THE TEACHER'S QUESTIONNING IN EFL CLASSROOM:

BELIEFS AND PRACTICES

THESIS

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **"The Teacher's Questioning in EFL Classroom: Beliefs and Practices"** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

This case study was conducted at class VIII-4 of MTs 1 Samahani. It attempted to describe the types of questions employed by an English teacher during teaching and learning process in the classroom; to find out the teacher's purposes of applying those types of questions; and to find out the students' perceptions toward the questions asked by the teacher. To gather the data, the writer used triangulation technique consists of observation, questionnaire and interview. Based on the research findings, it was discovered the teacher employed two types of the questions: Display and Referential. The referential questions that used by the teacher were considerably fewer than the display question. The referential questions that can elicit longer responses had the percentage 25 percent, while the display questions had percentage 75 percent. Questions that were catagorized as referential questions were widely used for looking for certain information from the students. Furthermore, the question that were catagorized as display questions were widely used for checking students' understanding about the underlying material and to build up students' interaction in the classroom. On the other hand, even most of the students prefered the display question instead of referential question, it seems that they dislike the technique applied by the teacher. It can be seen from their responses while the teacher asked questions during teacher process. Furthermore, the findings from questionnaire also showed negative responses, in which most of the students showed negative responses to the given statement (see questions item 1-10 in appendix 6).

Keywords: *Teacher questions; types of questions; teacher's purposes; classroom interaction.*

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Widya Astuti

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CHAPTER I
INTRODUCTION

This study is designed to explore teacher questions practised in EFL classroom and to know students' perceptions to the teacher questions. Therefore, this chapter presents background of the study, research questions of the study, research aims, research benefit, and terminology to provide a better understanding of the present study.

A.   Background of Study

In recent years, there has been a growing scholarly interest in the role of interaction in education, particularly in language education. In general, interaction can be defined as the action that occur between two or more people to convey message in order to achieve communication. Meanwhile, in language education, Brown (2001); Ellis (1986); Long (1983) define interaction as the core of teaching and learning process and through it the language acquisition can be facilitated. The concept of interaction plays a significant role in the process of language learning as a foreign language, including Indonesia, where English is studied as a foreign language.

In Indonesia, students mostly practised English language only in the classroom, in which English is only provided by the teacher or the courses books. That is why classroom interactions become conspicuous in foreign language settings, which is the main place where the students have opportunities to learn target language. Therefore, there should be some attempts to increase the learner opportunities to interact and use all their language resources to convey meaning

that they want to express. Interactions cannot be produced easily and naturally without some initiatives or efforts from teachers. Teachers need to constantly engage and stimulate the students to be actively involved in the classroom interaction.

Furthermore, the stimulus from teachers in the beginning of classroom interaction is very crucial to build. The stimulation can emerge as a result of the implementation of appealing activities or through the use of thought provoking questions (Ozcan, 2010). Brock (1986); Gall (1970); Wu (1993) regard questioning as a worthwhile activity in teaching and consider it a popular method of involving students in a lesson as well as a tool for facilitating student participation in the classroom. In line with this, Brown (2001) states that teacher questions supply important stepping stone for EFL students to join in the classroom interaction.

In this study the writer is interested in discussing teacher questions practiced in the classroom interaction because in the writer point of view, teacher questions have an important role in the learning and teaching process. They help students understand lesson content, motivate students to seek new knowledge, allow students to interact in the classroom, and so forth. In relation to this, Arifin (2012) states that teacher question considered as a contributing factor to students' language development. Tan (2007) maintains that it is through questioning that teacher can divert students' attention to form or the content of the target language which in turn will shape both the process and outcome of individual development. Additionally, Arifin (2012) states that the important roles of questioning in language classroom are to facilitate students to have comprehensible input, to trigger students to produce language production (output), and to create interaction in the classroom.

Hence, the writer intended to conduct a study about teacher questions practiced in MTs 1 Samahani, since based on the writer's preliminary study it was found that some English teachers often asked questions in a monotonous way during classroom interaction and it affected on students' responses on the teacher questions during the teaching and learning process.

In line with the previous explanations, the writer intended to conduct a study about teacher question practiced in MTs 1 Samahani as an effort to give a better understanding about the use of teacher questions in EFL classroom context. Thus, the writer conducted a research entitled "*The Use of Teacher Questions in EFL Classroom Interaction*"

The present the teacher question is not a new thing. There are several studies related to the study. One study about teacher's questioning behaviour in an EFL Classroom was once conducted by Yuliyanti in 2008 under Graduates thesis Universitas Pendidikan Indonesia (UPI) Bandung. This research is categorized as descriptive-qualitative study which aimed to examine teacher questioning behavior in an EFL classroom and its contribution to the students' language production. It revealed that the teacher highly employed knowledge questions and code-switching strategies. In addition, students' verbal responses were varied in the form of letter, syllable, word, phrase, and sentence. Teacher displayed questions produced longer responses in the form of sentences. The result showed that there were several factors that might affect teacher questioning behavior in addition to its contribution to student language production, namely: (1) the

objectives of the lesson, (2) teacher's teaching belief, and (3) the variety of learning tasks.

There are some similarities between Yulianti's research and the present study. The similarities are objectives of the study in which both studies attempt to reveal the teacher's questioning types and strategies and their contribution to students' language production. The two of them also employs the same method of investigation. Apart from the similarities, there are some differences of the study, since it is a context specific study, so that different object of study will result on different research findings. The difference is also on the framework used to classify types of teacher questions. Yulianti's research uses types of questions based on level of question developed by Bloom or Bloom's Taxonomy whereas the present research plans to categorize types of teacher questions based on Long and Sato theory.

B.   Research Question

Based on the explanation above, the research questions of the present study are devised as follows:

1. What are types of questions used by the teacher in EFL classroom interaction?

2. What are the teacher purposes of applying those types of questions in EFL classroom interaction?

3. What are the students' perceptions on the teacher questions in EFL classroom interaction?

C. Research Aims

In line with the research questions, the purposes of this study are:

1. To classify types of questions used by the teacher in EFL classroom interaction.

2. To find out the teacher purposes of applying those type of questions in EFL classroom interaction.

3. To find out the students' perceptions toward teacher questions in EFL classroom interaction.

D. Research Benefits

This study is expected to supply some benefits such as:

1. Theoretically, the present study will give better understanding either for the writer or for the reader about the types of question utilized by teacher, the purpose of questioning, and students' perception to the questions asked by the teacher in the classroom.

2. Pedagogically, the present study will provide some useful information about types of questions that can be applied by EFL teacher in the teaching and learning process in order to increase or develop students' language production.

E. Terminology

There are some terms used in this thesis which need further description in order to avoid the reader's confusion.

1.   Teacher Question

Cotton (2011) states that teacher question in classroom setting defined as instructional cues or stimuli that the teacher convey to students about content elements to be learned and directions for what they are doing and how they are to do it. They are generally implemented by teachers in the classroom in order to promote interactions in teaching learning process and to stimulate language production of the students. In line with this, Kissock and Iyortsuun (1982) say that questions keep the central role, so it is important that teachers are familiar with the impact of questions on communicating and learning in the classroom, and find ways to improve the use of questions by themselves and their students.

The meaning of teacher question in this study is any questions that orally teacher pose to the students during teaching and learning English subject in the classroom which aimed to stimulate the language production of the students and to test knowledge of what the lesson has covered, and the theory of Long and Sato is used in this study to classify the types of teacher questions.

2.   EFL Classroom Interaction

EFL is the abbreviation for English as a Foreign Laguage. According to Oxford Advanced Learner's Dictionary (2016) EFL refers to the teaching of English to people for whom it is not the first language. Dagarin (2002) defines classroom interaction as a two way process between teachers and students that occured in an English learning process. It prepares students to use language naturally during teaching learning process. It provides opportunity for students to

interact in English with his or her teacher in real situation. Cui-yun (2014) highlights that the interaction between teacher and students has a great contribution to the language acquasition of language learning in EFL classroom. Through this interaction, the teacher can negotiate the content of lesson, ask questions, use students' ideas, give direction, and justify student talk responses.

The meaning of EFL classroom interaction in this study is any sorts of interaction that occur in the classroom between teacher and students in ways to transmit knowledge from herself to her students. Particularly, the EFL classroom interaction in this study took a place at the class VIII-4.

CHAPTER II
LITERATURE REVIEW

This chapter discusses the literature review related to the present study. It provides a theoritical background on the concept of teacher question. Thus, this chapter contains the following heading: definition of teacher questions, types of teacher questions, functions of teacher questions, and relationship among types of teacher questions, the functions of teacher questions and students' oral responses.

A.   Definition of Teacher Questions

Nordquist (2015) defines question as a meaningful linguistics unit (sentence) or utterance which has interrogative sense, meaning that it is intended to get some information or responses from the listener or reader. The form of question is not only in form of interrogative by using question word, auxiliary verb, and tag, but also in form of declarative sentence with rising intonation. Furthermore, there are many discussions of the use of teacher questions in teaching learning process in EFL classroom context. Cotton (2011) states classroom questioning has long and venerable history since Socrates, the Greek philosopher, with his method of questioning or also known as Socratic method guides the students by challenging assumptions, exposing contradictions, and leading to new knowledge and wisdom. Subsequently, it can be used as a tool to create and maintain communication. In the classroom context, it is commonly implemented by teacher in order to encourage student responses and to check students' understanding about the material which has been studied.

Additionally, Richard and Lockhart (2011) state that there are some reasons

why questions widely used by teachers as teaching technique. Firstly, questions stimulate and maintain students' interest. Besides, they encourage students to think and focus on the content of the lesson. Next, they enable a teacher to clarify what a student has said. Then, they enable a teacher to elicit particular structures or vocabulary items. After that, they enable teachers to check students'

understanding. Lastly, they encourage student participation in a lesson.

B.   Types of Teacher Questions

Teacher questions have been classified in a number of ways, Bloom and his colleagues have proposed six types of questions which are included in Bloom's taxonomy of educational objectives. Each level of question needs to be answered in different level of thought by learners. Below are the explanations of each type of question in Bloom's Taxonomy.

1. Knowledge question

   These types of questions test the students' ability to memorize and to recall terms, facts and details without necessarily understanding the concept. Common question words used are: choose, define, find, how, label, list, match, name, omit, recall, relate, select, show, spell, tell, when, where, which, who, why. Here are the folowing example of knowledge questions:

   a.   Can you spell the word *see*?

   b.   Who is your best friend?

2.   Understanding

   These questions test the students' ability to summarize and describe in their own words without necessarily relating it to anything. Common question words used are: describe, classify, compare, contrast, demonstrate, explain, extend, illustrate, infer, interpret, outline, relate, rephrase, show, summarize, translate. Below are the example of understanding questions:

a. Describe in your own word the meaning of *school*!

b. Translate the meaning of *lunch* into Bahasa Indonesia!

