EXPLORING DIVERGENT QUESTIONS AND COLD CALLING IN A CLASS DISCUSSION

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ABSTRACT

Effective communication is crucial in education as it plays a pivotal role in fostering student engagement and participation in the classroom. Students encounter numerous challenges when engaging with teachers, particularly in English classes. They must exert greater focus and be more proactive in the learning process to comprehend the information, which hinders their ability to remain engaged and actively participate. Researchers aim to explore questioning strategies and cold-calling techniques to enhance students' comprehension, increase their engagement in the learning process, and create avenues for them to articulate their viewpoints using cold-calling approaches facilitated by the teacher. This study aims to analyze how students react to the combination of the questioning method and cold calling in a collaborative setting. The study employed the qualitative descriptive method as its research approach and design. The research findings demonstrated that integrating the questioning method and cold calling was not beneficial in facilitating the development of practical lessons. It was evident from the shift in class dynamics observed after the study. Conversely, cold calling continues to pressure students, causing them to lose concentration on class issues. Implementing questioning and cold-calling strategies in the classroom yields distinct effects. There were two opposing situations in which students attempted to maintain their focus to respond to the teacher's questions while also experiencing anxiety simultaneously.

Keywords: *Communication, divergent questioning, silent classroom, silent students, questioning strategy.*

INTRODUCTION

In the classroom, communication between teachers and students is a key indicator of the effectiveness of the learning process because it transfers knowledge or skills from one person to another (Rajagopalan, 2019). The parties involved in this process are teachers and students, who use a variety of approaches, methods, and techniques to make learning engaging for the students (Gage, quoted in Chinonso et al., 2023).

Learning will proceed more smoothly when the teacher and students communicate well. Silent students do not actively participate in the learning process, which implies there is potential for improvement in classroom communication. Numerous factors might often be the cause of silent students. Students who opt for passive behaviour in class have the option to understand the material being covered by the teacher's response to a question. Still, they can also opt to be mute or not understand the material being covered or the teacher's response (Kurzon, 1998). It's also important to consider the students' lack of participation in class as a

way to keep psychological illnesses in students from affecting the classroom environment. Students who experience excessive anxiety will also affect the classroom atmosphere. If the teacher cannot control this situation, silent students will affect class dynamics and create a silent classroom.

This thought is based on Khatun's statement (2019), which states that students' silence is possible because of the culture in which they were raised so that actively asking questions becomes something taboo, or it can also be considered that students' silence in class is an indicator of student's lack of interest, reluctance to communicate, anxiety, shyness and lack of communicative competence.

People must possess communicative competence, encompassing linguistic and sociolinguistic knowledge, and the ability to effectively apply this information in their conversation. (Hymes, as cited in Whyte, S. 2019). When students are exposed to this knowledge in an educational setting, they are expected to effectively utilize their language skills and apply them to the learning environment.

This statement suggests that to establish an engaging learning environment, teachers should consider the strategies that assist students' learning (Espmaker & Tedenby, cited in Novita & Paragae, 2023). Questioning strategies are one of the methods used to support the knowledge acquisition process recommended by Hidayat and Chrismanti (2021) and allow teachers to monitor and assess learning outcomes. In particular, questioning techniques are essential for students' thinking skills (Parman et al., 2021).

This statement became the basis for observations made by researchers in one of the English classes at a university in Indonesia. During observations, several facts showed that students in the class were categorized as inactive based on information from other teachers. According to the information obtained, students preferred to be silent and passive when teachers tried to interact with students by building communication using several strategies, such as asking students to present the previous week's learning results. However, only a few students responded by answering the teacher's questions regarding the topic being asked.

The basis of this observation is synchronized with looking at students' abilities in communicating in the classroom, especially during discussion class sessions. The researcher tried to analyze how the teacher builds communication with students. Observation findings showed that teachers preferred to ask several students who have medium or high achievement, so the distribution of questions only focused on those willing to answer them. The teacher did not try to make students active by asking questions to students who remained silent so that class discussions only involved some students.

To engage students in class discussion, the teacher recommended the questioning strategy. This approach requires students to respond to questions based on their viewpoints to enhance their verbal communication abilities (Nuryani et al, 2018). More significantly, though, teachers must provide students an opportunity to face their feelings of fear, trepidation, or humiliation while speaking in front of the class. It has previously been claimed that cold-calling students—those who have not chosen to make responses—may assist several desired classroom outcomes (Metzger, K. J., & Via, Z. 2022). Teachers can employ cold-calling strategies to foster debates, improving student engagement in class discourse (Dallimore et al., 2019).

