



## The Influence of Teacher Questions to Stimulate Students' Active Participation and Engagement in Non-Formal EFL Speaking Classes

Safitzal Fajar Rahmawati<sup>1</sup>, Endang Fauziati<sup>2</sup>, Sumardi<sup>3</sup>

<sup>1,2,3</sup>English Education Department, Universitas Sebelas Maret, Surakarta, Jawa Tengah

Corresponding E-Mail: [safitzalfajar@student.uns.ac.id](mailto:safitzalfajar@student.uns.ac.id)

Received: 2025-09-13 Accepted: 2025-12-31

DOI: 10.24256/ideas.v13i2.7991

### Abstract

This study evaluates how teacher questions influence active participation and engagement in non-formal EFL speaking classes. The objective is to determine the effectiveness of different question types in promoting student interaction and improving language learning. A qualitative case study design was employed in two classes at a private English course in Madiun, Indonesia, involving 2 English teachers and 24 elementary students with basic to lower-intermediate proficiency. Data were collected during 3 months (December-February) through classroom observations, digital audio recordings, field notes, and semi-structured interviews with both teachers and students. The analysis focused on categorizing teacher questions into display/closed-ended, yes/no, and referential/open-ended types, and examining the effect on individual and choral student responses. Findings indicate that display/closed-ended and yes/no questions effectively stimulate immediate recall and maintain classroom focus, while referential/open-ended questions encourage deeper cognitive engagement and personalized expression. The results suggest that a balanced approach to questioning not only stimulates immediate recall but also transforms passive learners into active participants, improving students' communication competence. It also implies that the teacher should have more variations such as combine three kinds of those questions for engaging students to have an active participation through questions.

**Keywords:** *teacher questioning strategies, active participation, classroom engagement, non-formal EFL speaking class, student responses.*

## Introduction

Education is a transformative process that not only conveys knowledge but also nurtures personal growth and development (Safitri, 2019; Wibowo et al., 2021). In non-formal educational settings, where learning process occurs more flexibly than in traditional classrooms, effective teacher-student communication is necessary. It is found that non-formal EFL speaking classes require not only linguistic competence but also students' confidence in using English in real-world scenarios (Safitri, 2019).

In this condition, teacher questioning strategies is important in increasing student engagement and promoting meaningful interaction. Previous studies observe the importance of using various types of questions to maximize student participation. For example, display or closed-ended questions can activate learners' prior knowledge and sustain attention (Ritan, 2022). Meanwhile, referential or open-ended questions provide deeper cognitive engagement by inviting students to express personal perspectives (Ritan & Tube, 2021). A balanced approach that combines both question types has been shown to create dynamic classroom interactions and increase communicative competence (Fajar Rahmawati et al., 2024; Rusyan et al., 2020).

However, while teacher questioning has been extensively explored in formal classroom contexts, fewer studies have examined how these strategies operate in non-formal EFL speaking classes, where the structure may be more flexible and learners' motivations and experiences more diverse. The existing literature provides limited insight into how specific questioning techniques shape learners' active participation and engagement in these settings.

This study seeks to bridge this gap by analyzing the influence of both closed-ended and open-ended teacher questions on student interaction, focusing on how these strategies can encourage confidence, motivation, and sustained dialogue in non-formal EFL speaking environments. Thus, this study aims to analyze the influence of teacher questions in stimulating students' active participation and engagement in non-formal EFL speaking classes. In addition, it also provides more opportunities for both teachers and students to interact through English learning. The findings are expected to guide EFL instructors in designing and refining questioning techniques that support an inclusive, interactive atmosphere conducive to language development and communicative competence.

## Method

A qualitative case study approach was chosen for this research because this method allows for an in-depth exploration of the complex dynamics between teacher questioning strategies and student engagement within a non-formal EFL speaking context. While quantitative methods often prioritize measurable outcomes, a qualitative case study offers rich, contextual insights into how different types of questions occur in real-time and how learners respond both cognitively and emotionally. This design was especially appropriate given the study's emphasis on

understanding not only the immediate effectiveness of various question types but also the perspectives of participants in two regular classes at a private English course in Madiun, Indonesia where it more focuses on speaking but also combine with vocabulary, grammar, and writing practice.

