QUESTIONING STRATEGIES AND REINFORCEMENT FOR ENHANCING EFL STUDENTS' VERBAL RESPONSES

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Abstract

In the classroom, for teachers, being able to communicate well is essential to stimulate students' skills, especially in speaking. For English as a Foreign Language (EFL) learners, however, a spoken interaction or dialogue provides a challenge that must be overcome. Many studies map out that teachers' strategies for questioning their students have a strong effect on students' ability to speak. Using questions allows teachers to explore the material in greater depth and check students' understanding as they master the material discussed in class. Furthermore, motivation also plays an important role in evoking student responses when learning to speak. As a motivational example, reinforcement plays an important role in helping students speak. Most studies related to questioning strategies in classroom discourse focus only on strategies. However, while knowing student interest in lectures is important, the combination of questioning strategy and motivation is rarely implemented. In this regard, this study combines questioning strategies and reinforcement to get a clearer picture of students' verbal responses by asking teachers questions. The results indicate a high incidence of questioning strategy decomposition and language reinforcement during the teaching and learning process.

Keywords: questioning strategies, verbal reinforcement, EFL, speaking skill

INTRODUCTION

The main goal of learning English as a foreign language (EFL) is to be able to communicate well. In the classroom, talk dominates the interaction for communicating with others. Though the classroom is based on student-centered, the conversation between teacher and student still happens for stimulating the student's critical thinking and verbal responses. However, when it comes to the EFL context, the interaction faces another challenge. The conversation as a form of interaction does not happen as the limitation of time in practi-cing it. Furthermore, the demanding material also gives another problem of making students passive in class.

Many researchers have shown that teachers questioning highly influence students' speaking skill. Teachers' questions can arouse interest and curiosity for stimulating students' contribution toward the material discussed (Turney et al., 1983, p. 62). By using questions, the teachers can be able to explore the material deeper and check the student's understanding in acquiring the material discussed in advance.

According to Wu (1993), questioning

strategies are composed of five categories including rephrasing (by expressing in another way), simplification (by simplifying the questions), repetition (by repeating the questions), decomposition (by decomposing questions into some parts), and probing (by following up questions with other question). Those questioning strategies encourage students to contribute to the teaching and learning process orally.

Basically, in performing questioning, students' verbal responses as a form of speaking are the main goal. In learning to speak, motivation is needed. Reinforcement as an example of motivation plays a significant role in helping students to perform speaking.

Various studies focusing on questioning strategies and reinforcement have been conducted and published. The researcher takes some previous studies done by some experts to support this study.

Researching teachers' questioning strategies, Wuli et.al. (2017) examine EFL classes at a secondary school. They aim at exploring and examining English language teachers' skills in questioning. The result shows that teachers' questioning skills are crucial to enhance students' verbal responses and leading to the comprehension of the lesson. Furthermore, they also suggest that teachers need to be more aware of their questioning skills to assist students in mastering the English language.

Examining One Elementary ELL (English Language Learning) Classroom, Boyd (2015) aims to raise awareness of how the varied form and responsive and respond-able use questions asked by the teacher can invite students to talk in the classroom. Focusing on two lessons, she examined one teacher's questioning patterns and their relationship with types of student talk and learning in the class. The result shows that the teachers' willingness

to listen can support dialogic talk for thinking and learning. among students.

Investigating student-lecturer interaction, Ziyaeemehr (2016) analyzes the use of questioning techniques and cognitive thinking processes in the teaching and learning process. The data were from IDERN conference presentations and workshops in the form of audio and videotaping. Those, then, were analyzed by using Bloom's taxonomy.

The other study was conducted by Anisah et.al (2019)to analyze the students\" responses to answer the teachers\" questions, to analyze teachers\" questioning strategies in order to explain how the questions scaffold students\" learning in reading. The instruments used are classrooms observasion, teachers\" interviews, and document analysis. This study uses descriptive qualitative approach: a case study in Nasima Junior High School by means of questioning strategies proposed by Wragg and Brown (2001. Their study is about teachers' questioning strategies to scaffold students' learning in reading. By using classroom observation, teachers' interviews, and document analysis as the instruments, the study is taken place in Nasima Junior High School. The result shows that the student's reading comprehension increase with the scaffold from the teachers with applying questions tactic.

In 2017, Rumfola (2017) did research on positive reinforcement. She explores and analyses positive reinforcement can positively help students in the teaching and learning process. The result shows that students benefit from positive reinforcement in the classroom.

