

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains the findings and the discussion regarding the research question about using questioning strategies to promote students' critical thinking.

A. Findings

In this section, the researcher presents the results of research conducted at MTsN 2 Kota Banjarmasin to four English teachers who teach using the 2013 curriculum and applying the questioning strategies in the classroom. The research finding is the result that answers the research questions. The research questions are about the types of questions the teachers use in promoting students' critical thinking and how the teachers use the questioning strategy in promoting students' critical thinking.

This study used observation and interviews as the primary data collection techniques. The observations were made in two meetings. The data were recorded in an observation sheet to analyze the questioning strategies in promoting students' critical thinking used by the teachers during the learning process. Furthermore, interviews were conducted with four English teachers consisting of three English teachers in the eighth grade and an English teacher in the ninth grade. Interviews were conducted in one meeting for 20 minutes to support data collection.

1. The Types of Questioning Strategy Used by The Teachers

This part presents the findings based on the second research question about how teachers use questioning strategies in promoting student critical thinking. Based on the result obtained from class observation and the teachers' interviews were conducted from 1 March 2023 to 17 March 2023 at MTsN 2 Kota Banjarmasin.

a. Teacher A

The classroom observation was held on 6 March 2023 and 13 March 2023 at MTsN 2 Kota Banjarmasin. The observed class was grade VIII-C, with a duration of time 80 minutes. The material taught by the teacher in two meetings are "Degrees of Comparison" and "Simple Past Tense." The observation findings revealed that teacher A used four out of five questioning strategies proposed by Wu (1993).

Table 4.1 The Questioning Strategy Used by Teacher A

Questioning Strategy	Number		Total
	Meeting 1	Meeting 2	
Repetition	7	12	19
Rephrasing	5	1	6
Simplification	-	-	-
Decomposition	4	2	6
Probing	20	11	31

The results of the class observations that have been carried out found that in two meetings, the teacher used four types of questioning strategies: nineteen

times repetition, six times rephrasing, six times decomposition, and thirty one times probing in her lesson.

1) Repetition

The repetition strategy was the second most used by teacher A in class as the same as decomposition. In its implementation, teacher A used repetition strategies to get the students' attention in class, such as the extract example:

T : “Which one do you like more? Yang mana yang kalian lebih suka? Ayam atau Kelinci? (*knowledge question*)

Ss : (*Chaos*) *stating their own answer*

T : “Haliza, Which one? Kamu lebih suka apa, antara Ayam atau Kelinci?” (*knowledge question*)

S : “Saya lebih suka Kelinci.”

T : “Why Haliza? Apa alasannya kamu lebih suka Kelinci?” (*evaluation question*)

S : “Karena ayam is cuter than kelinci.” (*See more in Appendix 4*)

Teacher A wanted to foster student activity in class with questions that could generate student responses, but the class became out of control. As in the interview result, teacher A said that:

"I usually repeat questions, as you can see in my class. If the class is noisy or students don't focus on my questions, I will repeat the questions. Why is this strategy used? Yes, that was so that students focused and paid attention to the lesson."

Therefore, the teacher used strategy repetition by appointing one student and using the same question as the previous one to refocus the classroom situation.

2) Rephrasing

Rephrasing was the lowest strategy used by the teacher in the class, used only seven times in 2 meetings. Hence, its use can promote student critical thinking with the right questions.

- T : “Apa saja yang menjadi ciri simple past? (*knowledge question*)
 Ss : “Kata kerja lampau”
 T : “Menurut kalian secara sederhana simple past itu apa?
 (*comprehension question*)
 S : “Kalimat yang dipakai ketika menceritakan sesuatu dimasa lalu”
 T : “Good answer!” (*See more in Appendix 4*)

In the conversation extract, it can be seen that the first question is a question that uses a knowledge question that only has a short answer. Hence, the teacher wanted more answers from the student, so she changed the question to be more acceptable for the student to complete. Therefore, a rephrasing strategy was used and turned knowledge questions into comprehension questions, and it could gain the student's complete answer in line with the teacher's actual goals.

