Portraying EFL teacher's questioning strategies and practices: the case of a vocational school in Indonesia

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Abstract

Although many studies have explored teacher questioning strategies (TQS) in EFL classrooms, only some studies have been conducted in EFL online classes in a vocational high school context. This study aims to shed the EFL online classroom practices regarding using first language and teacher's questioning strategy. To this end, a qualitative case study was conducted at one public vocational school in Karawang, West Java, Indonesia. Data were collected through Zoom recordings for four sessions and classroom observation. Additionally, follow-up interviews were conducted after the classes. The data were analysed with thematic analysis. The findings revealed bilingual classrooms with teachers adopting the first language to build rapport, ice-breaking, and grammar explanation. The teachers also adopted various TQS: rephrasing, repetition, simplification, and decomposition. The findings confirm the roles of teachers’ questioning strategies to improve students’ engagement. This engagement contributes to students’ understanding, resulting in enhanced learning effectiveness. Therefore, teachers need to strengthen their awareness of their questioning abilities to optimise the teaching and learning experience in the classroom.

Keywords: classroom discourse analysis; EFL teacher; questioning strategies; verbal responses; vocational school

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Introduction

An expanding body of research has dedicated efforts to furnish empirical evidence highlighting the crucial significance of teachers' questioning strategies (TQS) across diverse contexts. Among the fundamental approaches, teachers can use to stimulate thinking, learning, and active class participation, questioning stands out as paramount (Hill, 2016). The research was conducted in various fields of expertise, including EFL classroom teaching. Recent studies have reported various discourse strategies for questioning to improve students' learning behaviour (Ingram & Elliott, 2016; Meng et al., 2012), boost students' critical thinking (Salmon & Barrera, 2021; Sano, 2014), and promote students' engagement (Bensaci & Remichi, 2021; Smart & Marshall, 2013; Walsh & Sattes, 2016).

Eventually, this teaching strategy is claimed to have affected students' learning outcomes, such as speaking (Eliyasun et al., 2018; Wahyudi, 2017). Those studies were conducted at various levels of education, from secondary to tertiary education. In essence, the significance of classroom questioning lies in its ability to foster effective communication between English teachers and students, especially in the context of English being considered a complex second language (Yang, 2017). Supported by empirical evidence, questioning is hailed as the central element of instruction and assessment in classroom teaching (Heritage & Heritage, 2013).

Extensive research on TQS has been carried out in Indonesia, shedding light on EFL classroom practices. This research is of utmost importance, given the escalating influence of English as a global language (Zein, 2019) and as a lingua franca (Kirkpatrick, 2010). Despite English being considered the language for success (Neeley, 2019), there is still a need to improve English proficiency in Indonesia (English First, 2019). Additionally, a survey claimed that teachers’ English proficiency is below the standard (Renandya et al., 2018). Further
research has revealed that teachers’ overall proficiency substantially impacts their language use within the classroom, ultimately leading to improved learning outcomes (Van Canh & Renandya, 2017). To this end, research on TQS is highly relevant due to its complex nature in teaching and learning. Current studies on TQS in Indonesia have so far reported various TQS to promote classroom interaction (Astutik et al., 2021; Nashruddin & Ningtyas, 2020), reasons for adopting various TQS (Astrid et al., 2019) and the purposes (Milawati & Suryati, 2019; Suryati, 2015).

Those studies have shaped the importance of TQS in the effectiveness of creating an active English learning atmosphere. But then, due to the condition of the world attacked by the COVID-19 pandemic, the run of learning activities was restricted, even banned. Learning English has been significantly impacted by the COVID-19 pandemic. According to Tümen-Akyldz et al. (2021), remote instruction during the pandemic negatively affected teaching English as a foreign language, with teachers emphasising reading and listening abilities over writing and speaking. The pandemic has impacted the effectiveness of face-to-face and online business English instruction, according to Cirlot (2023), who also discovered that combining the two modalities may improve teachers' performance and students' proficiency in the target language. Boothe (2022) drew attention to the difficulties experienced by English language learners (ELLs) during the pandemic, such as the digital gap and the requirement for precise and detailed rules to access technology and participate in distance learning. Finally, Pramadanti (2022) discovered that learning outcomes for English were significantly impacted by learners' interests and motivation for learning throughout the epidemic.

