



Teachers' Questions on Students' Participations: A Discourse Analysis in Fourth-Year English Education Program

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Abstract

Participation in the classroom plays an important role because learning occurs through the interaction between the teacher and the students. However, many students do not participate in class, which can hinder effective communication and limit opportunities for collaborative learning. Then, one effective strategy to encourage participation is to pose questions to the students. This study aims to identify the types of questions most frequently used by the teacher and investigate the impact of these question types on fostering student participation in class. The data were collected through classroom observations and interviews consisting of a group of fourth-year students and one copywriting lecturer at an institution in the city of Garut. Observations were conducted just to determine what types of questions were frequently used by lecturers, followed by interviews to determine the impact of each type of question. The results of the observation showed that the most frequently used type of question was the closed type. Then from the interviews the researcher found that closed and convergent questions encouraged more participation because the questions could be answered briefly and more definitely. Recall questions and open questions reduced interest in participation because the questions require complex answers.

Keywords: impact, interaction, participation, teacher questioning

INTRODUCTION

In the teaching and learning process, several techniques are used to carry out learning in the classroom. The teacher's questioning is commonly implemented during class activities. A teacher or student can use this question technique (Yahya & Kaniadewi, 2024). For a teacher, this technique is used to find out or test the level of ability of the students in a subject

and to build interaction in the classroom. Students can use this technique to find information that students do not know or want to know. Teacher's questioning certainly allow students to express their thoughts and foster a sense of participation in answering (Kucuktepe, 2010). Also, questioning techniques are regarded as one of the most important techniques to acquire knowledge (Rachmawaty & Ariani, 2019). Therefore, a teacher must bear the responsibility of how to use this questioning technique properly and how to make this strategy can revive students' curiosity to participate during the duration of learning and make teaching and learning activities more effective.

Student participation in classroom activities contributes significantly to the overall quality of learning. Students' participation in class activities is crucial for developing critical thinking skills (Nazarieh & Beigzadeh, 2019). The complete involvement of teachers and students in the classroom will result in a conducive learning environment (Abdullah et al., 2012). A classroom environment is enhanced by a teacher's particular style of teaching (Kasmiati, 2021). The role of teachers and students in this activity is equally needed to build a good interactive learning environment. With proper interaction, it will help to understand the subject matter in depth (Prasetianto, 2019). Questioning is also an important activity to start and maintain interaction in the classroom (Kucuktepe, 2010). One key aspect of fostering such interaction is the use of specific types of questions, which can effectively engage students and promote deeper involvement in the learning process. The types of questions and classroom interactions that teachers choose to use in the classroom need to be taken into account (Hasanuddin & Ciptaningrum, 2021).

Teachers are supposed to be familiar with many types of questions (Fajria et al., 2024). According to Al-Zahrani & Al-Bargi (2017), four primary types of questions are commonly used in classroom interactions. The first type is "recall questions," which prompt students to remember and recite information that has been previously taught or mastered. The second type, "convergent questions," encourages students to explain, interpret, give examples, or summarize concepts using the student's own words. "Divergent questions," on the other hand, aim to explore students' individual ideas and opinions on a particular subject. Lastly, "assessment questions" challenge students to make judgments, express personal thoughts, offer critiques, or raise their own questions. Assessment questions demand higher-order thinking, as no definitive right or wrong answers exist, requiring evaluative reasoning. In addition, Connor Desai & Reimers (2019) categorize questions as either open or closed, based on the type of responses elicited. Closed questions are designed to accept only one correct answer, such as questions that require a 'Yes' or 'No' response. Open questions, on the other hand, require students to explain, elaborate, or provide a detailed response, allowing for a wider range of answers. This variety of question types plays a crucial role in maintaining effective classroom interaction, fostering student engagement, and encouraging active participation.

Recent studies have explored various aspects of questioning techniques in the classroom, including the types of questions that encourage critical thinking and enhance student participation. In Saudi Arabia, Al-Zahrani & Al-Bargi (2017) found in a study that question types of significantly improved classroom interaction between teachers and EFL

students through the use of thoughtful questioning techniques. A similar study conducted in a Jakarta high school by Yahya & Kaniadewi, 2024) revealed that teacher questioning techniques can improve students' understanding and promote broader thinking skills. With frequent open-ended questions from the teacher, students are able to review previous material, stimulate critical thinking, and enhance active participation.