Concerning the object of the study, the other study was done by Manzoor et.al (2014). Their study aims to find out positive changes in the learning and behavior of the rural students of the nursery class

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in the government schools at Tehsil Jaranwala, Pakistan by using Skinner's (1957) model of reinforcement. The result shows that 75 % of teachers agree to implement reinforcement for motivating students.

As far as the researcher has explored and learned the previous studies about questioning strategies and reinforcement, the study about the combination of both of them is still limited. As this study explains the questioning strategies and reinforcement which are important in gaining students' oral responses, this study is needed to be done to give a contribution to the theory of questioning strategies and reinforcement.

Most studies drawing on questioning strategies in classroom discourse focus on the strategies only. However, a study combining questioning strategies and motivation is rarely done though it is important to know the students' interest in performing speaking. In this regard, the researcher combines questioning strategies and reinforcement to get a clearer overview of students' verbal responses through their teachers' questions. Based on the explanation above, the research questions are
What questioning strategies are used by English language teachers to their students?
What reinforcements are given by English language teachers to their students?
How do questioning strategies and verbal reinforcement enhance students' responses?

Question

Questions play a pivotal role in the teaching and learning process (Gall, 1970), not to mention English language learning. Furthermore, Barnes (1994) states that teachers use questions to channel students into specific modes of participation. By being asked, the student is expected to reproduce information or reasoning, explore the subject, and encourage her/him to think loudly (Toni & Parse, 2013)a considerable number of research has been concerned with the linguistic aspects of classroom interaction, many of which dealt with the type of questions asked in the EFL classes. Previously it was demonstrated that teachers make adjustments in their questioning techniques when communicating with their students. In the same line of inquiry, the present study tried to find out what techniques of questioning teachers use to engage their students in classroom interaction. The present paper, which is based on a case\nstudy, investigates classroom interactions in terms of questions being asked by the teacher. To this end, Bloom's (1956.

Richard and Smidth (2010, pp. 476–477) define a question as an utterance that is addressed to a listener/reader and asks for an expression of fact, opinion, belief, etc. Though an oral question characteristically arises in an interrogative form, "question" and "interrogative" are different (Wu, 1993) as sometimes the question is asked not in interrogative form. In speaking, he, further, adds that questions can be expressed through an imperative sentence (e.g. "Tell me why") and a declarative sentence (e.g. "That means your brother is 11 years younger than you.").

According to Farahian and Rezaee (2012), teacher's questions provide various functions to students including focusing attention, exerting disciplinary control, getting feedback, and, most important of all, encouraging students to participate. Tofade et al (2013) suggest a taxonomy of questions which is described below

Table 1 Types of Nonhierarchical Questions Used as Teaching Tools

Question Type	Description
Convergent	Closed, not offering many options; converges on a single or narrow list of "best" answers; encourages focused, succinct response
Divergent	Open, having many responses; permits the exploration of diverse perspectives; encourages dialog
Focal	Students must choose or justify a position.
Brainstorm	Questions that generate a list of ideas or viewpoints
Shotgun	Questions containing several content areas with no particular link
Funnel	Multiple questions starting broadly and gradually lead to a more focused inquiry

Farahian and Rezaee (2012)

Another way to classify questions is to examine the students' cognitive level. The classification based on students' cognitive level is shown in the following table.

Table 2 Types of Questions based on Students' Cognitive Level

Cognitive Dimension	Cognitive Level	Actions Required
Remembering (Knowledge)	Low	List, name, identify, show, define, recognize, recall, state
Understanding (Comprehension)	Low	Summarize, explain, interpret, describe, compare, paraphrase, differentiate, visualize, restate, and put in your own words
Applying (Application)	Low	Solve, illustrate, calculate, use, interpret, relate, manipulate, apply, classify, modify, put into practice
Analyzing (Analysis)	High	Analyze, organize, deduce, choose, contrast, compare, distinguish
Evaluating (Evaluation)	High	Evaluate, estimate, judge, defend, criticize, justify
Creating (Synthesis)	High	Design, hypothesize, support, schematize, write, report, discuss, plan, devise, create, construct

Farahian and Rezaee (2012)

Based on the explanation above, it can be inferred that a question is any sentence in the interrogative form which arising students' interest (Astrid et al., 2019) in the learning process. Questions are expected to help students check their comprehension, stimulate critical thinking, encourage

creativity, emphasize points, and control classroom activities (Blosser, 2000).

