

**TEACHER'S QUESTIONS IN ENGLISH CLASSROOM INTERACTION
AT SMA NEGERI 1 BABALAN**

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ARTIKEL

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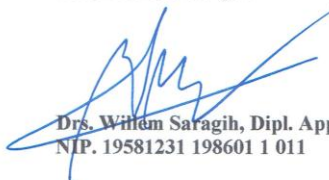
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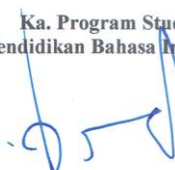
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ABSTRACT

Pratama, Andika. 2122121003. Teacher's Questions in English Classroom Interaction at SMA Negeri 1 Babalan. A Thesis. English Education Study Program. Faculty of Languages and Arts. State University of Medan. 2017.

This qualitative study was aimed at investigating the kinds of question which were raised by an English teacher with respect to cognitive level in the classroom. The data were obtained by an audio-recording and the transcription of the teacher's questions in meeting of English subject. The English teacher and his forty students were involved as the participant in the classroom interaction. The kinds of question were identified by using *Revised Bloom Taxonomy's Theory* proposed by *Forehand (2005)*. The findings of this research show that the English teacher had applied his questions with respect to the five out of six from cognitive levels; they are *Remembering, Understanding, Applying, Analyzing, and Evaluating*. As the result of analysis, the percentage of kinds of questions with respect to understanding level is 32%(8 questions). Then, the analyzing level is 28%(7 questions), the remembering level is 16% (4 questions), the applying level is 12%(3 questions), and the evaluating level is 12% (3 questions).Furthermore, the understanding level is the most raised by the English teacher which means that the level explicitly explains that the questions used by the teacher are still categorized to the basic skill. In relation to that, it is concluded that the level indicated that all the teacher's questions transcribed with respect to the five of cognitive levels do not fulfill as category in organizing the questions well in classroom interaction. And the level would only aim to elicit factual answers, recognize information from interpreting the meaning and check student's comprehension.

Keywords: Classroom Interaction, Teacher's Questions, Kinds of Teacher Questions with Respect to the Cognitive Domain

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INTRODUCTION

Background of the Study

English classroom is the place where interaction between teacher and students occur to construct the communication in order to achieve English as the foreign language. Communication means the unidirectional transfer of meaning from one to another (Bearne, Dombey and Grainger, 2003:9). Therefore, communication can be stated in using symbols or signs and also language as a meaning of intermediary.

As a tool of communication, language can contain variety of ideas that would be communicated by the language users. The interaction in questioning and answering is one part of a communication process. According Al-Darwish (2012:80) Questioning and Answering is important for students' success in the classroom, and even experienced teachers do not perform well if they do not employ questions in appropriate ways. For example, the recitation and discussion questions an experienced teacher posed to his students were so narrow in their scope that students had to generate the "correct" answer in order to understand the teacher's content goal.

In completing the interaction of Q&A session, it is definitely needs a conductive tool in the direct interaction between teacher and students, namely Question. Longman Dictionary of English provides the following definition for a question: a command or interrogative expression used to elicit information or a response, or to test knowledge (Shomoossi, 2004:96). Nunan (2007) also adds that

questions are an effective teaching strategy when employed thoughtfully, but they can be less helpful for the language learning process when poorly employed.

Questioning is one kind of teaching active procedure. Questioning takes up most of teacher's talk which has been improved to have a great influence in classroom interaction. As Richard and Lockhart (1996:185) state that questioning is one of the most common techniques used by teacher and served as the principal way in which teacher's control of the classroom interaction.

Questioning is also a conducive media in achieving the goals on the learning process, because asking questions is a natural feature of interaction and communication. An effective question is a major method of the teacher who guides his students to think actively, fostering students' ability of analysis and creation. Questions which are asked to the students by teacher are very useful in order to manage the class, to engage students with content, and to increase students' understanding in completing the using of English as a foreign language.

Teacher's question is one of the teacher's duties in order to communicate something which is related to the topic of the lesson. As Brown (2001:169) says that one of the best ways of teacher being an initiator and sustainer of interaction is by employing questioning strategies. Those things will show how they can manage their question become meaningful, and how they can deliver the question easily to be comprehended by the students.

Generally, the questions which are asked by the teacher in learning process are the oral questions. So, it can appear many spontaneous responses which are

supposed to increase the students' motivation and be active in the learning process to avoid boredom. However, it needs to realize that asking questions which can influence positively to students is not something easy to do.

