LECTURER'S QUESTIONING TECHNIQUES: A VIEW OF NURSING STUDENTS' PREFERENCES IN UNDERSTANDING TEXT

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Abstract
This study aims to see the preference of nursing academic students on lecturer's questioning technique to understand English reading texts of English for nursing subject. This type of research is quantitative research in which research data collection was carried out on eighty-five students through questionnaires and interviews. The collected data were analyzed through conversational analysis which was used in analyzing the lecturer's questioning technique in the English for nursing course. The statistical data obtained from the closed-ended questionnaire was input into SPSS to obtain descriptive statistics of the overall data. The result on the lecturer's redirecting questioning techniques showed that appointing volunteering students was more preferred than appointing the students randomly and spreading the questions, in percentage 83.35 % . Meanwhile, another questioning technique, namely wait-time technique, is preferred by students than redirecting with a percentage of 82.26% of students who do not like direct asking techniques.
Keywords: Lecturer's questioning techniques, redirecting technique, wait-time technique, preference

Abstrak
Penelitian ini bertujuan untuk melihat kecenderungan mahasiswa akademi keperawatan pada tehnik bertanya dosen dalam memahami teks bacaan bahasa Inggris dalam mata kuliah Bahasa Inggris untuk perawat. Jenis penelitian ini adalah penelitian kuantitatif dimana pengumpulan data penelitian ini dilakukan pada delapan puluh lima siswa yang sudah lulus mata kuliah Bahasa Inggris I dan II melalui angket dan wawancara. Data yang terkumpul dianalisis melalui analisis percakapan yang digunakan dalam menganalisis teknik bertanya dosen dalam mata kuliah Bahasa Inggris Keperawatan. Data statistik didapatkan dari angket yang disebarkan yang kemudian dianalisa dengan menggunakan SPSS. Hasil penelitian menunjukkan bahwa pada teknik pertanyaan langsung (Redirecting) meminta mahasiswa secara sukarela dalam bertanya lebih disukai daripada menunjuk mahasiswa secara acak dengan persentase 83,35 % . sementara itu tehnik bertanya lainnya yakni memberikan waktu tunggu (wait-time) tehnik lebih disukai mahasiswa dibanding bertanya

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langsung (redirecting) dengan persentase 82.26% mahasiswa tidak menyukai teknik bertanya langsung.

1. INTRODUCTION

Educational theorists state that teaching and learning process is the core of the overall education process with the teacher as the holder the main role. The role of the teacher is to create a series of interrelated behaviors that are carried out in a particular situation and relate to the progress of behavioral change and the development of students for which they are intended. The teacher is not only a professional position requires special skills but also a front guard in the implementation of daily education in schools. The existence of a teacher for a nation is very important especially for the survival of the nation in the midst of the passage of time with increasingly sophisticated technology and all changes and shifts in varying values. This has consequences for the teacher to improve his role and competence. This is in line with the understanding of the public, practitioners of education, that the low quality of education in a nation is a reflection of the low competence of teachers and the poor management system of education in the nation.

In the Minister of National Education Regulation No. 16 of 2007, it was stated that a teacher must have a set of knowledge, skills and behaviors developed in the form of four teacher competency standards, namely pedagogic competence, professional competence, personality competence, and social competence. Pedagogic competency involves abilities related to mastery of student characteristics, theories and principles of learning, and management of the learning process. Professional competence is related to mastery of scientific material in accordance with the field of study that the teacher has. Personality competency is related to acting ability, work ethic, and self-appearance as a teacher. While social competence involves the ability to act, communicate with the community and profession, and adaptability. These four competencies will together form a professional teacher profile.

Many studies show that the teachers' questioning skills is crucial to successfully make students engaged in the classroom interaction, enhance students verbal responses, and lead to the comprehension of the lesson. One of the studies done by Fitriati, Isfara and Trisanti (2017) finds that the teachers questioning skill elicit students' problem in developing their passiveness in classroom interaction. Teachers' questioning skill can increase classroom interaction, it is also found that classroom interaction is a complex phenomenon; therefore, the teachers' questions are also influenced by many factors, including the teachers' English proficiency. Consequently, it is suggested that teachers should be more aware of their questioning skills to assist students achieve better proficiency in the English language.

