
TYPES QUESTIONS USED BY 8TH GRADE ENGLISH TEACHERS IN ENGLISH CLASSROOM INTERACTION IN INDONESIA

Yuniarto Linggo Pramono, Rina Listia, Rizky Amalia
Universitas Lambung Mangkurat
linggopramono@gmail.com

Abstract

Questions are essential for teachers as a tool to communicate and evaluate their students' comprehension in the classroom. The research was conducted to check and assess the most questions used, cognitive questions based on Bloom's Taxonomy criteria and the implementation of questions. To check the frequency of questions, the researcher used checklist from some experts and Bloom's Taxonomy. Therefore, the researcher employed descriptive qualitative study and the subjects of the research was two 8th grade English teachers of SMPN 1 Banjarmasin. Research data was collected from observing the English interaction in the classroom. The findings of the research showed that display questions dominated from all of the questions used. The implementation of cognitive questions in the classrooms also did not fulfill the requirements to be in cognitive questions based Bloom's Taxonomy. By all means, teacher can collaborate with other teachers and prepare the questions as long as it fits the characteristics of the students.

Keywords: Lesson plan, curriculum, English teachers, lesson plan components.

INTRODUCTION

Nemser and Buchmann (1986) in Ronsyn (2013), a teaching is a work you do to help people learn "worthwhile things". Teaching and learning are like multi-dimensional processes both of which affect each other and are important components in educational contexts. Teachers spend a lot of their time talking in the classroom.

As stated by Cotton (1998) in Aqil (2017) classroom teachers spend anywhere from thirty to fifty percent of their instructional time conducting question sessions. Another confirmation by Cooper (2011) that teachers average between 30 and 120 questions an hour. However, good questioning is a skill of effective teaching which involves good planning, and higher cognitive thinking.

Based on a book titled "Keterampilan Dasar Mengajar" by Bolla, et al (1983), asking questions is an activity that exists in daily life. In the process of teaching and learning, questions that are asked by the teacher have purposes for students to get knowledge and develop critical thinking. Questioning has become a powerful teaching method when it is employed effectively, but it can be less useful for teaching when it is misused. When teachers use questions effectively and appropriately in class, it might be helpful and give more contribution such as encouraging students, controlling classroom attention and evaluating students' forward movements. Teachers need to improve and develop questioning skills. Moreover, it should be both theoretical and practical.

Teachers often ask questions of students, not to obtain knowledge for themselves but to find out what children already know. Other reasons for asking questions are to develop imagination, to stimulate recalling

information, to deepen understanding. and to encourage problem solving. Teachers also employ specific questions in the classroom for some purposes; common reasons are checking understanding, encouraging thought, gaining attention, revision and management. Bolla, et al (1983), teachers use questions to build interaction between teacher and students. It shows questions are part of interaction.

Brown (2001) stated interaction is the heart of communication. It is the heart of the teaching and learning process; without communication the teacher's question may not be served in the classroom. The questioning and interaction resulting in an effect on each other, it helps students to increase their language store and give a better output, also responds. It can be very effective if questioning strategy is combined with both interaction and classroom management. Furthermore, questioning during pre-, while-, and post teaching serves different functions in each session. By studying this research, teachers out there could get more time in preparing their lesson plan and their materials, and develop their questioning skills.

Review of literature

Definition of classroom interaction

According to Robinson (1994:7) interaction refers to reciprocal face-to-face action. Interaction is a part of teaching and learning in the classroom and to achieve mutual humanization between teacher and students, teachers must be a partner for them. The relationship between teacher and students needs reciprocity. Teachers need to stimulate and engage to be actively involved in classroom interactions. Interaction is a very complex and difficult process when teachers do not have the ability to use the opportunity in the classroom. Moreover, teachers need to learn the types of interactions that are proper for their students.

The Importance of Questions

In daily communication, the use of questions is inevitable. Moreover, communication between teacher and students in the classroom always comes up with questions. Question is not only a strategy for teachers but also a good device to maintain feelings for each other, especially for students. Questioning is a habit. The use of questions is like an important thing in the teaching.

Bolla et al (1983), there are four main reasons for questioning skills that are very important to have as a teacher. First, the teacher has been teaching with a lecture method. Second, the background of a student's family life that is not familiar to ask questions and give opinions. Third, implementations of the idea, the Active Student Learning Method, students are demanded to be more mentally engaged in the learning process. Fourth, a false point of view about the purpose of questions that only used to evaluate student learning outcomes.

Types and Classification of Questions

Questions from a teacher can be very tricky. It may lead students curious or even careless about the topic they are talking about. Questioning is a kind of teaching procedure. It is a behavior through teacher and students' interaction, using knowledge, consolidating thought. Questioning is a general way used by a teacher in class to evaluate students' comprehension. Questions can be used to control students' social behavior.