Most teachers are often unable to create and deliver good questions mainly in comparing the questions based on each purpose, whether the questions are as the result of study or to increase the interaction in the learning process. The teachers' inability to form some good questions will eventually result to their difficulties in directing the learning process. Thus, the teachers should be able to create effective questions from the basic level thinking (Remembering) to the high-order thinking (Creating) which indicates the cognitive domain of the Revised Bloom Taxonomy. In addition, those effective questions will provide the strategies for formulating and exploring the practical consideration to enhance students' engagement, encouraging the creativity, stimulating the critical thinking and etc.

Finally, after revealing the issues, the researcher conducted an observation exactly at eleventh grade of MIA 1, SMA Negeri 1 Babalan, P.Berandan - Kab. Langkat, North Sumatera. The observation was done through an audio-recording that was displayed in a transcript about the teacher's questions activity in the classroom. Some of the teacher's questions are shown below:

English Teacher : Okay. Does everybody ready for our project today?
Students : Yes, sir.
English Teacher : Alright. Before we start our presentation, do you still

remember or can you describe **what kind of the text that we will discuss?**

Student : Descriptive text sir!

English Teacher : Descriptive? **What is your opinion of it?** (Point to another student)

Student : No, Sir. It is Narrative text.

English Teacher : Narrative? **How about the others? Which one is the right answer Descriptive or Narrative?**

Student : It's narrative sir.

English Teacher : Okay. **What is Narrative actually? How can you describe it is narrative?**

From the above transcript, the teacher often uses the questions such as *what kind of ...? What is your opinion of...? Which one is the right answer? How can you describe? How about the others? What is ...?* in the learning process. In relation to the observation, it can be interpreted that the most appeared types of questions used by the teacher are in the level of remembering and understanding which, based on the transcript means that the teacher uses only very basic cognitive level in checking students' comprehension.

In line with that, the researcher is interested in doing further analysis to investigate the levels of cognitive domain of the questions as well as to know the dominant cognitive domain used by the teacher in interacting with the students which is based on the Revised Bloom's Taxonomy.

REVIEW OF RELATED LITERATURE

Classroom Interaction

Classroom interaction is a basic concept in learning a language which should be achieved in the classroom through a communication. Classroom interaction also can be a valuable tool for learning, and it doesn't necessarily lead to useful the learning experiences. In foreign language classroom, through an interaction between teacher and students, they should construct a good daily communication, while discussing part of knowledge in order to create a mutual understanding of their roles each other in well organizing, and also their involvement as part of member in the classroom. In Kumpulainen & Wray's book entitled *Classroom Interaction and Social Learning* (2002:44) state that the nature of classroom interaction and the way in which language is used in a given situation socio-cognitive and emotional processes, including their perceptions of the aims of the activity in question.

Teacher's Questions

Allwright & Bailey (1996) say that talk is one of the major ways that teacher conveys information to students, and it is also one of the primary means of controlling student behavior. As usual during in the classroom, teacher is typically done one half or more of the talking done activity. And one manifestation of teacher talk is teacher' questions.

Teacher's questions may serve various functions such as focusing attention, exerting disciplinary control, getting feedback and most important of all,

encouraging students to participate. Yan (2006:196) states that teachers' questions can be considered as the most powerful device to lead, extend and control communication in the classroom, pointing the significance of questioning in the process of improving and leading classroom conversation. Furthermore, Richards & Lockhart (1996:185) also added several reasons why the well-organized questions are so commonly used in proper teaching, they are:

1. To stimulate and maintain students' interest.
2. To encourage the students' participation in a lesson.
3. To enable teacher to check students' understanding.
4. To guide student to think and focus on the content of the lesson.
5. To develop the thinking process of student and be active in learning.
6. To enable a teacher to elicit particular structures or vocabulary items.

Revised Bloom taxonomy (RBT)

To further develop effective questions which elicit students' responses, Revised Bloom Taxonomy is one of many tools which can be used to create effective and meaningful instruction. It is used to plan new or revise existing curricula, test relevance of course goals and objectives, design instruction and assignments and activities, and develop authentic assessments. Instructional objectives are more effective if they include specific verbs which can tell students what they are expected to do.

Revised Bloom Taxonomy presents the six levels which can be used in combination of questioning. They are Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. At each level will challenge students to move

from the most basic skills (remembering) to more complex learning which leads to higher order thinking (creating).