It is also be found that the teacher still had difficulty in raising questions that provoked students to answer. In addition, students pay less attention to questions raised by teachers, teachers are also less able to encourage students to dare to answer questions raised by teachers, there are still many students who do not actively ask and answer questions directly from the teacher, even though answering questions from the teacher will be able to know students' understanding of the subject matter. It was also found that teaching teachers applied basic teaching skills, one of which was asking questions. However, the reality of the results of the observation shows that there are still some components of the questioning skills that have not been applied well by the teacher, especially in English lessons. This is indicated by the existence of several problems namely the teacher when doing questions still answering his own questions, his own questions, asking questions with answers simultaneously, determining students who must repeating answer before asking and asking multiple questions and questions made by the teacher often confuse students to answer . The effect caused by the students becomes less active in participating in learning.

Good questioning skills should have a good effect on students' responses to questions raised by the teacher. But the teacher in asking questions to students there are still some components of the questioning skills that have not been mastered, so they have not been able to achieve optimal learning goals. Based on the above explanation, the researcher concludes that the question is important and useful for students in class interaction. Questions have several functions those points of a lesson. Therefore, the researcher is interested in doing research on the questions skill of certified teachers in teaching and learning process of English lesson.

In government regulation No. 14 of 2005 concerning teachers and lecturers, it is stated that the main task of a teacher is to educate, teach, guide, direct, train, assess and evaluate students in early childhood education in the formal education, basic education and middle education. The main tasks of teachers and lecturers at the beginning (educating, teaching, guiding) often occur in the activities of the teaching and learning process. A teacher must be able to raise student participation in learning, so that the process of learning activities can take place optimally. Teacher competency is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by the teacher in carrying out his professional duties. Teacher competency as a learning agent at the level of primary and secondary education and early childhood education which includes: pedagogical, personality, professional and social competencies.

Teacher teaching skills according to Uzer (2012): In teacher teaching skills consists of eight teaching skills that play a very important role and determine the quality of learning, including "opening skills, and closing lessons, discussions, small groups, classroom management skills and individual teaching skills ". It means there are very instrumental and determine the quality of learning, namely skills in asking, strengthening, holding

variation, explain, open and close the lesson, guide small group discussions, manage classes, and teach small groups and individuals. In same in line, Tekene (2013) explains eight teaching skills that play an important role in determining the success of learning, namely: (1) asking; (2) giving reinforcement; (3) make variations; (4) explain; (5) open and close the lesson; (6) guiding small group discussions; (7) managing classes; (8) teach small groups and individuals. The focus of the research is the teacher's asking skills because of the teaching and learning process, because asking plays an important role because well-structured questions and appropriate launching techniques will have a positive impact on students. Teaching states as the preparation of study guides and learning material, the development of courses and new methods, efficient administration and good pedagogical leadership are examples of different types of pedagogical work.

Albhnsalwey and Aliweh (2016) find by mastering the basic skills of teaching teachers can carry out their duties as professional teachers in developing the potential of students in order to achieve educational goals. Competent teachers will be better able to create an effective and capable learning environment in the management of their classes, so that student learning outcomes can be achieved optimally. Dealing with the purpose of teaching skill is to build classroom interaction. Interaction has long been considered important in language learning. It requires the process of foreign language learning the presence of two or more learners who collaborate in achieving communication. Interaction is a way of learning in general and developing the language skills in particular. When the students speak with the teacher and each other means they do interaction in the classroom. If the students do the interaction, they can exchange and share whatever that they have in their mind and whatever that they feel to another. It can be seen an example of interaction that can add information in the daily life, some give information about things that are never known before, from the interaction it can be gained a new information.

