understand.
S06	Open-ended questions often lead to more varied answers.
S07	I tend to prefer closed-ended questions because Mr. Ali rarely asks open-ended ones he mostly asks for meanings or translations.
S08	If I want to create questions based on the material, both closed-ended and open-ended questions can be used flexibly.
S09	Sometimes the questions are about real-life problems, and the teacher asks for our opinions, encouraging us to think more critically.
S10	The same also applies to closed-ended questions.

RQ2/Q2	**What kind of questions make you more interested or want to participate in class discussions?**
S01	Providing contemporary material, teaching also prefers to use technology such as smart TVs and then connect it with games about questions related to the material.
S02	I am also interested in questions about games, so I am more interested in answering them.
S03	I prefer questions that use analytical and critical methods.
S04	I prefer questions that are like quizzes, but the level is still relatively low.
S05	I prefer the same, I prefer games or quizzes, or not face-to-face like interviews, so it's more intense.
S06	I prefer problem-solving questions like, “How did you solve the problem?”
S07	Questions related to games, quizzes, and more, interested in that kind of thing.
S08	Closed-ended questions, such as guessing games, for example, “What is the answer?”
S09	I prefer questions that ask about our opinions or something like that.
S10	None

RQ2/Q3	**In your opinion, how do the questions given by the teacher affect the way you learn or understand the material?**
S01	Those questions are useful, but sometimes I feel overwhelmed when teachers ask for answers that are too specific.

S02	I understand the material better because the teacher's questions often provoke discussions in class.
S03	I feel like teacher questions help understanding, but only if the questions aren't too difficult.
S04	I like relevant questions because they make learning more interesting and I understand more.
S05	I find it helpful if the questions are given after explaining the material, so I understand better when answering.
S06	Teacher questions are very important for my learning, but sometimes they make me nervous if they are delivered in a way that is too serious.
S07	The teacher's questions encourage me to think more critically, but if they are too difficult, I get confused.
S08	None
S09	I feel like teacher questions help understanding, but only if the questions aren't too difficult.
S10	I feel that the teacher's questions are important because they sometimes make me realize that there are parts of the material that I have not understood.

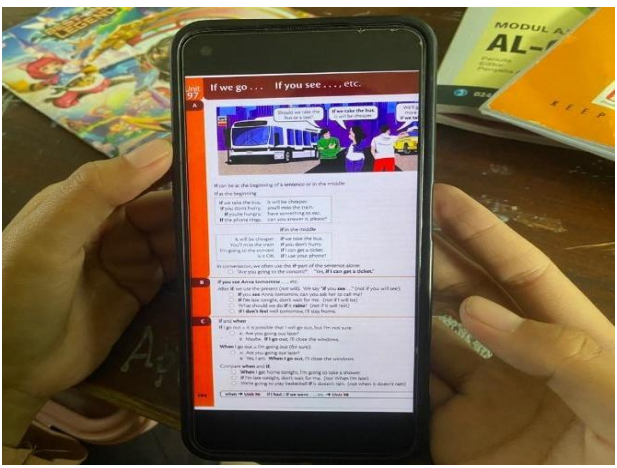
RQ3/Q4	**What obstacles do you experience when answering questions from teachers? Is it a language factor, level of difficulty, or something else?**
S01	The teacher's delivery was not clear, so I hesitated to answer.
S02	My obstacle is not understanding the meaning of the teacher's questions.

S03	The teacher's gaze made me tense. So I hesitated to answer.
S04	Sometimes I don't understand because the language is too academic.
S05	Questions are too difficult to answer directly.
S06	Not understanding the meaning of the teacher's questions. So there is less motivation to answer for fear of being wrong.
S07	The teacher's stern gaze made me nervous.
S08	Sometimes I don't understand the language used by the teacher.
S09	The obstacle is often the difficulty of the question.
S10	Questions that are too long to think of critical answers to, yes, things like this often confuse me.

RQ3/Q5	**What are your suggestions for how to make the questions asked easier for you to be actively involved?**
S01	Don't ask questions that are too difficult or specific.
S02	The teacher should ask questions after the material is finished as a review.
S03	The teacher should ask questions that match the student's level of understanding.
S04	I prefer that teachers ask relevant questions and to the point.
S05	Open-ended questions are better because they give room for opinions.
S06	My suggestion is that teachers use questions that are simple but provoke discussion.
S07	The teacher uses language that is easier to understand.

S08	The teacher should have given the students time to think before answering. Because finding ideas and answers is not easy.
S09	Teachers should use short and clear questions.
S10	Teacher questions should be straightforward.

Appendix 7: Documentation of the First Observation Session



Appendix 8: Documentation of the Second Observation Session

Appendix 9: Teacher Interview Activity

Appendix 10: Student Interview Activities through Focus Group Discussion (FGD)

CURRICULUM VITAE

A. Personal Data

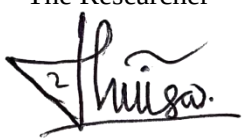
Name	: Khoirunisa isaadah
Place of Birth	: Demak
Date of Birth	: February, 14th 2003
Email	: khoirunisaisaadah14@gmail.com
Phone Number	: 089524419036
Address	: Sidokumpul, Guntur, Demak

B. Education Background

1. RA Nurul Huda Sidokumpul
2. MI Nurul Huda Sidokumpul
3. MTs Negeri 1 Demak
4. MAN 1 Kota Semarang
5. Universitas Islam Negeri Walisongo Semarang

Semarang, March 11, 2025

The Researcher



Khoirunisa Isaadah
2103046196