After discovering some positive outcomes in previous studies, it is evident that questioning techniques play a significant role in improving classroom interaction and fostering student engagement. In line with these studies, this research aims to explore the same topic but with different participants and in a distinct context. This study seeks to examine the types of questions frequently used by teachers and the impact these questions have on student participation. By exploring students' perceptions of the types of questioning techniques used in class, the researcher hopes to understand the impact of these techniques and the extent to which these techniques influence students' willingness to engage during the learning sessions. Understanding students' perceptions will enable teachers to identify which types of questions are most effective in promoting participation and provide a foundation for improving interactive teaching strategies.

This study assumes that the findings can provide significant benefits for students and teachers, both in practical and theoretical aspects. The results of this study can help teachers in their teaching practice to determine what types of questions can further enhance student participation. In addition, the results of this study will also help in understanding the types of questions that are appropriate to be implemented in the classroom. This study is also expected to contribute to other researchers who are equally interested in similar issues. Therefore, this research can be instrumental in continuing to help the development of an effective teaching and learning process.

LITERATURE REVIEW

The role of teacher questions in facilitating classroom interaction has been widely discussed in second language acquisition (SLA) and discourse analysis literature. Questions are central tools for initiating dialogue, eliciting student responses, and assessing comprehension. According to Richards and Lockhart (1996), teacher questions are instrumental in controlling the flow of interaction and in guiding learners to specific language forms or content areas. They distinguish between display questions, which test learners' knowledge, and referential questions, which invite students to contribute information based on their own experiences or opinions. This distinction is echoed by Long and Sato (1983), who argue that referential questions are more effective in promoting authentic communication and extended student talk, thus enhancing learner engagement and language use in classroom settings.

Several studies have highlighted the significance of questioning strategies in shaping classroom discourse and student participation. Walsh (2011) posits that teacher talk, particularly the type and structure of questions posed, directly impacts the learning opportunities available to students. He introduces the concept of "interactional space," where well-timed and contextually appropriate questions can create opportunities for learners to express themselves more freely. Similarly, Cullen (2002) emphasizes the importance of the "F-move" (follow-up move) in classroom discourse, which allows teachers to build on student responses rather than closing down conversation. These interactional patterns are especially important in higher education language programs, where students are

expected to actively participate in meaning-making processes, not just passively receive information.

In the context of English language teaching (ELT), particularly among advanced learners such as those in their fourth year of study, the complexity of teacher questions becomes even more significant. Wajnryb (1992) notes that higher-level learners benefit from cognitively challenging questions that encourage critical thinking and deeper processing of language. This is supported by Boyd and Rubin (2006), who explore how open-ended, elaborative questioning can stimulate richer language production and foster dialogic interactions. Additionally, Chaudron (1988) discusses how scaffolding techniques such as paraphrasing, rephrasing, or prompting in response to student answers help maintain the flow of interaction and keep learners engaged, especially in linguistically demanding academic contexts.

Discourse analysis offers a useful framework for understanding how teacher questions function in classroom interactions. Through methods such as Conversation Analysis (CA) and Interactional Sociolinguistics, researchers can uncover the subtle patterns and structures that govern talk-in-interaction. Sert (2015), for example, uses CA to analyze the sequential organization of classroom discourse, revealing how questioning practices construct specific epistemic roles for teachers and students. Moreover, Sinclair and Coulthard's (1975) Initiation-Response-Feedback (IRF) model has been widely applied to classroom discourse to understand how teacher questions initiate exchanges and how feedback shapes subsequent participation. These analytical tools are particularly valuable for exploring the pedagogical implications of teacher questioning in advanced English education programs, where discourse becomes more academic, collaborative, and student-centered.

METHODOLOGY

This study aims to identify the frequency of types of questions from teachers to students and the impact of each type of question given to students. A qualitative research method was employed to collect and analyze data. Researchers conducted observations and semi-structured interviews for research instruments. Through observation, researchers will have the opportunity to understand a situation and obtain information directly and openly at the research location (Creswell, 2012). Interviews in this study were conducted so that researchers could ask more in-depth questions to participants and allow participants to provide more detailed information (Creswell, 2012).

This observation data was conducted with students and lecturer in the copywriting course which was held at one of the campuses in Garut. The participants are senior students from the English education study program. The total number of students in the class was 33 students and there were 2 people who were absent. Then the details of the students who attended consisted of 3 male students and 30 female students.