According to Moore (2012), interaction refers to reciprocal event involving at least two actors, objects, and event mutually influence in each other. It means that, interaction is relationship between two actors or more do the activity and event mutually influence in each other. interaction are occur between two object, in this situation if we read a book we take a note and get information about what have been read. After we do the interaction we get influence and effect from the interaction that have we done. The influences that can be achieved are suggestion, and something that can be used actually. Focusing on an interaction in classroom, Chafi and Elkhouzai (2014) state that the teaching and learning process is an activity of interaction between teacher-students and reciprocal communication that takes place in educational situations to achieve learning goals. It needs to be understood that interaction in the teaching and learning process is not just a communication relationship between students and teachers but is an educational interaction that not only conveys the subject matter but also instills attitudes and values in students who are learning. It means that, interaction is activity between two or more

students communication or talking about things, it help the students can get information, share their idea. If students can interact with other run well, so it can improve their knowledge, and can speak English run well. On the other hand, interaction involves students' communication not only in the school but also in social domain.

Teaching and learning interactions are essentially concepts that require a procedure /steps that are systematic and directed by the teacher in instilling a sense of faith, fostering a religious attitude towards the student / student. Chafi (2016) states that the relationship between the teacher and students in the class has instilled a sense of faith that can evidenced by teaching and learning interactions, while teaching and learning interactions are active relationships between teachers (who teach) with students (who learn) to achieve predetermined instructional goals. During the teaching and learning process takes place, there is interaction between the teacher and students, but this interaction is characterized specifically, because students face the task of learning and the teacher must assist in learning. The success of the teaching-learning process will be influenced by factors that support teaching-learning interactions and are closely related to the teaching-learning process.

Questioning technique is a kind of procedure that used by the teacher in giving a question in classroom. It is focused on the teacher's manner in giving a question Moore (2015). Questioning technique also used in order to gain the effectiveness of the teaching and learning process. As Mulyasa (2016) questioning technique should be mastered by the teacher to create an effectiveness and enjoyable learning process he also explains that the learning quality is determined with the teacher's questioning quality. Some questioning techniques have been talked by some experts to be an effective technique for teaching reading. In applying questioning technique in classroom, some effective steps should be followed by the teacher. However, some of questioning techniques cannot be used in teaching reading. Moore (2015) states that certain techniques associated with asking questions tend to increase the quantity of and enhance the quality of students' responses. He divides the questioning technique into four, however it is only discussed two techniques. Firstly, redirecting is a technique that is useful for increasing the amount of students' participation. It allows the teacher to draw students into a discussion by asking them to respond to a question in light of a previous response from another student. Because this technique require several corrects response to a single question. In applying redirecting questioning technique the teacher gives the students chance and spreading the question all over the class. The teacher can not only focus on one student and denied the other ones.

The second one is wait time. Students need time for thinking and pondering the responses they will give to the teacher's question. Rowe (1996) divides wait time into two types. *Wait time 1* is the time provided for the first students to respond to a question. Wait time 2 is the total time a teacher waits for all students to respond to the same question or

for students to respond to each other's response to a question. Wait time 2 may involve several minutes. Erickson (2011) establishes in applying wait time questioning technique the teacher gives time to think. After give the question, it's better for the teacher to give some limits time for the students in order to help them to find the answer. Giving some guidance which is given by the teacher, give the student addition background of knowledge. It can be done by reading the sources or opening their note book.

Beside the explanation above, Uzer (2012) give an additional technique, it is removing the turn. It means that if a student cannot answer the question, the teacher has given the time to think and there is still no respond from the student. The teacher should remove the turn to another one. The explanation shows that in applying the number of questioning, the teacher has to pay attention to the procedure of giving the questioning. In order to make the questioning technique effectively, the teacher has to follow some rules in applying the technique.

