STUDENTS' PERCEPTION TOWARDS TEACHER'S QUESTION

IN CLASSROOM INTERACTION

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ABSTRACT

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Teacher's question in the classroom activities are thought to help students learn more effectively. Successful learning in an English classroom should include knowledge of both the language and the material. In order for learning to be relevant and successful, questions in the English classroom should create opportunities for students to actively participate in the learning. Not only to promote classroom interaction, but also to encourage students to communicate in a real-life setting, to foster a closer relationship with the students, and to assist student with difficulty expressing themselves due to their limited vocabulary. The objective of this research were to (1) know about types of questions that frequently used by teacher in classroom interaction (2) identify students' perceptions of teacher while giving questions in English classes. The research was carried out from December 2021 to February 2022 on the teaching learning process in the XI RPL Class of SMKN 9 Medan. The data was gathered through an interview and questionnaire with 34 XI RPL 4 students, which is recorded and then transcribed. Students' perception data were analyzed by collecting data, reducing data, presenting data, and drawing conclusions. After that, the data was descriptively and qualitatively analyzed. The findings of this study were presented descriptively in order to fully reveal the students' perceptions. It was discovered that (1) when a teacher asks a question, students prefer referential questions over display questions. (2) the results of the questionnaire show that students had positive perception towards teacher's question in English classroom.

Key words: Teacher's question, Students' perception, classroom interaction.

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INTRODUCTION

Background of Study

Communication between teacher and students is seen as a critical component of effective teaching in learning process. Teachers play a vital part in the learning process. The interaction between the teacher and the students in a foreign language classroom provides an opportunity for both to use and practice the target language (Faruji, 2011:1820), and it is the best way for students to hone their skills in the target language (Rohmah, 2010:1). The interaction of the students is also crucial. When they respond appropriately to the teacher's talk, it indicates that they comprehend the language used by the teacher. One type of teacher's talk is the language that the teacher to communicate with the students, such as starting interaction and providing feedback to the students (Richard, 1994 :188). The students are provided opportunities to expand their knowledge and ideas, and when challenges with learning are discovered, students are left to figure out the answer on their own. As a result, teachers can employ stimuli to their students, such as asking questions, inviting them to events, and giving instructions. The students who active participation in the classroom rises as a result of providing feedback to the students' responses.

Questioning is one type of contact that gives students the opportunity to use the target language (Nurhidayati, 2006:142). It is one of the most time-consuming activities for a teacher in the classroom. When classroom activities are meaningful, they lead to good learning. Question-based classroom activities are thought to help pupils learn more effectively.

The teachers used a questioning types as a strategy not only to promote classroom interaction, but also to encourage students to communicate in a real-life setting, to foster a closer relationship with the students, and to assist student with difficulty expressing themselves due to their limited vocabulary. The questions are usually utilized at the end of a

class, but they are also used at the start and middle of the teaching and learning process. According to Long & Sato (quoted in Chaudron, 1993:127), teachers sometimes ask students for information that they already know, such as asking questions based on the text, to assess their understanding.

SMA and SMK cannot be the same. The demands of learning styles and the features of students are vastly different. Students at SMK urged that SMA students adhere to greater discipline. Vocational school has readymade expertise in the world of work. In essence, the teaching-learning process has resulted in differences in student learning abilities.

Based on the preliminary research by observation and interview on January, 13th 2021 at the eleventh grade in SMKN 9 Medan, it found that there were several problems related to the English teacher's question. First problem, it found by observation and interview of student's eleventh grade that the teacher used question in learning process. Some students said that did not focus to pay attention answer the questions, but the other students not problem with the questions to keep focused and respons on the teacher's questions. The second problem appeared that by the observation, teacher did not engage students' prior knowledge, but the teacher sometimes only focused on the learning material. Some of students said that the teacher good in teaching and students like how the way teachers was teaches, when students did not understand about the material, teacher would try to explain again the learning material until students more understand. But other students said that, the teacher did not care toward students perception because teacher was focused to the continue material. Based on fact above, it was important to conduct this research because the English teacher's question was important to improve students' achievements, and students' social attitude. From this research, it would help the teacher find out about the students' perception about teacher's question. The research will conduct as survey qualitative research about the students' perception towards teacher's question in classroom interaction. To determine the

effectiveness and what types of questions frequently teacher used in in the classroom, it takes the perception of the students who are involved in it.

