

THE CONTRIBUTION OF MULTIPLE QUESTIONING STRATEGIES TOWARDS STUDENTS' MOTIVATION

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Abstract: The current study aims at identifying how multiple questioning strategies (MQS) used by English teachers can increase students' motivation as perceived by teachers and students. From teachers' perspective, the current study focuses on the teachers' knowledge, preparation and skills in multiple questioning strategies, and implementation in the classroom. From students' point of view, the study attempts to find out how multiple questioning strategies are implemented by teachers contribute students' motivations. This research used survey design with two sets of questionnaires for eliciting data from 160 teachers and 1800 students adopting stratified random sampling from 40 junior high schools from Pekanbaru, Riau province. The pilot study result indicates that the constructs in the questionnaire have high level of reliability (0.772 and 0.962). The obtained data were analyzed using SPSS 22.0 involving both descriptive and inferential statistics. The results from the teachers' perspectives reveal that the overall level of knowledge and questioning skills are sufficient enough, while the teacher's preparation level is almost satisfactory. Teachers are more likely to implement individual-based questions rather than group-based and whole-class strategy. Leading questions and rhetorical questions are frequently used compared to probing, funnel, open and close-ended questions. Result from inferential statistics shows that there are some significant differences for some constructs based on gender and teaching experience. The result of regression analysis indicates that teachers' preparation is the main contributor to the implementation of multiple questioning strategies. The findings of students' perspectives show that individual-based questioning strategy is frequently used by teachers. The findings show that despite implementing multiple questioning strategies, students' motivation level is far from being perfect. There are significant differences in terms of implication of MQS based on students' gender. The overall data finding might suggest that teachers need to be given training in MQS to improve their knowledge and skill.

Keywords: Multiple Questioning Strategies, Individual Based Questions, Group Based Questions, Motivation.

In this section, the writer will discuss the results of the study in terms of the contributions of the teachers' *questioning strategies* which can be grouped into individual based strategies, group based strategies, and whole class strategies; *types of questions* which cover open and close ended questions, funnel questions, probing questions, leading questions, and Rhetorical questions; *difficulty level of questions*; and towards students' *motivation* in learning English. The Discussions will cover teachers' knowledge in multiple questioning strategies, multiple questioning techniques preparation, Questioning skills, implementation of MQS in the classroom, multiple questioning strategies, questioning reflection implementation, differences on MQS based on gender, students' perspectives on MQS practices, the use of various difficulty levels of questions in English lesson, differences of students' acceptance on teachers' implementation in MQS, motivation based on gender, and summary

DISCUSSIONS

The Contributions of Teachers' Questioning Strategies, Types of Questions, Difficulty Level of Questions and Reflection on Questions Carried Out by Teachers towards Students' Motivation in Learning English

The main objective to present study is to find out if there is a significant contribution of students' acceptance level of teachers' questioning strategies, types of questions, the difficulty level of questions and reflection on questions carried by teachers towards students' motivation in learning English based on gender and teaching experience.

This research used survey design with two sets of questionnaires for eliciting data from 160 teachers and 1800 students adopting stratified random sampling from 40 junior high schools from

Pekanbaru, Riau province. The pilot study result indicates that the constructs in the questionnaire have high level of reliability (0.772 and 0.962). The obtained data were analyzed using SPSS 22.0 involving both descriptive and inferential statistics.

Multiple regression analysis was conducted to identify the contribution of variables teachers 'questioning strategies, types of questions, the difficulty level of questions and reflection on questions carried out by teachers towards students' motivation in learning English. Before multiple regression analysis is carried out, the researcher should ensure and verify whether the score distribution of questionnaire is in normal and linear or otherwise. This is done by getting the graph of residual scatter plot and regression normal plot that can be obtained from the subprogramme "Linear Regression": Plots that contained in SPSS. Based on the plot of distribution, the score distribution of questionnaire in this study is normal and linear. In addition, the researcher should look for the correlation between the independent variables to determine whether there is multicollinearity or not. Therefore, the researcher should use a step by step multiple regression analysis as recommended by Hair *et. al.* (1995).