3) Decomposition

The decomposition strategy teacher A used. Its use is described in the following conversation extracts:

- T : “Apa materi yang sudah kita pelajari hari ini? (*evaluation question*)
 Ss : *silent*
 T : “Bagaimana jika kita ingin menyebutkan/menunjukkan hal tersebut (paling/ter-) dalam bahasa inggris, terpintar misalnya?
 (*comprehension question*)
 Ss : “Pakai tambahan -est.”

T : “What is the sign? Apa ciri yang lainnya(superlative)?
”(*knowledge question*)

Ss : “Memakai the.” (*See more in Appendix 4*)

The teacher used the decomposition strategy here to evaluate student understanding. However, in the first question, the students were silent, and there was no response from the student. Therefore, the teacher divided the questions into several cores to make it easier for students to answer. For the questions, the teacher threw examples that contained comprehension questions. The questions became more accessible than the previous ones, which used high-level or evaluation questions. After the question changed from a question that was too general to some questions that focused on questions to several parts that the teacher wanted to test, the students were gradually able to answer them well.

4) Probing

The probing strategy is the most frequent strategy teacher A use in class, along with various levels of questioning used as the extract from the observation below, with the code 'T' as (Teacher), 'S' as (Student), and 'Ss' (Students):

T : “Shandy, menurut kamu siapa yang terbaik dikelas ini?”
(*comprehension question*)

S : “Eeem.. fiqa”

T : “Fiqa?, Why? Apa alasan jadi fiqa is the best?” (*evaluation question*)

S : “Karena.. fiqa smart dan selalu mau membantu teman-teman.”

T : “And then? Apa yang istimewa lagi dari fiqa?” (*comprehension question*)

S : “Fiqa cantik bu.” (*See more in Appendix 4*)

The conversation extract above found that the teacher used two kinds of questions that stimulated students' critical thinking in arguing. In this case, the teacher directed a question for students to think about who was the best in the class. The first question used a comprehension question to interpret the student's opinions about who is the best in class. Furthermore, the next question used was an evaluation question to summon the reason based on the student's opinion. The strategy teacher A used was a probing strategy that aimed to discover more about the student in giving an opinion about his friends. In summary, the student could think more about the reason and find the solution to why he chose his friend as the best in the class, indicating he was thinking critically.

Moreover, after getting the student's response, the teacher followed up on the student's answer with a probing strategy along with evaluation questions to get more profound answers and achieve goals for students to argue her statement in class. Although the repetition strategy was used to make the class more conducive, in the end, the strategy that triggered students to think more critically was probing because, with a strategy of digging deeper into knowledge, students were able to show longer and more complete responses or answers based on their own interpretations.

b. Teacher B

The classroom observation was held on 1 March and 2 March 2023 at MTsN 2 Kota Banjarmasin. The observed class was grade VIII-H, with the duration of time 80 minutes. The material taught by the teacher was "Simple Present Tense." The observation findings revealed that teacher B used all of the

questioning strategies proposed by Wu (1993): repetition, rephrasing, simplification, decomposition, and probing.

Table 4.2 The Questioning Strategy Used by Teacher B

Questioning Strategy	Number		Total
	Meeting 1	Meeting 2	
Repetition	2	8	10
Rephrasing	-	-	-
Simplification	4	2	6
Decomposition	4	5	9
Probing	10	6	18

The result of the class observations that have been carried out found that in two meetings, the teacher used all types of questioning strategies: ten times repetition, twice rephrasing, six times simplification, five times decomposition, and eighteen times probing in his lesson.

1) Repetition

It was found the repetition strategy was used with analysis questions which are categorized as high-level questions. The following is an example of the strategy repetition applied by teacher B in the classroom:

T : “Dari contoh dialog antara dua orang siswa, which one yang berisi kalimat simple present tense? (analysis question)”

Ss : *silent-*

T : “Syailila, yang mana kalimatnya?”

