

QUESTIONS USED BY ENGLISH TEACHER IN TEACHING READING COMPREHENSION TO GRADE X AT SMAN 1 MUARA

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ABSTRACT

This research focused on the types of questions used by teacher and the reason for using the questions. It was a qualitative research design. The subject of this study was an English teacher of the tenth grade students of SMA Negeri 1 Muara. The data were collected by observing, video recording, and interview. The result showed that the teacher only used 4 out of 5 types of questions, they were question of literal, question of reorganization, question of inference, and question of personal response. It was also found that there were other types of questions which categorized as students' knowledge, vocabulary, and students' experiences. Out of the 4 types of question, the type of questions frequently used was question of literal. Followed by question of reorganization came as the second, and the least used by the teacher was question of personal response. The reasons for using the types of questions were to measure students' comprehension and to facilitate students towards comprehension.

Key words: *teaching reading comprehension, types of questions*

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INTRODUCTION

Background of Study

There are four skills that must be mastered by students in studying English, namely listening, speaking, reading, and writing. Reading is one of skills that must be taught in language teaching. It is important because reading is the basis of nearly all learning. Reading is not only read the text but also need comprehension to understand the text. Getting the meaning from the text is called comprehension. Reading comprehension is the ability to draw meaning from the printed page and interpret the information appropriately (Grabe and Stoller, 2002). Through reading comprehension, students are expected to understand the information that is contained in a text, and broaden their knowledge as well.

Questions lead students to the comprehension. In teaching learning process, teacher has a right to give questions for the students in order to check how far they can comprehend the lesson. As questioning is one of most common techniques for teaching or improving reading comprehension (Turner, 1998). Gunning (1992) believes questions play a central role in comprehension instruction because they can be used to develop concepts, build background, clarify a reasoning process, and even lead the students to a higher level of thinking. In addition, Day and Park (2005) point out that well-designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently.

Teachers use questions to elicit information, to check understanding, and to control behavior (Nunan, 2004). Questioning and answering are important for student success in the classroom, and even experienced teachers do not perform well if they do not employ questions in appropriate ways (Al-Darwish, 2012). Through those questions that related on the topic, teacher should be able to know which questions will stimulate students' participation and critical thinking.

The type of questions most teachers ask in the classroom is to demand explicit, factual information rather than student reasoning. Moreover, in teaching-

learning process in reading subject, the teacher taught and explained the topic. Then the teacher asked students to read and answer questions in the textbook, and discussed it together.

The problem statements raised by the writer in this study are: (1) What types of question were used by English teacher when teaching reading comprehension in SMA Negeri 1 Muara? (2) Why were the types of question used by teacher?

REVIEW OF LITERATURE

1. Teaching Reading Comprehension

Teaching to read refers to reading for meaning or comprehension. Teaching reading comprehension is a teaching-learning process between a teacher and students to help the students, as the readers, to comprehend a text. Teaching reading comprehension is teaching the students to read by helping them to learn the relationships between the printed words and their meaning (Fry, 2007). The statement above implied that in teaching reading comprehension, there are two points should be take into consideration, namely words and meaning. Before teaching the meaning, it is important to teach word and word knowledge.

Teachers should be able to guide the students how to get an appropriate meaning based on text they read. It is because the meaning that is constructed by students may be vary based on the knowledge they possess. Anderson as cited in Sweet (2003) states that variations in interpretation often arise because students have different conceptions about the topic than the author supposed. In order to comprehend what they read, before reading, the students need to activate their prior knowledge to think about the topic and make predictions about probable meaning of the text, to get a sense of the overall meaning and to relate what they have read to their own experiences (Fenner et al, 2001).

2. Types of Teacher Questions for Reading Comprehension

There are several types of teacher questions which can stimulate creative, critical, and higher level of thinking. The types of questions formulated are depend on the situation in which it evolves and the intended use to be made of the response.

The level of understanding students have is depend on the type of questions given to students in reading lessons, as Cunningham (1971) beliefs questions have the potential to stimulate thinking, but the level of comprehension you want students to function at depends on the type of questions asked. This study focused on the types of question which are proposed by Nuttall (1982, in Muliastari, 2014) namely, *Literal, Reorganization, Inference, Evaluation, and Personal Response Questions*.