Tables 1 and 2 show the result of multiple regression analysis (stepwise) that involved four independent variables on the dependent variables that are called students' motivation. There are three variables that have shown correlations and significant contribution ($p < 0.05$) on the total students' motivation in learning English.

Table 1. Variance Analysis

Variance Sources	Total Square	Df	Mean Square	F-Value	Sig. Level
Regression	166.548	4	41.637	166.189	0.000
Error	449.717	1795	0.251		
Total	616.264	1799			

Variance analysis shows that $F\text{-value}(4, 1795) = 166.189$ and the significant level is $p = 0.000$ ($p < 0.05$).

Multiple regression analysis (stepwise) in the Table 1 and 2 indicate that the independent variables, which is questioning reflections, formats/type of questions, difficulty level of questions and multiple questioning strategies known as predictors that have correlations and the contribution (27.1 %), were significant ($p < 0.05$) against students' motivation in learning English.

Table 2. Contribution of Variables Teachers 'Questioning Strategies, Types of Questions, Difficulty Level of Questions and Reflection on Questions Carried Out by Teachers towards Students' Motivation in Learning English

Variables	Unstandardized Coefficients		Standardized Coefficients		Sig.	R2	Contribution
	B	Standard Error	Beta	T			
Questioning Reflections	0.432	0.036	0.262	11.980	.000	.118	11.8%
Formats/Type of Questions	-0.813	0.048	-0.516	-16.919	.000	.108	10.8%
Difficulty Level Of Questions	0.468	0.048	0.229	9.699	.000	.034	3.4%
Multiple Questioning Strategies	0.234	0.045	0.149	5.181	.000	.011	1.1%
Constant	2.267	0.204		11.106	.000		

The main and the highest predictor of the students' motivation in learning English is questioning reflections ($\beta = 0.432$, $t = 11.980$ and $p = 0.000$) and the contribution is 11.8 percent. This shows that when the questioning reflections scores increase by one unit, the students' motivation in learning English also increases by 0.432 units. The second most important predictor is formats/types of questions ($\beta = -0.813$, $t = -16.919$ and $p = 0.000$) that contributes at least 10.8 percent of students' motivation in learning English. This shows that when the scores of formats/types of questions increase by one unit, the students' motivation in learning English will decrease by 0.813 units. The third most important predictor also contributes at least 3.4 percent towards the students' motivation in learning English is difficulty level of questions ($\beta = 0.468$, $t = 9.699$ and $p = 0.000$). This shows that when the difficulty level of questions scores increases by one unit, the students' motivation in learning English also increases at 0.468 units.

Table 3. Variance Analysis

Variance Sources	Total Square	Df	Mean Square	F-Value	Sig. Level
Regression	205.154	4	68.385	245.186	0.000
Error	500.921	1795	0.279		
Total	706.075	1799			

Variance analysis shows that F-value (4, 1795) = 245.186 and the significant level is $p = 0.000$ ($p < 0.05$).

Teachers' Perspectives on Their Questioning Knowledge, Preparation, and Skills **Teachers' Knowledge of Multiple Questioning Strategies**

The overall result on the teachers' knowledge on multiple questioning strategies (MQSs) was only at a *moderate* level. This shows that the majority of English teachers have limited knowledge on MQSs. This is inconsistent with the finding of a study by Majzub (2013) who reported that teachers' awareness of their teaching knowledge is enhanced through experience. This also means that they used various questions in teaching English without fundamental understanding on several types of questioning strategies. This reflects that there is a lack of self-reflection in teaching and using MQSs. The teachers may not pay proper attention to their competence for designing questions (Majzub 2013). It is important for all teachers to have a good understanding of the multiple questioning strategies in teaching language as it encourages students to participate in language learning activities. Detailed elements in multiple questioning strategies shows a lack of teachers' comprehension in questioning techniques in classrooms and their knowledge of suitable questions based on students' ability. The majority of teachers have difficulties to deliver questions in a very effective way as well as to stimulate students' critical thinking skills in order to improve their students' English skills. Teachers' knowledge of those aspects is vital as it determines the effectiveness of English lessons. Although the majority of teachers stated that they had sufficient knowledge on promoting students' thinking, overall understanding of every single aspect of MQSs is highly needed. The cultural and contextual factors may affect the use of MQSs (DeWaelche 2015; Robitaille & Maldonado 2015). Questioning and discussion cannot happen unless the classroom has an established culture of respect, rapport, and high academic and social expectations (Robitaille and Maldonado 2015). Thus, the teachers need to enhance their knowledge of MQSs to be able to use it more effectively in the context of Indonesian English language learning.