Ss : *“I usually go jogging after class.”*

T : “Kenapa jadi itu? Apa alasannya?” (evaluation question)

S : “ Karena ada kata usually”

At first, the teacher used analysis questions to find out the contents of the dialogues listed in the book. However, none of the students answered. Therefore, the repetition strategy is addressed to one student using repetition strategy or repeating the same question. After getting the answer, teacher B replied by asking the reason why according to her, the sentence indicated the simple present tense. Thus, the probing strategy and evaluation questions were used to validate the reason, which can drive students to think critically with evidence of the student response.

2) Simplification

The simplification strategy which is the lowest used in the teaching-learning process by teacher B. Here is an example:

T : “Kalau kalian ingin memberi tahu orang lain bahwa kamu melakukan sesuatu 100% (secara rutin) apa yang kalian katakan?”(*application question*)

Ss : *silent-*

T : “Contoh, kalian yakin 100% selalu menggosok gigi setiap hari, adverb apa yang akan dipakai? (*comprehension question*)

Ss : “Always”

T : “Kalau jarang?”

Ss: “Seldom”

T : “How if tidak pernah gosok gigi?”

Ss: “Never!!”

The teacher used medium high-level questions to trigger students' critical thinking to apply the material that had been taught with application questions. However, the sentence used by the teacher cannot be understood immediately by students, as evidenced by their silence and not responding. Thus, the teacher

simplifies the question with lower-level or comprehension questions along with examples that are easy to find in their daily lives. As teacher B said in the interview:

"When students are active, I usually invite them to discuss more often and keep asking them questions. The use of this strategy is aimed at my interests in assessing them. It is usually found in discussions how far they understand what I teach, right? The deeper and specific the questions, the more they will be discovered."

Even though students' answers do not characterize them as having critical thinking, with the teacher simplifying the question, they have the opportunity to discuss and understand questions the teacher by expressing short answers.

3) Decomposition

Moreover, the questioning strategy well-used by the teacher was the decomposition strategy. The decomposition strategy the teacher used, along with the knowledge questions, was found to be categorized as lower-level questions. The following is a conversation extract that contains a decomposition strategy used by the teacher in the classroom:

T : "What kinds of tenses can we use to tell habits? Yang bisa kita gunakan untuk memberitahu kebiasaan? (knowledge question)

Ss : *silent-*

T : "Okay, previous meeting masih ingat?"

Ss : "Ingat..."

T : "Jadi? Materi minggu kemarin yang telling habits memakai tenses?" (knowledge question)

Ss : "Simple present"

T : "Good, apa cirinya?"

S : "Kegiatan dilakukan berulang"

S : "Pakai kata kerja asli"

The use of the decomposition strategy in the conversation extract above is a division of questions that are changed into several parts, not all at once. The teacher drove students to get the correct answer through the questions, which he divided into important clues to help students remember the material in the previous lesson and the uses and characteristics of the material in the last meeting. The student's responses became more focused, and the students were able to answer the teacher's questions correctly while at the same time remembering the material at the next meeting well, compared to being silent at first and not answering questions from the teacher.

4) Probing

The most well strategy used by the teacher B wa the probing strategy, here is the example of conversation:

T : “Do you like sport, guys?”(*knowledge question*)

Ss : “Yes!” “No!” (*the answer is different*)

T : “Yes? Kalau suka apa jenis olahraga yang kalian sukai?
(*comprehension question*)

Ss : “Main bola!” “Badminton!” “Basket!”

T : “How often? Berapa kali melakukannya dalam seminggu, Adit?”

S : “Setiap hari disekolah selalu main bola, hari minggu juga”

Teacher B used the probing strategy to determine the student's preferences and the frequency of doing the sport. At first, the teacher delivered the knowledge question to provoke students' answers. After that, the probing strategy was carried out twice using a knowledge question with the aim of getting the answer the teacher wanted in accordance with the initial learning objectives and brainstorming before entering the core material.

c. Teacher C

The classroom observation was held on 6 March and 9 March 2023 at MTsN 2 Kota Banjarmasin. The observed class was grade VIII-J, with the duration of time 80 minutes. The material taught by the teacher was "Degrees of Comparison." The observation findings revealed that teacher C used all of the questioning strategies proposed by Wu (1993): repetition, rephrasing, simplification, decomposition, and probing.