The pandemic provides a unique learning context where the teaching-learning process goes online. Teacher questioning strategies in EFL classrooms contribute to students' learning. There is limited research on EFL teachers' questioning strategies in online classes during the pandemic. Nevertheless, given that online class occurs not only during the pandemic but also in blended or hybrid classes, exploring TQS in an online classroom environment becomes relevant, as evidenced by classroom observation. Hence, the primary objective of this study is to bridge the contextual gap by addressing the following research questions:

1. How is the adoption of Bahasa Indonesia in English teaching practices in online classes?
2. What questioning strategies does the English teacher employ in online classes?
Literature review

Teacher questioning strategies

Teacher questioning strategies (TQS) have been studied since ancient times, such as Socrates’ age, when questioning was vital to education (Naz et al., 2013). This classroom practice is a valuable tool for teachers to improve students’ learning outcomes while maintaining a pleasurable learning environment (Yang, 2017). Socratic questions, which originated with the ideas of the ancient Greek philosopher Socrates, can be developed by teachers, students, or anybody interested in examining deep-level thought (Etemadzadeh et al., 2013). Socrates felt that the focused practice of deliberate questioning allows students to generate ideas logically. Socratic questions may be employed to investigate broad elements of the course subject, promote creativity and brainstorming, and direct attention to specific difficulties (Etemadzadeh et al., 2013).

In a specific context where English is taught as a foreign language (EFL), teachers play a crucial role in actively employing effective questioning strategies to foster student participation and facilitate meaningful dialogue, particularly with novice students with minimal target language knowledge. Questioning empowers teachers to engage students in meaningful learning experiences, encouraging the development of problem-solving and higher-order thinking skills (Zulfikar et al., 2022). To put it succinctly, “questioning” is an indispensable component of classroom learning, enabling teachers to assess students’ knowledge and understanding while offering them the opportunity to seek clarification and support from teachers and their peers (Fitriati et al., 2017).

TQS and students’ speaking

Teacher question is essential in classroom interaction. It has a monologic and dialogic function (Chin, 2006; Jones, 1966; Howe et al., 2019). Regarding this role, education practitioners agree on the significant value of analyzing the teachers’ talk; thus, it can be a valuable research area under classroom discourse or classroom dialogue (Howe & Abedin, 2013). The value of teacher talk lies in its functionality to correct students’ incorrect answers and scaffold their extension of knowledge through additional supportive dialogue (Chin, 2006). Some criticism of the teacher’s talk stated that it leads to teacher-centered class and minimizes students’ talk. In this view, it reduces students’ chance of thinking process.

Wu (1993) stated that teacher questions can be classified into four main categories, serving as a linguistic illocutionary force to gather information. These categories are as follows: (1) Referential questions refer to questions for which the
teacher still needs to learn the answer. The teacher needs to possess the answer beforehand and genuinely seek information from the students. (2) **Display questions** deal with questions the teacher already knows the answer. When posing a display question, the teacher’s objective is not to resolve any doubts but to prompt students to demonstrate their previously acquired knowledge. (3) **Closed questions** refer to the questions that expect only a limited number of possible responses as acceptable answers. The scope for answers to closed questions is restricted. (4) **Open questions**, unlike closed questions, available questions allow for various acceptable answers. Based on the four categories of linguistic illocutionary force teachers can use to ask questions or gather information, students have more freedom to respond in diverse ways to open questions (Wu, 1993).

Questioning strategies are essential for teachers to elicit meaningful responses from students and measure their understanding. These strategies aim to encourage active engagement and interest in learning (Wu, 1993). Teachers should be aware of unanswered question cues and alter tactics or questions as needed to improve student communication (Wu, 1993). Incorporating these tactics or adjusting questions might increase students' willingness and capacity to talk, especially in speaking abilities.

In Wu's (1993) work, five categories of questioning strategies were introduced, each serving specific purposes: rephrasing, simplification, repetition, decomposition, and probing. Rephrasing, the first strategy, entails expressing a question differently, often using synonyms, to aid students in better comprehension. For instance, if students struggle with the word "advantages," the teacher may rephrase it as "benefits." The second strategy, simplification, is a form of rephrasing that simplifies a situation to support students in comprehending it. Wu (1993) provides an example of linguistically simplifying "advantages" to "good points." The third strategy involves repeating a question to prompt a spoken response. When students do not initially respond, teachers repeat the question to encourage student participation. Decomposition, the next strategy, entails separating a question into multiple parts to obtain answers. Finally, probing is a strategy where teachers follow up with additional questions to elicit more student responses. This strategy is conducted to push students to submit more elaborate answers.

