

TEACHERS' QUESTIONS IN ENGLISH CLASSROOM OF GRADE EIGHT IN JUNIOR HIGH SCHOOL

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ABSTRACT

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The goal of this study was to describe teachers' questions in English classroom and the students' responses toward the questions. In a classroom context, typically teachers ask a lot of questions. The research indicated that whether or not in a content classroom or in language classroom teachers asked many questions. The standard pattern in the classroom was one in which the teacher asked questions, one or more students responded to the question and then the teacher evaluated the responses. Thus in term of a classroom context, a questioning session happened naturally as a process of learning. A descriptive qualitative design was used in this study. The data of this research was collected from classroom observation of two English teachers (RP & SG) and two classes (VIII-3 & VIII-5) of SMP N 5 Percut Sei Tuan. This research dealt with teachers' questions of grade eight in junior high school English classroom. This study conducted to answer questions what types of questions do the teacher tend to use in the daily practices of teaching in the English learning and how do the students responded to the questions. The finding indicated that in the questions types, display questions were highly uttered by the teacher rather than referential questions. As the purposes of learning English in a junior high school context is to engage student to communicate in spoken, all the questioning functions are related to eliciting information, checking students' understanding the lesson being taught and encouraging them to participate more in the classroom. Therefore, the questions posed by the teacher were highly distributed. The study is beneficial for both teacher and student in English language classroom. Questioning and answering session happen to force students to speak English even though it is only telling what they know about the lesson. It also beneficial for teachers who facilitates students' language ability through asking effective question in an effective way.

Keywords: Teachers' Questions, Types of questions, Responses of the students.

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1. INTRODUCTION

Teachers' question is important in the classroom for initiating teaching and learning. Asking questions is a basic strategy used by teachers to encourage students to interact in the classroom and to practice their speaking skills in the target language. It is expected of students to actively answer the questions that are asked of them when they are asked questions. Teachers can improve students' involvement, elevate students' creative thinking, check whether the students understood what they have been taught and at the end they achieve the teaching goals.

Walsh (2011) and Xuerong (2012: 1-7) said that questions are very important in language classroom because they are interactive learning tools. Asking questions in class may determine the interpersonal relationship between teachers and students and may indicate a desire to have a conversation. Questions allow teachers to determine what knowledge students already know and understand about a specific issue.

Language teaching is an interactive process between the teacher and students or between students themselves. This means that the interaction becomes one of the most crucial aspects of language learning for students. Teacher-student interaction will encourage students to become more active.

Brown (2001) stated that one of the methods to teach is to be a person who uses teacher questioning strategies to establish and sustain interaction in the learning and teaching process. In the classroom, teachers usually use teacher questioning.

This is the most common method used by teachers to enhance classroom interaction and encourage students to speak up. On the other hand, the teacher was ignorant of the significance of asking those questions and encouraging students to try to answer them. Students will be bored and uninterested in class discussion.

Prasetywati (2015) found that asking questions is important in the teaching and learning of English in the classroom because it can stimulate students to learn, improve their knowledge, and improve their critical thinking. Students must find the meaning of the lesson in order to comprehend it, so they must ask questions to learn the meaning.

Vebrianto (2013) stated that in generally teachers use questions in their teaching process. As a result, questions are commonly used by teacher to construct interactions in the classroom, to encourage student responses, and to test their knowledge and understanding of the material they have learned and will be learned.

Gumbrell (1986) stated that teachers ask questions every 43 seconds. Students are expected to actively respond to questions asked by the teachers. Teachers can increase student engagement, promote creative thinking, and test whether students understand what they have learned and achieve their learning goals. To set learning goals correctly, teachers need to be able to ask questions. Teachers can use variety type's questions in learning process. Grabowski (1996) states, quoted by Kurniawati and Fitriati (2017), disparate types of questions required various levels of cognitive processing and learning.

Cotton (1988) argues that teachers ask students questions in the classroom that have many goals. They are intended to stimulate students' interest and encourage them to participate actively in class, assess student readiness and checking homework, developing critical thinking abilities, and clarifying attitudes, review and summarize previous lessons, evaluate students' progress toward educational goals and objectives, and encourage students to learn on their own.

Dealing with this case where teachers' questions failed to start encouraging students to answered, a teacher should create or use a strategy to encourage students to respond to questions asked by the teacher. Ornstein (1987, p. 74), quoted from Isfara (2017), states that teachers need to know how good and effective their questioning strategies and techniques because how teachers ask questions has an impact on students' learning.

Shaunessy (2005) argues that the teacher is not only the facilitator of learning but also should necessarily instruct the students on how to develop and pose the question, encourage and support students to share the idea. She states that teachers need a questioning strategy to improve critical thinking, creative thinking, and higher-level thinking skills while achieving beneficial.