Table 4.3 The Questioning Strategy Used by Teacher C

Questioning Strategy	Number		Total
	Meeting 1	Meeting 2	
Repetition	4	-	4
Rephrasing	-	-	-
Simplification	5	5	10
Decomposition	8	4	12
Probing	4	7	11

Based on Table 4.3, it was found that teacher C had differences from other teachers who used more probing strategies in their learning. In contrast, teacher C was more dominant in using decomposition strategies. From the whole questioning strategy used at two meetings, it is found that the decomposition strategy is used twelve times, probing eleven times, simplification ten times, repetition four times, and the rephrasing strategy is not used by teacher C.

1) Repetition

The first is an example of the use of the repetition strategy with the code 'T' as (Teacher), 'S' as (Student), and 'Ss' (Students):

- T : “Bapak mau nanya, dikelas ini siapa paling ganteng?”
- Ss : *(chaos) stating the name of the student*
- T : “Ok, Rizki, menurutmu siapa yang paling ganteng?”
(Comprehension question)
- S : “Ari pak”
- T : “Oke, coba bikin kalimat Rizki, menggunakan comparison degree, bisa? *(application question)*”
- S : *silent-*
- T : “Apa yang cocok kalau mau menggunakan ter-,? Tadi terganteng kan?” *(comprehension question)*
- Ss : “Pakai most...”
- T : “Nah kata teman-teman pakai most, so, please make the sentence Rizki, How?” *(application question)*
- S : “Ari is the most handsome boy.”
- T : “Good!”

The conversation extract discusses the use of comparison, and then the teacher asks students comprehension questions to all the students about who is the most handsome in class. Then, the class became noisy, and the teacher couldn't hear clearly. Therefore repetition strategy is used to focus the question on only one student. Moreover, the decomposition strategy in the conversation extract aims to make it easier for students to recognize more deeply the intent and purpose of the questions conveyed by the teacher. At first, the students were still hesitant to answer and chose to be silent. However, after the teacher divided the questions into some parts so that students got clues to respond, the students could make it in the end.

2) Simplification

The next strategy used by teacher C was simplification. The following is the extract of the implementation of the simplification strategy:

T : “Coba lihat dibuku ada gambar pensil A dan Pensil B, can you analyze with degree of comparison? (analysis question)

Ss : *Silent-*

T : “Try to bikin perbandingan dari gambar itu, bisa?”
Comprehension question)

Ss : “Pencil A longer than pencil B.”

The first question is the analysis question, categorized as high-level because it contains instructions to analyze the meaning in the picture. However, the teacher's questions were too ambiguous and very general, making it difficult for students to understand. Hence, the students were silent and could not answer the teacher's questions immediately. Therefore, the teacher simplifies his question to become a comprehension question by making the question directly to the point.

3) Decomposition

The next is an example of the use decomposition strategy by teacher C:

T : “Bisa? Menyebutkan jenis perbandingan?(analysis question)

Ss : *silent-*

T : “Ada berapa adjektif dalam perbandingan yang sudah dipelajari?” (knowledge question)

Ss : “ Tiga..”

T : “Jika satu suku kata, apa tambahan dibelakang katanya?”
(comprehension question)

S : “-est atau -er”

T : “Kalau lebih dari satu kata?”

Ss: “More atau Most.”

In the extract of the conversation, the teacher tries to direct students to be able to distinguish the types of comparisons and their characteristics that have been studied. The decomposition strategy is used because students do not have answers to the questions the teacher poses. Therefore, according to teacher C in the interview dividing the questions into several parts with the aim of students being able to answer the questions little by little is the essence of using the decomposition strategy.

4) Probing

Moreover, the probing strategy is also used by teacher C and is the second-largest questioning strategy after decomposition. The following is an example of the use of the probing strategy by teacher C:

T : “Minggu lalu belajar kan sudah? Siapa masih ingat?” (*knowledge question*)

Ss : “Ingat..”