**Online classroom practices**

The COVID-19 outbreak has necessitated a shift from traditional teaching methods to online platforms, leading to significant changes in EFL classroom practices (Alolaywi, 2021; Mahboob, 2020; Oraif & Elyas, 2021). Those studies
have focused on how teachers and students adapt to these sudden changes. One aspect of readiness that has been explored is learners’ autonomy. In Jordan, teachers demonstrated an understanding of the psychological aspects of learner autonomy and employed specific strategies to foster it (Oraif & Elyas, 2021). However, despite recognising its importance, they still need to incorporate the political perspective of learner autonomy into their instructional activities (Al-Husban & Tawalbeh, 2023).

In the Indonesian context, many teachers were not inclined to adopt online learning activities (Syafryadin et al., 2022). Churiyah et al. (2020) also reported establishing a strong virtual infrastructure in Indonesia. While another challenge lies in unreliable internet connections, varying student characteristics, and insufficient support from school policymakers (Junus et al., 2021; Syafryadin et al., 2022). This study highlights the importance of fostering active online learning communication among students, particularly those who are shy or hesitant to participate (Dwiyanti et al., 2020).

Teachers’ and students’ engagement in online learning is crucial in facilitating learning. In fact, students’ readiness for online learning is influenced by their interactions in learning environments and their perception of structure (Kaymak & Horzum, 2013). The participants’ learning process was significantly affected by factors like the lack of direct interaction with other learners and the sudden shift in their learning environment (Sepulveda-Escobar & Morrison, 2020). Consequently, teachers play a vital role in encouraging ongoing interaction between them and their students (Al-Khresheh, 2023). Thus, English teachers should enhance their linguistic understanding, teach technical skills, and foster interactive question-and-answer sessions with students (Reflianto et al., 2022).

Teachers frequently deploy the first language to promote engagement and create an interactive classroom environment. However, using the first language in EFL teaching elicits positive and negative views from students, considering its pros and cons. One study revealed that EFL teachers adopt the first language for various purposes, such as clarifying explanations, checking students’ understanding, and having small talk with students to release students’ learning anxiety (Resmini, 2019). Amidst the ongoing debate surrounding using the mother tongue in EFL teaching, it is essential to recognize that utilizing it as a pedagogical resource can significantly benefit language education (Sukyadi, 2023). Thus, one of the research questions in this study aims to shed light on adopting the mother tongue in online English classes through careful classroom observation.
Method

Design

During the pandemic, the study formed part of a broader research effort on classroom discourse in online teaching and learning. Adopting a qualitative case study approach (Creswell, 2012), the research delved into the practices of an English teacher at a vocational high school, focusing on the teacher's use of various questioning methods in EFL teaching. Since the study aims to understand people in-depth to get better results and comprehend everything connected to the aforementioned situation, the case study design is implemented (Yin, 2018). The study’s primary goal was to extensively investigate the level of questioning strategies the teacher employs in an online class.

Four classroom observation sessions were conducted to achieve this objective, utilising video recordings and field notes. This approach was carefully chosen to gain a comprehensive understanding of the dynamics involved in classroom questioning and to capture all aspects of the teacher’s questioning strategies under investigation (Creswell, 2012). The case study approach proved invaluable in acquiring a profound and thorough comprehension of the theory and concepts associated with teacher questioning strategies in the advanced prose class. Moreover, the study aimed to provide valuable insights for future research in this domain, contributing to the growing knowledge of effective questioning strategies in online EFL teaching during challenging times like the pandemic.

Participant

The research participant is one English teacher from a vocational school majoring in Accounting Programme in Karawang, West Java, Indonesia. The purposive sampling was used to choose the participant that has expertise and enough experience in teaching English. For clear and complete demographic information about the participant, Table 1 illustrates the demographic information dealing with the participant involved in this study.