Multiple studies have demonstrated that questioning strategies and cold-calling techniques during class discussions can enhance student engagement. Researchers want to gain insight into the viewpoints of teachers and students regarding the integration of questioning tactics and cold calling in classroom discussions.

METHOD
Respondents
In this research, researchers involved 40 students in one of the universities in Indonesia. They were joined in English class in the English education program.

Instruments
For collecting the data, researchers used three instruments; field note, a questionnaire consisting of four closed-ended questions, and an interview.

Procedures
The researchers employed field notes to methodically capture and record the incidents and encounters of students during the instructional and learning activities carried out in the classroom throughout five sessions, distributed a questionnaire to correspondents, and performed face-to-face interviews to gather the results. During the interview, the researcher recorded the conversation and later replicated the interview results.

Data Analysis
Researchers obtained study conclusions in three steps: firstly, data was organized, and then the acquired data was structured for a more straightforward application. Once the data has been processed and condensed, it is then examined to verify that it conforms to the precise criteria of this study.

FINDINGS AND DISCUSSION
The application of divergent questions and cold calling in the classroom was discovered from field notes that the researchers observed during the teaching and learning process during 7 meetings in the Introduction to Interpreting class.

Divergent Questions and Cold Calling in the Classroom from the Teacher's Perspective
Meeting 1
Based on field notes during the activity at the first meeting, the data showed that the teacher started the learning activity by trying to measure the students' speaking skills in English by asking general questions such as asking their opinion about the work of an interpreter. The teacher asked the students to respond to the questions by raising their hands. After waiting a while to see the students' responses, the teacher noticed that the students chose to refrain from responding to the questions given. Facing this situation, the teacher chose one student by pointing directly to be able to provide an answer in response to the question given. The student seemed surprised by the sudden appointment, so he repeated the question regarding the student's opinion on the topic being asked. Students tried to answer the question slowly. It could be seen that students still needed help in making perfect sentences in English. The teacher found several errors related to the grammar that students used. At the end of the student's explanation, the teacher gave a conclusion to the answer given by the student by asking for similarities in perception regarding the opinions given, and the student gave a short answer such as "Yes, Miss." Students were more confident when the teacher asked a convergent rather than a divergent question requiring their ability to use English well.

In the middle of the lesson, the teacher allowed students to provide an opinion on the topic being discussed regarding the differences in the definitions of interpreting and translating by using divergent-type questions. However, the response was that students preferred to remain silent and pretend to be busy with their notes. They avoided eye contact with the teacher, hoping they would not be asked to answer the questions, so the class became quiet. Due to the lack of

responses given by the students, the researcher decided to choose one of the students by pointing directly to be able to answer the questions given previously. The responses given by the students showed that the students felt more comfortable answering questions in Indonesian. Still, the teacher asked the students to try to answer the questions in English. The situation in the class became quiet and a little tense because the student chose to remain silent. To get around this condition, the teacher changed the questions into short questions so that students could respond to the answers given.

At the end of the meeting, the teacher asked the students to provide conclusions on the material provided. Students responded well when the teacher asked about their understanding through convergent-type questions that we know as closed-ended questions type. However, this condition changed when the teacher asked for their opinion regarding the material. The atmosphere became silent, and the students answered the question when the researcher appointed one of the students to explain the essential points in the material. The student could answer the question well enough despite improving his grammar mastery.

Meeting 2

The teacher started the learning activity by trying to ask questions regarding the material at the previous meeting, which was related to a basic understanding of the differences between translating and interpreting based on student opinions. The teacher did it to ensure that students memorized more than just definitions that explained the experience they had mastered. The teacher asked the students present to respond to the questions by raising their hands. Several students dared to raise their hands, and the teacher asked one who raised their hand a divergent question. The student confidently answered the question, and the answer given was quite good. The teacher asked about the preparations the students made to answer the questions given quite well. The student in question explained that he was trying to study the material given last week to get points from the material.