Participants included two experienced teachers and two groups of elementary-level which consists of 13 and 11 students each classes whose English proficiency ranged from basic to lower-intermediate. The teachers were selected based on their familiarity with diverse questioning strategies (yes/no, display, and referential) and their willingness to integrate these techniques during routine lessons. Meanwhile, students were chosen from classes specifically focused on speaking skills, and all participants had been attending sessions regularly at least 75 minutes each meeting. This ensured that they were comfortable with the instructional setting and sufficiently acquainted with the teachers' methods.

Data were collected by the researcher by involving the classes during the lesson to reduce the potential bias through a combination of classroom observations, audio recordings, and semi-structured interviews. During the classroom sessions (for 2 weeks in February), a digital audio recorder captured teacher-student interactions verbatim, and detailed field notes documented behaviors such as eye contact, body language, and overall engagement levels. The semi-structured interviews, conducted with both teachers and selected students, offered deeper insights into participants' perceptions of the effectiveness of different question types, as well as the challenges faced during speaking activities. Teacher interviews explored their rationale for using specific questions and their strategies for maintaining student involvement, while student interviews focused on which question types made them feel most comfortable or motivated to speak. All interviews were recorded with the participants' consent, and ethical protocols were observed throughout, including the use of pseudonyms to protect individual identities.

The data analysis involved transcribing the recorded interactions and organizing them according to established frameworks. Teacher questions were categorized as yes/no, display or close-ended, or referential or open-ended (Long & Sato, 1983; Wajnryb, 1992). Student responses were then coded based on Jiang's classification of individual responses, choral responses, teacher answers, and no response (Jiang, 2014). After initial coding, the transcripts were examined thematically to connect teacher intentions, such as checking comprehension or prompting reflective thinking, with the nature of student participation. Then, the researcher independently analyzed a subset of the transcripts to improve inter-coder reliability. This process ensured greater consistency and trustworthiness in how both teacher questions and student responses were interpreted.

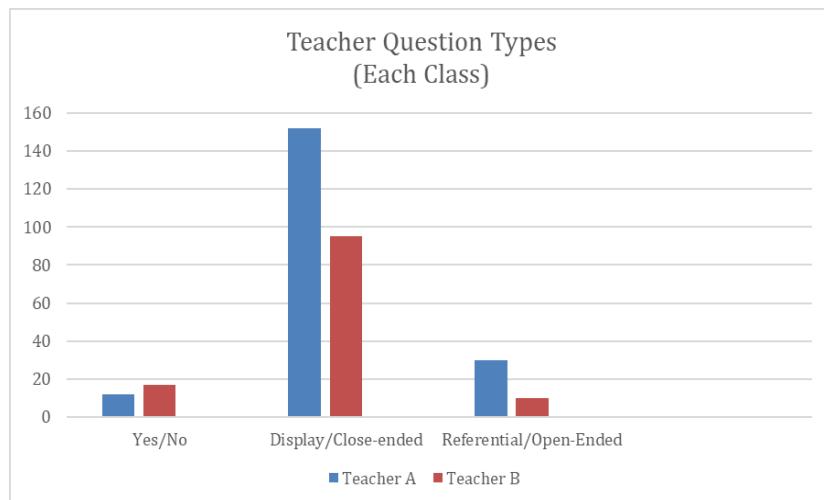
Triangulation was employed to strengthen the reliability of the findings by cross-verifying data from multiple sources. Insights gained from the audio recordings were compared with information from the interviews and with the field

notes taken during classroom observations. This cross-referencing minimized the likelihood of relying on isolated evidence and provided a more holistic picture of how teacher questioning strategies influenced student engagement. The combined analysis of direct interaction transcripts, observational data, and personal reflections from teachers and students allowed for a comprehensive understanding of the ways in which question types can stimulate participation, enhance confidence, and encourage meaningful communication in non-formal EFL speaking classes.