2. METHOD

This study involved 85 students of Nursing Academy who have passed English I and English II for Nursing Subject of Kesdam I/Bukit Barisan Padang Nursing Academy Instruments used to obtain data were questionnaire and interview. The use of questionnaire in this study was aimed at gathering statistical data and open responses about how types of question and techniques of questioning were preferred by the student-respondents. The questions in the questionnaire consisted of closed-ended and open-ended questions. The closed-ended questions consisted of four statements of preferences designed using a four-point of Likert scale ranged from "I do not like it at all," "I do not like it very much," "I like it," and "I like it very much." As for open-ended questions, the student respondents were asked to state their reasons of their choices in the close ended questions. The interview involved eighty five students and was administrated in the student-respondents' L1 *(Bahasa Indonesia)*. This interview was conducted to pursue more detailed opinions and issues on students' thoughts and feelings about particular ways of lecturers' questions and techniques of questioning. The statistical data obtained from the closed-ended questionnaire was input into SPSS to obtain descriptive statistics of the overall data. By so doing, how many students preferred or inclined against certain items could be identified easily and the pattern of the students' answers could also be characterized easily.

3. FINDINGS AND DISCUSSION

This section explores students' standpoints on how they prefer to each technique of questioning can promote or impede students' learning.

a. **Students' preference on teachers' use of Redirecting techniques**
1) **By appointing the students randomly and spreading the questions (the teacher stand in front of the class)**

Table 1 demonstrates that fifty five students liked it very much, sixteen students liked it., twelve students did not like it very much and two students did not like it at all. As for the pointing the students randomly and spreading the questions format nomination, twelve students stated that they did not like it very much and only two of them did not like it at all. It means that 83.52% of the students showed dislike and 16.48% showed their liking of this technique.

Table 1. Students' Preference on lecturers' use of appointing the students randomly and spreading the questions Techniques

How do you like your lecturers ask question	I do not like it at all	I do not like it very much	I like it	I like it very much
pointing the students randomly and spreading the questions	55	16	12	2
percentage	64.7 %	18.82%	14.11%	0.23%

Figure 1.
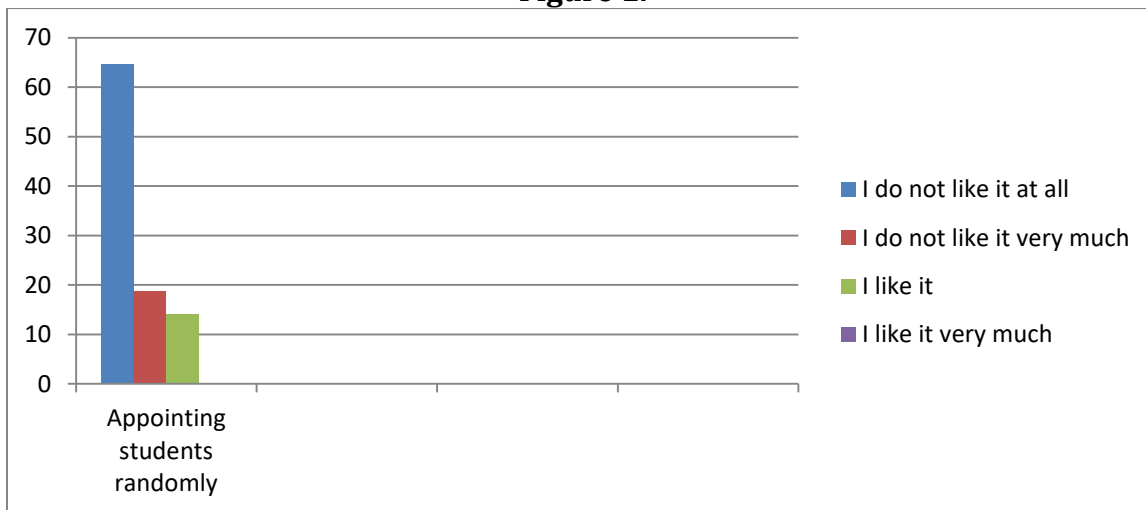
The quantitative results above show that the appointing the students randomly and spreading the questions is preferred by most students. One of the reasons is that this technique is advantageous to keep students attentive. Accordingly, in every question addressed they put their efforts to prepare the answer as seen in this interview with a student below (all of the sources of data written in this article are the original utterances).