There were certain steps taken in the data collection process. The first step, the researcher was to go to the concerned from the lecture to request permission and convey the research objectives. After obtaining permission, the researcher prepared the tools to be used, such as a cell phone for recording and notes during the observation. During the observation, the researcher acted as a non-participant observer, where the researcher only sat at the back of the class and observed the types of questions asked by the lecturer to the students. The researcher observed the lecturer naturally by positioning the voice recorder on the lecturer's desk. The observation protocol was taken from Al-Zahrani & Al-Bargi (2017), which aims to

focus on finding and identifying the types of questions used by teachers in the learning session.

After the class ended, the researcher started conducting interviews to find out the impact of each type of question. The attempt to analyze this interview data was developed from the qualitative data analysis framework by Creswell (2012). The researcher determined the intended participants were 3 students. The selection of three students for the interviews was done by purposive sampling method, which is to select participants who are considered to be able to provide relevant and representative information on the topic being researched. The purposive sampling method is a sampling technique with certain considerations regarding the requirements to be achieved (Sugiyono, 2013). The reason for selecting the three students was to obtain a variety of perspectives on the impact of the types of questions asked by lecturers. The data was collected through semi-structured interviews which are described as one of the most appropriate instruments for trying to understand the thoughts of peers (Fontana & Frey, 2000). With this semi-structured interview, participants were given questions that adjusted to their respective contexts so that the question and answer process was more flexible. Interviews were also conducted through a chat application, named WhatsApp, with the same purpose of making the interview more flexible. The questions asked in this interview focused on their opinions on each type of question and which types of questions can enhance students' willingness to participate in class.

After all data is collected, the next step is to analyze data using framework from Cresswell (2012). The first stage in analyzing the data is transcribing the voice recording during the learning session. In the second stage, the researcher began coding and classifying the types of questions asked by the lecturer to students following the existing question type table. This stage was passed to answer the first question, which is what types of questions are frequently asked by lecturers to students during class.

After finding the types of questions most often used by lecturers, the next analysis is to find the impact of these types of questions on student participation by compiling the interview results, then classifying the patterns or themes that emerged in students' responses, either in the form of increased or decreased participation. The final step was to conclude the answers of the three students, and what kind of impact that students felt from each type of question given by the lecturer in the classroom.

FINDINGS AND DISCUSSION

This section presents the results of the analysis of all the data collected in this study. The findings were made using observation and interviews. Observation conducted in one meeting found that the lecturer more often used closed-type questions, with details in the following table.

Table.1. Data distributions of the types of questions

Type	Clauses
Closed-ended Questions	42
Open-ended Questions	8
Recall Questions	8
Divergent Questions	0
Convergent Question	19
Assessment Questions	0
Total	77

The types of questions in the table are sourced from Al-Zahrani and Al-Bargi (2017). The researcher concluded that closed-ended questions are the most frequent type of questions asked by lecturers, with a total of 42 questions. Then, at the following stage, there are convergent questions as many as 19 questions. Furthermore, there are open-ended questions and recall questions, each of which is asked as many as 8 questions. At the last stage, there were divergent questions and assessment questions, each of which was not asked by lecturers at all.

A **closed-ended question** is a type of question that usually requires a more specific and directed answer, often in the form of multiple choice or yes/no answers. Here is an example of a closed-ended question type:

- Excerpt 1

T: Oke, first, Does the copy fulfill the promise of the headline? S7: Yes

The question "Does the copy fulfill the promise of the headline?" is a closed-ended question because it only requires a yes or no answer. This type of question provides limited and specific answer options, either "yes" or "no". The goal is to get a clear and direct response, without providing scope for further explanation or elaboration.

Furthermore, there are **convergent questions** with a total of 19 questions. This question type aims to direct the answer to one correct solution or understanding, with a narrower and more specific focus. Here is an example of a convergent question type:

- Excerpt 1

T: Which one is readable, which one is unreadable? The right one or the left one? Ss: Left

The question sentence "Which one is readable, which one is unreadable? The right one or the left one?" is considered a convergent question because its purpose is to lead the answer to one specific and correct solution or understanding. This type of question requires students to choose between two clear options, which are "right" or "left", and provides a more limited and focused answer.

Open-ended questions allowed participants to give broader and more open answers. The lecturer asked 8 questions. Here is an example of an open-ended question type:

- Excerpt 1

T: What is the meaning of the first tips?