Students are the center of every learning process, and their perceptions play a critical part in their ability to learn. Perception is defined by (Slameto, 2010: 102) as a process that involves the input of messages or information into the human brain via continual connections with the environment. The perception target is not something that is observed in isolation, but rather in connection to others. This leads to a tendency to people, objects, or events that are similar and divide them from other groups that are not. Perception must be examined in context, which implies that the situation in which it appears should be taken into account. A component that contributes to the process of forming a person's perception is the situation. The term "situation" refers to the context of time, labor, and social interactions.

From the explanation above, it can be concluded that students' perceptions are crucial to the teacher's talk, particularly when it comes to asking questions. The limitation of the research was only for eleventh grade of RPL 4 at SMKN 9 Medan in the academic year of 2021/2022. Richards (2010) separated the teacher's talk into two categories: questioning to create an engagement and providing the Students' response. There are three types of questions: procedural, convergent or display, and divergent.

REVIEW OF RELATED LITERATURES

Theoritical Framework

Students' perception can be defined as their capacity to justify and distinguish their own beliefs from research presented in class (McGoldrick and Caffrey, 2009:2). Students' perceptions are students' points of view about anything that happened and created with suggestions and arguments for the teacher or classmate to improve their learning process (Shidu, 2003: 15). Students' perceptions of teachers' subject matter knowledge, work

attitudes, and teaching skills are entirely dependent on the fact that have been taught by and familiar with the teachers under review. According to the following claims from experts, perception is depends on one's point of view on a given thing from within themselves issued with their own thoughts from someone influence relative perception.

Perception can be grouped by people into different actions. If someone against in negative, may be their action will be negative. If the student's perception is positive, it may act the same. Teacher must be recognized the teachers' role in teaching, especially about question in teaching English. The students' perception of teachers' question in teaching English will determine competencies of teacher. Students' perception has necessary implications in behavior to determine how students' behave and interact toward the perceived object. For instance, when the teacher only teaches while sitting, it will cause negative perception by students on teachers' question. Teachers' question will impact the students' achievements. It will also influence different students' perception toward teachers' question in teaching English.

There are two types of teacher's talk in process of contact between teacher and students: asking questions and providing feedback on students' responses (Richard, 1994:182).

According to classroom observations, a question is a request for information, and it is the most popular and straightforward technique to get students to talk (Yanfen & Yuqin, 2010:79). One of the most prevalent strategies employed by teachers is questioning. In some classrooms, question-and-answer sessions take up more than half of the class time (Gall, 1984 cited in Richard & Lockhart, 1994:185). Students can be motivated and stimulated to participate in the teaching learning process by asking them questions. According to Chaudron (1988:127), teachers' question behavior has been investigated in foreign language studies

concerned which teachers' questions may help students target language production and relevant content-related responses by students.

Based on Sinclair & Brazil (in Richard & Lockhart, 1994: 185-187), there are three kind of teachers' questions, there are: procedural question, convergent or display question, and divergent or referential question.

Procedural questions concern classroom processes and routines, as well as classroom management, rather than learning content. When a teacher checks that assignments have been done, task instructions are clear, and students are ready for a new task. Display question is another name for convergent question. It refers to questions to which teachers have the answer and which are intended to elicit or exhibit specific structures (Richard, 1994: 187). It refers to the question of evaluating if the teacher is requesting information that the student already has.

Divergent questions are the opposite of convergent questions. They urge pupils to offer their information instead of recalling already supplied material. This form of question is also known as a referential question. It is a type of question that has no definite answer, whereas display questions have a fixed response.

According to Richard (1994: 187), teachers more convergent questions than divergent questions. These questions are designed to aid in the memory of material rather than to spark student creativity or communication in the class. Richard (1994: 187) also found that when comparing the amount of display and referential questions in naturalistic dialogue, referential questions are more common than display questions.