3. Application

Application questions encourage students to apply information heard or read to new situation. Common question words used are: apply, build, choose, construct, develop, experiment, identify, interview, organize, plan, select, solve, utilize. Here is the example of application question:

a. How would you use mobile phone?

4. Analysis

These questions encourage students to examine and break material into parts, describe patterns and relationships among parts, to subdivide information and make inferences and find evidence to support generalization. Common question words used are: analyze, assume, categorize, classify, compare, conclusion, contrast, discover, dissect, distinguish, divide, examine, function, inference, inspect, list, motive, relationships, simplify, survey, take part in, test for, theme. Below is the example of analysis question:

a. What is the function of dictionary?

5. Synthesis

These questions encourage students create something new by using a combination of ideas from different sources to form a new whole. Common question words used are: adapt, build, change, choose, combine, compile, compose, construct, create, design, develop, discuss, elaborate, estimate,

formulate, happen, imagine, improve, invent, make up, maximize, minimize, modify, original, originate, predict, propose, solution, solve, suppose, test, theory. Here is the example of synthesis question:

   a. How would you improve your English vocabulary?

6. Evaluation

    Evaluation questions encourage students to develop opinions and make judgment about issues based on specific criteria. Evaluation questions do not necessarily have a single correct answer. They require the student to judge the merit of an idea, a solution to a problem, or an aesthetic work. They may also ask the student to offer an opinion on an issue. Following are some examples of different kinds of evaluation questions. Common question words used are: agree, appraise, assess, award, choose, compare, conclude, criteria, criticize, decide, deduct, defend, determine, disprove, dispute, estimate, evaluate, explain, importance, influence, interpret, judge, justify, measure. Here are the example of evaluation questions:

    a. What is your opinion about your school?

    b. Can you explain how rainbow occur?

In addition, Wilson (2014) examined teacher questions and classified them into five types.

1. Factual

    Factual questions are questions which has either right or wrong answers of the question. The questions are given straightforward based on fact or awareness. The answer can be verified by referring

to the text or other learning materials. Here are the example of factual question:

a. What is the name of Junior's dog?

b. What did junior's sister want to be when she grew up?

2. Convergent

Convergent questions are questions which are given in order to get students' responses. Short answer often appears as the response to these questions, such as "yes"or "no", or other short statements. Here are the example of convergent questions:

a. What is your favorite movie?

b. What is in that container?

c. What are you doing?

d. What time does library open?

e. Would you like a cup of coffee?

3. Divergent

Divergent questions allow students higher level thinking to answer the questions. The students are demanded to produce their own information rather than review to the previous lesson. Below are the examples of divergent questions:

a. How can we use this battery?

b. How was your school today?

c. What did you do at school?

d. What could you put in the container?

e. If we go outside and find an animal with six legs, what will it look like?

4. Evaluate

Students need to achieve high level of cognitive or emotional judgment to response evaluative questions. Usually an answer is examined at various levels and from different point of view before the answerer comes at newly modified information or conclusion. Here are the example of evaluate question:

a. What are the differences between traditional dance and modern dance?

b. What are the similarites between public school and private school?

5. Combinations

These are the questions that mix any combination of the type of questions above. Here is the example of combinations question:

a. Do you belief in ghost? What do you think about people who belief in ghost?

Furthermore, types of teacher questions can also be categorized into display and referential question or also known as Long and Sato theory.

1. **Display Question**

Display questions are types of questions which the teacher has already known the answers of the questions. It is used to check students' understanding about the lesson that they have studied. Some teachers give

their students the information before asking questions to their students. For example, a teacher holds a dictionary and she said this is a dictionary. After that the teacher asked to the students "what is this?" and the students can easily find out the answer of that question. This type of questions only test something of the students' memory, not their comprehension. This type of questions are the most common question asked by the teacher during teaching and learning process. Moreover, display question commonly can be found in English textbooks. Here are the examples:

a.   A: Who is Denise talking to?

    B: She is talking to her mother.

b.   Teacher: Can you speak Japanese?

    Student: Yes, I can.

c.   A: These are nice pants!

    B: Can I try them on?

    A: This is a nice sweater!

    B: Can I try it on?

d.   A: What is it?

    B: It's a car.

e.   A: Who is it?

    B: It's Sandra.

f.   A: Whose car is it?

    B: It's Sandra's.

2. Referential Question

Referential questions are types of questions that teacher actually does not know the answer of the questions. Teacher really wants to know particular information from students. These questions commonly elicit long response from students. This type of question is not only focus solely on the form but also based on the meaning. The teacher can utilize referential question to encourage as much student-generated speech in the lessons as possible. For instance, a teacher holding up a pen and said "This is my pen. Where is yours?" (pointing to a student). Here the student may either hold up his pen and answer "Here is mine!" or "This is my pen," or at least show that he understands by making an appropriate gesture. Furthermore, referential question commonly exist in a real communication, included classroom interaction. The following are the examples of referential question:

a. How do you usually spend your weekend?

b. hy do you look so happy today?

c. Did you have a good time on your holiday?

d. What do you think about your school?

C. The Functions of Teacher Questions

Brown (2007) propose four functions of teacher questions in the classroom interaction.

1. Give students the drive and the opportunity to produce language

contentedly because EFL student generally afraid of initiating classroom interaction without any stimulus from the teacher. Silent students will get a great chance to communicate if appropriate type of questions are addressed to them.

2. Set off some stimulus for students to communicate and interact each others. One question may be all that is needed to start a discussion; without the initial question, the students will be hesitant to start the process.

3. Give the instructor immediate feedback about student comprehension. After posing a question, a teacher can use students' response to diagnose content difficulties, grammatical or pronounciation problem.

4. Provide opportunities for students to find out what they think by hearing what they say toward teacher questions.

Donnal & Eggen (1989) as cited in Ping (2011) emphasized three main characteristics of the function of question which are generalized as follows.

1. Motivational function

The question used at the beginning of the class can draw students' attention immediately, which may contribute to the success of the lesson. During the lesson, teacher's question can help students participate actively in that it can provide impetus and opportunities for students to promote their thinking and develop them to discover their own opinions about different things. Furthermore, it can also serve to initiate the chain reaction of the interaction between teachers and students or students and students.

2. Diagnostic function

It is the traditional and basic funtion of question. It can give the instructor immediate feedback about students comprehension. Teachers always use question to evaluate how well the students' learning is ad to find out what problems they still have. Therefore, through questioning, a teacher can evluate the current state of student thinking identifying not only what students know but also gaps and misconceptions.

3. Instructional function

Unlike the motivational and diagnosic function, instructional function of question emphasizes helping students learn the new contents in the lessons. Question can be used to guide students to understand the new materials better and more deeply. Moreover, it can make students pay attention to the information of materials.

Dealing with the purposes of teacher questions, Cotton (2011) writes variety some purposes emerge from teacher's questions, they are :

1. To develop interest and motivate students to become actively involved in lessons.
2. To evaluate students' preparation or check on homework.
3. To develop critical thinking skill and inquiring attitudes.
4. To review and summarize previous lessons.
5. To nurture insights by exposing new relations.
6. To assess achievement of instructional goals and objectives.
7. To stimulate students to pursue knowledge on their own.

Furthermore, Cohen *et.al.* (2004) give in depth purpose of teacher's questions in the classroom. They suggest the purpose of teacher's questioning based on several learning stages in the classroom.

1. In the introduction stage, teacher' questions are used to establish human contact; to assist in establishing set induction devices; to discover what the class knows; to revise previous work; to pose problems which lead to the subject of the lesson.

2. In the presentation stage, teacher's questions are used to maintain interest and alertness; to encourage reasoning and logical thinking; to discover if students understand what is going on.

3. In the application stage, teacher's questions are used to focus and clarify; to lead the students to make observations and draw inferences for themselves; to clear up difficulties, misunderstandings and assist individual student.

4. In the last stage (conclusion) teacher's questions are used to revise the main point of the lesson; to test the result of the lesson, the extent of students understanding and assimilation; to suggest further problems and related issues.

From the elaboration above, it can be concluded that teacher questions have significant role in the classroom interaction. It can give numerous benefits for students' language production, classroom interaction, and the objective of language classroom.

D. Relationship among Types of Teacher Questions, the Functions of Teacher Questions and Students' Oral Responses

Types of teacher's questions, purposes of teacher questions and students' oral responses have a good relationship. Chaudron (1988) states that student's target language production (students' oral responses) in form of correct and meaningful responses might be assisted by teacher's question. It was based on some second language studies which concerned with teacher questions and students' target language production. Chaudron (1988) adds that in order to keep students' attention, elicit students' verbal responses, and assess students' learning progress, teacher's questions represent as a primary tool.

Furthermore, a study that has been done by Brock (2004) on the effect of teacher's questions on students' language production revealed that students' responses for teacher's referential questions were significantly longer and syntactically more complex. However, Shomoosi (2004) claims that display-closed questions sometimes produce longer responses (five-minute answer) from students.

From the explanation above, we can see that there is different result of studies on the effect of either display questions or referential questions to students' language production. This difference basically can be understood since each research is hold in different place with different participants. This difference means that the study on teacher question or classroom questioning is still worth investigated.

CHAPTER III
RESEARCH METHODOLOGY

This chapter encompasses several aspects related to the research methodology including research design, research participants, techniques of data collection, technique data analysis, brief description of research location, and validation of research findings.

A. Research Design

According to Burns and Grove (2003) a research design as a blueprint for conducting a study with maximum control over the factors that may interfere with the validity of the findings. It means that the research design is the way used to discuss and examine the problem of the study. Polit et al (2001) define a research design as the researcher's overall for answering the research questions or testing the research hyothesis.

Thus, this research was designed based on a case study at MTs 1 Samahani. According to Merriam-Webster Dictionary (2016) a case study is a publish report about a person, group, or situation that has been studied over time. Mackey and M.Gass (2005) mention that a case study aims to investigate a holistic description of phenomenon that influence a specific population and setting. The writer obtained the data by conducting the observation at the class VIII-4, interviewing the English teacher and delivering the questionnaire to all of the students from the class VIII-4. All data obtained were analyzed by using qualitative approach.

B.   Participants

According to Creswell (2008) as cited in Putri (2015), research participants refer to the subjects who are believed to have an ability to provide the researcher rich information which is related to research questions. Participants taking part in this research consisted of a teacher who taught English subject at class VIII-4 and all of the students the class VIII-4. The participants were selected by using purposive sampling. According to Ted (2008) purposive sampling is a non-probability sampling technique that relies on the researcher's need of specific criteria while selecting the participants of a study. The participants were selected on the basis of three criteria. Firstly, the teacher participant who used questions regularly as her teaching techniques. In this case, the teacher who taught English subject the class VIII-4 was chosen. Thus, the students participants came from the class VIII-4. Lastly, they were willing to participate in this study.

C.   Techniques of Data Collection

In order to answer the research question of the study, the data were collected by administering three techniques namely: observation, interview, and questionnaire.