S: eem we should use the perspective of readers first

From the question "What is the meaning of the first tips?", the teacher wants an answer like the opinion of the students along with more explanation. Since the teacher needs more explanation from the students' answers, this type of question is called an open-ended question.

Then the **recall questions** were asked as many as 8 questions. Recall questions are questions that test students' memory of previously taught material, where students are asked to answer based on the knowledge they remember. Here is an example of a recall question type:

- Excerpt 1

T: What is plural? (students have learned about plural before) S8: Jamak

The question "What is plural?" is a recall question because it tests students' memory of the material that has been taught previously. In this case, students are asked to recall the

definition or concept of plural that students have previously learned.

The least frequent question types were divergent and assessment questions, neither of which were used at all by lecturers (0 questions). Divergent questions usually serve to encourage broader and more diverse thinking, while assessment questions are used to measure students' overall understanding or knowledge.

Based on the analysis of the types of questions in the table, it can be concluded that the most common questions asked by lecturers are closed-ended questions, with a total of 42 questions. Although there are various other types of questions such as convergent questions, open-ended questions, and recall questions, the use of closed-ended questions remains more dominant in this teaching. This suggests that lecturers are more likely to use questions that focus on clear and measurable answers, rather than questions that are more open-ended or lead to broader thinking.

The impact of types questions on students' participation

This study also examines the impact of various types of questions used by lecturers on student participation during the learning process, based on interview results.

Closed-ended Questions

Closed-ended questions have a positive impact on student participation in the learning process. With closed-ended questions, students become more active in answering. This statement is supported by several answers from the interviewed participants.

- Students 4:

Kalau saya sih...eum... lebih aktif ngejawab pertanyaan tertutup, karena jawabannya kan pendek, cuman jawab kayak "yes" atau "no" aja gitu. (As for me... um... I am more active in answering closed questions, because the answers are short, just answers like "yes" or "no".)

- Student 2:

Eum... lebih aktif ke ngejawab pertanyaan tertutup, sama mungkin pertanyaan yang udah ada pilihan jawaban gitu, karena jawabannya kan pendek dan pasti. (Umm... be more active in answering closed questions, and maybe questions that already have answer choices, because the answers are short and definite.)

Based on the interview findings, it can be concluded that students feel more comfortable and more active answering closed-ended questions because this type of question only requires simple and direct answers, such as "yes" or "no". In addition, students also prefer questions that already provide answer options, because they feel more assured and do not need to think about long or complex answers. This shows that simple and clear question types can encourage students to participate more actively in class discussions or activities.

Open-ended Questions

Open-ended questions mostly reduce participation because students feel anxious and lack confidence when giving opinions or more elaborate answers. In the interview, the researcher asked the student's opinions on each type of question used by the lecturer, and the following are students' responses to their impact on whether open-ended questions can increase their sense of participation or vice versa.

- Student 4:

kayanya engga, soalnya kalau pertanyaan terbuka, misal seperti menyampaikan opini kayak

gitu, saya takut salah ngejawab. (I don't think so, because if the question is open, for example, expressing an opinion like that, I'm afraid of giving the wrong answer.)

These selected answers were the ones that represented the anxiety and lack of confidence when students were asked to give opinions or longer answers to open-ended questions. Students feel anxious and lack confidence when asked to give opinions or longer answers to open-ended questions, as they are afraid of giving the wrong answer. Despite the fact that open-ended questions provide an opportunity to express opinions, this fear can reduce students' willingness to participate in class discussions.

In contrast to the previous view, one student believed that this open-ended question could provide an opportunity to express her opinion on what she had learned, regardless of whether the answer was right or wrong.

- Student 8:

Jujur aku pribadi lebih percaya diri untuk menjawab pertanyaan tentang menjelaskan kayak "apa yg dimaksud dengan 4U dalam copywriting?" Dan pertanyaan yg sejenis lainnya, kenapa aku suka? Atau percaya diri? karena aku pribadi ingin mengutarakan pendapat dari apa yg aku dapat terlepas itu benar atau tidaknya aku udah berusaha. (Honestly, I personally am more confident in answering questions about explaining things like "what is meant by 4U in copywriting?" and other similar questions, why do I like it? Or confident? because I personally want to express my opinion from what I get regardless of whether it is true or not, I have tried.)