Conceptual Framework

The interaction of the students is also crucial. When they respond appropriately to the teacher's talk, it indicates that they comprehend the language used by the teacher. One type of teacher's talk is the language that the teacher to communicate with the students, such as starting interaction and providing feedback to the students (Richard, 1994 :188). As a result, teachers can employ stimuli to their students, such as asking questions, inviting them to events, and giving instructions. The students who active participation in the classroom rises as a result of providing feedback to the students' responses. The teachers used a questioning types as a strategy not only to promote classroom interaction, but also to encourage students to communicate in a real-life setting, to foster a closer relationship with the students, and to assist student with difficulty expressing themselves due to their limited vocabulary. To determine the effectiveness and what types of questions frequently teacher used in in the classroom, it takes the perception of the students who are involved in it. This research conducted in SMKN 9 Medan, the researcher was focus on question used by an English teacher. Here students were asked to know their perceptions about teachers" question is positive or negative in the classroom which includes questions from the teacher through two ways of filling in the questionnaire and conducting interviews to the result.

RESEARCH METHODOLOGY

This study relied on qualitative research. Cresswell (1994:2) defines qualitative research as "an investigation into a social human problem based on the construction of a complex holistic image with words, the reporting of detail informant viewpoints, and conduct of the research in a natural setting." Descriptive research seeks to provide the most accurate picture of current practice, including how students learn, how teachers teach, and what a classroom looks like at any given time and location.

The data conducted in SMK Negeri 9 Medan, located on Jl. Patriot No. 20 A, Lalang, Kecamatan Medan Sunggal, Kota Medan, Sumatera Utara. The data of the research was 34 students of grade XI RPL 4. In this study, the researcher used purposive sampling as sampling procedure. The data was gathered utilizing an interview sheet and a questionnaire.

The Technique of Analyzing Data

According to Miles (1992:18-20), there are two types of qualitative data analysis models: flow analysis models and interactive analysis models. The researcher, on the other hand, concentrates on the second technique that is appropriate for this study. In the interactive analysis approach, data reduction and data presentation are handled concurrently with data collection. After all of the required data has been collected, the analysis components are interacted with. The interactive analytic models used in this study can be explained as follows:

1. **Data Collection**

This research was conducted using documents, archives, interviews, and observation, among other methods. As previously stated, the researcher gathered data from student interviews.

2. **Data Reduction**

Following data collection, the next stage is data reduction includes summarizing information, selecting the most important items, narrowing the focus to the stated topic, and removing irrelevant information (Sugiyono, 2006: 338). The data reduction process in this study began with the removal of unnecessary data from the interview.

3. **Data Presentation**

Data presentation in a study can take the form of an essay, charts, flowcharts, categorization, and so on. The goal of data presentation is to help people understand what the data is about and plan their next steps based on what they have learned. This study's data was organized into narratives based on the students' perceptions, which were then described descriptively.

4. Conclusion

After presenting the data, the final stage is to draw some inferences. In this study, the conclusion was reached for each subtopic in the research findings as the study progresses.

RESEARCH FINDINGS AND DISCUSSIONS

Research Findings

The researcher found that 36 students had different perception about the question type that usually used by their English.

a. Procedural Question

Based on the interview, some students argued that procedural question was enough to make students practice their English. They could express their idea and opinions. Moreover, according to them, language was communication device. The students stated that when the teacher invited them with the procedural question, they understand about the question but in the same time they felt more challenging and could think more to answer the question.

The data from questionnaire shows that 19 of 34 (56%) students chose *Strongly Agree* and 10 of 34 (29%) students chose *Agree* when teacher using procedural question. Based on students' perception, the teacher often use this type of question although it is not always implemented in the classroom. However, some students argued that procedural question was

enough to make students practice their English. They could express their idea and opinions. From the data above, it can be seen that all students understanding when the teacher use procedural question.

b. Display Question

In Display questions, students can answer the questions correctly because students can find the answer on the previous material although it is only provide short answer from types of questions. From the analysis of transcription the teaching lerning process the teacher more used display question to interaction for the students. The researcher gave interview about how their opinion when the teacher gives a question whose answer is already in the reading text or book? Students considered that display question helped them to answer the question easily because it based on the text, material or previous explanation. They could answer easier because they could look the answer for the text or just recalled it. They should not think more to search the answer and arrange the sentences. They just read from the text and spoke using simple sentence. They did not require pronounce well because of the simple ones.