T : “Apa cirinya?” (*knowledge question*)

Ss : “Makai more”

T : “What else?” (*comprehension question*)

S : “Prettier”

T : “Kalau menurut kalian sendiri comparison degree itu apa?” (*comprehension question*)

S : “Menayatakan kelebihan, lebih bagus lebih jelek”

Based on the conversation, it was found that the probing strategy used by teacher C along with comprehension and knowledge questions, are categorized as lower-level questions. The activity in the discussion was the activity of

remembering lessons that had been taught in the previous meeting. Using the probing strategy, the teacher wanted to know more about the extent of the student's understanding of the learning that has been taught before. The result, the student's response was able to answer that the student remembered some parts of the material that had been taught.

d. Teacher D

The classroom observation was held on 7 March and 14 March 2023 at MTsN 2 Kota Banjarmasin. The observed class was grade IX-E from 07.30 – 08.50 WITA. The material taught by the teacher in two meetings that the researcher observed was "Passive Voice" and "Report Text." The observation findings revealed that teacher B used all of the questioning strategies proposed by Wu (1993): repetition, rephrasing, simplification, decomposition, and probing.

Table 4.4 The Questioning Strategy Used by Teacher D

Questioning Strategy	Number		Total
	Meeting 1	Meeting 2	
Repetition	7	8	15
Rephrasing	2	4	6
Simplification	2	2	4
Decomposition	4	-	4
Probing	6	4	10

Based on Table 4.4, the dominant questioning strategy used by teacher D was a repetition strategy used 15 times by the teacher in two meetings with different materials. Besides that, the probing strategy took second place ten times,

followed by rephrasing six times and simplification along with decomposition four times. The first is an example of the use of the rephrasing, repetition, simplification, and probing strategy:

T : “Text di buku mengenai report text right? What is it about?”
(*Comprehension question*)

Ss : *Silent-*

T : “What information do you get?” (*Comprehension question*)

Ss : *There is no response.*

T : “ Informasi apa yang kamu dapatkan?” (*Comprehension question*)

Ss: *Silent-*

T : “ The text about jangkrik, right?”

Ss: “Yes”

T : “ Then, informasi apa yang kamu dapatkan mengenai jangkrik?”
(*Comprehension question*)

S: “ Jangkrik omnivora”

T : “And then? What else?”

S : “Have antenna and wings.”

In the conversation extract, there are four kinds of strategies that the teacher uses at the same time. The first was the rephrasing strategy. At first, teacher D used a comprehension question that tested the students' understanding of the contents of the reading text and made conclusions about the text's main idea. However, the student was still silent and did not give an answer to the teacher. Therefore, the teacher rephrased her question into another sentence that initially used "What is it about" became "Information," which was more familiar to students. Hence, the students still looked confused and did not provide an answer.

Moreover, the teacher used another questioning strategy, namely repetition, in which the teacher repeated the question using "Bahasa," not English. However, there is still no response from students. And then, the teacher began to narrow the scope of questions by using a simplification strategy and knowledge questions. After the question was simplified, the student mentioned the characteristics of crickets. On that occasion, it was found that the teacher also used a probing strategy in fostering student answers more specifically.

Another strategy used by teacher D is the decomposition strategy. Here is an example of implementing a decomposition strategy by teacher D:

T : “Please look at the text! Yang mana termasuk kalimat passive voice? (analysis question)

Ss : *Silent-*

T : “Coba liat di paragraf one dulu ada? Which one?” (analysis question)

S : “Kalimat kedua di paragraf pertama bu”

Ss: “.. *blocked by the wax*”

T : “How about paragraf kedua ada juga?”

Ss: “Ada.. *“by putting the cloth into boiling water” ..*”

In the conversation extract above, the teacher initially used an analysis question to drive students to analyze paragraph discussions. However, the student's responses were not found, so the teacher divided the analysis questions starting with analyzing the first paragraph and then proceeding with analyzing the second paragraph so that it was not all at once that made students confused.