This answer shows that there are still students who choose open-ended questions as a trigger for participation in class to convey opinions. Each student here has a different perception of the impact of open-ended question types. This positive response was only obtained from one student interviewed. Apart from this one participant, other students thought that this type of open-ended question made them lose confidence.

Recall question

In the interview process, the researcher asked about students' opinions on the impact of this type of recall question on their desire to participate in class. Students' assumptions about the impact of this type of recall question are divided into two types of assumptions. Two students considered that this question tended to minimize their participation because sometimes they forgot about the previous material, and chose to remain silent. Here is one of their responses that represents this assumption.

- Student 4:

Engga sih soalnya kadang saya suka lupa lagi materi yang diajarkan, jadi kalau guru bertanya tentang materi sebelumnya, saya jarang ngejawab. (No, because sometimes I forget the material that was taught, so if the teacher asks about the previous material, I rarely answer.) The student stated that he tended not to answer questions asked about previous material because he often forgot what had been taught. On the other hand, there was also a student who assumed that this recall question could foster a desire to participate in the classroom.

- Student 8:

iyaa aku suka ikut jawab walaupun dikit-dikit gitu jawabnya karena lumayan lah jadi penguat juga recall tuh biar aku sendiri terus inget sama materi yg udah di ajarin terus nanti bisa ngebantu buat nerima materi baru. (Yes, I like to answer even if it's

just a little bit because it's quite a reinforcement and also a reminder so that I myself can continue to remember the material that has been taught and later it can help me to accept new material.)

Each student has a different response to the impact of this type of recall question. However, the first assumption is still considered stronger because two students think that recall questions can affect students' willingness to participate in class discussions, as lack of confidence or inability to recall previous material makes students reluctant to answer.

Convergent Questions

Convergent questions enhance participation as students find it easier to give a definite answer. The following details evidence from participant responses asked about convergent question types where the required answer is already focused on a particular answer option. The researcher asked whether this type of question was more helpful in increasing the willingness to participate.

- Student 4:

iya kayaknya soalnya jawabannya kan terfokus jadi pasti gitu jawabannya. Jadi ya saya kayaknya akan berpartisipasi sih. (yes, I think so because the answer is focused so that's definitely the answer. So yeah I think I'll participate.)

The student felt more inclined to participate when the lecturer asked convergent questions, as the answers were more focused and definite. With clearer and unambiguous questions, students find it easier to give precise answers, thus enhancing the desire to participate in class discussions. The students preferred if the lecturer gave the students more hints or directions while giving some questions (Hasanuddin & Ciptaningrum, 2021).

This study found that the most frequently used question type by lecturers during teaching was close-ended questions. In addition, an impact was identified, where both close-ended and convergent questions were found to increase student participation. This is because these types of questions have simple answers, which makes students feel more confident in participating. On the other hand, open-ended and recall questions did not lead to an increase in student participation, as these types of questions require more extensive and detailed responses, which may discourage students from participating. Therefore, this section will discuss the comparison with previous research results.

The first finding showed that the most frequently used type of question by lecturers during lessons is the close-ended question. Based on these findings, this study inferred that there is a similarity with the results of the research conducted by Lee and Kinzie (2012) entitled "Teacher Questioning and Student Response with Regard to Cognition and Language Use". The study indicated that close-ended questions were the most frequently used type of question by teachers in their interactions with students. However, the key difference lies in the participants of both studies. Lee and Kinzie's research focused on preschool-level students, a much lower educational level compared to the participants in this study. This difference in participant groups emphasizes the distinction between the two studies despite the similarity in the types of questions used by the teachers.

The second finding shows the impact of each type of question asked by the lecturer on student participation during the learning process. Closed-ended questions showed a positive impact, students felt comfortable and more active answering closed-ended questions because of the simple response format. Then convergent questions also increase participation because students find it easier to give definite answers.

On the other hand, open-ended questions decrease most of the participation because

students feel anxious and lack confidence when giving opinions or longer answers. Similar to open-ended questions, recall questions also decreases participation because students feel they do not remember the material they have learned. Even if one participant has a different insight, the study reaches its conclusions from the most frequent responses and is aligned with the observations. These findings are different from the findings of a previous study which found that open-ended questions make students actively participate and make students become critical thinkers (Yahya & Kaniadewi, 2024).