"...Choosing students randomly to answer their questions encourages all students to get ready to answer every question (Source of data: Interview with student 25).

Aside from this improvement, the technique is likely to convey about several consequences. The resulting extracts illustrate how students feel about the disadvantage of this technique:

".....there are times when lecturer selects the more competent students most of the time. That makes us feel inferior to take apart in answering lecturer's question (Source of data: Interview with student 6).
"....We feel bad when we see that the lecturer often talks questions for us who outwardly less knowledgeable but provide less to those who are apparently more knowledgeable. We then think that the less competent students are given more question than the more competent ones (Source of data: Interview with student 27).

Student 8 found it imbalanced when the lecturer requested the more able students to answer questions. By contrast, student 27 felt their lecturer unjustly pointed the less competent students more than the more competent ones. The main point that can be made through these extracts is that there is a high possibility for lecturer s to select particular students to answer. Such unbalanced treatment can affect students' feeling to participate in answering the lecturer's questions.

Such a problem may be close to what Phuong and Nguyen (2017) define as teachers' action zone, times when teachers invite particular students more than others. In this case, the vocal students nominated most of the time are within the teacher's action zone and they are likely to participate more. By contrast, students who seem less vocal would feel that they are not within the teacher's action zone. As a result, they possibly feel accounted out and participate less. The idea of choosing students based on seat positions, however, seems to have less preference from the student-respondents. An argument for that can be seen as follows:

".....When lecturers choose students based on their seat position the students will pay attention to questions that belong to their own turn (Source of data: Interview with student 15).

Students' argument for their dislike is because students tend to arrange only for questions pointed to them. Although this technique seems not to elicit many voices from the student-respondents, its values are worth to look at:

".....I prefer lecturers calling on students' name based on the seat position. By so doing, we know that we have to answer certain questions so we have some time to think about the answer (Source of data: Interview with student 25).

"…..Calling on students' name based on the seat position allows students to prepare for the answer so we will not get flustered when the lecturers call on our name to answer (Source of data: Interview with student 14).

Appointing students based on their seat position can help students to have more time to generate their thinking process to think about the answer and to prepare them mentally for presenting the answer so that they can speak well when answering the question and do not become nervous or stumble.

2) Students' preference on lecturers' technique of by appointing volunteering students

As illustrated in Table 2, twenty five students did not like their lecturers to pointing volunteering students and forty four students did not like it very much. Twelve students claimed that they liked to be pointed as a volunteer if the teacher asked some questions and four students liked it very much. It means that 81.17.% of the students showed dislike and 18.83% showed their liking of this technique.

Table 2. Students' Preference of the technique by appointing volunteering students

How do you like your lecturers ask question	I do not like it at all	I do not like it very much	I like it	I like it very much
appointing volunteering students	25	44	12	4
percentage	29.41%	51.76%	14.11%	0.47%