2. The Teachers Apply of Questioning Strategy In The Phase of Learning

Based on the interview results, the teachers have various questions and questioning strategies in adjusting the questions in each learning phase. These phases are the beginning of learning, the middle of learning, and also the end of learning. At the beginning of learning, the teachers agreed that the questioning strategy at the beginning of learning played an important role in facilitating students to think critically. Moreover, the usage of the questioning strategy they have some similarities. As a result of the interview with Teacher A, she used a knowledge question and a probing strategy at the beginning of the lesson. She stated that:

"Types of questions? I usually use light questions, such as their experience, and also the questions are more towards digging into their knowledge in depth with the aim of directing them to know what they will learn."

Teacher B said in the interview that at the beginning of the lesson, he used analysis questions along with repetition as well as probing strategies. In accordance with his statement that :

"I am more used to using analytical questions for brainstorming because it is more challenging to find out what is learned without me directly mentioning what will be learned. If the strategy of asking at the beginning of learning, I use repetition more often and dig further into student understanding."

Teacher C stated that he used the knowledge questions along with the decomposition strategy often at the beginning of the lesson. As he stated in the interviews:

"Questions that provoke their prior knowledge, such as mentioning their hobbies, their preferences, and so on. In the beginning, I used a strategy more often by dividing the question into several parts. For example, I want to ask his

family, ask the father first, then the mother, continue until he answers completely, so that makes it easier."

Teacher D stated in the interview that she often uses knowledge questions along with probing strategies at the beginning of the lesson. As she said:

"Personally, I like to share experiences at the beginning of learning with students, so at the beginning of learning, we often exchange information about each other's preferences on the same topic as that day's lesson. The strategy of asking what I often use is the strategy of wanting to know more in-depth about their experiences."

In the middle of learning, the teachers also agreed that the questioning strategy has an influential position in driving student ability to think critically. In this phase, the teachers have some differences in using the questioning strategy as the results of the interview with Teacher A stated that he used various questions in the middle of the lesson and various kinds of questions and questioning strategies such as application and analysis questions along with repetition also simplification strategies. In its use, she stated:

"In the middle of learning, it is the main core where the learning transfer process takes place. Therefore, various kinds of questions and strategies are needed that we must use. From questions that enable them to demonstrate the material and make examples to questions that enable them to explore their critical minds with the analysis stimulation, the questioning strategy used in the middle of learning is more often repeated because children often lose focus during learning. I also often use the strategy of simplifying words."

Teacher B has claimed that in the middle of his learning, he used most analysis questions along with the rephrasing strategy most often in the middle of learning. In the interview, he said:

"During the middle of learning, I usually go straight to the material and teach it. At that time, there were many topics in textbooks that had to be studied using critical thinking skills. Therefore, I often used analysis questions. However, the weakness of this analysis question is that sometimes the students are less

active if they don't understand enough. Therefore, I often change the analysis questions so they can understand them easily."

Teacher C stated that in teaching the middle of learning, he often used application questions along with repetition strategies in the classroom. He said:

"To test whether students pay attention to me or not in the middle of learning, I usually give direct questions by applying the learning material by making examples from their daily lives, but sometimes the students are surprised, so there is no response. Therefore, I usually repeat the question again so that they get the point answers and be able to apply the material to the answers they made."

Teacher D stated in the interview that she often uses a simplification strategy with analysis question. She said:

"In accordance with the learning objectives, students are required to be trained in critical thinking, so I use analytical questions more often in learning, especially when delivering material. Usually, I have media such as books and pictures. If I feel this analytical question is quite difficult, I will simplify the sentence to be acceptable for students, and I will give students the opportunity to ask questions when they don't understand."

At the end of learning, the teachers mostly use evaluation questions, although many other teachers use other than evaluation questions at the end of their learning. Asking questions at the end of learning is considered by teachers to be able to promote students' knowledge, memory, and also their critical thinking. By using the questioning strategy, they are motivated to participate in providing conclusions at the end of learning. This is the same as teacher A's opinion in the interview session regarding the types of questioning strategies she used at the end of the lesson. She explained:

"At the end of the lesson, I see it as a determinant of whether I will repeat this lesson at the next meeting or whether it can be continued in the next material or not. Using questions that contain evaluation and also applying their knowledge at the end of class is the best way. The strategy that I usually do at the end of the lesson is usually one that is able to make them understand what I am saying, for

example, such as clarifying my questions or exploring the extent of their knowledge, like that."