Multiple Questioning Techniques' Preparations

Teachers are reported that they have a high level of preparation practices. The majority teachers stated that they had commonly prepared many questions that were usually used in national examinations. This means that teachers have a great emphasis on examinations. Results of this study revealed that the lowest element reported by teachers was on the preparation of classroom activities that contain a lot of questions & answer sessions. This informs that teachers may not realize that classroom activities can motivate students' involvement in question and answer sessions. Teachers are supposed to plan classroom activities thoroughly as the activities help them promote positive participation of students (Vong & Kaewurai 2017). Results of the current study

also revealed that teachers have a lack of preparation on the learning materials, subject contents and questioning techniques (for individual, group and whole-class). Indeed, teachers reported that they have less practice in preparing various questions for Induction Set session. This means that the majority of teachers lack MQSs preparations. This is alarming as preparation determines the effectiveness of English lesson. The studies show that although the teachers have the knowledge of questioning, they rarely use it because of lack of skill (Beghetto & Kaufman, 2009; Danielson, 2007; Groenke, 2008; Hulan, 2010). The preparation and designing of questions is crucial in constructing proper questions which could lead to critical thinking among students (Vong & Kaewurai (2017). They might create the questions that involve lower cognitive abilities such as close-ended, factual, knowledge-based, procedural or recall questions (Cotton 1993).

Questioning Skills

The majority teachers in this study believed that they had moderate levels of questioning skills. The only element that was reported to be high was regarding the teachers' creativity to design questions to improve students' participation in English teaching and learning. This shows that teachers believed that they were creative enough in designing questions. Gore (2017) indicated that the teachers have general skill in creating questions. However, it is still vague as creativity needs to be evaluated by third parties including students. Data from this study showed that the lowest item for questioning skills was the teachers' ability to use numerous English language styles to encourage students in answering questions (Rahayah 2006). The skill in questioning and teaching is a part of teacher's competence (Melinda 2008; Rahayah 2006). Studies show that designing higher-order questions pose challenges to teachers and thus they intend to focus on lower-order thinking questions such as facts and basic contents (Adler 1997; Bloom 1984). As previous scholars suggest, higher-order thinking questions are needed to make language teaching more effective and efficient (Adler 1997; Bloom 1984).

Implementation of MQSs in Classrooms

Overall results suggest that the implementation of questioning strategies as reported by teachers is still unsatisfactory. This is in line with the findings of past study (Gore 2017). Detailed analysis demonstrated that the majority of teachers had an ambiguity in using specific questioning strategies for English lesson. Although they lacked practice on that particular matter, the majority reported that they used several strategies frequently. For instance, the majority of teachers reported that they used individual-based strategy and provide a personal guidance for students. Results from this study also demonstrated teachers gave opportunities to students in answering their questions during the lessons. However, to what extent students get to benefit from these strategies are still unknown. This informs the needs of in-depth study on the implementation of questioning strategies. In an Indonesian context where English is rarely used in daily conversation, personal treatment via individual-based questioning strategy may be needed. Indeed, many students in Indonesia feel uncomfortable to speak English. Group-based and whole-class strategies are rarely practiced by teachers based on the data of this study. In Indonesian context like other Asian countries, as reported by Gore (2017), culture could play an important role in teachers' questioning in the classroom. Vong and Kaewurai (2017) observed more individual reflections and group activities. These findings provide insight into understanding the classroom climate of Indonesian English teachers. In terms of group-based strategy, the teachers also engaged the students by assigning them in groups according to their English proficiency where later the questioning sessions performed by the teachers.