## Results

### 1. Teacher Question Types

In this study, the researcher coded the first teacher as Teacher A (TA) and the second as Teacher B (TB). As shown in Figure 1, both teachers predominantly used display/closed-ended questions. Specifically, Teacher A employed 152 display/closed-ended questions, making up the majority of her 194 total questions (approximately 78%), whereas Teacher B used 95 display/closed-ended questions out of 122 total (around 78% as well). In contrast, yes/no questions were utilized 12 times (6% of her total) by Teacher A and 17 times (14% of his total) by Teacher B, and referential/open-ended questions appeared 30 times (15%) for Teacher A and 10 times (8%) for Teacher B.



**Figure 1.** Teacher question types (each class)

#### 1.1. Yes/No Question

Teachers effectively use yes/no questions to capture and sustain students' attention and to confirm their understanding. For example, Teacher A began a lesson by asking, *"Do you remember what the weather was like yesterday?"* which not only recalled prior knowledge but also helped quickly assess who remembered the material with the students answered *"Sunny and hot"*. In a subsequent interview, Teacher A noted:

"Yes/no questions help me see who still remembers the last lesson. If they answer correctly, we can move on. If not, I can review again."

This approach, along with setting clear rules, like insisting on speaking only English under threat of a "powder penalty", demonstrates the strategic role of these questions in creating a focused and engaging learning environment.

Similarly, Teacher B uses yes/no questions during lessons to refocus students' attention and check for comprehension. In one instance, Teacher B asked, "*Next, I will dictate, and you will write it in your book. Are you ready?*?", "*Yes, I'm ready*" prompting immediate student response and re-engagement. Teacher B further explained in an interview:

"Sometimes their focus drifts. A quick 'Are you ready?' or 'Do you understand?' helps me pull them back into the lesson."

These targeted yes/no queries not only confirm that students have grasped specific content, such as understanding the difference between "sunny" and "hot", but also allow teachers to adjust pacing in real time based on students' feedback.

### **1.2. Display/Closed-ended Question**

Display or closed-ended questions serve as a tool for teachers to assess student knowledge and maintain class momentum. For example, Teacher A used these questions at the beginning of lessons to ensure students recalled previous vocabulary, "*We will review the previous vocabulary first. Okay, how do you say 'mencuci muka' in English?*", "*Wash my face*". Similarly, Teacher B initiated a review by querying, "*So, let's review the vocabulary from last week. What new word did we learn last week?*" These direct prompts provided teachers with an immediate snapshot of students' retention and engagement, as nearly all students answered eagerly and in unison.

Mid-lesson and end-of-lesson strategies further demonstrated the effectiveness of these questions in refocusing attention and confirming understanding. Teacher A transitioned into new material with the cue, "*Okay, now we will move on to the next lesson. I'll write the vocabulary first, and then you will copy it into your books*," and later spurred competition by asking, "*Whoever can answer my questions correctly can go home first. How do you say 'mengetuk pintu' in English?*", "*Knock the door*". As Teacher A summarized in an interview:

"They want to 'win' by answering quickly, so they pay close attention and memorize the words."

Teacher B's approach of asking students to translate a sentence about adjectives further reinforced comprehension, showing the role of display questions in providing timely feedback and maintaining classroom interaction.

### **1.3. Referential/Open-ended Question**

Referential or open-ended questions invite students to share personal insights and experiences, encouraging an environment of self-expression and critical thinking. Teacher A initiates this approach by greeting the class with an inquiry about their well-being, explaining:

"I want to understand how they feel each day. By asking open-ended questions, they provide unique answers, allowing me to estimate their mood and motivation."

Similarly, Teacher B calls on students by name to learn about their daily experiences, creating a more personalized classroom atmosphere. These strategies not only help teachers assess student engagement but also encourage voluntary participation, as seen when Teacher B asks, "*Who wants to write on the board?*" to build confidence and reduce shyness.

