

**TEACHER QUESTIONS IN SMK TUNAS JAYA TANAH  
JAWA**

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**ARTIKEL**

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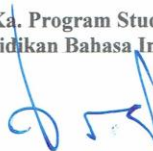
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# TEACHER QUESTIONS IN SMK TUNAS JAYA TANAH JAWA

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## ABSTRACT

The study deals with teacher questions during teaching learning process in SMK Tunas Jaya Tanah Jawa. The objectives of the study were to find out the types of questions used classification of questions based on Richards and Lockhart, and to reveal the reasons of questions that English teacher asked in the classroom used Richards and Lockhart's reasons why teacher asked questions. The design of the research was a descriptive-qualitative research. The data were the transcriptions of teaching learning process collected by recording the observation and interview. The result showed that teacher asked three types of questions; convergent questions, procedural questions and divergent questions. The reasons why teacher asked questions were (a) to check students' understanding, (b) to encourage students to think and focus on the lesson, (c) to encourage students' participation in a lesson, (d) to clarify what student has said, (e) to elicit particular structures and vocabulary items, and (f) to stimulate and maintain students' interest. It could be concluded that teacher asked many questions during teaching learning process and it could be a good technique for classroom interactions but it would make students bored, if teacher didn't prepare well all the questions. Teacher should be aware of asking question for the students to consider the question type, and the reasons why the question should be asked.

**Keywords:** *Teacher Questions, Types of Questions, Reasons Teacher Asked Questions, SMK Tunas Jaya, Tanah Jawa*

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## **INTRODUCTION**

### *Background of the Study*

English has an important role in the world. Most people use English to communicate with other people from other countries. Science, technology, art and culture development also cannot be separated from the role of English language. English as a foreign language has become popular in the new globalization era and of course as an international language; English has become a need in the world of education. For those reasons English has been taught at every level of education in Indonesia as the first foreign language (Ramelan, 1994)

Teaching students at SMK will be different from students at SMA. Learning styles, needs and students' characteristics are very different. SMA students are balanced in each class the number of male and female, whereas in SMK students are more male students or female ones depending on the department. In teaching learning process, SMA students study more theory than English in SMK is relatively unexplored, especially from the view point of the teachers who are ultimately responsible for the student's learning. In general SMK cannot be the same as SMA. The worlds that require of vocational graduated students, SMK has a readymade expertise in the world of work. Essentially, the teaching learning process has evident in student learning ability difference in the classroom. Therefore, it is vital that teachers focus more to the needs of their individual students. The teacher should not only focus on material achievement when teaching, they should also be able to treat

the student individuals by the language used. Thereby they can encourage and motivate their students to accomplish their proficiency in all skills of English such as reading, writing, speaking and listening skills.

Questions serve many purposes. They can help pupils to reflect on information and commit it to memory. They can develop thinking skills, encourage discussion and stimulate new ideas. Questions allow teachers to determine how much a class understands and enable them to pitch lessons at an appropriate level. They are an important tool for managing the classroom, helping to draw individuals into the lesson and keeping them interested and alert. And questions have a symbolic value - sending a clear message that pupils are expected to be active participants in the learning process.

As researcher observed in SMK Tunas Jaya, it is found that the teacher asked many questions in English classroom. Based on the observation, the teacher just asked questions spontaneously without preparing the questions before in teaching learning process. The teacher also asked the same and repeatedly questions to the students during teaching learning process. This phenomenon can be found when the teacher try to ask question to students in the classroom.

Teacher questions are one of the teaching strategies that can help students acquire the target language better. Typically, a teacher asks a question without considering what type of questions is being asked and how much time teacher gives to the students to formulate their answer. Consequently, teacher does not get sophisticated responses from the students or even no responses at all.

Based on above statement, teachers should be aware of question types and why teacher asks the questions during teaching learning process. They can be used for getting students' responses and making the interaction between teacher and students go well. Teacher questions play an important role for the students to learn the target language. Based on the above discussion, this study was interested in analyzing the teacher questions in teaching English to the students at SMK Tunas Jaya Tanah Jawa. This study wanted to know what types of questions were used by the teacher and the functions of the questions.

## **REVIEW OF LITERATURE**

### 1. The Definition of Questions

Question refers to a command or interrogative expression used to elicit information or a response, or to test knowledge, which not only explains the syntactic form of question but also its functional form (Shomoossi, 1997).

### 2. Teacher Questions

Questioning is one of the most common techniques used by teachers (Jack C. Richards & Charles Lockhart, 2000) and serves as the principal way in which teachers control the classroom interaction. The tendency for teachers to ask many questions has been observed in many investigations (Chaudron, 1988). In some classrooms over half of class time is taken up by question-and-answer exchanges

(Richards & Charles Lockhart, 2000). Teachers' questions have attracted considerable attention from researchers of language classroom.