Multiple Questioning Strategies

Whole-class Strategies, Group-based Strategies, and Individual-based Strategies

The implementation of MQSs in this study has three levels namely Whole-class Strategies, Group-based Strategy, and Individual-based Strategy. Results revealed that the Whole-class Strategies practice was at a moderate level. Teachers reported that they rarely delivered questions for whole students in the classroom during induction set, asked a question for whole students based on their background knowledge, and asked questions for all students to evaluate their performance in language learning. This shows that teachers may use different teaching

techniques where questions and answers were not at the focal of teaching. The common practices reported by teachers were on the use of open-random question where all students were given a chance to respond to the question given during the lesson. Likewise, Nicol et al. (2014) mainly focused on whole-class activities. Sykes and Wilson (2015) are of the view that whole class discussion could lend support to student-centered learning.

Teachers also reported that they sometimes practiced the Group-based Strategies in English lessons. The majority teachers stated that they sometimes provided guidelines for a group of students in using high quality of questions to gain more critical views in language learning. Teachers also reported they occasionally asked group of students to evaluate their English proficiency; carried out group-based classroom activities by engaging students in questions & answers sessions; assigned students in groups based on their English proficiency and ask questions accordingly; as well as carried out quiz activities in group by using various levels and types of questions.

Results from the current study suggests that teachers were more likely to carry out Individual-based Strategies in English lesson as the following actions were reported to be common practices: asking question to students individually; asking students to have questions and answers with his/her partner; and giving a chance for students to answer the questions fairly. The element that had lack of practice among teachers were on the use of individual-based questions to evaluate students' English proficiency. Dicerbo et al. (2014) stressed on the importance of individual, group, and class-activities in the classroom. Similarly, Swanson et al. (2015) focused on individual, group, and class-activities. Nunan (2015) suggests that whole-class work, group work and individual activity be included in the teaching of English. Hence, a creative teacher should take advantage of various activities by using a combination of individual, group and class activities.

Types of Questions Implementation

Results from the study revealed that three types of questions that have been practiced by teachers occasionally were Open-Ended & Close-Ended Questions (mean =3.66, S.D=0.366), Funnel Questions (mean=3.61, SD=0.438), and Probing Question (mean=3.58, SD=0.474). Two types of questions that had a high level of practice were Leading Questions (mean=3.77, SD=0.535) and Rhetorical Questions (mean=3.87, SD=0.591).

Elements in Open & Closed-Ended Questions that have lack of practice as reported by teachers were on the use of open-ended questions to create competitiveness among students (mean=3.50) and ask students to get detailed explanations in English (mean=3.76). This means that teachers rarely practiced questions and answers where it may inform us that there was lack of encouragement for students to speak English in classroom activities. Detailed data also suggest that teachers occasionally practiced asking students using close-ended questions (mean=3.63), asked students to justify their answers by using correct English language (mean=3.65) and used structured questions in English lesson (mean=3.65). It is argued that close-ended questions are useful for encouraging the students to talk and elicit factual information, while open-ended questions persuades them to talk more and have more important role in learning the language (Husein et al. 2017).

The use Funnel Question was also at a moderate level. This informs that Funnel Questions were occasionally used by English teachers. Results from this study demonstrated that teachers occasionally encouraged students to give better answers in both spoken and written (mean=3.570), promoted students' initiatives in answering questions correctly (mean=3.61) and encouraged the students to work together in answering the questions (mean=3.48). However, teachers have practiced some elements in Funnel Questions. Data from this study showed that providing clues to guide students in answering questions is commonly practiced (mean=3.70). Teachers were also reported that they often used various resources to stimulate students' responses to the questions posted (mean=3.71). This indicates that the teachers mainly ask general questions and sometimes ask specific questions to investigate and come to conclusion regarding an issue (Husein et al. 2017).