3. The Purpose of Teacher Questions

Teachers ask questions with several goals and aims. As questions vary in the types, they also are diverse in purposes. Cotton (1998) defines that there are some purposes of teacher questions: (a) to develop interest and motivate students to become actively involved in lessons; (b) to evaluate students' preparation and check on homework or seatwork completion; (c) to develop critical thinking skills and inquiring attitudes; (d) to review and summarize previous lessons; (e) to nurture insights by exposing new relationships; and (f) to stimulate students to pursue knowledge on their own. It shows that teacher's reason of asking questions in order to help students engage with the lesson, and to develop or to check students understanding. Overall, Brown & Wragg (1993) assert that questions are asked simply to facilitate learning.

RESEARCH METHODOLOGY

This research was conducted by using descriptive qualitative design. According to Auerbach & Silverstein (2003), Qualitative descriptive design tends to draw from naturalistic inquiry and the subject of the study was not treated by the researcher. It simply described attitudes and behaviors that happen naturally in the classroom without altering or manipulating it. With such concept, in this study the English teacher's using of questions took place in natural setting. The questions used by an English teacher and the reason underlying the use of the questions was described qualitatively by using words or narratively, not with statistics.

The data of this research were the questions used during the teaching of reading comprehension. The source of data was an English teacher who teach English to tenth grade of SMA Negeri 1 Muara. The data were in form of transcriptions consist of the result of recording the teaching of reading comprehension and the result of interviewing the English teacher related to the types of questions.

The technique was used to collect the data by using passive participant observation and audio video recorder as a tool to collect the data during the teaching process. In addition, in-depth interview was conducted to teacher related to the types of question in teaching reading comprehension. Researcher record the process of teaching and learning with the aimed to get accurate information about the questions used by the teacher in teaching reading comprehension. Then, these data was converted into written transcription.

The data of this research were the transcriptions from observation and interview. Both interview transcripts and observation transcripts were accumulated and arranged in order to increase an understanding of the researcher and to enable them present what they had discovered to others. According to Miles, Huberman, and Saldana (2014), to analyze the qualitative data, the

researcher should follow these procedures: data condensation, data display, and drawing and verifying conclusion.

RESEARCH FINDINGS AND DISCUSSIONS

Research Findings

The finding of this research showed that there were 70 questions in total which found during the teaching-learning process. There were only 4 types out of 5 types of questions were used by the teacher. There were also other types of questions used by the teacher. From total 70 questions, 32 questions were categorized as other types of question. The rest of questions was included in the 4 types of questions used, they were literal, reorganization, inference, and personal response questions. The distribution of the use of the types of question can be seen on following table.

No.	Types of Questions	Total	Percentage (%)
1.	Literal	20	28.6
2.	Reorganization	11	15.7
3.	Inference	5	7.1
4.	Personal Response	2	2.9
5.	Other types of question	32	45.7
Total		70	100 %

Table 1. Types of Questions

Out of 4 types of questions used by the teacher, it was found that literal question was frequently used by the teacher. Reorganization came as second were mostly used. Personal Response was the least used by the teacher.

1. Literal Questions

Literal Question is a question which refers to an understanding of the straightforward meaning of the text, such as facts, dates, times, and locations.

Literal Question is the type of question where its answer can be found in the text. It means that the answer was already available in the text.

Data 1.

⁴⁵T : Good. So, where is this place located?

⁴⁶SS : In the southwest of Central Kalimantan peninsula.

The teacher asked the students about the location of the place that had been described in the text. As seen on data 1 that when the teacher gave a question about the location of the place, the students could give the answer to the question correctly. Because the answer from the question was explicitly stated in the text. For that reason, this question was included in the type of question of literal.

2. Questions Involving Reorganization

The type of questions which involving reorganization requires student to use the information from various parts of the text to get more understanding. It makes students to consider the text as a whole rather than thinking of each sentence on its own. The answer to this question was implicitly stated in the text.

Data 2.

¹⁰⁷T : Good. What arboreal animal means?

¹⁰⁸SS : hewan arboreal

¹⁰⁹T : Good. Jadi **Apa itu hewan arboreal?**

¹¹⁰SS : (silent) (checking their dictionary) Arboreal animals are creatures who spend the majority of their lives in trees.

The teacher asked the students what the arboreal animals was. As seen on data 2, the teacher asked the question hoping the students could use the information on the text to construct an answer. Even though the students answered this question based on what have been found in the dictionary, the answer to this question was actually implicitly stated in the text. Thus, this question was included in reorganization question.