1. Observation.

Mackey and M. Gass (2005) defines the term observation refers to ways of obtaining data that involve the researcher deeply into a research setting. In dealing with this research, the writer used non-participant observation as a technique of collecting the data. According to Mackey and M. Gass as cited in Mason non-participant observation is an observation in which the

researcher observes the group passively from a distance without participating in the group activities. This means that the writer observed the teaching and learning process occured at class VIII-4 passively. The observation would be done since at the beginning until the end of the class which is usually within 90 minutes. Since the the classroom interactions flows quickly, the writer utilized an audio recorder to help capturing the teacher and the students' interaction. The device was used to record all the interactions between teacher and the students during the process of observation. The device used to record the teaching and learning process was walkman Sony NWZ-B162F. It has 1.73GB actual available memory, low equalizer and actual battery life. At the same time of the recording process, the field notes used to add some information to support the observation record. However, only the teacher question that posed to the students and the students reponses became the data in this study.

For this particular study, the writer conducted the observation to the clear description of how the teacher posed questions to her students during the interaction in the classroom. Since, the writer had been familiar with the teacher and the students becoming the targer of the investigation, the teacher easily agreed with the writer and was not reluctant to be observed. The teacher taught the students seriously as there was no a stranger coming to the classroom.

In this study, the observation was held for three times. The first observation was held to give an overview about the teaching process in the

classroom, and the rests focused on data gathering. The purpose of conducting observation was to help the writer to find the type of teacher questions posed to the students.

2. Questionnaire

According to Dale (2012) questionnaire is an instrument consisting with a series of question which related to research topic and other prompts to get the data from respondents. In this study, the writer administered the questionnaire which comprised of 10 questions. The questionnaire related to the students' perceptions toward teacher questions posed in the classroom interaction. The obtained data were quantified based on Likert-scale. Each questions consisted of four available options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Every answer would get the value as follows: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

3. Interview

According to Griffee (2012) interview is the meeting which is conducted face to face and in which the researcher plays as the interviewer that poses some question for the interviewee in order to gain the data. After conducting the observation, the teacher was interviewed by the writer. In this case, the writer used semi-structured interview to support the data that were gathered from data transcription. According to Dornyei (2007) semi-structured interview is a type of interview in which the researcher has

prepared the guiding questions, the format of the questions will be open-ended question, and the interviewee is given a chance to elaborate their answer in investigative way. The purpose of this interview was to find out the teacher's purposes of applying the types of questions in the classroom.

D. Brief Description of Research Location

The research was conducted at MTs 1 Samahani. It is located on Medan-Banda Aceh Street, KM. 19.5, Samahani, Aceh Besar. This school was established under the need to create the potential students who have capacities from both general and religious aspect. This school has been led by Zulfitra, S.Pd since 2014 until now. The school has splendid facilities to support the teaching and learning process. This school has 11 classroom, which were sufficient to accomodate the whole number of students and to support the teaching and learning process precisely. The classrooms were facilitated with several equipments such as chairs, tables, and electricity (for lamp and plug). Then, this school also has a library that provided a lot of books and other learning materials that can be used as the medium to support students' understanding about the given lesson.

This school has 33 teachers which consisted of 20 permanent teachers and the rest were horonary teacher. There were five of teachers who actively teaching English. Three of them were permanent teachers who taught the students in grade VIII and IX, and the others were horonary teacher who teaches the grade VII students. Overall, all of the the teachers have good capability in teaching, have

been experiencing in teaching for many years and have good educational background of study.

Additionally, the students who wanted to enroll at MTs 1 Samahani have to meet the school requirements. The students must pass some test that were held by the school's committee. There were some requirements of the tests, including reciting Al-Qur'an and educational knowledge test. In regard, the students who wanted to study at MTs 1 Samahani should prepare themselves in order to be able to pass the test.

In teaching and learning English subject, MTs 1 Samahani applied *Kurikulum Tingkat Satuan Pendidikan (KTSP)* as the curriculum for class IX, and *Kurikulum 2013 (K 13)* as the curriculum for class VII and VIII. The regular learning hours started at 07.40 and ended at 13.30. English subject taught twice a week. The time allocation for teaching English using *Kurikulum Tingkat Satuan Pendidikan (KTSP)* as the curriculum was 4 hour an hour takes 40 minutes, and teaching English using *Kurikulum 2013 (K 13)* as the curriculum was 4 hour an hour takes 45 minutes.

E.   Techniques of Data Analysis

In this study, the data was proceed in qualitative analysis. There were several steps employed in order to analyze the data. The following gives more detail explanations about the techniques of data analysis.

1. Analyzing the data from the observation and the Interview

In analyzing the data obtained from observation and interview, there are some steps had been done by the writer to analize the data. To begin with,

the the audio-recording both from observation and interview would be transcribed and coded. Due to the abundant amounts of the data obtained, only transcriptions of the teacher talk which consists of types of teacher questions were analyzed. This was the part of data reduction. Then, the transcription of the teacher utterances were given T code, whereas students' utterance were given S or Ss code. Then, the writer identified types of teacher quetions posed in the classroom based on Long and Sato theory.

However, the writer gave different code while transcribing and coding the data from interview. The writer gave I symbol as the code of the interviewer and T symbol as the code for interviewee. After that, the writer analyzed the data in order to find out the answer about the purposes of applying the types of teacher questions during the teaching and learning process in the classroom.

In the final step, the result of observation and interview would be examined in narative explanation.

2. Analyzing the data of the questionnaire

To analyze the data obtained after delivering the questionnaire to the students, there are some steps that had been done by the writer. Firstly, the writer used the percentage formula system as follow:

$$P = \frac{f}{N} \times 100\%$$

Which:

P : percentage

f   : frequency of respondent

N   : Number of sample

100 : Constant value

The next step, concluded the result and drew the conclusions related to the students perceptions toward teacher questions during the teaching and learning process in the classroom.

F. Validation of Research Findings

According to Creswell (2009) as cited in Vebriyanto (2011) validity is one of the strong points in qualitative research, and it was needed to verify and clarify the accuracy of the finding on the perspective of the researcher, participants, and the readers of the account. In order to verify the accuracy or the validity of the research finding, there were certain procedures that had been utilized.

The first procedure that had been implemented to verify the accuracy or the validity of the research finding was triangulation. Different sources of data from observation (by means of audio-recording and field note) and interview had been obtained and examined in order to build coherent explanation.

The second procedure was peer debriefing. In discussing the peer debriefieng, Creswell (2009) as cited in Vebriyanto (2011) argued that this procedure is used to boost the accuracy of the report or explanation. In this procedure, a person was involved to make a review and questions about the study. This procedure can enhance the validity of the research. The peer debriefing of this study were the supervisors of the writer.

CHAPTER IV
DATA ANALYSIS

This chapter focuses on the data analysis including the research findings and the result of the study. The analysis data from observation , questionnaire, and interview are also presented. The result of the data analysis denotes the answer of research questions and draws out several points and issues for discussion.

A.   Data from Observations

The writer started obtaining the data through observation phase. The purpose was to find out the clear description of how the teacher posed questions to her students during the interaction in the classroom. The writer reasonably chose class VIII-4 to be observed. This class consisted of 22 students; 14 males and 8 females. It was observed on July, 19th, 21th, and 26th 2016. Physically, this classroom was facilitated with good and appropriate facilities and equipments, it means this class was comfortable and appropriate for the students to learn. In this observation, the writer acted as a non-participant observer. In other word, during the observations, the writer did not take part in speaking activities being studied, neither did the writer interact with the teacher nor the students. Thus, there was no intervention of the writer during the teaching and learning process.

During the observation, the writer utilized an audio recorder to record the teaching and learning process and the field notes also used to add some information related to the teacher questions practised in the classroom.

B. The Analysis of the Audio Recording

The audio-recording section had been done by recording the interaction between the teacher and the students. The writer recorded them three times. The teacher recorded for approximately 90 minutes in every meeting. Then, the writer transcribed the recording to get the data of teacher questions and analyzed them according to the types of teacher questions. For the types of teacher questions, the writer examined it under two categories: Display question and Referential question. However, only the teacher questions that posed to the students and the students' reponses became the data in this study.

Based on the analysis of the transcription in the first session, the amount of questions which were posed by teacher are 58 questions. The type of question that was asked frequently by teacher is display and open question, which the teacher has already known the answer and there is only one acceptable answer. This situation is shown in the table 4.1 below.

Table 4.1 Result of observation in the first session

Types of Teacher Questions	Teaching stages			Total (per type)	
	Pre-activity	Whilst-activity	Post-activity	N	Percentage
Display question	5	30	12	47	81.03%
Referential question	5	6	-	11	18.97%
Total questions				58	100%

From the table above, it can be seen that display questions dominates for about 81.03 percent (47 questions) out of 58 questions. On the other hand, the

total number of referential questions in which the teacher does have not the answer of the questions asked is 18.96 percent (11 questions).

The domination of display questions are influenced by the learning material being discussed. In the first meeting, the material was about asking for attention and showing attention. The students were introduced with some expressions that are commonly used to express asking for attention and showing attention. When introducing the expression, the teacher frequently asked for the translation of certain words or phrases to the students, as shown in the following excerpts.

Excerpt 1

T	: So, today material is asking for attention and showing attention. What is the meaning? Anyone knows?
Ss	: Silent.

Excerpt 2

T	: Yes, it is right Shauqi. So, what is meminta perhatian in English?
S	: Ask attention *ya* Miss.

Excerpt 3

T	: Class, what is the meaning of pardon?
Ss	: Maaf.

Excerpt 4

T	: Well, no one answer it. I will ask you randomly. Taslim, what is the meaning of asking for attention and showing attention?
S	: Mmmm....uhhhh...meminta perhatian.
T	: what about showing attention?
S	: Mmmm... menunjukan pendapat.

The excerpts above illustrate that teacher asked students to translate some words and phrases. The teacher knew the answer of the questions asked to the students, so that those teacher questions are categorized as display questions because there is only one acceptable answer in order to respond to the questions.

During the first stages of the teaching, the teacher also asked referential questions to the students. Here are the following excerpts that illustrate teacher question as referential questions.

Excerpt 5

T	: OK, let me check your attendance list before we start the lesson, anyone is absent today?
Ss	: Yes, Yes, Daffa and Romi.
T	: Is there any news?

Excerpt 6

T	: OK, do you know why Daffa and Romi are absent today?
S	: Sick Miss. Daffa is sick.

Excerpt 7

T	: I see, thank you Rahmatullah. How about Romi? Anyone knows why he is absent today? *Ada yang tau nak?*
Ss	: Maybe sick or *izin.*

The examples of teacher questions in the excerpt 5, 6 and 7 are catagorized as referential questions. Firstly, the teacher started to asked referential question by asking "anyone is absent today?" to the whole class and also asked whether there

is news or not. It means that the teacher really looked for students attendance and wanted to know the reason why the students were absent. These questions are categorized as referential questions because the teacher cannot predict the students' answers. There might be more than one acceptable answer that can be produced by the students.