In the middle of the lesson in meeting 2, the teacher allowed students to provide opinions on the discussed topic using divergent-type questions. However, the response was repeated during the first meeting when the class became quiet. The students preferred to remain silent, pretended to be busy with their notes, and tried to avoid eye contact with the teacher, so the class situation became quiet. To eliminate class silence, the researcher appointed one of the students to provide his opinion through divergent-type questions related to material about the differences between the translating and interpreting processes. The response given by the student showed that the student was trying to answer the question given even though he repeated the keywords that had been explained previously.

At the end of meeting 2, the teacher asked the students to provide conclusions on the material provided. Students responded well when the teacher asked about their understanding through convergent-type questions. However, this condition changed when the teacher asked their opinion regarding the discussion topic. The atmosphere became silent, and the students answered the question when the teacher appointed one of the students to explain the essential points in the material. The student could answer the question well despite improving his grammar mastery. Before class ended, the teacher provided material to discuss at the next meeting and asked students to study it.

Meeting 3

The teacher initiated the learning exercise by posing questions about the previous session's material, which focused on students' perspectives on the fundamental distinctions between translation and interpretation. The teacher implemented this strategy to ensure students acquired a deeper understanding of the subject matter beyond mere definitions, encompassing

the practical application of their acquired knowledge. The teacher instructed the students to answer the questions by raising their hands. Multiple students dared to raise their hands, prompting the teacher to pose a diverging question to one of them. They responded to the question with confidence, providing a commendable answer. The teacher inquired about the students' preparations to respond to the supplied questions effectively. The student in issue stated that he was attempting to review the material provided last week to earn points.

During the third meeting, amid the lecture, the teacher allowed students to express their thoughts regarding the discussed issue using divergent-style questions. Nevertheless, the remark was reiterated when the class fell silent during the initial gathering. The students opted for silence, feigned busyness with their notes, and consciously avoided eye contact with the teacher, resulting in a tranquil classroom atmosphere. To break the silence in the class, the researcher selected a student to express their opinion by asking them divergent-type questions regarding the discussion topic. The student's response demonstrated an attempt to address the question despite the repetition of previously mentioned vocabulary.

Meeting 4

The teacher began the learning activity by asking questions regarding the material at the previous meeting, which was related to a basic understanding of the discussion topic based on student opinions. The teacher asked the students to respond to the questions by raising their hands. The number of students who dared to raise their hands was quite large compared to the previous meeting, so the teacher allowed two students to raise their hands alternately with questions different from those regarding their opinions. They confidently answered the question and the answers were quite good. The reasons given by the two students were almost the same when the researcher asked what the two students had done before so they could answer the questions given quite well. They prepare themselves by reading previous material. To ensure that many students had prepared themselves by reading the material in the last meeting, the teacher pointed to one student who did not raise his hand when asked to explain the previous material. The results were astonishing; the students could answer the questions well. The teacher asked why the student did not raise his hand. The student only gave a shy gesture when answering the question.

In the middle of the lesson in meeting 4, the teacher tried to build interactive communication by asking students questions to understand the discussed topic relating to the difference between simultaneous and consecutive interpreting, using divergent-type questions. At this meeting, there were still quite a lot of people who chose to remain silent, so the class situation became relatively quiet. The teacher chose one of the students who pointed directly to participate in the interactive discussion by asking convergent questions that the student could answer satisfactorily. However, when the teacher asked a divergent question, the class conditions became quiet and tense, and the student chose not to answer because he could not speak English well. To get around this condition, the teacher allowed the students to answer questions in Indonesian, and the results of the students' answers were entirely satisfactory.

At the end of meeting 4, the teacher asked the students to provide conclusions on the material provided. Students responded well when the teacher asked about their understanding through convergent-type questions. However, this condition changed when the teacher asked about their opinion regarding the difference between simultaneous and consecutive interpreting; the atmosphere became relatively silent, so the teacher took the initiative to appoint one of the students to explain the essential points in the material. The student could answer the question well even though his grammar mastery was still imperfect.

Following the completion of meeting 4, the teacher requested that the students share their conclusions regarding the content presented. The students responded positively when the

teacher inquired about their comprehension using convergent-style inquiries. Nevertheless, this situation shifted when the teacher asked about their perspective on the distinction between the processes of translating and interpreting. The atmosphere grew quiet as the teacher designated a student to elucidate the key concepts in the subject, prompting the classmates to respond with their answers. Despite his little command of grammar, the student could answer the question well. Before the lesson's conclusion, the teacher distributed study materials for the upcoming meeting and instructed the students to review them.