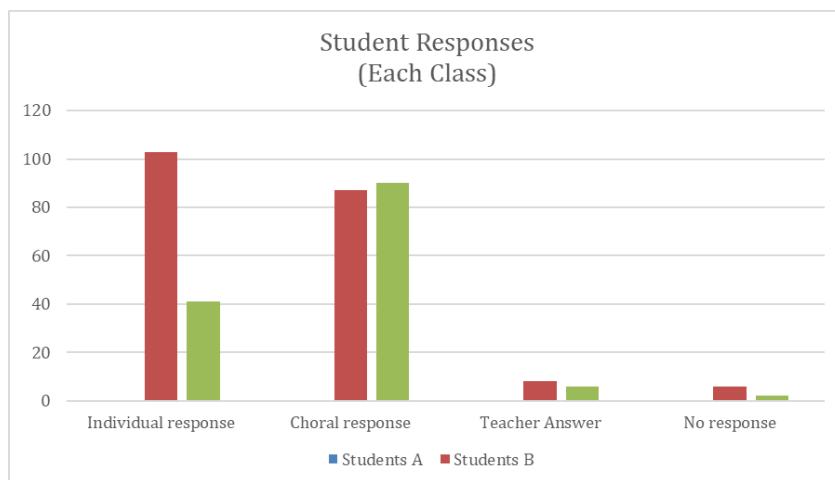
Additionally, open-ended questions serve to deepen students' understanding by prompting them to connect new material with prior knowledge. For example, Teacher A challenged the class by asking, "*Let's guess the meaning of 'What do you do on a rainy day?'*", "*Apa miss?*". Sometimes, the students could not answer in English, but they asked it. Teacher A further emphasized:

"This type of question helps them think. It's not just about memorizing. They are connecting ideas in English."

Despite occasional hesitations and the need for additional encouragement, these open-ended prompts effectively promote meaningful communication and enhance the learning process.

### **2. Student Response**

Figure 2 illustrates the differences between the two classes. In Teacher A's class, individual responses were the most common, totaling 103, followed by choral responses with 88, teacher answers with 8, and no responses with 6. In contrast, Teacher B's class showed choral responses as the most frequent, totaling 90, followed by individual responses (41), teacher answers (6), and no responses (3).



**Figure 2. Student Responses (each class)**

### **2.1. Individual Response**

Individual responses provide insight into each student's understanding, as demonstrated when teachers engage learners with personalized questions. For example, Teacher A asked, "*Dhiara, what do you do on a rainy day?*" prompting the student to share, "*I drink tea*," while Teacher B inquired, "*Hello, Mas Fian. How are you feeling today?*" which prompted the response, "*I'm Happy, Miss.*" Teacher A emphasized the importance of these individualized answers, noting:

"They are free to answer however they like, allowing us to see their true thoughts and feelings."

Additionally, individual responses were effectively used in display or closed-ended questions to confirm knowledge of predetermined material. Teacher A, for example, asked, "*How do you say 'menikmati makanan' in English?*" and received the correct answer, "*Enjoy the meal.*" She further noted:

"I usually start by asking who is ready. Some students want to be the first to show they can do it, which helps build their confidence."

Similarly, Teacher B's approach, such as asking, "*How do you spell Photo in English?*" and giving students time to think, reinforced the idea that even when only one or two students respond immediately "*P H O T O*", it shows they are actively listening, with Teacher B explaining:

"If one or two students answer right away, it shows they are listening closely. Others might still be thinking, so I give them time if they need it."

### **2.2. Choral Response**

Choral responses, where students answer in unison, are used to encourage a sense of collective engagement and reinforce comprehension. At the beginning of lessons, Teacher A and Teacher B use choral responses to activate prior knowledge and ensure that all students recall daily chores or previously learned vocabulary. For

example, Teacher B mentioned:

“A quick choral review helps them feel united and confident. They are less afraid of mistakes if they all answer at once.”

This approach continues into mid-lesson, where choral responses help introduce and confirm new grammatical structures and language points, enabling teachers to quickly estimate overall understanding without putting individual students on the spot.

At the end of lessons, choral responses are employed to check knowledge and inject a competitive element that motivates the class. Teacher A, for example, asked, *“Whoever answers my questions correctly can go home first. How do you say ‘mengelap lantai’ in English?”* prompting a loud, unified reply. This method not only saves time but also encourages participation from typically reserved students. As Teacher A reflected:

“When they answer together, it is louder and more energetic. They gain confidence in numbers.”

This strategy is effective in quickly assessing general comprehension and building classroom energy.