The participant is considered appropriate for this research intended to investigate the use of L1 and TQS in EFL online classes. She holds a degree from the English department in the teacher training and education faculty and boasts over ten years of experience teaching English. The teacher is responsible for teaching the twelve-grade class of forty students. Besides, the participant was chosen for convenience as she willingly agreed to participate in the study, and her consent was clearly stated in the consent form.
Table 1
The participant demographic information

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>English teacher</td>
</tr>
<tr>
<td>Sex</td>
<td>Female</td>
</tr>
<tr>
<td>Degree</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>10 years</td>
</tr>
<tr>
<td>Taught grade</td>
<td>Grade 12</td>
</tr>
</tbody>
</table>

Data collection

To answer the research question, we employed observation with the field notes and documentation with audio and video (Cohen & Goldhaber, 2016; O’Leary, 2014). Before data collection, we provided the participant with detailed information about the research aim and the data collection procedure. We explained the research topic and the specific steps in the data collection process to the participant. Then the participant informed the four classes available for documentation. Before the class, lesson plans for the four sessions were given, and the students were previously informed about the research. Then, we performed a "non-participant observer" (Creswell, 2012). The observation was conducted four times in the same class; all the synchronous class recordings were fully transcribed and analysed. Both researchers attended the synchronous session to take field notes and documentation. We actively participated in the synchronous classes conducted via Zoom, closely observing the classroom interaction to capture the dynamics of teacher-student interaction, following the observational protocols proposed by Hatch and Lazaraton (1991). After finishing the class, informal interviews were conducted to triangulate the document (lesson plan) and ask for information on the class practices.

Data analysis

Some data sources used in this study were first the classroom observation and the classroom interaction discourse, which has been transcribed. The data were taken from four-class sessions conducted entirely online via Zoom. The steps are transcribing, identifying, and categorizing the teachers’ questions following thematic analysis (Miles et al., 2014). The Zoom recordings were first transcribed verbatim and read and re-read several times. Video recordings were employed for data accuracy to validate the transcription. Then, we meticulously identified the teacher’s questioning strategy during the classroom interaction and categorised the conversational discourse. To accomplish this, we employed a taxonomy of questioning strategies proposed by Wu (1993) to identify, code, and
type the collected data effectively. The primary purpose of this taxonomy was to describe the various questioning strategies employed by the teacher to elicit verbal responses from the students. Moreover, to enhance the rigour of our analysis, we adopted the teacher’s observation notes as supplementary information to complement our findings and ensure data triangulation.

Additionally, we recorded conversations between teachers and students during the class and transcribed them. The classroom observation and recording transcripts were analysed with thematic analysis with inductive technique (after being coded, the transcripts were analysed, identified, and found the theme from the coded data) (Miles et al., 2014). The observations were done four times in a row in the same class, with different topics discussed and the class length. But all the observations were in the same way to be recorded, that is, via Zoom meeting recording. The topic discussed and the duration spent during each meeting have been summarised in Table 2.

Table 2
Data for analysis – English for business vocational school – grade XII

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cause &amp; effect</td>
<td>48 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Procedural text</td>
<td>1 hour 12 minutes</td>
</tr>
<tr>
<td>3</td>
<td>The job training</td>
<td>1 hour 5 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Application letter</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Table 2 shows the data observation frequency, topic, and class duration. The topic for each meeting is different based on the material planned for the meeting on that day from the syllabus. The various topics also contribute to the different variations in the communication needed in that meeting. The duration of each meeting also varied based on the complexity of the material they discussed. The topic required a lot of practice, and the duration spent was longer than the theoretical topic. The fastest duration is 45 minutes for the Application Letter topic, and the longest is 72 minutes, or 1 hour and 12 minutes, for discussing the Procedural Text. In total, the classroom teaching lasted for 230 minutes.

Trustworthiness

Data triangulation was adopted to maintain trustworthiness (Patton, 2015). Member checking was utilised to validate the findings in addition to investigation triangulation (Kornbluh, 2015). Having transcribed the data, we requested the participant to check and provide feedback on the results. At the same time, the lesson plan documents, classroom observation, and transcribed recordings were adopted to triangulate the data. To sum up, to obtain trustworthiness, the triangulation method was provided. We collaborated on
documentation (lesson plan), active observation during the class, and transcribed recordings that fulfilled the conformability of the participant.

Findings

To enhance clarity and facilitate understanding, we will present the data based on the research questions, followed by a comprehensive discussion of the findings.