3. Inference Questions

Making inferences involves more than a literal understanding. Thus, the students were required to combine the information from the text with their knowledge or experiences to construct an appropriate answer.

Data 3.

⁴¹T : Iya. Destinasi ekowisata. Jadi apa itu ekowisata?

⁴²SS : (Silent)

⁴³T : Ecotourism. (Write in the whiteboard). Ekowisata ini merupakan bentuk perjalanan wisata ketempat yang alami. Dengan kata lain kita bisa belajar sambil berpetualang.

The teacher asked the students the definition of ecotourism. This kind of question required the students to make an inference by combining their literal understanding of the text with their own knowledge. As the definition of ecotourism was not explicitly defined in the text, the term actually could be defined based on the kind of place in which the topic of the text was about. This question was included in the question of inference. But as seen on the data 3, the students were not able to answer the question, so the teacher was the one who answered and explained.

4. Personal Response

The question of personal response requires the student to respond with their feeling. The answers are not found in the text. They come strictly and there is no personal responses are incorrect. Nevertheless, such responses cannot ignore the textual evidence; they do not rely only on the reader, but essentially involve him with the writer. So it need to ask the student to explain why the text makes him feel as he does, and make sure that his response is at least based on correct understanding of the text.

Data 4.

¹⁹⁷T : So, why are you interested to visit this National Park?

¹⁹⁸S : I am interested because I can see orangutans and to see monkeys with big nose too.

¹⁹⁹S : Because I want to travel to the real jungle. Dan bisa menginap di perahu klotok, Maam.

The teacher asked the students if they were interested to visit the place and their reasons for being interested. As seen on data 4 |, the teacher asked the students about their feeling towards the place that have been described. By posed these questions, the teacher expected the students to show their feeling and to explain why the text makes them feel as they do. It can be seen that students can answer the question by pointing out their reasons based on the things which attracted the students' interests. These questions were included in the personal response question.

5. Other Types of Questions

Other than the 4 types of questions used by the teacher in teaching reading comprehension, there were also other questions used by the teacher. They were the questions related to students' knowledge, vocabulary and students' experience.

Data 5.

⁷³T : **Have you ever seen monkey?**
⁷⁴SS : Yes, Maam. We have.

The teacher asked if the students have ever seen monkey. All of the students have experience to see monkey so the students answered that they have ever seen it. As seen on data 5, the teacher asked this type of question was simply just to check students' experience. There were no right and wrong answer for this question. Thus, this question was categorized as question related to students' experiences.

The underlying reason the 4 type of questions used by the English teacher were to measure students' comprehension and the other types question were used to facilitate students toward comprehension. The teacher need to facilitate the students toward comprehension due to students' low ability on comprehending the text.

Discussion

After analyzing the data, it was found that there were 70 questions used by the teacher in teaching reading comprehension. There were 38 questions used to measure students' comprehension and 32 questions used to facilitate students' comprehension. From 38 questions in measuring students' comprehension, there were only 4 types out of 5 types of questions used by the teacher and mostly the teacher checked students' literal comprehension. There were also the other types of questions which were categorized as students' knowledge, students' vocabulary, and students' experiences.

From total 70 questions, 20 questions were included in the question of literal, 11 questions were questions involving reorganization, 5 questions were question of inference, 2 questions were question of personal response, and 32 questions were categorized as the other types of questions.

Based on the explanation above the writer concludes that from the four types of reading questions which appear the most was question of literal. It was similar to the findings of previous study by Muliasari (2014). Her study was to investigate the reading questions in textbook. Her study and this study had similar findings even though her study focused on the questions in the textbook and this study focused on the questions used by the English teacher.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After analyzing the types of questions based on the research findings and discussion, it can be concluded that the use of questions types in teaching reading comprehension by the English teacher is not yet complete. There were five types of questions, but the teacher only used four types of question, they are literal, reorganization, inference, and personal response question. The teacher's reasons

for using the types of question were for comprehension measurement and comprehension facilitation.

Suggestions

Based on the conclusions, it is suggested that the teacher need to use the complete five types of question in teaching reading comprehension. Therefore, these types of question in this study can be used as a reference for improving teacher's skill to use question in teaching reading comprehension. It is also suggested that the teacher should improve her knowledge in mastering the purpose of the questions in teaching reading comprehension.

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