### **3. Teacher Answers**

Teachers sometimes provide “teacher answers”, essentially supplying the correct response before students can do so themselves. This happens either when they rush to fill silence or are concerned about time constraints. For example, Teacher A was observed asking, *“What does ‘weekends’ mean?”* and then immediately stating, *“It means ‘akhir pekan,’”* while Teacher B spelled out “beautiful” (“B-E-A-U-T-I-F-U-L”) right after asking the question. As Teacher A admitted,

“Sometimes I answer too soon. I’m worried about time or that they’ll get frustrated. But I realize I should give them more space to think.”

Teacher B similarly remarked,

“If they’re silent for too long, I feel I have to fill the gap. Maybe I need to wait longer or prompt them more instead.”

These well-intentioned behaviors, though meant to clarify and maintain lesson flow, can minimize student participation and critical thinking.

In contrast, “no answer” situations arise when a teacher’s question meets silence or an incomplete response. Teacher A and Teacher B both try to remedy this by repeating or rephrasing the question and offering hints, such as giving the first letters of a word. According to Teacher A,

“If they pause too long, I repeat the question. Sometimes they just need an extra second to remember.”

Meanwhile teacher B explained,

"I don't want to leave them hanging too long. A quick hint might recall their memory."

Nevertheless, even a question may fail to encourage a response from shy or hesitant students, prompting the teacher to step in and provide the solution. While this approach can save time and reduce discomfort, it can also limit opportunities for students to practice deeper thinking and build confidence in using English.

#### **4. Teacher Question Types Which Encourage and Discourage Students to Speak**

Display/close-ended questions are important in improving students' verbal engagement, affecting memorized vocabulary and structures. Teacher A asserted,

"It is very important, it must even be included, because this is a speaking class. It encourages students to speak."

Meanwhile teacher B likened these questions to fishing:

"If we want to catch fish, we have to use bait."

Both teachers use the questions at various stages, from reviewing past lessons to ending classes with short quizzes, to maintain active participation. They also encourage individual responses from students who are eager to show their mastery or simply need a bit more time and nudging to speak up. As one student shared,

"I'm happy because I have my friends with me."

This response emphasizing that a supportive atmosphere creating the confidence to answer.

On the other hand, display/close-ended questions can sometimes stifle speaking when they lead to teacher answers or moments of silence. Some students confessed,

"I just stay silent because I'm afraid."

This answer preferring not to risk making mistakes. Moreover, teachers occasionally provide answers too quickly, as Teacher A admitted,

"I realize that sometimes I answer my own questions too quickly."

This condition minimizing the chance for learners of valuable think-time. While referential/open-ended questions could encourage deeper thought, Teacher A tends to prioritize memorization, stating,

"I think the most effective ones are also display or close-ended questions."

Meanwhile Teacher B's group benefits more from open-ended prompts. Yes/no questions appear even less frequently, primarily serving as simple checks rather than extended discussions.

## **5. The Influence of Teacher Questions to Stimulate Students' Active Participation and Engagement**

### **5.1. Evidence from Observations**

The observations show that structured and interactive lessons encourage an engaging classroom environment. In Teacher A's class on February 1, 2024, the session began with a collective prayer and warm greetings, setting a respectful tone. The teacher immediately directed the students by saying, "Let's speak in English," prompting them to switch to the target language. This instruction was followed by rapid vocabulary questions such as, "How do you say 'bangun tidur' in English?" with students promptly replying, "wake up." These quick, clear responses and the quiet, attentive atmosphere provided evidence of student readiness and active participation.

Active engagement was further shown in varied learning activities across both classes. Students not only asked questions about unfamiliar material but also participated eagerly in reading aloud, games, and individual responses. In Teacher B's class, for example, students responded loudly and simultaneously when translating sentences or explaining new adjectives, while being called upon by name ensured that every student was involved. Even during an outdoor session on February 9, 2024, Teacher B maintained engagement by dictating writing tasks and checking student work, with students proactively asking for clues when needed. This variety of strategies, from vocabulary repetition and board work to interactive games and written exercises, demonstrates a dynamic approach that continually invites student interaction and confirms their understanding.

### **5.2. Evidence from Interview Responses**

Teacher insights reveal deliberate strategies to promote engagement. Teacher A shared:

"When they are noisy, I will remind them with a serious expression without any smile or jokes. So, they will be serious too."