The adoption of Bahasa Indonesia in English teaching practices in online classes

The data collected through observations and transcriptions provided substantial evidence of the pervasive use of Bahasa Indonesia throughout the class. The teacher conveniently used the first language throughout the learning stages from the beginning until the end of the class, and the students mostly responded in a similar language. Limited exposure to English is seen in all the four-session. The teacher believes that using Bahasa Indonesia improves students’ understanding of the discussed grammar. On the contrary, employing English exclusively throughout the class may reduce students’ comprehension of the concepts. In light of this, the teacher adopts a bilingual approach to class delivery, utilising Bahasa Indonesia and English. The following is an example of using L1 to build rapport with the students.

Excerpt 1

Teacher:  Mhm, Iya. [sighs] Elin, Evelin Kezia, Evelin, besok Natalan berarti ya?
Student 1:  Iya, Miss.
Teacher:  Okay, ya. Ke Gereja ga?
Student 1:  Ke Gereja.
Teacher:  Oh ke gereja. Boleh ya? Boleh ke gereja?
Student 1:  Boleh tapi dibatesin.
Teacher:  Oh iya tetep di batesin, Mhm. Hai Grahita.. [laughing]
Student 2:  Miss, Grahita mah udah ada suaranya, Miss. Kemaren ga ada.
Student 2:  Iya Grahita 2 hari suaranya ga ada.

This excerpt shows how the teacher shows her attention to her students by reminding them that Christmas is coming soon and asking where they would celebrate their holiday. She also asked whether they could go to the Church
during the pandemic. This question gains immediate responses from the students. These dialogues show how the teacher used L1 to show attention to her students.

Excerpt 2

Teacher: Yes. Because + Subject + Verb. Sedangkan kalau because of, sama artinya karena.. tetapi tidak diikuti oleh subject, diikuti dengan Noun. Miss Emi disini ambil contoh 2 saja. Ya, ambil contoh diikuti dengan Noun. Yang nomor 2 apa, yang because of disitu artinya apa?
Student 3: Karena banjir saya tidak bisa pergi ke sekolah.
Teacher: Pinter. Karena banjir, saya tidak dapat pergi ke sekolah. Flood disini kata apa?
Student 4: [confused and mumbling] Benda?
Teacher: Kata? Ayo tadi kata apa?
Student 4: Um... Noun.
Teacher: Kata apa tadi? Kata..?
Student 4: [Confused]

In these bold-typed expressions, the teacher explains a grammar concept about conjunction showing cause-effect. She clarifies the differences between "because' and 'because of." Bahasa Indonesia (L1) is used to facilitate the students to understand the concept and apply it in sentences. Another reason for using Bahasa Indonesia is to promote student engagement. Students' engagement is crucial to their understanding, and it adds to increased learning outcomes. The subsequent example illustrates how the teacher incorporates L1 (Bahasa Indonesia) in her class to encourage active engagement among the students.

Excerpt 3

Teacher: Okay, that’s good, that’s very good. Ya, okay that’s from Amanda, next, ayo siapa lagi? Balqis, you want to try? Balqis mau coba?
Student 5: Belom bu
Teacher: What number, eh what picture?
Student 6: Belum Miss.
Teacher: Belum, okay. Eh, and then Nabila, you want to try Nabila?
Student 7: Mau nyoba ya Miss.
Teacher: What picture? Yang mana?
Student 7: Number one.
Teacher: Okay, number one, good. Picture number one.
Here the teacher tries translating her expressions into *Bahasa Indonesia* to invite student engagement. She mentioned, "Balqis, you want to try? Balqis mau coba?" The translation enables the students to fully comprehend the teacher's offer and encourages them to actively participate in classroom activities. Subsequently, the teacher stated, "What picture? Yang mana," to facilitate the following expression.

Using L1 in EFL teaching in Indonesia has been prevalent for quite some time. In a study encompassing ten senior high schools in Jabodebek (Jakarta, Bogor, Depok, and Bekasi), Pardede (2018) reported that both students and teachers often preferred to incorporate L1 (*Bahasa Indonesia*) in their English classes. They believed that using L1 facilitated language skills development, learning of language components, understanding of learning materials, and classroom interactions. The research highlighted that while students preferred to use *Bahasa Indonesia* in EFL teaching, teachers leaned towards predominantly using English during class hours (Pardede, 2018).