Questioning skills need teachers' strategies in implementing different types of questions to make interactive classrooms and improving learners' proficiency in target language. There are many ways to classify and differentiate questions. Shomossi (2004) classifies questions into two categories; they display questions and referential questions. Another classification, according to Farahian et al (2012), teacher questions have been categorized into 1) open and closed questions, 2) display and referential questions, and

3) yes/no questions. Another classification that is widely used by some researchers is the theory of Richards & Lockhart. According to Richards & Lockhart (1998), they classified questions into three categories based on the purpose of the questions: procedural, convergent, and divergent.

Open and Closed Questions

An open-ended is a question that would accept a different number of answers. In contrast, a close-ended question is a question that accept one responsible response and it must be acceptable answer.

Display Questions

Display question refers to question which the answer is already known by the teacher. The teacher checks students' understanding and does clarification requests.

Referential Questions

The questions require judgment and interpretation of the students. Referential question is question where the questioner does not know the answer but usually need more information.

Yes/No Questions

The questions are very helpful to produce language for beginners. The questions are easier to be answered because the answer only needs Yes or No.

Procedural Questions

Procedural questions are designed to attract students in the content and to ensure the process of teaching and learning is going smoothly in the classroom. In short, it can be a consideration to ensure the students are able to continue the lesson or level up the material or not.

Convergent Questions

The questions focus on how students respond to the previously taught material. The convergent question does not need students to think in higher level, and the answer is usually, Yes or No.

Divergent Questions

The question requires students' higher-level thinking. It needs analyzing, synthesizing or evaluating a knowledge base and trying to figure out different outcomes.

The Original Bloom's Taxonomy of Questions

Bloom et al (1956) cited in Huitt (2011) arranged the level of students' cognitive level into six categories: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation. The lower cognitive skills are knowledge, comprehension and application. While the higher cognitive skills are analysis, synthesis and evaluation.

The Revised Bloom's Taxonomy

As Anderson and Krathwohi (2001) cited in Huitt (2011) revised Bloom's taxonomy more appropriately with modern education objectives. They revised the sample verbs of six categories and changed the names of the levels, and also revised the order of the highest two levels

Bloom et al (1956)	Anderson and Krathwohl (2001)
KNOWLEDGE	REMEMBERING

COMPREHENSION	UNDERSTANDING
APPLICATION	APPLYING
ANALYSIS	ANALYZING
SYNTHESIS	EVALUATING
EVALUATION	CREATING

METHOD

Research design

In this study the researcher used descriptive qualitative design. The descriptive method describes and interprets current conditions. Descriptive design with a qualitative approach is aimed to know types of questions used by 8th grade English teachers at SMP Negeri 1 Banjarmasin. Descriptive method is related to the existing condition or relationship, beliefs, perspectives or attitudes (Ary et al., 1979:25, cited in Mariani et al., 2013).

As this study aims at observing teacher's questions of 8th grade English teachers, the qualitative approach is suitable for it. According to Syamsuddin & Damaianti (2011), the qualitative approach makes the researcher visualize and analyze every individual in life and mind-set. The researcher described, took a note and analyzed the condition as clearly as possible while the English teacher conducted their teaching in the classroom, especially when the teachers delivered, controlled, and evaluated the questions.

Researcher Presence

In this study, the researcher fully acted as an observer, observing the teacher only while delivered, controlled, and evaluated the questions. To make the researcher close to the subject of study, video-recording and note-taking are used during the observation.

Setting of the Research

For this research, the subject of this study was 8th grade English teachers. The teachers have an office and the teachers teach in SMP Negeri 1 Banjarmasin, which is located Jl. Mulawarman RT/RW 33/03, Teluk Dalam, Banjarmasin Tengah, Kota Banjarmasin, Kalimantan Selatan. The school has three levels of grades; they are grade 7th, grade 8th, and grade 9th. Every grade has the same number of classrooms from class A to class I. There were 3 classes observed for each teacher.

Data and Source Data

The source of data in this study are 8th grade English teachers. Teacher A teaches two classes, and teacher B teaches three classes. Moreover, the data contains these points:

1. Types of questions that are asked by English teachers in the classrooms.
2. Frequency of each type of question.

Data Collection Technique

For this research, the researcher took one collection technique to answer the statement of the problem, and video-tapping as a data recorder to support collecting the data. In this study, the researcher became the passive participant. The researcher is attending a classroom but does not participate in the activity, also does not interact with the subject. In doing the observation, the researcher is taking note while the video-recording is running. The researcher takes note of whatever happened in the classroom, especially about types of questions that are asked by the English teacher.