The second session uncovers almost the same finding with the first session. Display question is the type of question that was frequently used by the teacher. The total number of questions asked by teacher was 82 questions, 58 of them are categorized as display question. Meanwhile, the rest (24 out of 82) is categorized as referential question. This escalation is most likely influenced by the learning focus of session 2 on asking opinion and showing opinion. In this session the teacher stressed on the several expressions used to express asking opinion and showing opinion. To figure out the distribution of teacher questions in the session 2, it is necessary to see the following table 4.2 below.

Table 4.2 Result of observation in the session 2

Types of Teacher Questions	Teaching stages			Total (per type)	
	Pre-activity	Whilst-activity	Post-activity	N	Percentage
Display question	6	46	6	58	70.73%
Referential question	8	12	4	24	29.27%
Total questions				82	100%

Like in the first session, display questions in this session were frequently used by teacher to ask the translation of words or phrases for the students. The

following excerpts are the examples of display questions that asked by the teacher

to the students related to the translation of words or phrases.

Excerpt 8

T	: Well class, today material is asking opinion and giving opinion. What is the meaning?
Ss	: Silent.
T	: What is asking for opinion class?
S	: Menanyakan pendapat Miss.

Excerpt 9

T	: Excellent Shauqi. What is asking for opinion class?
Ss	: Menanyakan pendapat.

Excerpt 10

T	: Thank you for the questions Aufa. Well class, what is the meaning of orchid?
Ss	: Anggrek. *Itu bunga anggrek.*
T	: Good. So Aufa, what is orchid means?
S	: Anggrek.

Excerpt 11

T	:If there is no more questions. I will ask you. Daffa, what is the meaning of pale?
S	: Silent.
T	: Class, what is the meaning of pale?
Ss	: Silent.

Excerpt 12

T	: So, what is the meaning?
Ss	: Pucat, memucat,menjadi pucat.

Excerpt 13

T	: What have we learned today?
Ss	: Asking opinion and giving opinion.
T	: Good. What is the meaning?
S	: Menanyakan pendapat dan memberi pendapat.

Excerpt 8 until 13 demonstrate the teacher was asking the meaning of certain expressions to the students. All of the questions demonstrated above are categorized as display questions because the answers of those questions had been expected by the teacher.

Display questions were also used by the teacher to ask students to mention some examples of asking opinion and giving opinion. It can be illustrated in the following excerpts.

Excerpt 14

T	: How many expressions of asking and giving opinion here?
Ss	: Three.
T	: Three? Are you sure? Three or four. How many?
Ss	: Four.
T	: Very Good. There are 4 expressions. What is the first?
Ss	: Do you like your new class?
T	: Very good, and then?

Ss	: Do you think so?
T	: Good, next?
Ss	: How about your classmate?
T	: Excellent, the last one?
Ss	: What do you think of them?
T	: Very good class.

The excerpt above demonstrates that the teacher was asking how many expressions that express asking opinion and giving opinion. After the student answered the first question, the teacher gave another question. Here, the teacher knew that the student's answer was wrong, so that she gave an option and repeat the first question with simplified form to make the student can give the correct answer. After the student gave the right answer, then teacher began to ask the rest of questions and all of the students answered questions asked with the correct answers.

The another type of questions asked by teacher in this session are referential questions. The proportion of this type of question is for about 29.26 percent (24 questions). The following excerpt will exemplify the use of referential questions by teacher.

Excerpt 15

T	: Who is absent today?
Ss	: Nobody Miss.

Excerpt 16

T	: Rahmatullah, why do you move from your chair? What's going on?
S	: This place is hot. *Panas* Miss.

Excerpt 16

T	: Very good Taslim. Romi, what do you think about your friends in this class?
S	: They are good...but they are noisy too, but I like them.

Excerpt 17

T	: Very good. Rahmatullah and Shauqi, what are you talking about? Do you discuss something important?
Ss	: Silent.
T	: Tell us what are you talking about?
S	: *Curhat* Miss.
T	: What it the matter you are talking about? *Apa nak masalahnya?*
S	: Wahyu fight with Romi.

In the excerpt 15, the teacher asked the students about their attendance. The teacher really looked for information from the students. In excerpt 16, the teacher asked the students about their physical activity in the class. The teacher asked one of the students, namely Rahmatullah, why he moved from his chair. In excerpt 17, the teacher asked to two students about their topic of their talk. This question was asked by teacher because the students were chatting when the teacher was explaining the material. Those kind of questions are categorized as referential

questions because the teacher cannot predict the answer from the students and it might have more than one acceptable answers.

In order to get a comprehensive understanding of types of teacher questions in two sessions under analysis, the table 4.3 bellow provides the distribution of types of teacher questions in two sessions.

Table 4.3 The summary of the teacher question

Types of teacher questions	Session 1	Session 2	Total	Percentage
	N	N	N	
Display question	47	58	105	75%
Referential question	11	24	35	25%
Total	58	82	140	100%

The table shows that in two sessions under analysis, there was an improvement in the number of questions that are asked by the teacher. The use of display questions in the session one and session two were dominant compare to the referential questions. Display questions were frequently used by teacher to ask for translation of certain word, phrase, even sentence to the students. On the other hand, referential questions which have low percentages, were frequently used by the teacher to ask about the student's personal information and opinion about certain topic.

C.   The Analysis of Questionnaire

Questionnaire was distributed to obtain the data of the the students' perceptions toward teacher questions posed in the classroom interaction. The obtained data would be quantified based on Likert-scale. Each questions consisted of four available options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Every answer would get the value as follows: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

To analyze the data of the questionnaire, the researcher used percentage formula as follow :

$$p = \frac{f}{n} \; x \; 100\%$$

Explanation:

p   : percentage

f   : frequency

n   : number of sample

100 % : constant value

The analysis of the data obtained through questionaire would be described as in the following :

Table 4.1: The questions asked by teacher are easy to answer.

No.	Option	F	Percentage
1	Strongly Agree	0	0%
	Agree	8	36.36%
	Disagree	11	50%
	Strongly Disagree	3	13.64%
Total			100%

In accordance to the table above, it can be seen that more than 60 percent of the students answered disagree and strongly disagree to the given statement. It can be assumed that the students of class VIII-4 feel that the questions asked by the teacher are not easy to answer. However, a number of students considered that the questions asked by the teacher are easy to answer.

Table 4.2: The questions asked by teacher are difficult to answer.

No.	Option	F	Percentage
2	Strongly Agree	3	13.64%
	Agree	13	59.08%
	Disagree	3	13.64%
	Strongly Disagree	3	13.64%
Total			100%

As can be seen from the table above, more than 70 percent of the respondents answered strongly agree and agree with the given statement. Even a number of students answered "disagree" and "strongly disagree". Still, their answers depict that the questions asked during the teaching process were difficult to answer.

Table 4.3: I never feel sure enough of my answer to the questions asked by teacher.

No.	Option	F	Percentage
3	Strongly Agree	2	9.09%
	Agree	10	45.45%
	Disagree	6	27.28%
	Strongly Disagree	4	18.18%
Total			100%

The overview of these answered reavealed more than 50 percent of the students strongly agreed and agreed with the given statement. It can be assumed that the students never feel sure enough about their answers to the questions asked by the teacher. This fact corresponds with the result of the field notes, in which the students sometimes were uncertain about their answer to the question asked. However, a number of the students answered disagree and strongly disagree with the given statement.

Table 4.4: I prefer to get the answer of questions asked by compromising them together with my friends.

No.	Option	F	Percentage
4	Strongly Agree	8	36.36%
	Agree	9	40.91%
	Disagree	3	13.64%
	Strongly Disagree	2	9.09%
Total			100%

Based on the table above, it shows more than 70 percent of the students prefered to compromise the answers to the questions asked with their friends. The facts above correspond with the result of the analysis of the field note of the teaching and learning process in which the students often asked the teacher to let them compromise the answer of the the questions asked. However, there were still a number of the students that prefered to find out the answer by themselves without compromising it with their friends.

Table 4.5: I enjoy to answer the questions asked by teacher and even I challenge myself to get the answer.

No.	Option	F	Percentage
5	Strongly Agree	3	13.64%
	Agree	8	36.36%
	Disagree	10	45.45%
	Strongly Disagree	1	4.56%
Total			100%

The table above shows a half of the students enjoy and even challenge themselves to find out the answer to the question asked. This fact correspond with the analysis of the field note, in which the students were enthusiastic to open dictionary in order to find out the meaning of certain words asked by the teacher. Besides, the same number of the students also demonstrated that half of students did not enjoy to answer the questions asked by teacher and even did not challenge themselves to get the answer. This facts above correspond with the result of the analysis of the transcription in which the students sometimes needed to be pushed by the teacher in order to get the answer or at least to get the response from them.

Table 4.6: I start to be panic when I am going to be called by teacher to give my answer to the questions asked.

No.	Option	F	Percentage
6	Strongly Agree	9	40.9%
	Agree	7	31.82%
	Disagree	3	13.64%
	Strongly Disagree	3	13.64%
Total			100%

In accordance to this table, it can be seen that more than 70 percent of the students were panic if the teacher called their name to answer the question asked. Even, there were still a number of the students who did not panic even the teacher call their name to answer the question asked. Yet, it assumed that the majority of the students felt panic if the teacher called their name to give their answer to the question asked.

Table 4.7: I am confused and nervous if teacher asked me to answer the questions spontaneously.

No.	Option	F	Percentage
7	Strongly Agree	7	31.82%
	Agree	10	45.45%
	Disagree	3	13.64%
	Strongly Disagree	2	9.09%
Total			100%

Regarding to the students' responses to the statement above, it reveals up to 70 percent of the students were confused and nervous if the teacher asked them to answer the questions spontaneously. Although, a number of the students disagreed and only two of them strongly disagreed with the presented statement. It still indicates that the students felt confused and nervous if the questions asked were spontaneously.

Table 4.8: I am horrified if I cannot answer the questions asked by the teacher.

No.	Option	F	Percentage
8	Strongly Agree	7	31.82%
	Agree	7	31.82%
	Disagree	2	9.09%
	Strongly Disagree	6	27.27%
Total			100%

This table shows more than 60 percent of the students felt horrified if being unable to answer the questions asked. Even 36.36 percent of them disagreedwith the given statement. It still indicates that being horrified is one of the factors affecting the students' response to the question asked.

Table 4.9: Even if I know the answer to the questions asked by the teacher, I feel anxious to answer them.

No.	Option	F	Percentage
9	Strongly Agree	8	36.36%
	Agree	7	31.82%
	Disagree	4	18.18%
	Strongly Disagree	3	13.64%
Total			100%

As can be seen from the table above, 68.18 percent of the students needed to deal with their anxiety before they proposed the answer even they had already known the answer to the questions asked. Meanwhile, a number of the students disagreed with the given statement, it still shows that the anxiety was a huge

factor faced by a lot of students while they proposed the answer even if they had known the answer to the questions asked by the teacher.