### 3. The Functions of the Questions

The common use of teacher questions in the classroom can be explained by the specific functions they perform. These functions can be grouped into three broad areas: diagnostic, instructional, and motivational (Donald & Paul, 1989). As a diagnostic tool, classroom questions allow the teacher to look into the minds of students to find out not only what they know or don't know but also how they think about the topic. A second important function that questions perform is instructional. The instructional function focuses on the role that questions play in helping students learn new material and integrate it with the old one. A third function that classroom questions perform is motivational. Through questions teachers can engage students actively in the lesson at hand, challenging their thinking and posing problems for them to consider.

### 4. Types of Teacher Questions

Richards & Lockhart (1994) classify questions into three categories in terms of the purpose of questions in classrooms: procedural, convergent, and divergent. Procedural questions have to do with classrooms procedures and routines and classroom management. They are used to ensure the smooth flow of the teaching process. For example, the following questions occurred in classrooms while teachers

were checking that assignments had been completed, that instructions for a task were clear, and that students were ready for a new task.

Did everyone bring their homework?

Do you all understand what I want you to do?

How much more time do you need?

Can you all read what I've written on the blackboard?

Did anyone bring their homework?

Why aren't you doing the assignment?

Unlike procedural questions, many of questions teachers ask, such as convergent and divergent questions, are designed to engage students in content of the lesson, to facilitate their comprehension, and to promote classroom interaction. Convergent questions encourage similar student responses, or responses which focus on a central theme. These responses are often short answers, such as “yes” or “no” or short statements. They do not usually require students in order to come up with a response but often focus on the recall of previously presented information. Language teachers often ask a rapid sequence of convergent questions to help develop aural skills and vocabulary and to encourage whole-class participation before moving on to some other teaching technique. For example, the following questions were used by a teacher in introducing a reading lesson focusing on computers on everyday life. Before the teacher began the lesson she led student into the topic of the reading by asking the following questions.



How many of you have a personal computer in your home?

Do you use it every day?

What do you mainly use it for?

What are some other machines that you have in your home?

What is the difference between software and hardware?

The last is divergent questions which are quite different from convergent questions. These questions encourage diverse student responses which are not short answers and which require students to engage in higher level thinking. They encourage students to provide their own information rather than recall previously presented information. For example, after asking the convergent questions above, the teacher went to ask divergent questions such as the following:

How have computers had an economic impact on society?

How would business today functions without computers?

Do you think computers have had any negative effects on society?

What are the best ways of promoting the use of computers in education?

## 5. The Reasons Why Teacher Asks Questions

Richards & Lockhart (1994) states questioning is one of the most common techniques used by teachers and justification several reasons why questions are so commonly used in teaching.

- a. They stimulate and maintain student's interest.
- b. They encourage students to think and focus on the content of the lesson.

- c. They enable teachers to clarify what student has said.
- d. They enable teachers to elicit particular structures or vocabulary item.
- e. They enable teachers to check students' understanding.
- f. They encourage students' participation in a lesson.

## **RESEARCH METHODOLOGY**

This study would be designed with descriptive qualitative research which describes and interprets. Data include materials the people doing the study actively record, such as interview transcripts, and participant observation field notes. In this study, the source of data would be obtainable from English teacher. Instrument to collecting data is recorder. The data would be collected by doing documentary technique. Below are the elaborations of each technique to collecting the data:

1. Audio-recording
2. Interview

### *Techniques for Analyzing Data*

In analyzing the data of the study, this study will apply interactive models of Miles, Huberman, and Saldana (2014). Analysis model which consisted of four steps:

- (1) Data collection,
- (2) Data condensation,
- (3) Data display,
- (4) and Data verification/ conclusion.

## **THE DATA AND DATA ANALYSIS**

### *Research findings*

#### *The Data*

The data were collected from the transcriptions of the recording data in one meeting that observed on Thursday, 1<sup>st</sup> June 2017 and interviewed on 8<sup>th</sup> June 2017. First data was the recording data of teaching learning process at grade X SMK Tunas Jaya Tanah Jaya and the second data was the recording of interviewing to the English teacher.

#### *Data Analysis*

##### 1. Types of Questions

In investigating types of questions transcription, it was found that all the types of questions which were proposed by Richards & Lockhart (1994); they were Procedural Questions, Convergent Questions and Divergent Questions from the teaching-learning process.

##### a. Procedural Questions

Procedural questions are the questions asked for classroom procedures and routines, and classroom management. There were 128 procedural questions than teacher asked in this study results.