The teacher solicited the students' opinions during the middle session using divergent questions. Nevertheless, the students' reaction was to opt for silence and feign busyness with their notes. They deliberately averted their gaze from the teacher in the hope of evading any potential questioning, resulting in a peaceful atmosphere in the classroom. As a result of the students' insufficient responses, the researcher selected one student directly by pointing at them to answer the previously posed questions. The students' responses indicated greater ease and confidence while answering questions in Indonesian. Nevertheless, the teacher instructed the students to try to respond to the questions using English. The classroom atmosphere grew hushed and strained as the students remained silent. To circumvent this circumstance, the teacher modified the questions into concise inquiries, enabling students to respond to the offered answers.

Meeting 5

During the fifth meeting, the teacher instructed the students to answer the questions by raising their hands. Upon observing the student's behavior, the teacher noted that they chose not to provide any responses to the questions offered after waiting a while. In this scenario, the teacher selected a student by indicating that they would respond directly to the supplied question. The student appeared taken aback by the unexpected appointment, prompting him to reiterate the inquiry about his perspective on the subject matter in question. Students attempted to respond to the question at a leisurely pace. Students were still in need of assistance in constructing flawless English sentences. The teacher identified multiple grammatical faults made by the students. After the student finished explaining, the teacher provided a conclusion to the student's answer by asking for commonalities in perception between the ideas expressed. The student responded briefly. Students exhibited greater confidence when the teacher posed a convergent question, as opposed to a divergent question that necessitated their proficiency in English.

At the end of class, the teacher requested the students to conclude regarding the supplied material. The students reacted positively when the teacher inquired about their comprehension using convergent-type inquiries. However, this circumstance shifted when the teacher asked about their perspective. The environment felt silent as the researcher designated a student to elucidate the crucial aspects of the material, prompting the students to respond with their answers. Despite his little command of grammar, the student could answer the question well.

Meeting 6

The teacher began learning activities by asking questions about the material at the previous meeting namely simultaneous and consecutive interpreting. The teacher asked the students to respond to the questions by raising their hands. The number of students who raised their hands increased quite significantly. However, to ensure that the students in the class were by the actual conditions, the teacher randomly selected one of the students who did not raise their hand to answer questions regarding their opinions. In the beginning, the student looked surprised by his appointment. Surprisingly, the student confidently responded to the question, and the answer was quite good because the student concerned had previously studied the

material given last week and had practiced presenting it himself.

In the middle of the lesson in meeting 6, the teacher allowed students to provide opinions on the discussed topic using divergent-type questions. Several students raised their hands to try to answer the question. Before allowing them, the teacher pointed to one of the students who kept silent. His response showed that he did not focus on the discussion.

At the end of the meeting, the teacher asked the students to conclude the material provided. When the teacher appointed one of the students to explain the essential points in the material, he could answer the question well despite improving his grammar mastery.

Meeting 7

Learning activities at this meeting were slightly different from the previous four meetings. Because this was the last meeting for data collection, the learning process was more focused on repeating the material given at the last meeting. The teacher asked the students to respond to the questions by raising their hands. It was seen that students were more enthusiastic in interacting with the number of students who responded to questions given by the teacher, so the class became more interactive. Students could further explore their language skills during learning.

Divergent Questions in the Classroom from the Student's Perspective

Based on the students' questionnaire data, the researcher described the result of four statements. The first statement related to students' responses to teacher questions which asked students to be able to explain parts of the material that have been described based on their opinion. Most students answered with disagreement indicating a negative response. It showed that students faced obstacles to their linguistic abilities.

The second statement was also reflected in the students' responses, which showed negative responses regarding their ability to answer questions that required a good understanding of the material and involved quite high linguistic skills. Students were challenged to give their opinions in good English.

The third statement described that students could easily answer when the teacher asked closed-ended questions. It showed a positive response to the statement. This response was also connected to the fourth statement, where students gave positive responses because they were more accessible to answer when the teacher gave them closed-ended questions to review the material.

The fifth statement showed the importance of the teacher's role in ensuring students understood the material taught at a particular meeting. Most students responded positively to this statement.