In this study, a question is defined as any oral utterance formed in an interrogative sentence, imperative sentence, or declarative sentence which needs further elaboration from the students.

Questioning Strategies

Asking interesting questions which have a clear purpose and are designed to promote a considered response from students is a very complex task (Turney et al., 1983). In delivering a question, especially an oral question, the teacher needs various strategies to gain a collaborative verbal response from the student. In this study, any strategy used by teachers in raising questions is called a questioning strategy.

Questioning strategies are one of the most important dimensions done by the teacher in the teaching and learning process (Astrid et al., 2019). As a tool, questioning strategies help teachers in developing their strategies to enhance students' work and thinking and in extending students' learning process.

In applying questioning strategies, Astrid et.al (2019) classify questioning into three parts including questioning at the beginning (to arising students' interest), questioning in the middle of the class (for eliciting student's achievement), and questioning at the end of the class (for checking student's understanding).

Wu (1993, pp. 55–56) suggests five categories in raising a question including rephrasing, simplification, repetition, decomposition, and probing. Those categories are further elaborated on in the table below.

Table 3 Types of Questioning Strategies

Type	Explanation
Rephrasing	Expressing a question is in another way e.g. Teacher : Then can a n y b o d y tell me the advantages of being an air stewardess? T h e advantages. Students : {silent} Teacher : How can they benefit from being an air stewardess?
Simplification	A kind of rephrasing using which a situation e.g. Teacher : Er, if you were the only child in your family, then what other advantages you may have? What p o i n t s , what other good points you may have?

Repetition	Repeating a question in the hope that a verbal response will be elicited	Probing	Following up a question with one or more other questions for soliciting more responses from a student
	e.g.		
	Teacher : H a v e you been to the a i r p o r t before?		*e.g.*
			Teacher : Do you think it's a good number?
	Students : {silent}		*Student :*
			Teacher :
	Teacher : [p o i n t s to a girl] H a v e you been to an a i r p o r t before?		*Yes.*
			Yes? Why do you think it's good to have two b r o t h e r s and one sister?
Decomposition	Decomposing an initial question into two or more parts for obtaining an answer		

Wu (1993)

	e.g.
	1. Teacher : W h o a r e they?
	2. Student :
	3. Teacher : {silent}
	4. Student : Y o u r ?
	5. Teacher : H o w m a n y sisters?
	6. Student :
	N o sister
	N o s i s t e r. H o w m a n y

Reinforcement

Richard and Smidth (2010, p. 377) propose that motivation is the driving force in any situation that leads to action. A further study found that there are two kinds of motivation in encouraging someone to do something, namely intrinsic motivation and extrinsic motivation. An intrinsically motivated person moves for the fun or challenge entailed rather than because of external pride, pressure, or reward (Ryan & Deci, 2000, p. 56). On the other hand, extrinsic motivation refers to doing an activity simply for the enjoyment of the activity itself (Ryan & Deci, 2000, p. 60).

Reinforcement is an example of external motivation helping students in learning speaking (Zebua, 2017). Reinforcement plays an important role in some theories of learning (Richards & Schmidt, 2010, p. 494) as it promotes active participation and positive repetition in teaching

episodes (Albreto & Troutman, 2003; Turney et al., 1983).

There are some kinds of reinforcement for offering praise and encouragement to the student. Turney (1983) proposes six categories including verbal reinforcement, gestural reinforcing, activity reinforcing, proximity reinforcing, and contact reinforcing. In this study, the researcher only pays attention to verbal reinforcement.

Verbal reinforcement refers to the teacher's comments in the teaching and learning process that reinforce students' responses or behaviors. As praise, reinforcements may occur while tasks are being performed (Turney et al., 1983, p. 29) in a form of a word or sentence. The explanation of each form is in the following description.

Word

According to Richard and Smidth (2010, p. 636), a word is the smallest unit in linguistics that occurs on its own in speech or writing. In performing verbal reinforcement as a spoken text, the teacher can produce any word verbal reinforcement for motivating students such as yes, okay, excellent, great, good, etc.

Sentence

In English grammar, a sentence contains one independent clause with a finite verb (Richards & Schmidt, 2010, p. 522). The instances of sentence verbal reinforcement include "well done", "that's good work", "nice try" etc.