Based on the foregoing facts, it is safe to say that students still didn't understand the teachers' questions. As a result of the poor comprehension of English, the students did not pay attention to the teacher. Teachers frequently use questions to check for attention and involvement, as well as to measure understanding. For

example, a teacher might ask, "Do you understand?" to make sure students are paying attention. However, students can say "Yes, I understand" to avoid shame. Compare this simple question to a question that asks students to summarize a discussion or to comment on what has been said. These questions allow teachers to more accurately assess whether students are actually paying attention and whether they have understood the material. Students are also more likely to offer fresh ideas when they are asked open-ended questions, allowing them to actively participate in the learning process. Therefore, teachers must pay attention to students' thinking and learning processes. Teachers may question students to explain how they reached their final answer, including what materials they used, whether those materials offered adequate evidence, and so on.

From the researcher's perspective, questions are expected to make students engaged to speak and encourage pupils to contribute to the classroom discussion because questioning produces oral connection between students and teachers. A passive class was a common issue for English teachers in the classroom. There is a possibility that the teacher did not use appropriate questions to attract the students. It had a negative effect on interaction in the learning process, such as the students were being unresponsive, avoid interaction with a teacher, and would take some times when students cannot answer the teachers' questions.

2. TYPES OF QUESTIONS

Long and Sato (1983), there are two types of questions. They are display and referential question:

- Display question is a type of question which is used to check the students' understanding. Question requesting information has already known by the teacher. Check understanding, because the teachers have known the right answers about information evaluate student's comprehension of teacher's explanation.

Example:

Teacher: (when teacher hold a book and ask, "Is this a book?").

Student: Yes, Maam.

Teacher: What is it?

Student: It's a car

The answer for this question had been already known by the teacher.

- A referential question is one that has no clear answer, the teacher wants to know what the students idea. When the teacher seeking information from the students, which is they do not know the answer. The example is, ask student's opinion about the topic. Teachers don't know the answer because it bases on the students point of view. These questions would increase the productivity of students and then the questions would likely enrich more meaningful communication between the teacher and the students.

Referential questions are those that ask for new information or an answer that the teacher is familiar and the students' answers are used to communicate that information to the teacher.

Example:

Teacher: What did you do at the weekend?

Teacher: What's the matter with you?

Teacher: How was your vacation? Did you have a wonderful time?

Teacher: What are your feelings for your family?

The Teacher Questions towards the Students' Responses

Chen (2016) states there are three possible types of students' responses that occur in classroom discussion namely:

- a non-response,
- a restricted response,
- And an elaborated response.

The term "non-response" refers to when students do not respond to a question. In a restricted response, students respond to the question in a few words and provide no explanation or logically reasoned evidence. An elaborated response refers to a response consisting of an explanation or logically reasoned evidence.

3. RESEARCH METHODOLOGY

This research is descriptive qualitative. Descriptive research is a type of research that aims to learn more about current events (Ary et al, 2010).The data of

this study were teacher talk of two teachers questions and response student. In this study, the researcher collected the data by using observation during the teacher process. In analyzing data were transcription and analyzing transcription

4. FINDINGS

1. Teacher's Questions in VIII-3 (RP)

Table 4.1 Types of Teachers' Question in Class VIII-3

No	Types of Teacher Questions	Number of Questions	Percentages (%)
1	Display Question	55	88.7
2	Referential Question	7	11.3

The first subject as the first teachers as RP, she was an English teacher who taught at class VIII-3. Overall, 55 (88.7%) display questions were asked in class VIII-3, from to the results of the observation and videotaped transcripts. Based on the observation of outcomes describe the use of teachers' questions in English classroom activities through applying several question and using them mostly in the teaching and learning process, RP used display types of teachers' questions. The reason why the teacher used display question in the classroom was because the teacher want to do confirmation check, comprehension check and Students' previous knowledge and understanding are ensured during the learning process through clarification requests. The teacher, on the other hand, posed a display

question that was specifically meant to check comprehension. During the comprehension check, it was found that the teacher frequently asked certain questions.

- RP/1/DQ data “Can we start our lesson right now? Are you ready?”

Display questions have been used by the teacher to elicit knowledge more about subject matter. The question was asked to see how far the learners had progressed in the lesson.

The question asked for a review of the previous week's topic. The teacher asked the question above to refresh the student's memories.

Based on the result of this research, the teacher only asked 7 (11,3%) referential questions in class VIII-3 from out of a total of 62 in the entire lesson. The teacher asks the referential questions to get the new information from the student answer. The first of the seven questions were designed to determine whether or not students had pets in their households. Example: RP/1/RP *can you give an example of a pet you have at houses?* The second referential question was asked to find out whether the student likes or loves their pets. For example: RP/2/RQ *Apakah kamu menyayangi binatang peliharaanmu di rumah?.* The third and fourth referential questions were a follow-up to the first question, as in RP/3/RQ *What is pet do you have at home?? Siapa yang punya kucing dirumah?* The question was given to see if the student has any other pets other than the ones named. The next questions were

asked to know the names of their pets and to find out the description of their pets at the home, RP/4/RQ What is your name pet in your house.