Cold Calling in the Classroom from the Student's Perspective

Based on the results of questionnaires and interviews given to students regarding cold calling carried out by teachers during the learning process, it was seen that they felt anxious and panicked when the teacher pointed at them suddenly. They felt like all the material they had studied and understood disappeared at that moment. They thought their designation made them feel uncomfortable in class. However, they still tried to answer questions with their limited linguistic abilities. Besides the linguistics problems, they also felt intimidated by the teacher's pointing during the learning process, so they focused on something other than the discussion. Apart from panic, they also thought anxiety stemmed from their limited ability to speak English.

Based on the claims in the result session, it can be analyzed that the teacher employed questioning strategies during three learning periods—the lesson's beginning, middle, and end—to assess students' proficiency in applying these techniques. Nappi, cited in Ismalinda et al.

(2023), explained that posing questions in the middle of the lesson ensured students were paying attention and gaining focus. Astrid et al. (2019) also explained that teachers employed questioning techniques to get students' interest. It was quite different from the classroom situation. Based on the researchers' observations. When the teacher gave divergent questions, the students faced some obstacles caused by several factors. One was linguistic skills, especially in vocabulary (Pratama, 2019).

For the type of question, students referred to answer convergent questions. It showed in questionnaire results which described students' willingness to answer the questions with short ones.

Meanwhile, the collaboration between divergent questions and cold-calling had a huge students' impact on the students' psychological. Since cold calling invites students to participate in answering questions from the teacher or sharing their thoughts on the subject being covered, teachers can utilize it to ensure that all students have the same experience with class discussions (Dallimore et al. 2004). it was appropriate with the observation result. Cold calling used by the teacher was proven to force students to participate in class discussions; students were asked to be able to express their opinions on the questions given even though their low linguistic skills did not support them.

Students' proficiency in speaking is influenced by their linguistic knowledge, lexical fluency, and lexical memory (Mulder and Hulstijn (2011). teachers must possess good linguistic skills to effectively utilize cold calling, as students may need help responding to inquiries, mainly when presented with convergent rather than divergent questions. The students' failure to respond to queries during class discussions contributes to their anxiety during these conversations. It impacts acquiring knowledge, which is the fundamental aspect of the learning process.

The teacher's assessment determines the level of fluency in speaking. Teachers may find it challenging to practice cold calling if they perceive students' ability to speak as interconnected with many parts of communication abilities (Chambers, 1997). Whatever educators employ the strategy of cold-calling to enhance student engagement in classroom discussions, they might utilize it as an instructional method (Schiffman, 2013).

After conducting this research, the researcher tried to evaluate what the teacher had done during cold calling in class discussions. Kollat (2018) advises teachers when carrying out classroom discussions to use a cold calling strategy to clarify students' understanding so that they get appropriate knowledge of the topic.

However, many teachers felt that cold calling would pressure students and become utterly passive in class because of their psychological pressure (Dallimore, 2013). Based on the results of interviews and questionnaires given to some students, these results showed that although they could participate in class discussions, they felt anxiety that interfered with their focus.

CONCLUSION

Based on the study data, the researcher came to several findings. Researchers concluded that good questioning techniques were used to support students' focus and attention in class throughout the activity. Teachers can accomplish a task by asking their students to use three types of questions: procedural, convergent, and divergent (Nasrudin & Ningtyas, 2020). Since most students actively answer simple questions, offer a yes/no choice, and allow quick responses, process, and convergent questions are frequently employed in educational settings. Observations from the study provide evidence for this. In addition to answering straightforward questions, students often find that convergent question answers facilitate more straightforward repetition or recall of previously taught material. Divergent questions, therefore, lessen the efficacy of learning since they force students to share their perspectives. This is consistent with

information gathered from three student interviews. Since they needed help understanding English and coming up with sentences to respond to the teacher's inquiries. A more illuminating study showed that students tended to feel more at ease answering procedural and convergent questions (Firmansyah & Risnawati, 2022). However, they discovered that a few challenging questions called for higher-level thinking. Nevertheless, given the unusually silent classroom, the frequent practice of cold calling led to a somewhat contentious discussion in class. By volunteering to respond to questions after the data-gathering process, students transformed the environment in the classroom. When implementing cold calling, teachers must possess knowledge of the characteristics of students in the class influencing the success of this strategy in terms of student achievement levels. Birkland (2021) asserts that while cold calling may enhance student engagement in class discussions, they mainly focus on identifying students' areas of weakness rather than exerting undue pressure on them such as linguistic skills.

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