The use of Probing Questions in teaching English was found to be uncommon. Teachers reported that occasionally evoked curiosity among students to enable them in answering questions

and provided relevant tips for the students to answer questions. Teachers also stated that they sometimes provided information/answers to enable students to build up suitable questions and occasionally used answers provided by students to ask in-depth questions. The explanation may be that the teachers have not been trained in using probing questions in pre-service courses. This means that the students are not involved in critical thinking in the process of learning language (Boaler & Brodie 2004; Wilson 2016). Researchers state that probing supports the promotion of critical thinking among students by encouraging them to think logically prior to offering their answers (Anonymous 2011; Boa et al. 2018). Thus, they need to employ probing questions to promote critical thinking in students.

The common practices of delivering questions by teachers were on the use of Leading Questions and Rhetorical Questions in teaching English. Teachers reported that they commonly practiced the reposting questions relating to topics aroused by students as well as asked questions based on justifications given by the students. Teachers also frequently asked students in order for them to provide conclusions based on situations given and asked questions that are directed to one answer mutually agreed by all students. Detailed results indicated that teachers frequently used Rhetorical Questions especially in using multiple questions that can improve students' motivation and thinking skills compared to delivering questions generally in order to get attention from students. Teachers often used questions as a way to deliver information compared to the use of reflective-based questions in English lesson. This is consistent with the findings of previous study by Shahrill and Clarke (2014) who showed that teachers frequently employed Rhetorical Questions.

Difficulty Levels of Questions Implementation

Overall results revealed that teachers often used questions that promote Lower-Order Thinking (mean=3.86, SD=0.574) compared to questions for Higher-Order Thinking (mean=3.58, SD=0.633). Teachers reported that they often used questions that require "Yes" or "No" answers rather than using questions that require students to tell and speak on certain topics. Teachers also often used questions starting with "what", "who", "where" in English lesson and used many multiple choice types of questions. This means that the use of questions for lower order thinking skills was a common practice in teaching English. Indeed, teachers also reported that they often used questions to define certain concepts, used recall type of questions, used questions that lead to a comprehensive thinking on certain issues, use rephrase type of questions, used questions that inquire students to choose the most accurate answer, and used questions that inquire students to give answers using their own languages. It is argued that this type of question could not improve students' critical thinking (Gore et al. 2017).

Results from this study demonstrated that the use of questions that are leading to higher order thinking skill were unusual. Teachers reported that they sometimes used questions that inquire students to use their background knowledge for problem-solving instead of using questions that require students to make conclusions and reviews. Indeed, they also reported that they preferred to use questions that trigger students on effective techniques in solving a problem and questions that require students to segregate certain issues rather than questions that require students to differentiate characteristics. This shows that organizing lessons for promoting higher order thinking were unusual for English teachers. Results from the current study also revealed that they sometimes used questions that require students to relate certain subjects, questions that require students to make a critical interpretation, and questions that require students to evaluate the effectiveness and make comprehensive suggestions. Teachers also stated that they occasionally used questions that require students to take priority. The difficulty level of questioning is an issue for teachers and they have problem in designing difficult questions properly (Yang 2017) as it could promote critical thinking in students. Lack of use of difficult questions might be associated with cultural factor or language proficiency of students (DeWaesche 2015; Robitaille & Maldonado 2015). Hence, it may be suggested that the teachers make use of difficult questions more frequently.

Questioning Reflection Implementation

Overall results indicated that the use of Questioning Reflection is not a common practice. Detailed results demonstrated that teachers sometimes asked questions to students in order to

know to what extent the lesson objectives have been achieved and occasionally asked students randomly on what they have learned in every session (Brown 2009). They also sometimes distributed worksheets containing questions as a method to check their English achievement. However, teachers reported that they often practiced the following activities: requesting students to ask teachers a question as a method of assessing the achievement of lesson objectives and asking students to do a questioning sesión among them.

Reflection on academic or professional development can make teachers aware of their strengths and weaknesses in teaching and consequently develop their professions more effectively (Plymouth University (2010). Accordingly, Clark (2004) agrees that the teacher education programs should focus on teacher learning in the specific field like concentrating on routinized procedure in the initial stage of teaching practice, classroom management, management techniques, and the skills catering to student's needs. Thus, the current study findings suggest that the teachers enhance their skills in reflection questioning.