METHOD
Type of Data

This research belongs to qualitative research by applying classroom discourse study. This study was conducted in MTs Ma'arif 2 Blora. The research participants were two teachers who habitually speak the Indonesian language along with the Javanese language.

The data in this study were spoken data. The data were the recording files of the teaching and learning processes done by teachers and their students in the academic year 2020/2021. However, in the pandemic era, only a teacher holds offline learning once a month. The researcher gained the data from the recording on the teaching and learning process for offline learning. each teaching and learning process ran in 30 minutes and engaged eight grade students. The researcher copied the data after getting permission from the teacher and the headmaster in using the recording data as her data on her research.

The other teacher, as instructed by the Local Government, does online learning. To get the data, the researcher used interviews. In an interview, the researcher asks some questions related to this research. The questions asked by the researcher were in the Indonesian language to avoid misunderstanding.

The data gained from the recordings were qualitative since those were information from a small number of individuals (Creswell, 2012, p. 206). As qualitative data, recording belongs to audiovisual materials which consist of images or sounds collected for helping the researcher understand the phenomenon under the study (Creswell, 2012, p. 206). By using the recording data, it was expected that the researcher gets a detailed understanding and useful information (Creswell, 2012, p. 206).

The technique of Gaining Data
Classroom observation

Classroom observation through recording is needed for capturing questioning strategies and reinforcement used by the teachers. Since the researcher was not allowed to directly join the class during the

pandemic era, therefore, classroom observation was done through recording. Based on the recording, the researcher got an understanding of the teaching and learning process by following the process.

Interview

The researcher interviewed the teacher to obtain their perceptions towards questioning strategies and reinforcement done on their teaching and learning process.

Questionnaire

In collecting the data, the questionnaire is also used for finding out students' perceptions and opinions towards teachers' questioning strategies and reinforcement. A questionnaire was used effectively in gaining data from the students and teachers in this pandemic condition.

Unit of Analysis

In this research, the unit of analysis was clause and clause complexes. Leech et.al (1982: 27) defines clauses as the principal units of which sentences are composed. The aim of examining clause is to show how the linguistic elements found in language contribute to students' verbal responses

Procedures for Analyzing Data

There were some procedures for analyzing data done by the researcher. After receiving the recording, the researcher transcribed the data into the written text without omitting any fillers, etc. from the students. In this study, the researcher did the transcribing by herself since the researcher wanted to follow the teacher and the students' flowing of information in their interaction. the researcher listened to the recording several times to get the correct words. After the text was ready, the researcher read it several times to catch the meaning that wanted to be delivered by the teacher and the students in their interaction. By reading the scripts several times, it was expected that the researcher would understand the flow of information, the questioning strategies, and the reinforcement delivered by the teacher. After reading the text several times, the researcher broke the text into clauses and highlighted the words in the text which belonged to the questioning strategies, and reinforcement. The highlight used three different colors. The colors were chosen to making the researcher easier in identifying the questioning strategies, and reinforce them without any special interest or intention. After categorizing the questioning strategies, and reinforcement, those data were examined based on the questioning strategies taxonomy proposed by Wu (1993) and the reinforcement theory proposed by Turney (1983).

FINDINGS AND DISCUSSION
The Questioning Strategies Used by English Language Teachers to Their Students

After analyzing questioning strategies, some findings are found. The summary of the findings of the questioning strategies including rephrasing, simplification, repetition, decomposition, and probing manifested by the teacher in teaching and learning processes are shown in Table 4.1

Table 4.1 The Questioning Strategies found in the text

	Freq	%
Rephrasing	11	23,4
Simplification	11	23,4
Repetition	7	14,8
Decomposition	12	25,5
Probing	6	12,9
TOTAL	47	100

Based on table 4.1, there are 47 questioning strategies used by the teachers found in this current study. Those questioning strategies involve 11 (23,4%) strategies of rephrasing, 11 (23,4%) strategies of simplification, 7 (14,8%) strategies of repetition, 12 (25,5%) strategies of decomposition, and 6 (12,9%) strategies of probing. Below are the detailed explanations of the result above.

Rephrasing

Rephrasing deals with expressing a question in another way (Fitriati et al., 2017; Wu, 1993). In rephrasing, the question raised by the teacher is rephrased into several phrases or in another way. The example of rephrasing found in this study can be seen as follows.