This shows her method for maintaining a focused learning environment. She further noted:

"...when I give them a question they will focus and think automatically about what the answer is."

The statement demonstrating that questioning prompts immediate cognitive engagement. Similarly, Teacher B emphasized a personalized approach, stating:

"...I use an individual approach. I try to get to know their personality one by one and I treat them based on it."

She explained that using questions strategically during transitions acts as "bait" to stimulate student responses, ensuring every student feels valued and involved.

Student perspectives confirm these engagement strategies, reflecting a positive and dynamic classroom atmosphere. One student remarked:

"I am happy and enjoy attending the course because there are lots of friends."

The answer shows the impact of a friendly, supportive environment on participation. Another student expressed confidence, stating:

"I want to answer quickly because I know the answer and I am not afraid."

Additionally, a third student shared:

"If I know the answer, I will answer first. If I don't know, I will wait my friend first to answer to check whether my answer is correct or not. Then, I try to answer too. I don't want to keep silent,"

This illustrates how peer interaction helps build confidence and encourages even hesitant students to contribute.

### **5.3. Synthesis: How This Evidence Proves Active Participation and Engagement**

The evidence demonstrates active participation through consistent interaction and strategic teacher questioning. Observations show that students are repeatedly called on, promptly responding to questions during activities such as vocabulary reviews, games, board work, and written exercises. Both Teacher A and Teacher B intentionally use questioning to stimulate focus and thinking. Teacher A explained:

"When I give them a question they will focus and think automatically about what the answer is."

This strategic approach not only keeps the class engaged but also encourages students to move from passive listening to active involvement.

A student-centered approach further emphasizes the dynamic classroom environment. Interviews show that students appreciate the interactive and supportive setting, with one student showing their enjoyment of the class because "there are lots of friends," while another expressed eagerness by saying, "I want to answer quickly because I know the answer and I am not afraid." These responses, along with the variety of engagement strategies, from oral questioning to written tasks, confirm that students are actively thinking, asking, and writing throughout the lesson, proving that the combined methods effectively encourage active participation and engagement.

## **Discussion**

The findings of this study emphasize the important role of teacher questions in promoting student engagement and active participation, particularly in a non-formal EFL setting. Previous studies show that repeated display of closed-ended and yes/no prompts effectively sustained student attentiveness, activated prior

knowledge, ensured that students recalled key information, encouraged frequent responses, and helped teachers quickly check comprehension (Faizah et al., 2019; Fajar Rahmawati et al., 2024; Purnawati & Nusantara, 2020; Ritan, 2022). This indicates that the use of procedural and convergent questions effectively keeps students engaged in the routine of the lesson (Asrianti & Seri, 2018; ASTRID et al., 2019; Prijanto & de Kock, 2021; Rohmawati, 2018). These question types motivated even novice learners to participate, especially when teachers introduced competitive elements (e.g., "Whoever answers first can go home").

Meanwhile, higher-order questioning can stimulate critical thinking and sustain motivation (Suryadi & Reskiawan, 2021). Teacher prompts such as "What do you do on a rainy day?" or "How are you feeling today?" led to unique, personal responses, thus providing a more inclusive environment in which even quieter students felt encouraged to share. This model in classes led to a range of positive outcomes, such as increased self-confidence among students, more open communication from teachers, and encourage creative ideas through healthy competition among students (Kariadi & Suprapto, 2018).

However, certain learners needed additional support (e.g., vocabulary cues, extra wait time) to formulate answers, confirming that teachers must balance support with the expectation of independent speaking practice (Kurnia, 2022). By giving questions, facilitating brief discussions, encouraging simple presentations, creating dialogues, and utilizing role-play, teachers are able to improve students' progress more holistically. In this study, three learners with varying levels of achievement reported feeling enthusiastic and driven during the assessment activities, particularly when they received immediate feedback. However, continual practice and supportive environment are important for maximizing the benefits.