##### b. Convergent Questions

Convergent questions are the second types of questions according Richards and Lockhart (1994) that encourage similar students' responses or responses which focus on a central theme. These questions are often short answer and not require

students to engage in higher thinking. This study shows that there were 256 questions asked by the teacher in teaching learning process.

c. Divergent Questions

Divergent questions are the questions that encourage student responses which not short answers and require students to engage higher level thinking. There were only 18 divergent questions from a total 403 questions which teacher asked in the classroom in this study.

2. The Reasons Why Teacher Asked the Questions

a. Stimulate and maintain students' interest

The data shows that there is only one question which teacher asked to stimulate and maintain students' interest during teaching learning process.

b. Encourage students to think and focus on the content of the lesson

The data shows that there are 134 questions which teacher asked to encourage during teaching learning process.

c. Enable teacher to clarify what student has said

The data shows that there were 20 questions which teacher asked to clarify what student had said during teaching learning process.

d. Enable teacher to elicit particular structures and vocabulary items

The data shows that there were 9 questions which teacher asked to elicit particular structures and vocabulary items during teaching learning process.

e. Enable teacher to check students' understanding

The mostly common reason that the data showed is teacher asking questions for checking students' understanding. There were 207 questions that have function to check students' understanding during teaching learning process.

f. Encourage students' participation in a lesson

The data shows that there were 32 questions asked by the teacher to encourage students' participation in a lesson during teaching learning process.

#### *Research Findings*

1. Three types questions; Procedural, Convergent and Divergent questions were counted from greeting until the end of English class that day. There were 129 (32%) procedural questions, 256 (63.5%) convergent questions, and 18 (4.5%) divergent questions.
2. There were six reasons why teacher asked question; (1) Stimulate and maintain students' interest 0.25% or only one question, (2) Encourage students to think and focus on the content of the lesson with 33.25% or 134 questions, (3) Enable teachers to clarify what student has said with 4.96% or

20 questions, (4) Enable teacher to elicit particular structures and vocabulary items with 2.23% or only 9 questions, (5) Enable teacher to check students' understanding with 51.37% or 207 questions, and (6) Encourage students' participation in a lesson with 7.94% or 32 questions.

### *Discussions*

It is not surprising to see the amount of the questions asked by teacher during teaching learning process, since questioning is a key tool for instructing and evaluating in the classroom. This is supported by Nhlapo (1998) who claim that the big mount of a teacher time is taken up by asking questions and that almost 60% of classroom time is spent in a question-response session. English teacher always asks the students questions. This is support the obtained data from audio taping that teacher asked a lot of question during teaching time. It can be seen from the result of this study that there were 403 questions asked by the teacher in a meeting; 135 minutes.

As for research questions 2, the results show that there were six reasons why teacher asked questions during teaching learning process. The common reasons was to check students understanding with 207 (51.37%) of 403 questions, it means more than a half questions that asked by teacher were for checking students understanding although the teacher stated that she mostly asked many questions to encourage students to think and focus on the content of the lesson which become second common reasons with 134 questions (33.25%). Encourage students' participation in a

lesson with the total number 32 questions (7.94%) and enable teacher to clarify what student has said with the total number 20 questions (4.96%) were next two reasons that often asked by the teacher during teaching learning process. Whereas, enable teacher to elicit particular structures and vocabulary items (9 questions or 2.23%) and stimulate and maintain students' interest (1 question or 0.25%) were asked depending on lesson and condition.

## **CONCLUSIONS AND SUGGESTIONS**

### *Conclusions*

1. There were three types of questions asked by the teacher during teaching learning process in SMK Tunas Jaya Tanah Jawa; (1) Pcedural Questions, (2) Convergent Questions and (3) Divergent Questions.
2. There were six reasons why teacher asked the questions in English classroom; they were (1) Stimulate and maintain students' interest, (2) Encourage students to think and focus on the content of the lesson, (3) Enable teachers to clarify what student has said, (4) Enable teacher to elicit particular structures and vocabulary items, (5) Enable teacher to check students' understanding, and (6) Encourage students' participation in a lesson.

### *Suggestions*

1. Teacher should be aware of asking question for the students to consider the question type, and the reasons why the question should be asked. Planning questions is very important in teaching learning process.
2. In this study, teacher questions in teaching English were done in a senior vocational school. This study is not a complete one but can be used as a reference to give better understanding for next researcher. It also can be used to provide additional information and comparison or relevant study of next research. Hence, a similar study could be conducted using different participants such as teachers of elementary school, junior high school or senior high school or even teachers of kindergarten school.

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