Extract 1

T : *"Really?"*

That means? Artinya? "Really?" "Really?"

Ss : *"Sungguh" ....*

T : *"Sungguh?" or "benarkah?" Oke. "Sungguh?" atau "benarkah?"*

The bold utterances produced by the teacher shows how he used a rephrasing strategy for eliciting students' response. Here, the teacher used the Indonesian language "*artinya?*" for expressing the main question "that means" to make the student easier in answering the question. Another instance of rephrasing is shown in extract 2.

Extract 2

Ss : *"I see."*

T : *Okay. Then? It means? Artinya?*

"See." "I see."

I see at the same mean.

What is the meaning, "see"? Apa artinya "see"?

"See."

Ss : *"Melihat."*

T : *"Melihat."*

"I see" itu maksudnya bukan "melihat."

Ya. Itu, apa ... "Oh, saya tahu." Atau, "saya paham," ya. Bukan "saya melihat."

And then?

In extract 2, we can see that the teacher asks "what is the meaning" followed by "apa artinya see". Here, the teacher used the Indonesian language for making the main question easier for the students. By translating "what is the meaning" into "apa artinya", the teacher tries to rise students' thinking in giving the argument. The other kind of questioning strategy found in this study is simplification which is explained in the following description.

Simplification

Simplification is a kind of rephrasing using a situation (Fitriati et al., 2017; Wu, 1993). In simplification, the teacher tries to simplify the questions to make students' effort easier in answering the question raised by the teacher. The instance of simplification is shown below

Extract 3

T   : *Okay …. I'm fine, too.*

      Okay, then …. Now the study is about asking for, uh …. To show attention to the speaker. Ya.

      Jadi sekarang kita membahas tentang, untuk menunjukkan ….?

Ss   : *Perhatian …*

T   : *Perhatian pada …?*

Ss   : *Pendengar.*

Based on extract 3, we can see that the teacher used a simplification strategy by mentioning "*untuk menunjukkan?*" and "*perhatian pada?*" in the Indonesian language for eliciting the student's verbal response by answering "*perhatian*" and "*pendengar*". In this case, the teacher simplifies the main question "what does showing attention to the speaker mean" into several parts. By simplifying the questions, the students can translate the word one by one for gaining the whole meaning.

Furthermore, the other example of simplification can be seen in the following instance.

Extract 4

T   : *And then? Rahmah?*

Ss   *"May I go to the toilet, Ma'am?*

T   *Artinya apa? "May I?"*

Ss   : *"Bolehkah saya pergi ke toilet."*

T   : *Ya. "Bolehkah saya pergi ke toilet, Bu?" Itu, ya.*

      Apa jawabannya?

Ss   : *"Sure."*

In extract 4, it can be inferred that the teacher uses simplification for eliciting students' verbal responses. The teacher simplifies the question "May I go to the toilet?" by "May I?" for getting a response from his students. After the teacher simp-

lifies the questions, it can be seen that the students can directly answer the questions and connect the answer to the context of the questions. The next verbal reinforcement is repetition which is explained in the following section.

Repetition

Repetition means repeating a question in the hope that a verbal response will be elicited (Fitriati et al., 2017; Wu, 1993). The teacher repeats the questions several times for gaining students' attention. The example of the repetition questioning strategy found in this research can be seen as follows.

Extract 5

T   : *Your answer?*

Ss   : *"Sorry, what did you say?"*

T   : *"Sorry." Okay. It means? "Sorry?"*

Ss   : *Maaf*

Based on extract 5, it can be seen that the teacher says "sorry" twice for repeating his question. By repeating "sorry" several times, the teacher tries to recall students' memories of the meaning of "sorry". Another instance of the repetition strategy used by the teacher is shown below

Extract 6

T   : *"Maaf."*

      "What do you say?" Tadi apa? "What do you say?"

Ss   : *"Maaf …."*

T   : *"What. What do you say."*

In extract 6, we can see that the teacher repeats "what do you say" several times before getting the answer from the students. The next questioning strategy, decomposition, found in this research is described in the following explanation,

Decomposition

Decomposition relates to decomposing an initial question into two or more parts for obtaining an answer (Fitriati et al., 2017; Wu, 1993). An example of decomposition is shown below.

Extract 7

Ss : *"Did you?"*

T : *"Did you?" Ya.*

"Did" same the word "what". "Did" sama dengan "what."

"What" = "apa."