Table 4.10: I am scared if my friends laugh at me when I cannot answer the question correctly.

No.	Option	F	Percentage
10	Strongly Agree	8	36.36%
	Agree	4	18.18%
	Disagree	3	13.64%
	Strongly Disagree	7	31.82%
Total			100%

The table above reveals that the classmates influenced the students' responding to the questions asked. It can be seen from the table in which more than 50 percent of the students were scared if they could not propose the correct answer to the question asked and the classmates laughed at them. That was why sometimes the students remained silent while the teacher posed questions to them. This factor might affect to the reason. However, a number of the students did not scare even their friends laughed at them when they could not answer the question asked incorrectly.

Table 4.11: I would prefer if the type of questions asked as the following:

a. Can you speak English?

b. What is your favorite movie?

No.	Option	F	Percentage
11	Strongly Agree	13	59.1%
	Agree	9	40.9%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total			100%

In accordance to the table above, it shows that all of the students would prefer if the teacher asked this type of question (display question). This fact correspond with the result of the analysis of teaching and learning process, in which most of the students gave their best responses right after the teacher asked this type of the questions. However, the result from field note showed different result, in which some students were not able to propose the answer to the questions asked even they prefered the teacher asked this type of questions.

Table 4.12: I would prefer if the type of questions asked as the following:

a. How was your holiday?

b. Why do you look so sad today?

No.	Option	F	Percentage
12	Strongly Agree	1	4.54%
	Agree	7	31.82%
	Disagree	14	63.64%
	Strongly Disagree	0	0%
Total			100%

As can be seen from the table above, it reveals more than 60 percent of the students would not prefer this type of question (referential question) asked by the teacher. This fact corresponds with the lesson transcription in which most of the students gave lower responses for the referential questions asked by the teacher. Unexpectedly, the students who in the previous statements mostly prefer display question, in this statement, more than 30 percent of them prefered the referential questions asked by the teacher.

Table 4.13: It is easy to answer the type of questions in number 11.

No.	Option	F	Percentage
13	Strongly Agree	12	54.55%
	Agree	6	27.27%
	Disagree	4	18.18%
	Strongly Disagree	0	0%
Total			100%

As can be seen from the table above, it shows more than 80 percent of the students felt easy to answer the display question. This fact corresponds with the result of the lesson transcription, where the majority of the students were able to answer the question right after the teacher asked the question. It means that the answer of this question is quite easy. However, there is still a number of the students might not feel easy to answer the display questions.

Table 4.14 : It is easy to answer the type of questions in number 12.

No.	Option	F	Percentage
14	Strongly Agree	3	13.64%
	Agree	3	13.64%
	Disagree	10	45.45%
	Strongly Disagree	6	27.27%
Total			100%

Compare to the previous result, this table shows more than 70 percent of the students did not feel easy to answer the referential question. This fact corresponds with the result of the lesson transcription in which most of the students needed several helps from the teacher to find out the answer of the question asked. It means that this type of question is not easy to answer. Besides, the result from filed note revealed that sometimes if the teacher posed the referential questions to the students, they noticed changes in facial expressions. These include raising their eyebrows, rolling eyes, frawn, and so forth. However, there is still a number of the students might feel easy to answer the referential questions.

D.   The Analysis of Interview

In order to find more information collected in observation phase, the writer did an interview with the teacher. The interview was held on July, 26th 2016. The interview was needed to the answer the second research question. Since the writer wanted to gain deeper information from the teacher, the interview guideline was used and it was translated into Indonesian language. The teacher was allowed to answer the questions in English and Indonesia language in order to make her

easier in answering the questions asked. There were 7 questions posed to the interviewee. The writer provided the transcription to give a clear description of the interview. The writer gave A symbol as the code of the interviewer and B symbol as the code for interviewee. The result of the interview would be further discussed as follows :

Question 1. How often do you pose question in your class?

This question was pointed to know the frequency of the question asked by the teacher in the class. The response of the teacher would be transcribed as in the following :

> T : *"If you ask how often, mmm...the best answer is quite often or even can be said very often at a particular time. Yet, it depends on the material being taught. ... and I personally do believe that the every question asked will greatly help my students at least to understand the material being taught..."*

Based on the teacher's response above, it proves that the teacher regularly posed the number of questions related to the materials being taught during the teaching and learning process. Furthermore, relating to the question asked to the students, the teacher posed the questions in a good phase and appropriate the students' abilities. Here is the further explanation of the teacher *"...in deciding and applying this technique in the class was not without preparation, meaning without good preparation. In this case I would have to prepare and make sure the questions that will be asked in accordance with their abilities and also to be phased. Starting from the question that is relatively easy until the questions in which to get the answer they have to do some efforts. All in all, the more*

frequently questions asked, the better one, especially when we are dealing with

students who are shy to interact in the class, or even those who are lazy ...”

All in all, it clearly demonstrates the teacher wass not only pose the questions regularly to her students with a good preparation, but also considered the good impacts of the questions aksed.

Question 2: Do you think it is important to pose questions to your students in the classroom interaction? Why?

As the first questions was pertinent to know the frequency of questions asked, the second question aimed to grasp her belief toward the importances of asking question in the class. Here is the reponse of the teacher:

T: “In my opinion, it s essential to pose questions to the students in the classroom interaction... The main reason for the questions posed could be the media that is good enough to lead them eventually to be able to understand the material being taught”

The answer for the second question indicates that the teacher wasaware of the the importance of asking questions during the interactions in the classroom. She believed that asking question was a good media to help her students in understanding the lesson. Moreover, the teacher added her response toward this question, here is the another response:

T : *“...I see...mmm the progress of my students are pretty good after this technique is applied. I have seen those who were silent in class are starting to give their response when I asked the question ... so it could be said that all are the impacts of the applying this technique in the classroom. So the*

classroom interactions are getting better, because I do not only interact with the students who has good ability but with the whole of the class"

In accordance with the answer above, it shows the teacher's knowledge about the importances of asking question during the interactions in the classroom by elaborating the examples of them.

Question 3: Have you ever known about certain types of questions?

The writer asked this question to the teacher aimed to elicit teacher's knowledge about the type of questions. The responses of the participants would be transcribed as in the following :

T : *"Regarding with the types of questions, there are lots of the types... mmm...the very well known types of questions are based on Bloom's Taxonomy theory that classify six types of questions: knowledge, understanding ... (pause) until the evaluation. There are also a Yes/No question, open-ended ... (pause) .... close-ended, and so forth. The point is that there are many types of them. Since questioning is an old technique used absolutely it has been expanded to lots of types of questions."*

In accordance to the answer for this question, even she did not completely elaborate the classification of questions types based on Bloom's Taxonomy theory. Yet, it shows that the teacher is having extensive knowledge about certain types of questions.

Question 4 : Have you ever known about Display and Referential questions?

To elicit the teacher's knowledge toward the types of questions based on Long and Sato theory: Display and Referential question, the writer posed this

question which aimed to know whether or not the teacher was already familiar with these types of question. Here is the teacher's response:

T : *"Well, I have ever known about these type of questions...I just forget whose theory is this. Relating to his, I have read a research journal in which the writer analyzed the datas using these types of questions. .. (Thinking for a moment and nodding) and I think this question is similar to the open-ended and close-ended question."*

Based on the teacher's response to this question, it indicates that the teacher is not only familiar with these types of questions, but also comprehend the detail of these types of questions. It can be seen from her response *"I think this question is similar to open-ended and close-ended question."* It means that she has deeper understanding about *display* and *referential* question.

Question 5: What types of questions do you usually ask in your class?

This question was asked to the teacher in order to find out the type of questions usually used by her. Here is the response toward the question:

T **:** *"Usually, the combinations of closed-ended and open-ended questions or the questions that belong to display question. Even though, the closed-ended questions are dominating compared to the open-ended questions sometimes ...mmm...but not always. It means that it does not solely focus on this type of question only, I also keep asking the question in the form of open-ended or questions that belong to referential question. Importantly, mmm...(pausing for a while) the questions asked have to meet the lesson goal."*

In accordance with the answers above, it reveals the teacher usually asked both types of *close-ended question (display question)* and *open-ended (referential question)* during the teaching and learning process.

Question 6: Why do you pose those types of questions?

If the previous question pertained the teacher knowledge about the types of questions asked, this question was aimed to know the reasons of why she posed those type of question during the teaching and learning process in the classroom. Here is the response toward the question asked:

T : "Well..(pausing for a while) mmm...absolutely there are some reasons. First, apllying the closed-ended questions help me to check the students' understanding whether they have undestood material being studied in the classroom or not....mmm can boost students' participation during the teaching and learning process and in this way they may lead to acquisition. On the other hand, by appling open-ended questions help me to ask detailed information toward the questions asked...(pausing for a while)...also give opportunity for students to answer questions by using their own opinions and ideas in this way they can use the targetted language in a more faithful manner....mmm so that are the reasons of why I ask or....hmmm...pose those types of questions..."

From the teacher's response to the question asked, it was reveals that there were some purposes of asking several types of questions to students. The teacher said that she commonly posed close-ended questions to check students' understanding about the underlying material and boost students' participation in

lesson. The other type of question that was generally posed by the teacher was open-ended questions. The teacher said that the purpose of posing this questions type was to ask for detail information or answer from students. Furthermore, with a general sense it indicates that the teacher is knowledgeable and aware of the importance of asking question when teaching in her class. That was why she was able to propose the reasons of why she asked those types of questions.

Questions 7 : what problem do you usually face when you ask question?

This was the last question asked to the teacher which was aimed to know problems face by teacher while she posed question to her students. Here is the response toward the question asked:

T : "Of course, in applying this technique I face several problems, for example: in terms of the form of questions asked, sometimes there is a vocabulary that they do not know the meaning....uhhh...even if they have already familiar with the vocabulary. So, to overcome this problem I have to repeat the questions, to replace the vocabulary with the another one, and so forth...(pause for a while)...You know....mmm.... sometimes, when I ask questions, some of them avoid having eyes contact with the teacher, pretending to open textbooks or notebooks to find the answer, and so forth. It is not easy to deal with students who have not been so proficient in English in where they also need to do some efforts to answer the questions asked. Yet, I am trying to cope with these problems ... The another problem is when I need to deal with the silent class. In which none of student responded to my question. In this case, I must repeat the question being

asked. Because we cannot deny that there are many reasons why this problem occurs: the condition of a class that is close to the road, the classmates are too noisy, and many other reasons."

Based on the teacher's response to this question, it reveals even the teacher has been experiencing in applying questioning technique in her class, she still gets a lot of problems with it. For instance she had to reform the question asked, repeating the question for several times, and so forth. The teacher did not only deal with the internal problem, but also need to deal with the external problem. For instance the classroom surrounding which is noisy sometimes, the classmates, and so forth. On the other hand, the teacher also mentioned several solutions to cope with those problems. It means that so far the teacher was aware of the problems occured in her class while applying questioning as her teaching technique.