Teacher B argued that asking questions at the end of the lesson allows the teacher to assess students' ability to understand learning. Likewise, with the use of questions and strategies. Therefore, in the interview, Teacher B stated:

"Assessing students' abilities can be done at the end of the lesson. I usually use questions that prioritize memory or learning memory that has been conveyed at the end of the lesson. Even though not all students have the same ability, I will still direct them to answer the questions that I convey at the end of learning. For example, repeating questions or facilitating them with questions that I have simplified."

Similar to Teacher B's opinion, Teacher C also stated that questions at the end of the lesson play a role in seeing students' ability to receive lessons and also as a teacher's reflection in conveying learning. Teacher C said:

"Asking at the end of the lesson is a measurement. It can be a benchmark for students' abilities or a benchmark for the teacher himself in conveying learning. Therefore, I often use evaluation questions; answers from the student's point of view are very important to me. As for the strategy of asking appropriately, usually, I will find out more and get a complete answer from the student."

Teacher D thinks that questions at the end of learning are a place for students to repeat the material they have learned. Teacher D said:

"The end or closing of learning is a time devoted to students, whether to apply, provide conclusions, or provide suggestions. We, as teachers, are only stimulators who direct them. Usually, I will stimulate them with application-based questions and give a question that provides conclusions. And the questioning strategy that usually I use, of course, is repetition, because by repeating it, students will begin to be oriented to answer correctly."

B. Discussion

Based on the previous section, which has presented results that have been processed from observation data and interviews, this section presents the results

data accompanied by analysis based on the current theory related to answering the research questions in this study.

1. The Types of Questioning Strategy Used by The Teachers In Promoting Students' Critical Thinking

A case made students have problems following the learning rhythm because they did not understand what the teacher was teaching (Fitriati et al., 2017). Therefore, many strategies are used by teachers in the classroom to promote student involvement in learning. One of the strategies used by the teachers is the questioning strategy. According to Fitriati et al. (2017), they argued that students who are not involved in class due to various background problems, especially not understanding the teacher's questions, are able to be resolved by the questioning strategies used by the teacher. Therefore, the questioning strategy is approved in clarifying teacher questions and increasing student involvement in learning.

In the current study, the question types are analyzed using Bloom's taxonomy theory in Brown (2001) which states that the levels of the questions are divided into six such as knowledge, comprehension, application, analysis, synthesis, and evaluation. Moreover, the questioning strategy that became the reference was based on Wu (1993), which is divided into several core categories, such as repetition, rephrasing, simplification, decomposition, and probing.

According to the findings, it was found that the teaching and learning process carried out by the English teachers in MTsN 2 Kota Banjarmasin used all of questions and questioning strategies types in their teaching and learning

proces. Based on the observation and interview data, it can be proven that the use of appropriate questions and questioning strategies can promote critical thinking abilities the students based on the data of their response to the teacher's questions in classroom activities.

In case the students did not understand the questions that the teacher conveyed at first, and became more flexible and open in answering questions after using the appropriate questions and questioning strategies. As stated by Rosalina et al. (2019) that the question does not trigger students to answer immediately, therefore a questioning strategy is needed in order to make students answer the same questions but in a modified way that makes it easier for them to capture and analyze the questions, so that they are more understandable and immediately stimulate ideas from the students to think critically. Thus, the strategies used helped the students to understand the question and also made the students know what they had to react to.

Based on the findings, the probing strategy is a questioning strategy that the teachers use a lot in order to find out how far students understand the material. Moreover, the probing strategy also has been used most frequently in promoting student critical thinking by the four teachers that the researcher observed. According to Omari (2018), cited in Lestari (2021), the probing strategy has an important effect when the teacher poses high-level questions in order to understand student difficulties and also promotes students to have more critical thinking. Therefore, the probing strategy plays a crucial role not only as a determinant of the teacher in assessing students' difficulties in learning or

measuring their understanding but the probing strategy also plays a role in promoting students' critical thinking skills. Additionally, it was founded that the repetition strategy is the second largest after the probing strategy chosen by the teacher in delivering questions in class. The teachers mentioned the use of repetition in promoting student critical thinking which acts as a focus and also attracts attention so that students have the opportunity to convey their thoughts.