"You"? "What did you ....?" = ?

Ss : *"Apakah kamu."*

T : *"Apakah kamu."*

In extract 7, the decomposition strategy happens as the teacher decomposes the question "did you?" into some utterance and add the meaning to elicit students' response and answer. Here, moreover, the teacher also draws students' interest and curiosity by proposing a synonym for eliciting their verbal response toward a question by saying "did same the word what". Another example of decomposition can be seen as follows.

Extract 8

T : *"Apakah dia."*

Showing, and then ... attention ... to the speaker.

Tadi artinya apa, "showing"?

"To the- attention"?

"Showing." "At the showing." Tadi apa, "showing"?

Ss : *"Percakapan"?*

T : *Bukan, bukan percakapan. Ayo.*

Ss : *"Menunjukkan."*

T : *"Menunjukkan", ya.*

"Attention"?

Ss : *"Perhatian."*

T : *"Perhatian."*

"To the speaker"?

Ss : *"Untuk pendengar."*

Based on the instance above, it can be inferred that the teacher decomposes the question "what does 'showing attention to the speaker' mean?" into some parts for gaining students' answers by breaking down into some parts such as "showing?", "attention", and "to the speaker". By decomposing a complex question, it is expected that students' responses improved. The next questioning strategy is probing which is explained in the following description.

Probing

Probing relates to following up a question with one or more other questions for soliciting more responses from a student (Fitriati et al., 2017; Wu, 1993). The instance of probing is shown below.

Extract 9

T : *"Sure, please." Ya.*

Okay. The matery and to ess (ask) about, to ask for understanding to the speaker.

"To ess (ask)." It means? Me? Minta. To ask for.

"Asking for understanding to the speaker." Artinya apa?

Ss : *(murid-murid menjawab)*

T : *"Meminta untuk mengerti kepada pendengar."*

And "response"? Do you remember?

Ss   :   *"Tanggapan."*

In extract 9, the teacher uses another question for getting an answer from the student of what the response means. The teacher asks the student "do you remember" for recalling their memory.

Extract 10

T   :   *"I'll try, Sir."*

It means? Artinya apa?

"Try?" Trying."

"Trying?"

"Try." Apa artinya "try"?

"Try-out." "Try."

Ss   :   *"Me ...."*

T   :   *"Me ..."? "Mencoba." Oke.*

"Mencoba."   "Usaha."
"Upaya." Begitu.

Please, then?

Based on extract 10, it can be seen that the teacher uses another question for getting an answer from the student about what the response mean. The teacher asks the student "trying" for eliciting their answer.

After the researcher did the analysis, it can be seen that decomposition was the most used strategy applied by the teacher. By using decomposition, the teacher tries to get more verbal responses from the students by decomposing the main question into several simple questions.

This result confirms the study done by Fitriati et.al (2017). In their study, it is found that one of the most frequent types of questioning strategies applied by the teacher is decomposition as it elicits more students' responses towards the question (Fitriati et al., 2017).

On the contrary, the researcher maps

out an interesting finding when she interviewed the teacher and asked them to answer the questionnaire. Based on the techniques, it is found out that both teachers did not know what the questioning strategies about and the categories of it. However, though they did know exactly the definition and classification of questioning strategies, they have already varied ther strategy in arising questioning subsconciusly.

The Reinforcement Given by English Language Teachers to Their Students

Verbal reinforcement refers to teacher's comments in teaching and learning process that reinforce students' responses or behaviors. As a praise, reinforcements may occur while tasks are being performed (Turney et al., 1983, p. 29) in a form of word (e.g. yes, great, good, etc.) or sentence (e.g. "well done", "that's good work", etc). After examining the interaction between the teacher and his students, some findings are found. Those findings are displayed on the following table.

Table 2. The Verbal Reinforcement found in the text

	Freq	%
Word	20	95,2
Sentence	1	4,8
TOTAL	**21**	**100**

Based on table 4.2, there are 21 verbal reinforcement used by the teachers involving 20 (95,2%) word verbal reinforcement, and 1 (4,8%) sentence verbal reinforcement. Below are the detailed explanations from the result above.