This phenomenon is not exclusive to Indonesia; other countries, like Turkey (Sali, 2014), also exhibit a similar trend. In Turkey, L1 (Turkish) is used for communicating lesson content (Academic) and efficiently managing classroom interactions and proceedings (Managerial). Moreover, it builds rapport and cultivates a positive social/cultural atmosphere during lessons.

**TQS in online classes**

The recorded teacher-student interaction during the class reveals that students need more skills in English. Therefore, they need to learn to speak English. Since the class comprises mixed-ability students, the teacher prefers using the first language (L1) in classroom delivery to facilitate understanding. She believes fewer students will be engaged if more English is used in the class. It may affect students' comprehension of the topic under study. Based on careful observation, analysis of the classroom interaction, and transcription of data, the following are the questioning strategies employed by the teacher in the class:

**Rephrasing**

**Excerpt 4**

Teacher: What kind of picture can you see? Gambar apa ini?
Student 8: Sakit paru-paru
Teacher: Sakit paru-paru, berarti kalimat yang bisa kalian bikin dari ini apa? Cause and effect nya apa?
Excerpt 5


Student 9: *Belum.*

In Excerpts 4 and 5, the teacher employs open-ended questions with “What” to seek students’ responses. The use of “WH-question” is characterised by the use of what, why, when, how, etc.” to provide contextual information about a particular topic (Hamiloglu & Temiz, 2011). The response is essential so the teacher can proceed with the next question. In Excerpt 4, the teacher first asks about the kinds of pictures. Then, she realises the question seems unclear, especially the question "What kinds.” She rephrases in L1 into "*Gambar apa ini?*" which means "What picture is this? Therefore, she gains a response from the student "*Sakit paru-paru*” which means lung cancer. In this sequence, the teacher did not provide the English term "*Sakit paru-paru*” but she straight into the next question on how to make sentence based on the provided picture. The highlighted words show how the teacher rephrases the L1 expression: "Ainun, have you finished?” into "Ainun, finished?” to invite a student’s response. The whole data showed the dominant use of the rephrasing strategy. It is performed by shortening the questions to facilitate students’ understanding. Rephrasing, sometimes combined with repetition, is due to students’ low English proficiency, so they could not digest the teacher’s question well.

*Simplification*

Excerpt 6

Teacher: *Nahh...* What do you see here? What picture is it?

Student 10: Bullying?

Teacher: *Pembullyan*

Student 10: Pembullyan

Teacher: Bullying, and then *penyebab nya* bullying? Effect *nya apa?*

Student 10: *Jadi depresi*

Student 11: *Depresi*

The above excerpt shows how the teacher simplifies the question: "What do you see here? The teacher used the question, "What picture is it?” to facilitate students’ understanding and prompt an easy response. By simplifying the question in this manner, the student was able to respond with "bullying." The teacher simplifies a general concept question:" what do you see here” into a more specific question,"
What picture is it?” It is done to clarify her question so that the student can respond promptly.

**Excerpt 7**

Teacher: *Sudah? Yuk langsung kita jawab pertanyaan.* Who was the application letter addressed to? (Silence for seconds). The letter is to…?

All students: (Silent)

The teacher asked a complete question in English by saying: "Who was the application letter addressed to?" The question is long enough for the students to understand. Therefore, there is silence and no response; the teacher simplifies the question into "The letter is to…?" to invite students to respond to the question. Simplification, to the rephrasing strategy, involves streamlining the question's complexity by focusing on simplifying its meanings. Through this strategy, teachers offer samples, clues, and keywords to make the preceding question more specific and accessible to the students. Thus, the students can understand the question clearly, leading to expected answers.