Differences on Multi Questioning Strategies Based on Gender

Knowledge, preparation and questioning skills based on gender

Results showed that there is no significant difference on teachers' knowledge, preparation, skills on MQSs and teachers' implementation of strategies, types of questions, the difficulty level of questions and reflection on questions based on gender. Furthermore, both male and female teachers were reported to have similar knowledge, preparation, and ability in multiple questioning strategies. In addition, both genders also have no differences in terms of questioning skills in the classroom. This situation happens because most of the teachers obtained their training from the local institutions in which the syllabus are not very much different.

The results of this study contradicted with a study conducted by Mullola *et.al* (2012) whereby female teachers were reported to have better-teaching preparation as compared to male teachers. Female teachers were apparently expected to engage the students in the collaborative learning environment and ask more referential questions (Nasser & Sahar, 2012). The justification of the finding of the current study may be that both male and female teachers have undergone similar teacher training courses and also teach in similar contexts.

Differences in Teachers' Knowledge, Multiple Preparation, and Questioning Skills Based on Teaching Experience

Results of the study indicated that there is a significant difference in teachers' knowledge, preparation and skills on MQSs based on teaching experience. Teachers who have thought for more than 11 years implemented MQSs more effectively than teachers with below than 10 years of teaching practices. This situation notably illustrates that experience has impacts on MQSs practices. This finding is parallel with findings of a study by Tara and Anne (2016) who supported that experienced teachers are significantly more effective and well-prepared than novice teachers. This means that experienced teachers have been exposed to different teaching contexts and situations with students of different language proficiency and background, which helps them to be more effective in MQSs (Gore et al. 2017).

On a related note, teaching experience also affects teachers' implementation on the difficulty level of questions and reflection on question used in which both showed significant differences. For the difficulty level of questions, English teachers with more than 20 years of experience are skillful in utilizing questions based on difficulty level compared to teachers with less than 20 years of experience. Correspondingly, this aspect is also supported by (Kosqeí et.al 2013) who stated that experience plays a vital role in determining the teachers' skills to carry out questioning sessions based on the cognitive level of the students in teaching and learning process in the classroom as it will help students improve their performance in the English language. Likewise, Gore et al. (2017) state that teacher profession development could affect teachers' effectiveness in teaching. The justification might be that experienced teachers make different trial and errors in different situations that may help them in using questions according to difficulty level.

Students' Perspectives on Multiple Questioning Strategies Practices

Whole-Class Strategy as Reported by Students

From the students' perspectives, overall results suggested that teachers were more likely to carry out Individual-Based Strategy rather than Whole-Class Strategy and Group-Based Strategy. However, previous studies showed that teachers used whole-class strategy more frequently (Nicol et al. 2014; Sykes & Wilson 2015). The majority of students reported that teachers occasionally carried out the Whole-Class Strategy where detailed results showed that many teachers occasionally delivered open-based questions to gain students' attention on topics that will be covered in class. The majority of students reported that many teachers sometimes asked the question as a whole based on students' background knowledge. This means that teachers preferred to carry out the lesson for a whole group. This may affect the effectiveness of teaching as teachers may find difficulties to identify the levels of English proficiency among students.

Results also demonstrated that many teachers always openly delivered questions during induction set and asked students to give a chance to answer. The majority of students reported that teachers sometimes implemented the Group-Based Strategies in delivering multiple questions for students. This is needed to be emphasized as the past research suggested that group-based activities could be a good strategy to attract students' attention (Sara, Rene & Willibald, 2016). Detailed data suggested that the majority of English teachers occasionally provided ample time for the groups before answering questions and sometimes asked students by the group to test students' understanding. It is suggested that teachers should allocate sufficient times to both simple and difficult questions (Yang 2017).

Students also reported that teachers occasionally organized a quiz type of question to increase students' participation in classroom activities. The most frequent techniques implemented by teachers were a group-based questioning activities that were suitable for students' cognitive levels (Nicol et al. 2014; Sykes & Wilson 2015). The Individual-Based Strategies were found to be the most frequent strategies utilized by the majority of English teachers in Pekanbaru Riau province. Looking at the detailed results, the majority of students reported that many English teachers asked students many questions individually and organized individual activities. Students also stated that their teachers gave a chance to answer any question individually. The justification may be that the teachers believed that students should be engaged individually. Nevertheless, a balance of individual, group and class activities could make learning more interesting and effective.