E. Discussion

This study emphasized on the use of teacher question in EFL classroom interaction. The writer came up with three research questions. The first research question is "What are types of questions used by the teacher in EFL classroom interaction?". This question was answered using observation technique. After analyzing the result of observation, the writer found that the teacher who taught English subject at class VIII-4 at MTs 1 Samahani mostly used display question when teaching. This result was in line with the Long and Sato's theory, it proves that the display question is the most common type of the questions asked by the teacher during the teaching and learning process instead of the referential

question. It can be concluded after the writer conducted the observation for three times. As can be seen in Table 4.1 and Table 4.2, in the first session, display question is the most common type of qestions used by the teacher, as well as in the second session. In the first session, the display question had 81.03 percent, and in the session 2, it had 70.73 percent. These proportions of types of questions inhibit the students from performing their language competence extensively. Furthermore, most of the display question functioned as a way of checking students' understanding. Then, the referential question. This type of questions were considerably fewer than the display questions. Referential questions that can elicit longer responses had the 18.97 percent in the first session and 29.27 percent in the session 2. In addition, even display question were dominantly asked by the teacher in this study, it was not merely focus on the display question only, but the teacher have to balance the quantity of the questions asked with the referential question in order to build up students'proficiency to the targetted language and to challenge them to give a better response to the questions asked. Moreover, the result of this study genuinely reveals that the display question were dominantly asked by the teacher due to the students' proficiency level were at low level. That was why the teacher asked this type of question more frequently rather than the referential question. However, in this case the teacher should not only focus asking the display question, but also to the referential question even they have lower competency in learning English subject. Additionally, dealing with the high level of the students, in which the referential question will be aksed by the teacher more frequently, the teacher does not only focus on the referential question, but

also need to ask the display question.

The second research question is "What are the teacher purposes of applying those types of questions in EFL classroom interaction?". The writer used interview technique to answer this question. The result of the interview revealed that different purposes were created by the teacher when she posed some questions. It was revealed that there were some purposes of asking several types of questions to students. The teacher said that she commonly used close-ended (display question) questions to check students' understanding about the underlying material and boost students' participations in lesson. The other type of question that was generally posed by the teacher was open-ended (referential questions). The teacher said that the purpose of posing this questions type was asking for detail information or an answer from students. The facts above correspond with the result of the analysis of the transcription of the teaching and learning process in the all sessions. Questions that are categorized as display questions were widely used for checking students' understanding of the materials that were being discussed in the class. In the first session and the second session, the teacher asked students to translate some words or phrases by using some display questions. It was done by the teacher in order to know whether students understand the material or not. Actually, this questioning purpose was in line with Cotton's, Cohen et.al., Donnal and Eggen's belive about teacher questioning purposes. Furthermore, based on the analysis of the transcription of the teaching and learning process in the all sessions, questions that categorized as referential questions were widely used for looking certain information from the students.

Besides, the referential questions were also used for stimulating students' opinion about something.

The third research question is "What are the students' perceptions on the teacher questions in EFL classroom interaction?". This question was answered by using questionnaire, and fieldnote as the supported data. The result of the questionnaire showed negative result. Most of students agreed with the questions asked by the teacher were not easy to answer. This fact corresponds with the result of the field note. Sometimes, the students remained silent while the teacher was asking question and some of them also avoid having eyes contact with the teacher. Moreover , they often scratched their head, frown, and other non-verbal symbols. The majority of students were nevel feel sure enough about their answer of the question asked. The other factors that cause them remain silent of the teacher asked question were feeling panic, nervous, horrified, and anxiety. That was why sometimes if they were not sure about the answer of the question asked if the teacher asked the question spontanously or the teacher pushed them to answer the question. Related to the types of questions, most of the students prefered if the teacher asked display question rather than referential questions. Based on their answer in the questionnaire, it shows that up to 70 percent of the students agreed the display questions were easier to answer rather than referential questions. However, there is a positive result of the questionnaire. The students did not feel scared if their friends laughed at them when they answered the teacher questions incorrectly.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion of the study. In this seaction, the analysis of the data obtained and the discussion of the result would be reiterated and summarized accordingly. Several suggestions arepresented regarding the proposed study and recommended future works related to the study that could be conducted by other researchers.

A.   Conclusion

Based on the research finding and discussion in the previous chapter, it could be drawn the conclusions of the present study which were designed to suit the objectives of the study. There are three objectives of the present study; (1) to classify types of questions used by teacher in EFL classroom interaction; (2) to find out the teacher purposes of applying those type of questions in EFL classroom interaction; (3) to find out the students' perceptions toward teacher questions in EFL classroom interaction. The conclusions of the present study can be drawn as follows:

1. Dealing with the types of teacher questions, it was discovered that the teacher utilized certain types of questions. Referential questions that were used by the teacher were considerably fewer than the display questions. Referential questions that can elicit longer responses had the percentage 25%. On the other hand, display questions had the percentage 75%.

2. Dealing with the teacher purposes of asking those type of questions, it can be seen the result from the first session and the second session, the teacher

asked students to translate some words or phrases by using some display questions. It was done by the teacher in order to know whether students understand the material or not. Questions that are categorized as referential questions were widely used to looking for certain information from the students. Besides, this type of question was also used to stimulate students' opinion about something.

3. Dealing with the students' perception toward the questions asked by the teacher, the majority of the students showed negative result. Generally, the students believed that the questions asked by the teacher were difficult questions. That was why sometimes they were not able to answer the question asked. As the result, they needed several helps from the teacher in order to find out the answer of the question asked during the teaching and learning process. Furthermore, there were several factors that affected students fewer responses toward the question asked, for instance, being horrified if their classmate laught at them if they answered was wrong; needing to deal with anxiety, and so forth. However, there is a positive result of the questionnaire. The students did not feel scared if their friends laughed at them when they answered the teacher questions incorrectly.

B. Suggestion

1. For English teachers

I have some valuable suggestion for teachers, especially English teacher. First, I recommend the teachers to be aware of the significances of asking questions in the classroom, since various types of questions might

affect students' performance to master the target language. Second, the teachers should well formulated questions before the teaching and learning process begin. Third, I do recommend the teachers to give chances for students to ask questions during the teaching process.

2. For next researchers

I hope the next researchers would like to continue this research by conducting further investigation with different subjects of investigation with different level of educationalbackground.

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Judul Skripsi	:	**The Use of Teachers' Questions in EFL Classroom Interactions**

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Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Teacher Questions in EFL Clasroom Interaction

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 20 Juni 2016
An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali,S.Pd.I.,MM
NIP. 196907032002121001

Kode: 7871

APPENDIX III

TRANSCRIPTIONS OF TEACHING AND LEARNING PROCESS

Pertemuan 1   : Asking for Attention and Showing Attention

Tanggal   : 21 Juli 2016

Pre-activity

T   : *Assalamualaikum* class.

Ss   : *Waalaikumsalam* Miss.

T   : OK, let me check your attendence list before we start the lesson, anyone is absent today?(1)

Ss   : Yes, Yes, Daffa and Romi.

T   : OK, do you know why Daffa and Romi are absent today?(2)

S   : Sick Miss. Daffa is sick.

T   : Is there any news?(3)

S   : No Miss, his father come to school and *mmm... bilang ke Pak Kausar kalau Daffa sakit.*

T   : I see, thank you Rahmatullah. How about Romi?(4) Anyone knows why he is absent today? *Ada yang tau nak?* (5)

S   : Maybe sick or *izin.*

T   : Okay Class. We will start our lesson soon. Well, are you ready to study class?(1)

Ss   : Yes Miss.

T   : Good. Class, what day is it today?(2)

SS   : Thursday Miss.

T   : Are you sure today is Thursday?(3)

Ss   : Yes Miss.

T   : What is Thursday in Bahasa Indonesia?(4)

Ss   : Selasa

S   : ohh no Miss, *kamis ya?*

T   : Yes, you are right Putri. Thursday is Kamis in Bahasa Indonesia. So what day is today?(4)

S   : Tuesday.

T   : Good. So, what date is it today?(5)

Ss   : 12th July Miss.

Whilst-activity

T   : Class! May I have your attention,please?(6)

Ss   : Sure Miss.

T   : Safiatun, can I have your attention, please?(7)

S   : Yes Miss.

T   : Look what I have got here class! (the teacher is holding some paper)

Ss   : What is it? *Miss apa itu?*

T   : Secret. *Ini rahasia.* We will do something later on with these paper.

Ss   : OK Miss.

T   : So, today material is asking for attention and showing attention. What is the meaning?(8) Anyone knows?(6)

Ss   : Silent.

T   : We just practised about this a few minutes ago.

Ss   : *Uhh, apa ya?*

S   : Mmmm... Miss *meminta perhatian ya? Tadi ada attention attention class miss bilang.*

T   : Yes, it is right Shauqi. So, what is meminta perhatian in English?(9)

S   : Ask attention *ya* Miss.

T   : Good Shauqi. Actually we can say asking for attention *ya dan kita juga akan mempelajari* showing attention. What is the meaning of showing attention?(10)

Ss   : *Mmmm, apa ya apa showing...showing?*

T   : Please open your dictionary. Do you bring your dictionary right?(11)

Ss   : Yes Miss. *Ohh menunjukkan.*

T   : So, what is the meaning class?(12)

Ss   : Menunjukkan.

T   : Excellent.

Then the teacher wrote several expressions relating to the asking for attention and showing attention on the white board and explained the lesson.

T   : OK class, any difficult words?(7)

Ss   : Silent.

T   : Is there any difficult words?(8)

S   : Yes Miss.

T   : Ok Taslim, which one?(13)

S   : Troouble. (error pronounciation).

T   : Taslim, how to say this *nak*?(14) (pointing the word trouble)

S   : tidak tahu Miss, lupa.

T   : Trouble, it is trouble. Well class, our friend Taslim does not the meaning of trouble, how about the others?(9) Anyone?(10)

Ss   : *gak tau Miss.*

T   : It does not matter. We will find the meaning together. Please open your dictionary and look for the word "trouble".

Ss   : Ok Miss.

T   : Do you find it?(15)

S   : Yes. *Mengganggu, kesusahan, kesukaran, kekacauan.*

T : Excellent, all of them are right, but which one is the appropriate meaning of trouble in this sentence?(16)*Yang paling cocok yang mana nak?(17)*

S : *Kesusahan atau mengganggu* Miss.

T : Good. Yang paling tepat artinya adalah mengganggu. How about the other words?(18) Is there any difficult words?(11)

S : Yes.

T : Which one Putri?(19)

S : Pardon.

T : Class, what is the meaning of pardon?(20)

Ss : Maaf.

T : Good class. Well, Putri what is the meaning?(21)

S : Maaf Miss.

T : Daffa, what is the meaning of Pardon?(22)

S : *maaf dong* Miss.