Figure 2
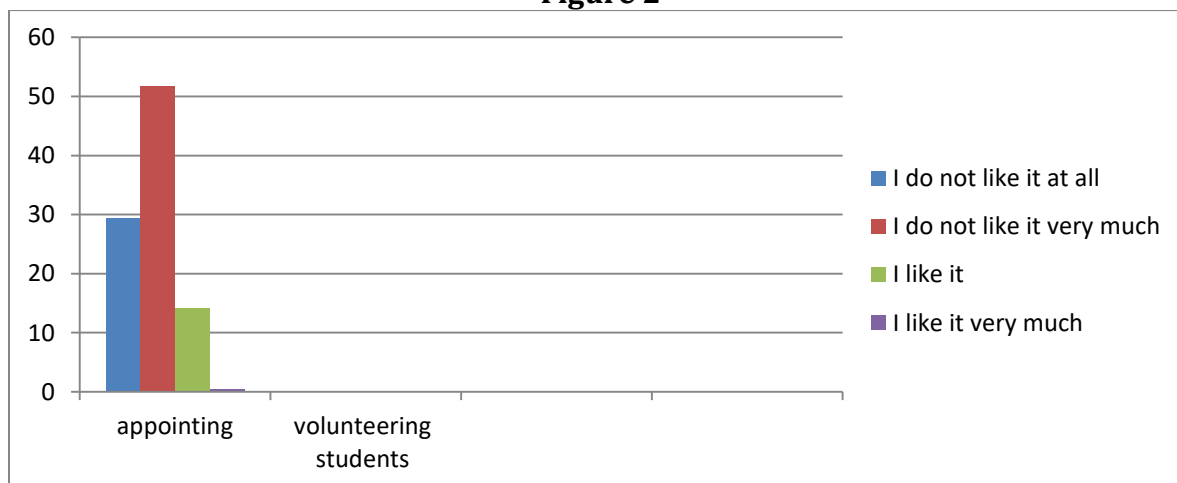
Below is the representation of ideas on what they thought and felt about this technique: appointing one student while walking around the classroom to response questions works more for active students but not for the passive ones (Source of data: Interview with student 33). The student said that if lecturers retain students who raise their hands only, there will be only persuaded students who would like to volunteer. Passive students might also recognize the answers but in this case, they have a tendency to to be reluctant to contribute because there have been several students who have already answered the question. Therefore, lecturers should not only appoint to those who raise their hands only (Source of data: Interview with student 31).

Those students saw such a technique help best for communicative students but work less for the hesitant ones. In the situation where many volunteers were participating, the less active or quiet students might feel reluctant to participate. This condition is probably closest to phenomena described by Barjesteh and Moghadam (2014), they see a predisposition for teachers to propose students who volunteer or who raise hands first. As a result, students, who want to talk, get chances to talk. Those who want to keep silent, stay silent. In this case, Yarbrough further describes that when the teacher suggests students who like to volunteer, many students feel overlooked. In this way, reticent students often feel unimportant and unwilling to participate. Despite their reasons for disliking this technique, a motive for students to like their teachers to nominate volunteering students is meaningful to look into:

"....This technique gives opportunities to all students to participate. This is also good to motivate and stimulate students to think and to state their opinion (Source of data: Interview with student 27).

This opinion implicitly suggests a very good point of this technique. Ideally, this technique gives chances to all students to answer teachers' questions. In addition, it also can challenge students to think about the answer and try out their answer.

b. Students' preference on lecturers' use of wait-time

The last issue related to the strategy of questioning is waiting for a longer time for students to answer the question. Students show less preference for this option. As displayed in Table 3, forty three students expressed that they did not really like it at all and twenty one of them expressed that they did not like it very much. Eight students claimed that they liked to wait for a longer time for other students to answer the lecturer's question since they have much time to think about the answer if the lecturer asks them to answer the question and thirteen students liked it very much. It means that 75.28% of the students showed dislike and 24.72% showed their liking of this technique.

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Table 3. Students' Preference of lecturers' Use of Wait-time

How do you like the way your lecturer asks	I don't like it at all	I don't like it	I like it	I like it very much
wait for a longer time for students to answer the question	43	21	8	13
(percentage)	50.58%	24.70%	0.94%	15.29%