The Use of Multiple Types of Questions in English Lesson as Perceived by Students

Data from the current study suggested that Opened-ended Questions and Funnel Questions were the most frequent questions used by English teachers in Pekanbaru Riau province. Other types of questions including Closed-ended Questions, Probing Questions, Leading Questions and Rhetorical Questions were sometimes used by the majority of English teachers. It is noted that there is a slight difference between teachers and students' views regarding question types; for example, teachers acknowledge that they use Leading Questions and Rhetorical Questions more frequently, while students stress that the teacher employ Opened-ended Questions and Funnel Questions. The difference might be associated with the discrepancy in their views of questions.

Detailed analysis of Open & Close-Ended Questions revealed that students reported that many teachers always used open-ended questions to create competitiveness among students, as this type of question promotes critical thinking in student (Yang 2017). Teachers also always used question word such as "why" and "how" during a questioning session in the classroom. Many questions posted by teachers were intended to get detailed answers from students. Students also stated that many English teachers asked students specific questions in a very structured one. Teachers rarely asked a "yes" and "no" question.

The majority of students stated that English teachers often used Funnel Questions such as giving students a clue, guiding students in answering many questions, and encouraging other students to work together in answering the questions. Teachers are found to have a moderate practice of using teaching aids to stimulate students' responses and they sometimes used various sources to enable students to provide the correct answers. However, Tofade et al. (2013) suggest that Funnel Questions may cause confusion and should be avoided.

With regards to Probing Questions implementation, the majority teachers were reported to have a moderate practice of such questions. Detailed results indicated that teachers sometimes delivered a confused answer and asked students to choose the correct one. Teachers also sometimes evoked curiosity and provoked among students to enable us in answering questions. Only two activities of Probing Questions that were frequently organized by teachers i.e. giving relevant tips for the students to answer questions. It is suggested that effective questions posed in supportive environments should promote students' learning through probing for understanding, encouraging creativity, stimulating critical thinking, and building individual confidence (Gose 2009).

The majority of students reported that teachers sometimes used Leading Questions such as using biased-questions in order for students to provide critical responses. Teachers rarely asked students to form a question based on justifications given in English lesson. Teachers rarely asked students to make suitable conclusions based on situations given.

The Rhetorical Questions were found to have a moderate level of practice by English teachers. Detailed data revealed that many teachers sometimes asked questions to encourage students to think deeply. Teachers occasionally asked students to do reflection in order motivate students in learning the English language. It is argued that Rhetorical Questions can persuade students to talk more frequently (Petty et al. 1981).

The Use of Various Difficulty Levels of Questions in English Lesson

Overall, data suggested that the majority of teachers used questions that promote Lower-Order Thinking skills rather than Higher-Order Thinking skills. Detailed analysis on this aspect revealed that teachers often carried out a "what-", "who-", "where-" type of questions; questions that direct students to choose, make label and list; questions that direct students to do definitions; recall type of questions, questions that inquire students to choose the most accurate answer, and questions that inquire students to tell and speak on certain topics. The majority of teachers used questions that inquire students to use their background knowledge for problem-solving occasionally. DeWaelsche (2015) found that student's proficiency level was the main reason of low participation in high order thinking questions. In the current study, students' low proficiency could be the reason why the teacher uses low order thinking questions.

Teachers also were found to carry out more questions that trigger students on effective techniques in solving a problem; questions that require students to segregate certain issues; questions that require students to relate certain subjects; questions that require students to make critical interpretation; questions that ask students to evaluate the effectiveness of certain subjects; questions that require students to make comprehensives suggestions; and questions that require students take priority. Myhil and Dunkin (2005) reported that the teachers less frequently use high-order-thinking questions though these questions can support reflection, self-examination, analysis, and enquiry' (Myhil & Dunkin (2005). The teachers, in this study, might have practiced these questions with more proficient students (DeWaelsche 2015). Higher order thinking development in students is one of the factors of quality teaching, which is crucial (Gore et al. 2017; Vong & Kaewurai 2017).