T : Very good students! (Then the teacher distributed one paper for each students, the text is a short conversation about asking for attention and showing attention) Class, attention! Look! *Teks ini adalah percakapan dua orang murid tentang kecelakaan* and this text *ada ungkapan asking for attention and showing attention*, so you need to read it first and then identify the expressions of asking for attention and showing attention *ya*. Do you undestand class?(23)

Ss : Yes Miss.

T :Baca dulu kemudian tandai yang mana ungkapan menanyakan perhatian dan menunjukan perhatian ya.

T : So class, are you finish?(24)

Ss : Yes.

T : OK, how many expressions of asking for attention and showing attention in the given text?(25)

S : Three.

T : How many Taslim?(26)

S : Three Miss.

T : Are you sure?(27) Three or four?(28)

S : Mmmm...Oh four.

S : Yes Miss four expressions.

T : Good Taslim and Shauqi. Can you mention it, Shauqi?(29) *Yang mana saja?* (30)

S : Sure, look!, really?, what happened next? *Dan* tell me more.

T : Excellent Shauqi. Thank you. Ok class, actually we have how many expressions?(31)

Ss : Four.

T : Very good.Ok now open your book on page 10. Read the conversation and then we will practise it in front of the class. *Sama teman sebangku ya nak.*

Ss : Okay Miss.

10 minutes later

T : Okay class, now it is time to perform in front of the class. Any volunteer?(32)

Ss : Silent.

T : No one?(33) Class, no one?(34)

Ss : Silent.

T : There is extra point class for the first volunteer. So, anyone?(35)

S : Me Miss.

T : Very good Shauqi. Please come to the front.

20 minutes later

Post-activity

T : OK class, today we have learned about asking for attention and showing attention, right?(36)

Ss : Yess Miss.

T : So what is it? (37)

Ss : Silent.

T : Well, no one answer it. I will ask you randomly. Taslim, what is the meaning of asking for attention and showing attention?(38)

S : Mmmm....uhhhh...meminta perhatian.

T : What about showing attention?(39)

S : Mmmm... menunjukan pendapat.

T : Good Taslim. Safia, can you please mention one example of asking for attention? (40)

S : Silent.

T : Any expressions dear. *Yang kamu ingat nak*. Do not afraid if the answer is wrong. Try it.

S : Uhhhhh.... really? *Benar* Miss?

T : Ok class, Safia said "really?" Is that true?(41) Do you agree with her?(42)

S : No, it is wrong.

T : So Shauqi, "really" is the expression to express? (43)

S : Showing attention Miss.

T : Excellent Shauqi. So Safia "really?" is the expression to express? (44)

S : Showing attention.

T : Rahmat, can you mention the expesion of asking for attention? (45)

S : May I have your attention?, look! *Dan lainnya.*

T   : Excellent Rahmat. You have mentioned 2 expressions of asking for attention. So class, how many expressions of asking attention mentioned by Rahmat? (46)

Ss   : Two.

T   : Good. Anyone can mention another expression of asking for attention? (47)

S   : Me. Excuse me.

T   : Awesome Shauqi. Ok class, because the class is almost over. So do not forget to review the lesson and next meeting we will learn about asking and giving opinion. Ok class time is over and lastly I say *Assalamualaikum*.

Ss   : *Waalaikumsalam* Miss.

Pertemuan 2   : Asking Opinion and Giving Opinion

Tanggal   : 26 Juli 2016

Pre-activity

T   : *Assalamualaikum* class.

Ss   : *Waalaikumsalam* Miss.

T   : Class, may I have your attention,please?(1)

Ss   : Sure Miss.

T   : Who is absent today?(1)

Ss   : Nobody Miss.

T   : Well, is there any homework?(2)

Ss   : No Miss.

T   : Are you sure?(3)

Ss   : Yes.

T   : Rahmatullah, why do you move from your chair? What's going on? (4)

S   : This place is hot. *Panas* Miss.

T   : Well, what is the previous material we have studied? (4)

Ss   : Asking for attention and showing attention.

T   : Good. What is the meaning? (5)

Ss   : Meminta perhatian dan menunjukan perhatian.

T   : Excellent students. Well, shall we start the lesson? (6)

Ss   : Yes.

T   : Ok, before we get start, I would like to ask your opinion about learning English subject. Rika, what do you think about it? (5) Do you enjoy learning English subject? (6)

S   : Yes Miss, I enjoy learning English subject.

T   : Very good. What about you Taslim? (7)

S   : Hmm...I enjoy learning English subject, but English subject is difficult, but I like it.

T   : Very good Taslim. Romi, what do you think about your friends in this class? (8)

S   : They are good...but they are noisy too, but I like them.

T   : Very good. Thank you Taslim. Well class, we will learn something relate to those example. Anyone can guess the title of the lesson? *Sesuai dengan yang telah kita diskusikan baru saja.*

S   : Opinion....yes opinion? Right Miss?

T   : Yes. It is right Shauqi. Tell us more detail.

S   : Ask opinion?

T   : Very good. Actually we will learn about asking for opinion and also giving opinion.

Ss   : (nodding their head)

Whilst-activity

T : Well class, today material is asking opinion and giving opinion. What is the meaning?(7)

Ss : Silent.

T : What is asking for opinion class? (8)

S : Menanyakan pendapat Miss.

T : Excellent Shauqi. What is asking for opinion class? (9)

Ss : Menanyakan pendapat.

T : What about the meaning of giving opinion? (10)

Ss : Silent.

T : As usual class, if you do not know the meaning of any vocabulary, what should you do class? (11)

Ss : Open dictionary.

T : Good. Open your dictionary. Do you bring your dictionary, right? (12)

Ss : Yes Miss.

T : Taslim, where is your dictionary? (8)

S : Forget Miss. I am sorry.

T : Next time do not forget it. Karena ini kali pertama kamu tidak membawa kamus,Miss maafkan.

S : Thank you Miss.

T : Putri, how about you? (9) Where is your dictionary?(10) Did you forget it to?(11)

S : Uhhhhh, no...no Miss. In my bag.

T : Come on! Take it and find out the meaning.

S : OK Miss.

T : So class what is the meaning? (13)

Ss : Memberikan pendapat.

T   : Excellent. (Then the teacher wrote several expressions to express asking opinion and giving opinion and also explained it to the students).

10 minutes later

T   : OK class, we will read it together and you follow after me.

Ss   : Okay Miss.

T   : Ok class, if you have any questions, please raise your hand.

S   : Me Miss. (raising hand)

T   : Yes, Aufa. Any questions? (12)

S   : I do not know orchid.

T   : Thank you for the questions Aufa. Well class, what is the meaning of orchid? (14)

Ss   : Anggrek. *Itu bunga anggrek.*

T   : Good. So Aufa, what is orchid means? (15)

S   : Anggrek.

T   : Any other words class? (13)

Ss   : No Miss.

T   : If there is no more questions. I will ask you. Daffa, what is the meaning of pale? (16)

S   : Silent.

T   : Class, what is the meaning of pale?(17) Anyone knows?(14)

Ss   : Silent.

T   : Class, if you do not know the meaning, do not be afraid to ask it. Do you understand?

Ss   : Yes.

T   : Well, open your dictionary and find the word "pale".

Ss   : OK Miss.

T   : So, what is the meaning? (18)

Ss   : Pucat, memucat,menjadi pucat.

T   : Good. *Tetapi yang paling tepat artinya adalah pucat.* So, pale means

Ss   : Pucat.

T   : Very good. Rahmatullah and Shauqi, what are you talking about? (15) Do you discuss somehing important?(16)

Ss   : Silent.

T   : Tell us what are you talking about?(17)

S   : *Curhat* Miss.

T   : What it the matter you are talking about?(18) *Apa nak masalahnya?* (19)

S   : Wahyu fight with Romi.

T   : OK, we will discuss it later. Now please focus on the lesson.

Ss   : OK Miss. Sorry.

T   : It is ok.

Then the teacher divided the students into 5 groups and each group got a picture relating to the material taught.

T   : Ok class. Listen! Each group has one picture, right? (19)

Ss   : Yes.

T   : Now, look at the picture and please give your opinion about it. Discuss with your group. Jadi tugasnya adalahmemberikan opini terhadap gambar yang diberikan bersama-sama dengan anggota kelompok.Do you undestand? (20)

Ss   : Yes Miss.

10 minutes later

T   : Class attention, please. Finish? (21)

Ss   : Yes Miss.

T : Well, please each group choose one person as the representative to tell about the opinion. Jadi, pilih satu orang yang akan mewakili kelompok untuk menyatakan opini group kalian. Do you understand? (22)

Ss : Yes Miss.

T : Well first group, who will be the representative? (23)

S : Putri.

T : Second group? (24)

S : Shauqi.

T : Group 3? (25)

S : Daffa.

T : Group 4? (26)

S : Taslim.

T : Last group? (27)

S : Safiatun.

T : Good. We will start. Who will be the first volunteer? (28)

Ss : Silent.

T : Nobody? (29) Sure? (30) Nobody? (31) No one wants extra points? (32)

S : Me Miss.

T : Okay, group 3. Please tell your friend about your picture and the opinion.

S : OK friends, we have this picture. We do not like it because this classroom is dirty not clean. There are many rubbish.

T : Good. So class, what is group 3 opinion about the picture? (33)

S : They do not like it Miss.

T : Good Taslim. Why they do not like it? (34)

S : Dirty.

T : What else class? (35)

Ss   : Many rubbish.

T   : Very good. Next group please.

S   : Our group Miss.

T   : OK group 1.

S   : Ok friends, we have a picture about school and our opinion is this school is good and clean. We like this picture.

T   : Ok group 1. Thank you. Next? (36)

S   : (Group 2) raise their hand.

T   : Yes, please.

S   : *Assalamualaikum wr. wb*. Ok friends, this picture is about playing football. Our group really like this picture and our opinion is playing football is good for our health and we also like playing football.

T   : Very Good. Well group 1, what is the picture about? (37)

Ss   : Playing football.

T   : Good. Putri what is the picture about? (38)

S   : Silent.

T   : Please class pay attention when your friend explain their opinion. Ok,who will be the next? (39)

S   : Our group Miss.

T   : Ok, group 5.

S   : Friends, listen to me please! Ok, look! We have a very good picture right? It is a beach. So our opinion the beach is beautiful and scenery is good. We like this picture so much.

T   : Ok, thank you group 5. Putri what is the picture about? (40)

S   : a beach Miss.

T   : Good. Next? (41)

S : Halo friends, our group has a very good picture. It is noodle, this noodle is very delicious. We like this picture so much.

T : Thank you last group. Please arrange your sit. *Duduk seperti semula.* Safia, could you please help me to distribute this paper? (42)

S : Sure Miss.

T : Please read the text and underline the expression of asking opinion and giving opinion. *Jadi dibaca kemudian digaris bawah ya yang mana saja ungkapan asking opinion dan yang mana ungkapan memberi opini.*

Ss : Ok Miss.

T : Are you finish? (43)

Ss : Yes.

T : How many expressions of asking and giving opinion here? (44)

Ss : Three.

T : Three? (45) Are you sure? (46)Three or four. How many? (47)

Ss : Four.