The data shows that 17 (50%) out of students chose strongly agree (SA), 15 (44%) chose agree (A), 2 (6%) chose neutral (N), none chose disagree (D) and strongly disagree (SD). It means that most students think that the students like it when the teacher uses easy and clear questions. So this is in line with the purpose of using display question to find out their understanding.

c. Referential Question

This question not only focuses on the meaning but also provides an opportunity for students to express their ideas without any restrictions and develop output in the target

language. However, some students considered that referential question was difficult question to be answered. The students stated that when the teacher invited them having an argument, they felt more challenging and could think more. Although, they faced difficulty to arrange the sentences and choose the suitable vocabulary, they felt challenged to use their English. When they were stimulated to argue, they said that they could express everything in their mind, such as ideas, opinion and knowledge.

Shomoossi (2004) defines "referential question are those questions for which the answer is not known by the teacher. Such questions may require interpretations and judgments from the students". That is, a referential question allows students to express themselves freely and develop an output in the target language. This result refers to what type of question the teacher often uses based on the student perception. The highest percentage refers to *referential question* with 59 %, meanwhile *procedural question* and *display question* get the same value, with 56%.

The result based on the item 8 of students' questionnaire indicate that students are aware that the teacher's questions are important for the advancement of their ability to speak and communicate in English in the classroom. As Richard (1994) stated that one of the most prevalent strategies employed by teachers is questioning. Students can be motivated and stimulated to participate in the teaching learning process by asking them questions.

After obtaining score of each alternative answer, proceed to add all score to get total score 272. It can be concluded based on the results of the alternative answer with 'strongly agree' and 'agree' that as many as 65% of students have a *positive perception*. Positive perception is perception that describes all knowledge and the responses that continue with the effort of its utilization and negative perceptions are perceptions that describes all knowledge and responses that don't aligned with object in perception (Irwanto, 2002).

Discussions

In relation to the research findings above, it has been presented the results of the questionnaire show that students had positive perception towards teacher's question in English classroom. This haves an impact on the result of the students' achievement on English. Based on the data analysis collected through questionnaire and interview, it was found that the majority of the students' chose strongly agree with the positive statement about question used by English teacher. In the questionnaire that had been distributed, the respondents were asked to respond to 8 items related to interest Students' perception towards teacher's question in English classroom.

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Based on the research findings, referential questions used by the teacher were considerably fewer than the display questions. This finding is similarity between Vebrianto's (2013) study and the study present on the descriptivequalitative approaches used the technique collecting data uses recording and interviews the English teacher. The referential question was asked to encourage students to think at a higher level. Meanwhile, the question was incorporated into the display question because it required students to recall previous knowledge about the meaning word, translate sentences, or phrase. Giving students time to think before responding is a teaching technique that is frequently used by teachers. This

technique can assist the student in thinking before responding to the teacher's question. The use of referential questions in teaching was appropriate because the topic was based on the students' prior their knowledge, allowing for them to doing free conversation. The teacher could explore or seek information from the students by using referential questions.

CONCLUSIONS AND SUGESTIONS

Conclusions

From the data in this research, it was found that the types of questions that are often used by teacher in English classes are display questions and referential questions. However, from that two types of questions, students prefer referential questions to display questions. Students have a wide range of perceptions and opinions about teacher's question. The eleventh grade students of SMKN 9 Medan mostly had positive perception on teacher's question, it is proved by looking at question used by the English as well. Referential questions can be more difficult for some students than display questions. They can not only enhance their English skills by answering reference questions, but they can also express their own thoughts and opinions. Although the display question is seen as a simple question because it is based on what the student sees and recalls from the text, it is insufficient to help them improve their English.

Suggestions

In relation to the conclusions above, suggestions were stated for the consideration for the future. Teachers are expected to pay more attention to the needs of students to be able to stimulate them through the questions given. Teachers are expected to be able to understand the character of students to be able to determine the type of question that is more appropriate for each of them and students should be more open with their perceptions and opinions so

that teachers can reflect and create a good learning atmosphere and a more effective learning and teaching process.

Because this study is far from perfect, it is expected that the other researcher can thoroughly discuss and analyze the learner's findings. Teacher's questions are crucial in eliciting interaction between the teacher and the students. English teachers are supposed to know which language is most effective in fostering an environment in which students feel more at ease and confident, allowing them to participate more actively in interactive language activities. Teachers must be aware of their students' perceptions of their instruction. As a result, English teachers can engage in self-reflection regarding their teaching practices, such as recording lessons and using surveys and questionnaires.

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