The challenges observed are also consistent with earlier studies. Study found that some elementary-age students required supplementary help before they could fully join class discussions, particularly in blended learning contexts (Anastasia et al., 2021; Wihartanti, 2022). Similarly, immediate feedback and gradual complexity are necessary in questioning to avoid overwhelming beginners and to encourage confident participation (Kurnia, 2022). The current results show how non-formal EFL teachers can maintain focus and motivation through a high frequency of yes/no and display questions, but also need to integrate referential questions that require thoughtful, context-based answers. The findings further indicate that student age, proficiency, and classroom format can influence which questions work best. While closed-ended questions may be necessary for younger or lower-proficiency learners, older or more advanced students might thrive with open-ended inquiries that push them to think critically and elaborate more fully on their ideas.

The results observe the effectiveness of a structured yet flexible questioning strategy. Teachers are encouraged to integrate both rapid-fire closed-ended questions, which activate memory and build confidence, and more open-ended prompts that stimulate creativity and higher-level thinking. Layering these questions

within a systematic sequence, such as the Present, Practice, Production (PPP) model, can help students progress from brief, factual responses to more reflective engagement (Prihamdani, 2020; Suryadi & Reskiawan, 2021). It is important to provide appropriate support for shy or less proficient learners, ensuring they also have the time and tools to respond. In this way, questioning practices become a dynamic component of active, learner-centered instruction, balancing the need for quick checks of comprehension with the benefits of deeper, more communicative discourse.

According to the findings, implementing this model in classes led to a range of positive outcomes, such as increased self-confidence among students, more open communication from teachers, and encourage creative ideas through healthy competition among students. The approach shifts the focus from a teacher-centered to a student-centered process, ensuring that every student is motivated to ask questions and engage in discussions, which in turn makes the learning process more meaningful and interactive.

## **Conclusion**

In conclusion, the study shows that a well-structured combination of closed-ended/display questions and yes/no checks actively engage students by reinforcing memory and sustaining focus, while referential/open-ended prompts encourage deeper thinking and more personalized responses. EFL teachers are thus advised to balance quick-response questions with more open-ended forms, ensuring that shyer or lower-proficiency learners have opportunities to speak. Training programs could further emphasize the development of varied questioning techniques, including strategies for providing wait time and support, so teachers can manage pacing effectively.

However, this research is limited by the small sample size of only two teachers in one institution, as well as the potential observer effect in which students may have modified their behavior due to the researcher's presence. Future investigations could explore questioning strategies in diverse non-formal contexts (e.g., online speaking classes), and further assess how long-term engagement with balanced questioning techniques influences students' speaking proficiency over extended periods.

## References

Anastasia, R., Amalia, A. R., & Uswatun, D. A. (2021). Analisis Partisipasi Siswa dalam Mengikuti Pembelajaran Bahasa Inggris di Masa Pandemi Covid-19 di SDN Brawijaya. *Edumaspul: Jurnal Pendidikan*, 5(2), 528–534. <https://doi.org/10.33487/edumaspul.v5i2.1915>

Asrianti, E., & Seri, H. (2018). Meningkatkan Partisipasi Belajar Peserta Didik Melalui Metode Tanya Jawab pada Mata Pelajaran Kewirausahaan Kelas XI SMK Muhammadiyah 2 Palembang. *Manajemen Pendidikan*, 1(2), 78–91.

ASTRID, A., AMRINA, R. D., DESVITASARI, D., FITRIANI, U., & SHAHAB, A. (2019). The Power of Questioning: Teacher's Questioning Strategies in the EFL Classrooms. *Indonesian Research Journal in Education [IRJE]*, 91–106. <https://doi.org/10.22437/irje.v3i1.6601>

Faizah, D., Utomo, P., & Arifin, M. (2019). ANALISIS PERTANYAAN GURU DAN SISWA DALAM PROSES PEMBELAJARAN BAHASA INDONESIA DI KELAS VII SMP NEGERI 4 KOTA BENGKULU. *Jurnal Ilmiah KORPUS*, 2(3), 253–260. <https://doi.org/10.33369/jik.v2i3.6780>

Fajar Rahmawati, S., Fauziati, E., & Sumardi, S. (2024). Teacher Questions and Student Responses in the Speaking Class of Non-Formal Education. *International Journal of Educational Research & Social Sciences*, 5(4), 789–796. <https://doi.org/10.51601/ijersc.v5i4.866>