**Repetition**

**Excerpt 8**

Teacher: *Okay, yu uhm kita mulai ya.* Okay guys uhm on the first time, in your life, *dalam kehidupan kamu* in your life uhm have you ever imagine something [laugh] uhm no I mean in the life have you ever, *pernah ga kecewakan tentang sesuatu dalam kehidupan kalian?*

Student12: *Pernah*
Student13: Yes, Miss
Student14: *Pernah*
Student15: *Pernah Miss*

The teacher asked students about past experiences, such as warming up and setting the scene on stage. She repeated the words using code-switching with L1: "In your life" and "Dalam kehidupan kamu". Moreover, repeated several times, this is done to get the student's attention and to gain a response. In short, the teacher can state, have you ever regretted something? Since she would like her students to understand the context, she repeated the questions to gain more responses from the whole class.
Excerpt 9

Teacher: What is number one? (Silence for seconds)  
Teacher: Fatia, what is number one, Fatia?  
Student 16: Iya, Miss.  
Teacher: Heem number one, Fatia.  
Student 16: Who was the application letter addressed to?  
Teacher: Heem, yok.  
Student 16: Mrs. Layla Purnama bukan, Miss?  

Excerpt 9 indicates how the teacher asked, "What is number one?" This question was addressed to the whole class to invite voluntary action. Since it received no response, she repeated the question by appointing a student. After repeating several times, she finally got a response from the student appointed.

Decomposition

Excerpt 10

Teacher: Balqis… Okay, Balqis, how was your [coughing sounds] job training? Balqis, how was your job training? Gimana tuh? Job training nya di Tepa gimana?? Di tepa?  
Student 5: Enak ga enak sedikit lah..  
Teacher: How was your feeling? Perasaannya gimana waktu di situ?  
Student 5: Ada enak, ada gaenaknya  
Teacher: Why?  
Student 5: Karena ada target itu.  
Teacher: Because of the target, ya…?  
Student 5: Dikasih target.

The decomposition strategy proves to be beneficial for teachers in eliciting verbal responses from students. Constructing various questions based on the initial ones, this strategy provides ample opportunities for students to share their ideas and arguments. Additionally, it encourages more students to respond to the teacher’s questions. The excerpt exemplifies how the teacher employs multiple questions to prompt the students’ responses, specifically encouraging them to employ the conjunction under discussion. The student can finally mention the expected conjunction though it was stated in Bahasa Indonesia, and the teacher translated it into English.
Discussion

From the finding, simplification was performed by using Bahasa Indonesia (L1) to help the students understand the question and gain immediate responses. For this reason, the use of Bahasa Indonesia is quite excessive for teachers and students. It is widely used from the beginning until the end of the class. Using L1 in EFL learning or L2 learning only sometimes contributes to unexpected effects in EFL learning. Both teachers and learners show exceedingly positive points of view and perceptions regarding using L1 in the L2 classroom. It is shown in the finding that the teacher can easily grab students’ attention and spread the meaning of that day’s talk.

On the other hand, the L1 instruction can be easily absorbed and comprehended by the students. Of course, it will be effective to introduce the basic concept of EFL or L2. Hence, using L1 will help EFL learning. This result is in line with the research of Ahsan et al. (2012), Campa and Nassaji (2009), Khonamri (2017), and Zulfikar (2019).

Moreover, using L1 can make all students in the classroom active in responding to teachers’ instructions (Yavuz, 2012). Every student is triggered to engage in classroom talk or discussion. When the teacher uses L1, all students can answer and interact. It is concluded that using L1 in L2 classrooms, especially in EFL classrooms, causes lower anxiety to participate.

From the four observed sessions, most language exposure was from text reading or listening, where students may read or listen to English resources. Unfortunately, when it comes to discussion, teachers tend to switch to L1 to provide bilingual translations for every English expression, she stated.

Consequently, the teacher should focus on offering a more comprehensive model for the students to imitate, as she seldom mentions complete sentences that could serve as suitable examples for them to follow. She instead speaks English in chunks, discouraging the students from using English since responses are primarily spoken in Bahasa Indonesia. The English used in the average sessions is less than 30%. As a result, the percentage of students’ English talking time is less than the number. From this result, it is obvious that the use of L1 in teaching L2 or, in this case, EFL learning is controversial (Wang, 2022). Nor merely affect good outcomes but may lead to some unexpected ones. Moreover, Hariri (2015) stated that the full use of L1 in English classrooms is a fatal wrongdoing.