This difference occurs due to differences in the context of discussion in each class meeting. Observations made in previous studies occurred in one of the senior high school classrooms when the teacher discussed new material related to English lessons in the class. Thus, the teacher was more focused on explaining new material that was not yet known or understood by students. With frequent open-ended, students can continue to get and understand new material gradually.

While in this study, the researcher made observations during the final meeting where the lecturer was more focused on checking students' understanding of the overall material that was related to the practice exercises on that day. Lecturers use closed-ended ended because this copywriting learning is prioritized practice. Therefore, lecturers are more focused on the results of student practice, so that lecturers throw a lot of closed-ended because it is only to ask for understanding, not to measure student knowledge. With the frequent close ended questions asked by the lecturer, it makes many students participate, but does not support students to think critically. Therefore, it is suggested that lecturers should also be aware of the techniques or habits of asking questions (Farahian & Rezaee, 2012).

Furthermore, the findings of this study show that students tend to be more willing to participate when the questions asked are closed-ended and convergent types. These two types of questions share similar characteristics of providing more specific and limited answers, so students find it easier to respond directly and are less burdened by open-ended or ambiguous answer options. Closed-ended questions provide clear choices, while convergent questions direct students to think in one, more focused direction. This preference can be explained by several psychological and educational theories.

First, Cognitive Load Theory suggests that the clear structure of these questions reduces extraneous cognitive load on a student's working memory, making the task feel less demanding and thus encouraging participation (Sweller, 1988). Second, according to Self-Efficacy Theory, students are more likely to engage in tasks where they have a high belief in their ability to succeed. Closed-ended questions increase this self-efficacy by providing a higher perceived probability of success (Bandura, 1977). Third, the preference aligns with Social Facilitation Theory, where the presence of an audience can improve performance on simple tasks. Since these questions are often less complex, they can reduce public speaking anxiety and encourage students to answer in front of their peers (Zajonc, 1965). Fourth, Expectancy-Value Theory posits that students are motivated by tasks they expect to succeed at and value. The clear path to a correct answer in closed-ended questions creates a high expectancy of success, which motivates participation (Eccles & Wigfield, 2020). Finally, Uncertainty Reduction Theory explains that people are motivated to reduce ambiguity in their environment. Closed-ended questions reduce this uncertainty, providing students with a sense of security that lowers their apprehension and increases their willingness to participate (Berger & Calabrese, 1975).

The findings of this study have significant implications for educational practice and research. By identifying a clear preference among students for closed-ended and convergent questions, this research provides educators with a valuable insight into student engagement and participation. Teachers can use this knowledge to strategically design classroom questions, balancing open-ended inquiries with more direct questions to foster a more inclusive and confident learning environment (Mercer & Dörnyei, 2020).

The study's connection to established psychological theories, such as Cognitive Load Theory (Sweller, 2021) and Self-Efficacy Theory (Schunk & DiBenedetto, 2021), provides a theoretical foundation for pedagogical decisions, moving beyond intuition to an evidence-based approach. Furthermore, for curriculum designers and educational policymakers, these findings underscore the importance of question design in assessments and learning materials. The study also serves as a foundational reference for future research on student engagement, motivation, and the impact of question types on learning outcomes, opening new avenues for investigation into how different question formats influence knowledge retention and critical thinking skills. Ultimately, this research contributes to a deeper understanding of student behavior, helping to create more effective and supportive educational strategies that cater to students' psychological needs and learning styles.

CONCLUSION

This study aimed to investigate the types of questions frequently asked by lecturers and the impact of these questions on student participation during the learning process. Based on the findings, it was concluded that lecturers often use closed-ended, open-ended, recall, and convergent questions, with closed-ended questions being the most commonly asked. Furthermore, it was found that closed-ended and convergent questions were more likely to encourage student participation. These types of questions provide clear, specific answers, making students feel more comfortable and confident in their responses.

In contrast, open-ended and recall questions were mostly found to decrease student participation. Open-ended questions, which require students to elaborate on their thoughts, often lead to uncertainty or anxiety, reducing engagement. Similarly, recall questions, which assess the ability to remember factual information, were less effective in stimulating participation.

Although questions with short and simple answers tend to encourage student participation, questions that require longer answers are also important to develop students' critical thinking skills. Therefore, lecturers can consider using a more diverse combination of questions that are appropriate to the situation and students' comfort level, to create more dynamic interactions and increase students' participation in learning.

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