Jiang, Y. (2014). Exploring Teacher Questioning as a Formative Assessment Strategy. *RELC Journal*, 45(3), 287–304. <https://doi.org/10.1177/0033688214546962>

Kariadi, D., & Suprapto, W. (2018). Model Pembelajaran Active Learning Dengan Strategi Pengajuan Pertanyaan untuk Meningkatkan Kualitas Proses Pembelajaran PKn. *Educatio*, 13(1), 11–21. <https://doi.org/10.29408/edc.v12i1.838>

Kurnia, A. D. (2022). Implementasi Penilaian Formatif Dalam Pembelajaran Bahasa Inggris Tatap Muka Terbatas Untuk Meningkatkan Motivasi Belajar Siswa. *Strategy: Jurnal Inovasi Strategi Dan Model Pembelajaran*, 2(1), 67–77. <https://doi.org/10.51878/strategi.v2i1.887>

Long, M., & Sato, C. (1983). Classroom foreigner talk discourse: forms and functions of teachers. In H. W. Seliger & M. H. Long (Eds.), *Classroom Oriented Research in Second Languages* (pp. 268–285). Newbury House.

Prihamdani, D. (2020). Meningkatkan Kemampuan Bicara Berbahasa Inggris Mahasiswa Dalam Mendeskripsikan Suatu Kegiatan Dengan Menggunakan Model Pembelajaran Presentation Practice Produce (PPP). *Jurnal Sekolah Dasar*, 4(2), 74–81. <https://doi.org/10.36805/jurnalsekolahdasar.v4i2.961>

Prijanto, J. H., & de Kock, F. (2021). Peran Guru Dalam Upaya Meningkatkan Keaktifan Siswa Dengan Menerapkan Metode Tanya Jawab Pada Pembelajaran Online. *Scholaria*, 11(3), 238–251.

Purnawati, L., & Nusantara, T. (2020). Analisis pertanyaan guru dalam pembelajaran

statistika berdasarkan revisi Taksonomi Bloom. AKSIOMA: Jurnal Matematika Dan Pendidikan Matematika, 11(2), 198–209. <https://doi.org/10.26877/aks.v11i2.5978>

Ritan, G. O. (2022). Analisis Dampak Pertanyaan Guru terhadap Kontribusi Siswa dalam Proses Pembelajaran Bahasa Inggris. PROLITERA, 3(2), 173–178.

Ritan, G. O., & Tube, B. (2021). Analisis Jenis Pertanyaan Guru dalam Proses Pembelajaran Bahasa Inggris. Edukreasi, VIII (1), 26–32.

Rohmawati, S. (2018). Penerapan Metode Tanya Jawab untuk Meningkatkan Prestasi Belajar Pendidikan Agama Islam pada Siswa SMP. Jurnal Pendidikan: Riset Dan Konseptual, 2(1), 64–70.

Rusyan, T., Winarni, W., & Hermawan, A. (2020). Seri Pembaharuan Pendidikan Membangun Kelas Aktif Dan Inspiratif. Deepublish.

Safitri, Dewi. (2019). Menjadi Guru Profesional. PT. Indragiri Dot Com.

Suryadi, R., & Reskiawan, B. (2021). Strategi Bertanya Guru Dipadu Metode Ppp Terhadap Peningkatan Kemampuan Berbicara Bahasa Inggris Siswa Menggunakan Whatsapp. Epigram, 18(2). <https://doi.org/10.32722/epi.v18i2.4142>

Wajnryb, R. (1992). Classroom observation tasks: A resource book for language teachers and trainers. Cambridge University Press.

Wibowo, S. A., Murtono, Santoso, & Utaminingsih, S. (2021). Efektifitas Pengembangan Buku Ajar Berbasis Nilai-Nilai Karakter Multikultural Terhadap Keterampilan Berpikir Kritis Siswa. Scholaria: Jurnal Pendidikan Dan Kebudayaan, 11(1), 54–62.

Wihartanti, A. R. (2022). Partisipasi Peserta Didik Dalam Pembelajaran Bahasa Inggris Di Sekolah Dasar Pada Blended Learning. Jurnal Cakrawala Pendas, 8(2), 367–377. <https://doi.org/10.31949/jcp.v8i2.2130>