In addition to simplification with L1 use, repetition is extensively employed in classroom interaction, being reported as the most straightforward strategy to elicit students’ oral answers (Fitriati et al., 2017). This technique proves advantageous since teachers do not need to convert, rephrase, or simplify their questions; instead, they repeatedly pose the same question until they obtain their
students’ answers. Despite its apparent simplicity, both teachers and students benefit from this strategy. Teachers succeed in eliciting students’ responses, and students, in turn, gain confidence by hearing the teacher’s English utterances again, enabling them to respond more assuredly. Repetition strategy can also make the students more active since repetition makes them more focused”. The result is slightly different from the research conducted by Hadiani (2014), proposing that not the repetition strategy influences classroom interaction. Still, the rephrasing strategy can effectively stimulate the students’ activeness and engagement in classroom interaction. The research from Yasid et al. (2021) supported the two study results, this current study and Hadiani (2014). The combination of repetition and rephrasing strategies in questioning elevates students’ understanding and creates effective responses.

The repetition strategy involves reiterating the same question while clarifying it for the students. Through this repetitive questioning, the questions acquire added significance with the help of verbal and non-verbal clues, such as body gestures, facial expressions, or variations in voice audibility. These cues enhance the student’s understanding and aid in eliciting their responses effectively. Non-verbal clues enable the students to understand the teachers’ questions more.

The teacher did not use a probing strategy in class since numerous follow-up questions can make the students worried and anxious. Thus, it can reduce students’ participation. Despite this question’s crucial role in encouraging critical thinking, students’ low English proficiency hinders using that strategy. Nuryani et al. (2018) sounded the same thought that the absence of strategies the teacher used during learning was considered higher-level skills that students need extra effort and thinking in responding. Even if the teacher uses the strategy, students tend to be silent and unwilling to respond to the teacher’s questions. Thus, it might lead to a decrease in student engagement. Despite this, using divergent questions can attract students’ interest and attention, and engagement (Dos et al., 2016).

The findings confirmed that questioning strategies significantly enhanced students’ class engagement. Teachers should be more aware of their questioning skills to assist students in achieving better proficiency in the English language (Fitriati et al., 2017). How teachers formulated their questions directly impacted the students’ oral responses. The greater the diversity in teachers’ questioning strategies during class, the more active the students became, increasing their production of English expressions.
Conclusion

This study effectively addressed two primary research questions: the utilisation of Bahasa Indonesia in EFL classroom interactions and exploring the TQS applied in the classroom. The findings revealed that the online EFL classroom typically displayed a prevalent and excessive use of Bahasa Indonesia. The participant translated some unfamiliar words or expressions she employed in the classroom. This strategy was performed to engage students in a more interactive class and to release the tension in an online classroom where students would be in front of the screen for hours. The teacher used Bahasa Indonesia to build rapport with her students. Additionally, the teacher believes that using Bahasa Indonesia improves students' understanding of the discussed grammar.

Additionally, this research unveiled the various types of questioning strategies employed by EFL teachers. The findings demonstrated that teachers adopted rephrasing, simplification, repetition, and decomposing as primary questioning strategies. Probing was not adopted due to students' limited English competence. Although the result cannot be used to generalise the whole classroom situation for a more significant population, this small case study contributes to the discussion of classroom discourse, which signs on the EFL teaching-learning process's quality in a bigger context. It is widely accepted that teachers' ability to ask a question is often associated with teachers' English competence. At the same time, teachers' beliefs about their students' English competence affect their learning style.

The resulting finding implies that EFL teaching-learning in vocational schools needs much improvement. The comprehensive improvement should be dedicated to the curriculum perspectives and the teaching method. Despite adopting a scientific method or a genre-based approach that has been widely promoted, only a few teachers can effectively implement it in their classroom teaching. In addition, graduates from vocational schools are expected to be ready for employment, and English is one of the must-have skills to compete in global work employment. Therefore, further attention should be dedicated to EFL teaching-learning in vocational schools to improve their graduates' English competence. Otherwise, the slogan SMK Bisa! It will remain a slogan. Follow-up research can be conducted in other areas, such as students' motivational strategies to learn English, teachers' attitudes on using L1, and action research on English exposure in class towards students' speaking ability.

This study implies that EFL teachers should have sufficient knowledge of TQS to maximise students' learning. As part of teaching strategies, any way to encourage students' participation is highly crucial. One of them is by adopting various TQS. Most significantly, the prevalent use of the target language
contributes to increased exposure to English, thereby enhancing students' learning outcomes. Furthermore, this study provides valuable empirical evidence regarding EFL teaching and learning in vocational higher education.

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