The Use of Questioning Reflections in Teaching and Learning of English Language

Overall data revealed that teachers were reported to have a moderate practice of questioning reflections as reported by students. Teachers sometimes asked questions to students as a way to recheck the effectiveness of their lesson. Data also showed that teachers sometimes asked students randomly on what they have learned in every session and teachers rarely distributed worksheets containing questions as a method to check their English achievement. Albergaria-Almeida (2010) agrees that students' questioning and reflection has a strong impact on their critical thinking. Requesting students to ask questions as a method of assessing the achievement of lesson objectives was not a common practice. Teachers also were found to have lack of practice in questioning session among them as a way to check their understanding (Kierner et al. 2015). Reflection questioning can help teachers investigate the specificity of their questioning (Moyer-Packenham & Milewicz 2002).

Students' Motivation in Learning English

Motivation is an affective variable that must be considered in the process of language learning (Brown 2007). Overall data revealed that the motivation of students in learning English was at moderate levels. Students were found to have lack of enjoyable elements in English lesson. Therefore, students did not participate in any activities in English classroom actively. Indeed, they reported that they did not have a passion to learn English as well as to use it in daily conversation. Many students sometimes did not jot down notes in English lesson and had no intention to watch English movies. They also rarely read English reading materials and occasionally listened to English songs. Students also reported that they did not find suitable ways to learn the English language. They had less motivation to improve their English proficiency.

Indeed, they sometimes did not do English homework and occasionally discussed with their friends to improve their English skills. However, Tamimi et.al. (2009) found that the students studying English had high level of motivation for learning the language to be successful in their careers. The explanation for the finding of the study is that the students may not develop neither internal motivation (for familiarity with the English culture and communication) or external (for business purpose) motivations to learn the language (Brown 2007). Hence, the teachers should focus on both internal and external motivations to foster language learning among students.

Differences of Students' Acceptance on Teachers' Implementation in Multiple Questioning Strategies, Motivation Based on Gender

The results of the study demonstrated that there is a significant difference on multiple questioning strategies used by the English teachers in terms of the difficulty level of questions as perceived by the students based on gender (Khansir1 & Dashti 2014). Based on the gender differences, male students were found to have more ability to comprehend and relate to the higher-order level of questions compared to the ability of female students. Most of the female students were reported to only have the ability to apprehend lower-level of questions consistent with findings of past study (Ahmadi & Mansoordehghan 2012; Hassaskhah1 & Zamir 2013).). This outcome is also consistent with the result of studies conducted by Seifoori (2014) and Voyer and Voyaer (2014) which revealed that female students were more committed as compared to male students. However, in relation to higher-order thinking skills concerning gender, the male students were more likely able to analyze matters in creative ways than female students.

Meanwhile, in the aspects of motivation, and critical thinking skills showed that there was no significant difference between male and female students. This shows that students are able to comprehend the contents delivered by their teachers regardless of gender. Similarly, the finding is consistent with that of a study by Aghaei and Jadidi (2013). The findings of the study may imply that teachers consider students' motivation, gender, and learning style while using low order and high order thinking questions for promoting critical thinking in students.

SUMMARY

In general, this study identifies that teachers' competencies in multiple questioning strategies require improvement particularly in terms of knowledge, formats of questions and higher order thinking skills. Generally, this study also shows that demographic differences only displays vague differences especially when gender is taken into consideration. Teaching experience that shows significant differences in multiple questioning strategies practice should also be taken into account when planning the English language curriculum.

Best practices should be shared among senior teachers more frequently as guidance to develop knowledge and experience of English teachers in improving their skills on multiple questioning strategies. Other aspects that are crucial in enhancing motivation including preparation, skills, and formats of question can be used as the basic in policy-making, training, program and syllabus for teachers' guidance in facilitating the mastery of English language as a foreign language specifically at SMP in Pekanbaru and Indonesia in general.