Word Verbal Reinforcement

Turney et.al (1983) defines word verbal reinforcement as reinforcement performed in word form, such as, yes, great, good, etc. In this study, based on table 4.2,

word verbal reinforcement dominates over the sentence verbal reinforcement. The example of word verbal reinforcement happened in the teaching learning process can be seen as follows

Extract 11

T   :   *Good morning, student.*

Ss   :   *Good morning.*

T   :   *"Good morning, Sir." Good morning, student!*

Ss   :   *Good morning, Sir.*

T   :   *How are you?*

Ss   :   *I'm fine. And you?*

T   :   **Okay** *.... I'm fine, too.*

On Extract 11, it can be seen that the teacher tries to give reinforcement towards his students by performing "okay" as his praises his students who have already repeat his greeting "good morning". The other instance of word verbal reinforcement is shown below

Extract 11

T   :   *"Mean" itu berarti "maksud" atau "arti."*

Jadi di situ, uh, tergantung kalimat yang diinginkan.

Your response?

Ss   :   *"Yes, seer."*

T   :   *"Yes, Sir."*

Ss   :   *"Ya, Pak."*

T   :   *"Ya, Pak."* **Good**.

Then?

Ss   :   *"Do you understand me?"*

Here, the teacher mentions "good" for praising the students answer and eliciting students' verbal response. By mentioning "good", the teacher tries to draw student's attention to mention the next sentence.

Sentence Verbal Reinforcement

Sentence Verbal Reinforcement, in

the form of a sentence, includes such as "well done", "that's good work", "keep it up" and etc. (Turney et al., 1983). In this teaching and learning process, there is only one sentence verbal reinforcement which is shown below.

Extract 12

Ss   :   "Saya pikir itu bagus."

T   :   "Saya pikir itu bagus." Ya, **ini bagus**.Maya?

Ss   :   "What's your opinion about (…)"

Here, the teacher gives comment "ini bagus" to his students after they answer the question. Although the teacher uses Indonesian language in this situation, he offers praise and encouragement through sentence "ini bagus" in the teaching and learning process.

The Contribution of Questioning Strategies and Verbal Reinforcement on Students' Verbal Responses

This study applied the questioning strategies framework proposed by Wu (1993) and the verbal reinforcement theory suggested by Turney et.al (1983) in teaching and learning process. Being successful in performing questioning strategies and verbal reinforcement may be the result of an interplay of a great variety of factors.

The result of this study contributes to an understanding of the role of both questioning strategies and verbal reinforcement on students' verbal responses. Though there is no attempt to imply that the advance of the students' speaking skill is a direct consequence of the factors above, teaching and learning process is a very complex. However, the role of questioning strategies and verbal reinforcement in drawing students' response cannot be underestimated.

An extract between students and teacher in the teaching and learning process can be seen as follows

Extract 13

T : *"... Pendapat." Oke.*

Silahkan dibaca.

Ss : *"What do you think ...."*

T : *"What do you think."*

Ss : *"What do you think of the novel?"*

T : **Okay** *.... It means?*

"What do you think ...."

Ss : *"Apakah kamu ...."*

T : *M-hm?*

"Think."

Ss *"Berpikir ...."*

T *Ya?* **Okay**

Ss *"Berpikir ... dari ...."*

T *"... Novel?"*

"Give." It means, apa? Tadi "give" artinya apa?

Ss *"Memberi ...."*

T **"Opinion"?**

Ss *"Pendapat."*

Based on the extract above, it can be seen that the teacher used decomposition questioning strategies by decompose questions into several parts for eliciting students' verbal response and answer the question asked by the teacher correctly. By performing decomposition questioning strategies, the teacher helps the students to give answer toward their argument.

Furthermore, besides the teacher uses questioning strategies, he also applies word verbal reinforcement by mentioning "okay" for praising the students who have try to answer the question. By performing word verbal reinforcement, it is shown that the students' behavior (answering question) occur again.

CONCLUSION

Based on the analysis and discussion of this present research, there are some conclusions that can be drawn as follows: The investigation maps out that the teacher has already performed varied questioning strategies in his teaching and learning process for eliciting students' verbal responses. Moreover, the high occurrence of decomposition used by the teacher shows that the teacher tries to give students opportunity to give argument towards their answer.

On the other hand, based on the interview and questionnaire, the researcher maps out that the teacher does not know exactly what questioning strategies and all of the categories of it in order to elicit student's interest. However, they have already varied their questions for gaining students' verbal response in their teaching and learning process.

In doing teaching and learning process, the teacher also performs both word and sentence verbal reinforcement for drawing students' interest in trying to answer the questions.

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