The use of videotaping is to record teacher's talk and all interactions between teacher and students. The documentation will be transcribed to make it easy for researchers to analyze and categorize the types of questions.

Research Instrument

There are two instruments used in this research, such as observation sheets and question level indicators. The instruments were chosen to be used because 1) observation sheets were to check and count the amount of questions and 2) questions level indicators were used to analyze the data finding.

Data Analysis

For this research, there some steps to analyze the data, 1) transcribing, 2) identifying, 3) counting and evaluating, 4) tabulating, 5) calculating the total types of question in all classrooms, 6) calculating the frequency of questions in each classroom, 7) calculating the most types of questions used in the chosen classrooms, 8) Explaining the findings.

FINDINGS AND DISCUSSION

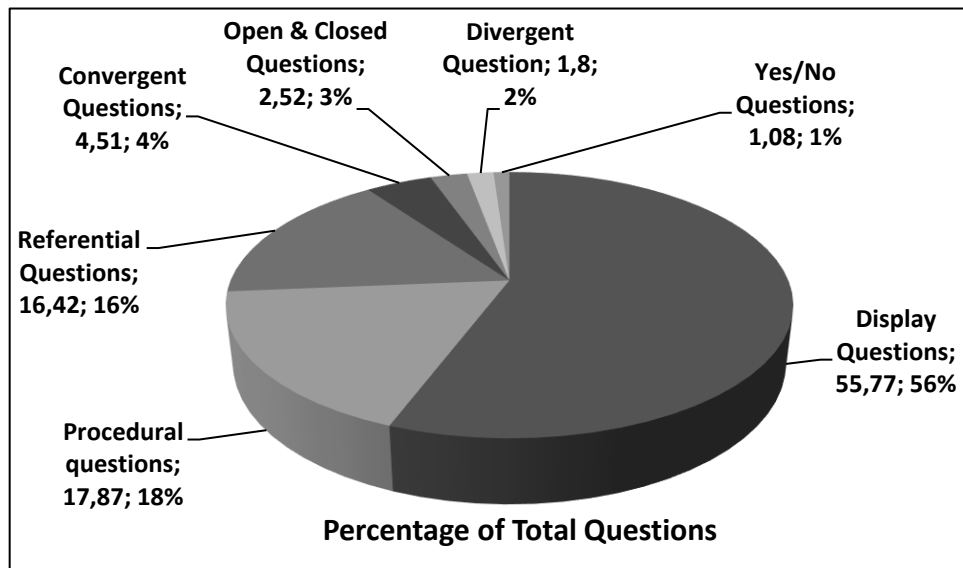
The Most Questions Used from 8th Grade English Teachers

In this research, the most questions used from two teachers were display questions. Remembering and understanding were also the most cognitive questions used by the teachers in all of the English classroom interactions. All of the questions asked by the teachers were functioned to check students' comprehension and re-confirm students about the given material. The questions were analyzed using the questions' indicator provided by Brown (2011). The indicator was used to categorize the questions to be cognitive questions.

The questions asked by the 8th grade English teachers of SMP Negeri 1 Banjarmasin were analyzed in this research. The cognitive questions were seen through two dimension; Lower order and higher order questions based on The Revision of Bloom's Taxonomy.

The finding of the most questions used by the English teachers was described as follows:

Chart 4.1
Percentage of Total Questions



From the chart above, display questions were dominated by the questions from both teachers; followed by procedural and referential questions. Divergent questions and Yes/No Questions are the two questions that rarely used in the classroom.

Cognitive Questions

After analyzing the questions from both teachers, there are two different cognitive questions delivered in the classroom. However, the questions are still in the lower thinking order. The frequency is quite similar from both teachers. This is because the teachers focus on checking the students' comprehension about the given material, and do not try to give them a chance to develop their own ideas.

From all of the observations, the teachers used the questions in incorrect grammar, the students seemed a little difficult to understand the meaning and the purpose of the questions.

CONCLUSION

Regarding the research questions, it can be concluded that the most questions used were display questions, but, based on the criteria of Bloom's Taxonomy for cognitive questions, all of the questions did not met the requirement to be cognitive questions a whole. Although there are two cognitive questions, remember and understanding, the questions did not really test students' critical thinking, which should be balanced in both dimension; Lower and Higher.

SUGGESTION

For English teachers

After conducting the research about the questions used by English teachers in SMPN 1 Banjarmasin, it is suggested for other English teachers to put more of their effort in constructing, and using the cognitive questions frequently in English classroom interaction.

For other researchers

From the finding, it is recommended to other researchers to investigate the implementation of questions deeper to enrich the data. Other researchers might do further research regarding teachers' method in constructing their questions and their lesson plan to give them more insights on how teachers prepare their questions before they deliver in the classroom.

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