In this study, the researcher focuses on the teacher's questions which are classified according to the cognitive levels of Revised Bloom Taxonomy: *Remembering, Understanding, Applying, Analyzing, Evaluating and Creating*. This teacher's questions analysis aims to investigate the teacher's approaches in checking students' understanding and comprehension which then result to develop students' thinking skills.

Therefore, this cognitive classification however would assist teachers to compose the questions on different level of thinking (from lower to higher levels of cognitive domain), which the result to form the intellectual questions. The intellectual questions would eventually improve the classroom interaction.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

This research was conducted by using descriptive qualitative research. According to Auerbach & Silverstein (2003:3), Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon.

The data would be in form of transcription of the teacher's questions at the eleventh grade students of SMA Negeri 1 Babalan majoring in MIA 1 (Matematika dan Ilmu Alam). In collecting data, an audio recording and transcript

were used for the analysis of teacher's question in English classroom interaction. Audio recording was used to record the utterances especially for teacher's question in the classroom, while transcript was used to transcribe the result of recording within the classroom activity.

Techniques of Analyzing the Data

In conducting this study, Bogdan and Biklen (1982) propose some of those steps were formulated as bellow: Firstly, working with the data. The researcher served an audio-recording in order to record the teacher's talk specifically for the teacher's question in the classroom. After that, the researcher tried to transcribe what he had already been recorded to get the result. Secondly, organizing and breaking data into manageable units. In this step, the data was the result of teacher's questions which have been transcribed from an audio-recording. Thus, the result was put in the Table by coding types of teacher's questions.

Thirdly, is synthesizing data. The data was identified and categorized based on Revised Bloom Taxonomy (RBT) theory in cognitive domain. Fourthly, is searching for patterns. The categorized data was selected to discover the percentage of teacher's questions. And last is deciding the result. The data would be summed up or concluded based on The Revised Bloom Taxonomy theory.

Findings

In relation to the data analysis, the findings of this research were presented in a Table 1 below:

Table 1 the Frequency and the Percentage of the Types of Questions

No.	Cognitive Level based on Revised Bloom Taxonomy	Number of Frequency	Calculation of Percentage
1.	Understanding	8	32%
2.	Analyzing	7	28%
3.	Remembering	4	16%
4.	Applying	3	12%
5.	Evaluating	3	12%
6.	Creating	0	0%
TOTAL		25	100%

From the analysis of findings as mentioned in the Table above, it was found that the teacher mostly used the kinds of questions respectively in *Understanding Level*. Those sorts of questions require students enable to illustrate what they think the main idea is. Therefore, this demand is in line with the purpose of understanding level which is to construct the meaning which is related to the subject through interpreting, comparing, classifying, explaining and etc.

Thus, that level explicitly explains that the questions used by the teacher are categorized to the basic skill. And that level also indicates that all the teacher's questions transcribed with respect to the six cognitive domains do not fulfill as category in organizing the questions well in classroom interaction. The result revealed that the teacher seemed difficulty in comparing which questions

functioned to measure the capability of students, and which one to enhance the interaction and communication in the classroom.

CONCLUSION AND SUGGESTION

Conclusion

After discussed previously, it was found that the kinds of questions have been spread respectively to the five out of six from the cognitive domain based on Revised Bloom Taxonomy. As the result of analysis, the understanding level is the most appeared cognitive level used by the teacher with the total of appeared questions is 8 (32%) questions. Then, the analyzing level with 7 (28%) questions, the remembering level with 4 (16%) questions, the applying level with 3 (12%) questions, the evaluating level with 3 (12%) questions.

With the aforementioned result, based on the theory of Revised Bloom Taxonomy, the using of kinds of questions respectively to the understanding level is still categorized to the basic skill. Thus, that level would only aim to elicit factual answers, recall tests, recognize information and check student's comprehension, but they are unable to think critically, creatively or innovatively to expand or broaden their knowledge or logical thinking.

Suggestion

In relation to the conclusion, based on the findings of this research, it is still recommended that the English teacher in that school should be able to enrich students' knowledge or logical thinking by providing kinds of questions with

respect to the six cognitive level effectively with related to the subject. The teacher should prepare the complete questions to analyze the content of the lesson and engage students in active interaction during the classroom activity. Therefore, the teacher could compare which questions functioned to measure the capability of students, and which one to enhance the interaction and communication in the classroom.

And then, for those researchers who are willing to conduct similar research, this study is expected to help and to give more information about the teacher's questions.

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