Figure 3
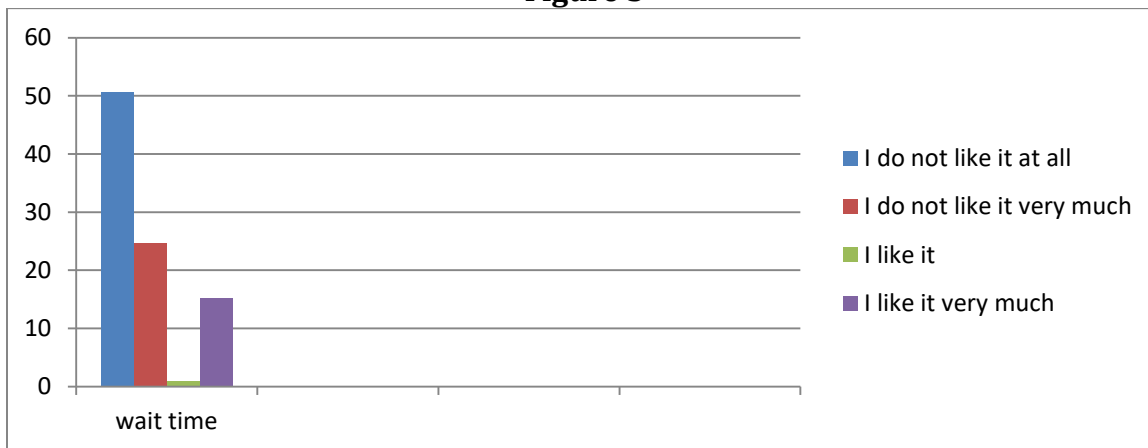
The number of students who disfavored to this practice is 80.4 %. Reasons behind their options are stated as follows:

"..Waiting for a longer time for students to answer is good but may be the wait time is not too long. It can be too discouraging for students who really do not know the answers (Source of data: Interview with student 5).

"...Giving a wait time is good but possibly not too long because we have to answer another question (Source of data: Interview with student 4).

"...Do not wait too long for a student to answer because the other students who would like to answer will also wait to answer (Source of data: Interview with student 9).

The students above specified that they did not like the idea of giving a too- long-wait-time since it might not help learning but give some emotional pressures to the student being asked and might change the atmosphere of the class. Therefore, they desired a not-too-long-wait- time for a student to answer questions due to the efficiency to the class activity and the

psychological condition of the students themselves. Conversely, if the wait time is not too long they found it very supportive for them in the following ways:

"…..Wait time is accommodating because it gives us time to think about the answer because some questions need us to do analysis so we need a longer time to think about the answer (Source of data: Interview with student 4).
"….When a lecturer gives a question we are sometimes not ready yet. Besides, we as students have different capacity of thinking. Some of us can think fast, some others are slow. Wait time helps us to give more time to think about the answer so we can prepare the answer quite well (Source of data: Interview with student 14).

Wait-time, according to the students, facilitated them to understand the questions that required hard thinking and helped them prepare to present their answer. In addition, it helped best to accommodate students' different level of thinking, especially those who needed more time to think. This may go along with what Yataganbaba & Yildirim (2016) investigated the teacher interruptions and wait time. In this study, they noted how the teacher interruptions could limit the effective wait time for the students to think. Additionally, the teacher interruptions may limit the students opportunity to think between student's responses and teacher feedback (wait time 2). They also believe that wait-time is helpful for students since it allows them a greater processing time to comprehend and interpret the teacher's questions. Based on the data above, by comparing between redirecting and wait-time questioning technique, it can be concluded that wait time was preferred more than redirecting. It was shown by 82.26% students disliked the redirecting questioning technique and 75.28% students disliked wait-time. questioning technique.

4. CONCLUSION

Based on the results of the study presented above, there are several points commendable to put into consideration when teachers, raise questions and use questioning techniques in the classroom. In terms of questioning techniques, appointing volunteering expressively can be supportive to permit some time for students to think about and to extant the answers. However, students perhaps keep devotion only on their turn and not to all questions. Another technique of questioning, appointing students randomly, can be accommodating to make students attending to all questions although it likely can create the instable distribution of questions to particular students only. To avoid the unstable delivery, the technique of nominating volunteering students can be used since it contributes chance to all students to participate and can dare students to consider and to try out the answer. Nevertheless, it is needed to be careful as it has a propensity to involve the involvement of more experienced students. This tendency subsequently may cause the less

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competent students to feel missed out and do not try to participate. As for the last technique, waiting-time, it is helpful to provide more time to think and to prepare presenting the answer as long as it is not too long. Otherwise, it can give pressure to the students being asked.

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