2. Teacher's Questions in VIII-5 (SG)

Table 4.2 Types of Teachers' Question in Class VIII-5

No	Types of Teacher Questions	Number of Questions	Percentages (%)
1	Display Question	32	94.1
2	Referential Question	2	5.9

The second subject as the next teachers was Ma'am SG. She was an English teacher who taught at class VIII-5. The result from the observation and the videotaped transcripts show that in the table 4.2 there were 32 (94.1%) display questions asked in class VIII-5. The result of observation describe the use of teachers' questions in English classroom activities through applying several question and using them mostly in the process of teaching and learning , SG used display types of teachers' questions. The reason why the teacher use display question in the classroom because the teacher want to checks student comprehension. Comprehension is the ability to understand something; in this case the teacher asked a display question to see how well the student understood the target language.

The data from class VIII-5 shows that there was display questions delivered.

SG/1/DQ *"In Indonesian, what does job or occupation mean?"*

SG/2/DQ *Responsibility mean?*

During the lesson, the teacher asked students a variety of questions to check students understand of several English words in Indonesia.

The data above are being found that there are types of referential questions produced by the teacher in class VIII-5.

In class VIII-5 there were 3 referential questions a teacher has asked about a student's father's occupation as in *Doni, what is your father's job? Who wants to mention what your father's job?* Those question to get new information from the student.

3. Students' Responses toward Teachers' Questions

The result of a study on students' responses based on Chen's theory to answer the teachers' questions. Also, in a table above can be seen whether the students gave the expected answer or not.

Table 4.5 Students Respond in Class VIII-3

No	How do the Student Respond to the Question	Number of Responses	Percentages (%)
1	A Non Response (NR)	5	8.4
2	A Restricted Response (RR)	46	76.6
3	An elaborated Response (ER)	9	15

From table 4.5 it can be found that for a non response there were 5 (8.4%) . For a restricted response there were 48 (76.6%) and for the elaborated response there were 9 (15 %).

5. DISCUSSION

Teachers' questions were considered to be the heart of all communication between teachers and students. This chapter discussed the results of two research questions: first, what types of questions are used by English teachers in English classrooms at SMP N 5 Percut Sei Tuan eighth grade students, and second, how do the students respond to the questions.

The first research question shows that in the lessons observed in this study, teachers use more display questions (90.7%) than referential questions (9.3%). The result supports Long and Sato's theory (1983). Long and Sato found that teachers were more likely to use display questions than referential questions in their research. Therefore, Long and Sato concluded that second language prevented students from practicing true communicative use of the target language. This is why Pica and Long (1986) similarly concluded that if teachers asked too many questions on the display, there would be less classroom discussion of the value of and fewer outcomes for the target language.

However, according to Freeman and Larsen (2000), the purpose of most current techniques is to teach students how to communicate in the target language. Students may be able to compose correct sentences in a class, but they may not be

able to communicate effectively outside of the classroom. This phenomenon, which is related to the display questions, occurs when students completely answer all of the teacher's questions. At most, four words. They just give some suggestions for answers that are relevant to the lesson. This means that teachers can assess if their goals are reached based on the response from their students. When learners not being able to provide such feedback to teachers, there is no interaction and communication. Data shows, Teachers only pose display questions to their students. Even the teacher asks, "What is an example of a wild animal?" and student answer "cat" the exchange of information is not true communication. Research shows that display question requires a short answer with little information such as word level, pronunciation and meaning of a word, and checking comprehension. It enhances the memorization of knowledge and serves to check knowledge understanding, not producing ideas for students or encouraging classroom interaction.

6. CONCLUSION

So far, question types and students' answers have been assigned based on observational data on teachers and students. As the analysis shows, teachers asked an average of 25-30 questions per period. We can say that most of the classes are devoted to answering the teacher's questions.

Researcher has found that teacher use display question most often (90.7%) than referential questions (9.3%). In the classroom, teachers frequently employ display questions. The teachers give display questions more than referential

questions for three reasons. A display question is useful in the ways in which teachers ask questions because it is tailored to the learner's age and has a purpose. Successful questions should be asked in clear, easy-to-understand English that learners can understand. Another criterion: good questions are tailored to the learner's age, abilities, and interests. The final criterion is a question that is fit for purpose. The purpose of asking display questions is to elicit the students' language and knowledge.

7. SUGGESTIONS

The researcher hopes, it can at least become an input in determining the appropriate teaching. The suggestions are as follows:

1. For teachers

- a. Teachers are expected to use teachers' questions to stimulate students' thinking and know the students' understand.
- b. Teachers have to be active, creative, helpful, and patient also welcome in the teaching learning process, so that the teacher can handle the students in the classroom well.

2. For students

- a. Students should be more active, creative and has high self-confidence in learning English.
- b. The students should pay attention to the lesson while the teacher gives explanation about materials.

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