Moreover, the simplification strategy, which is a strategy that changes the question to be simple and easier to understand, is not often used by teachers. Besides, the researchers found that the teachers often use rephrasing strategies in asking questions. Rephrasing strategies are used to change the content and also the level of questions to be easier because they are adapted to students' abilities to answer and explore their critical thinking. As argued by Gall (1987) in Yuliawati (2016) that questions that are not clear cause students difficulties in understanding and giving correct answers. Thus, in conveying questions the clarity and understandability must be considered by teachers.

Furthemore, it was found that the use of the decomposition strategy was only used by a few teachers. The teacher mentioned that the use of decomposition strategy can help students to develop their critical thinking and problem-solving skills. According to Rosalina et al. (2019) dividing the question into several small parts is able to make a response based on critical thinking from students. In sum, breaking down complex problems into smaller parts, students can better understand the problem and identify possible solutions.

2. The Teachers' Use of Questioning Strategy In Promoting Students' Critical Thinking

In this research, it is known that the use of the questioning strategies in the classroom was able to improve students' critical thinking, as said by the teacher who was interviewed said that the questioning strategy has a positive impact on students, besides they become actively involved in learning, they are also directed to think critically. As stated by Bata (2020), the questioning strategy in class has an important role in giving students the opportunity to be involved in learning and also being able to direct them to think more critically. In addition, learning is known to be divided into three main phases. They are pre-activity (beginning of the lesson), while-activity (in the middle of the lesson), and post-activity (at the end of the lesson).

The first session is opening or commonly known as pre-activity. By questioning strategies at the pre-activity stage, teachers can help to activate prior knowledge and to prepare students for the learning that is about to take place. Additionally, questioning can help to engage students and to build interest and motivation for the upcoming activity. This pre-activity, in the view of the teachers, is a crucial stage because it is the initial assessment to enter the material. In addition, in the observations and interviews that have been carried out, it was found that the teachers used a lot of knowledge questions along with probing and repetition strategies with the aim of knowing their knowledge capacity before entering learning. Bata (2020) stated that questions at the beginning of learning

are a benchmark in determining student knowledge regarding the material that has been taught.

The second session is while the activity or the core of learning. Questioning in the middle of a lesson is an important part of effective teaching and also can be a powerful tool for engaging students and setting the stage for learning. According to Sujariati et al. (2016), it is claimed that the role of the questioning strategy in this session was not only a way to confirm student understanding but also as a motivator for students to better master the material being studied. In sum, It involves asking students questions that encourage them to reflect on what they have learned so far and to make connections between different concepts or ideas. Furthermore, in this session, the dominant strategy that the teachers used was the repetition strategy along with knowledge, comprehension, and application question that drilled the students to answer questions and state the right answer to the teacher's question. The teachers mentioned that in the main core activity, students would easily lose focus and cause a lack of attention to learning. Therefore, the repetition strategy is used in order to restore the focus of the students and is able to help students to deepen their understanding and retain the material over time. The last session is post-activity or the end of the lesson. Questioning at the end of a lesson is an important teaching strategy that can help consolidate students' learning, assess their understanding, and provide feedback for both students and teachers. This study found that teachers mostly used knowledge, application, and evaluation questions at the end of learning. By asking thought-provoking questions at the end of a

lesson, teachers can help students reflect on what they have learned, identify areas of confusion or difficulty, and reinforce key concepts. Additionally, probing and repetition strategies were mostly used at the end of the learning session. The teacher mentioned that the use of repetition at the end of learning was able to make students oriented to answer correctly. Meanwhile, the probing strategy is used to get a complete answer from students so that it can be a measurement in determining whether students understand the lesson or whether the material must be repeated again as stated by Lestari (2021) that probing questioning strategies are needed by the teacher in analyzing students' understanding of the material that has been taught.