T : Very Good. There are 4 expressions. What is the first? (48)

Ss : Do you like your new class?

T : Very good, and then? (49)

Ss : Do you think so? (50)

T : Good, next? (51)

Ss : How about your classmate?

T : Excellent, the last one? (52)

Ss : What do you think of them?

T : Very good class.

Post-activity

T : OK class, before the class is over. We will review the lesson. Shall we? (53)

Ss   : Yes.

T   : What have we learned today? (54)

Ss   : Asking opinion and giving opinion.

T   : Good. What is the meaning? (55)

S   : Menanyakan pendapat dan memberi pendapat.

T   : Very good. Anyone would like to give example of asking opinion? (56)

Ss   : Me Miss. (2 students are raising their hand).

T   : Ok, Putri first.

S   : What do you think about your school? (20)

T   : Good. Then, what about you Taslim? (57)

S   : What about having lunch at my house?

T   : Very good Taslim and Putri. Then, if I ask you "what is your opinion about our English subject?" (21)

Ss   : Interesting, I like it, enjoy.

T   : Good students. So class, what do you think about our topic today?(21) Do you like it? (58)

Ss   : Yes Miss. (some students said " interesting, good, I like it").

T   : Well class, the class is almost over. Next week we will have a quiz and do not forge to read your bookon page 28. We will discuss it next week, and the quiz is about asking for attention and showing attention and also today's material. Any questions? (59)

Ss   : Yes.

T   : Yes Syauqi, please.

S   : Susah Miss ujiannya?

T   : Tidak, the test will be easy. Just review the material that we have studied.

Ss   : Ok Miss.

T   : Well, thank you for today, see you next meeting and lastly I say *Assalamualaikum.*

Ss   : *Waalaikumsalam wr.wb*

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<u>NOTE:</u>

Red   → Identifying Display question

Green   → Identifying Referential question

</div>

APPENDIX IV
Field Note

Class   : VIII-4
Lesson : Introducing Yourself (1st meeting of the observation)

Time   : 10.55-12.15

Date   : 19th July 2016

Teacher questions:

1. Shall we start the lesson?
2. Today material is introducing yourself. What is the meaning?
3. Do you understand?
4. Are you finish?

Non-verbal activities/responses of the students while the teacher was asking questions:

1. All students gave a non-verbal response such as hand gestures when the teacher asked the first question as already mentioned above.
2. Surprisingly, right after the second question posed by the teacher to the students, some of them gave certain non-verbal responses: they avoid to have eyes contact with the teacher; pretended to open dictionary and text book; and also some of them were silent.
3. While the third questions posed by the teacher, the majority of the students gave the same non-verbal response: frawning, rolling their eyes, and some of them were silent.
4. Surprisingly, after the fouth questions posed tothe students, the showed non-verbal reponses by nodding their head.

APPENDIX V
Field Note

Class   : VIII-4
Lesson   : Asking for attention and Showing attention (2nd meeting of the observation)
Time   : 12.15-14.00
Date   : 21th July 2016

Teacher questions:

5. What is the meaning of asking for attention and giving attention?
6. Is there anyone knows the meaning?
7. Is there any difficult words?
8. How about the others? Anyone?

Non-verbal activities/responses of the students while the teacher was asking questions:

5. Some students were tapping pen on the table when the teacher asked the first question as already mentioned above.
6. The students were pretending to look for the answer in their textbook.
7. Unexpectedly, while the third question posed by the teacher, some of the students gave several non-verbal responses, such as frowned, scratch their head.
8. After the fourth question posed tothe students, most of them were showing non-verbal responses, such as raising eyebrow, rolling their eyes, and even yawning.

Class   : VIII-4
Lesson : Asking Opinion and Giving Opinion (3rd meeting of the observation)

Time   : 10.55-12.15

Date   : 26th July 2016

Teacher questions:

9. Is there any homework?

10. Shall we start the lesson?

11. Today material is asking opinion and giving opinion. What is the meaning?

12. Do you understand?

13. Are you finish?

Non-verbal activities/responses of the students while the teacher was asking questions:

9. All students gave a non-verbal response such as hand gestures when the teacher asked the first question as already mentioned above.
10. The students were enthusiastic to start the lesson by nodding their head.
11. Surprisingly, right after the third question posed by the teacher to the students, some of them gave 3 non-verbal responses: they felt uncertain to proposed their answer; pretended to open dictionary; and some of them were silent.
12. While the fouth and fifth questions posed by the teacher, the majority of the students gave the same non-verbal response: nodding their head.

1.   Jika ditanya seberapa sering, maka jawaban yang paling tepat yaitu cukup sering. Bahkan juga bisa dikatakan sangat sering pada waktu tertentu. Hanya saja itu semua tergantung kepada materi yang diajarkan... dan saya pribadi sangat percaya bahwa setiap pertanyaan yang diajukan akan sangat membantu siswa-siswa saya untuk membantu mereka sekurang-kurangnya mengerti materi yang telah dijarkan. Sebagaimana kita ketahui, pembelajaran bahasa Inggris termasuk ke dalam salah satu pelajaran yang dianggap susah oleh kebanyakan siswa menegah pertama, termasuk di sekolah tempat saya mengajar ini. Oleh karena itu, saya sebagai pengajar pelajaran bahasa Inggris harus berusaha segenap raga agar menjadikan pelajaran bahasa Inggris ini menjadi mudah bagi siswa-siswa saya. Dan dalam hal ini saya percaya dengan menerapkan teknik bertanya selama pembelajaran berlangsung akan memudahkan siswa-siswa saya untuk memahami materi yang diajarkan. Kalaupun siswa-siswa saya di sini memang belum begitu mahir berbahasa Inggris, tetapi sejauh ini saya melihat usaha keras mereka untuk praktik berbahasa Inggris di dalam kelas....(berhenti sejenak). Tentunya juga dalam menentukan dan menerapkan teknik bertanya di kelas tidak semata-mata tanpa persiapan yang matang, artinya tanpa persiapan yang baik. Dalam hal ini saya tentunya harus mempersiapkan dan memastikan pertanyaan-pertanyaan yang akan ditanyakan sesuai dengan kemampuan mereka dan juga harus bertahap. Mulai dari pertanyaan yang tergolong mudah

sampai dengan pertanyaan yang membuat mereka harus berusaha untuk mendapatkan jawabannya. Intinya, semakin sering bertanya akan semakin baik, terutama ketika kita berhadapan dengan siswa-siswa yang malu untuk berinteraksi di kelas, atau bahkan mereka yang malas sekalipun... ya setidaknya setiap kita ajukan pertanyaan mereka akan menjawbnya. kalau tidak demikian, mereka tidak akan pernah mau bertanya karena berbagai alasan yang mereka punya dan jika kita tidak *intense* menanyakan pertanyaan maka si guru pasti berasumsi siswa-siswanya sudah paham. Padahal kenyataannya kan tidak semua.

2. Menurut saya, sudah tentu sangat penting untuk mengajukan pertanyaan-pertanyaan kepada siswa-siswa saat di kelas...Alasan paling mendasar karena pertanyaan-pertanyaan yang diajukan bisa menjadi media yang cukup baik untuk menuntun mereka agar nantinya bisa mengerti materi yang diajarkan. Tetapi seperti yang saya katakan sebelumnya bahwa itu semua membutuhkan persiapan yang baik dan pertanyaan-pertanyaan tersebut juga harus memenuhi kriteria yang baik: yaitu harus mendorong siswa berinteraksi di kelas, seperti mereka mau memberikan jawaban terhadap pertanyaan yang ditanyakan, kalaupun terkadang jawaban yang diberikan belum tepat tidak menjadi masalah yang besar... Nah disitulah *skill* kita guru dibutuhkan dalam memformulasikan pertanyaan selanjutnya agar nantinya mereka bisa menemukan sendiri jawaban yang tepat, atau bisa juga dengan memberikan informasi tambahan yang nantinya bisa mereka gunakan untuk menemukan jawaban yang tepat. Dan

dalam hal ini, saya pribadi memilih teknik bertanya untuk diaplikasikan saat pembelajaran berlangsung karena saya yakin hal ini akan memberi dampak yang cukupbaik untuk siswa-siswa saya saat belajar bahasa Inggris di kelas. Saya melihat sendiri *progress* mereka cukup baik, setelah penerapan teknik ini saya lihat mereka yang dulunya hanya diam saja di kelas sudah mulai memberikan respon ketika saya mengajukan pertanyaan... jadi bisa dikatakan itu semua adalah realisasi dari penerapan teknik ini di kelas sehingga interaksi di kelaspun semakin baik, karena saya tidak hanya berinteraksi dengan siswa-siswa yang kemampuannya baik saja, tetapi *with the whole of the class.*

3. Berkenaan dengan jenis-jenis dari pertanyaan itu sendiri sangatlah banyak jenis-jenisnya. Yang saya ketahui jenis-jenis pertanyaan yang cukup terkenal yaitu jenis-jenis pertanyaan dari taksonomi Bloom yang menyebutkan ada 6 jenis dari pertanyaan: ada knowledge, understanding...(berhenti sejenak) sampai dengan evaluasi. Selain itu juga ada *Yes/No question, open-ended*...(berhenti sejenak), ...close-ended, dan sebagainya. Intinya ada banyak pembagiannya. Karena *questioning* kan merupakan teknik yang sangat lama dan pastinya sudah banyak yang mengembangkan jenis-jenis pertanyaan ini.

4. Iya *display* dan *referential*. Saya pernah tau pembagian jenis pertanyaan ini...Hanya saja saya lupa teori siapakah ini. Berkenaan dengan ini saya pernah membaca jurnal penelitian yang menganalisa datanya menggunakan jenis-jenis pertanyaan ini...(berpikir sejenak sambil mengangguk) dan saya pikir pertanyaan ini sama dengan *open-ended* dan *close-ended question.*

5. Jenis-jenis pertanyaan yang kerap saya ajukan di kelas adalah pertanyaan jenis close-ended atau pertanyaan yang tergolong ke dalam jenis display. Memang jenis pertanyaan ini sangat mendominasi jika dibandigkan dengan jenis pertanyaanyang open-ended. Tetapi tidak semata-mata pertanyaan saya fokus kepada jenis ini saja, tetap juga saya menanyakan pertanyaan yang berbentuk open-ended atau yang tergolong ke dalam jenis *referential*. Yang paling penting, pertanyaan-pertanyaan tersebut harus *relate* dengan materi yang diajarkan.

6. Baik, ada beberapa alasan tentunya. Yang pertama, saya menggukan jenis pertanyaan *close-ended (display)* dapat membantu saya untuk mengecek pemahaman siswa terhadap materi yang sedang dipelajari di kelas. Di samping itu, pertanyaan berbentuk close-ended ini juga bisa meningkatkan partisipasi siswa dalam proses pembelajaran dan dengan begini maka dapat memudahkan siswa untuk menangkap pelajaran. Sedangkan untuk jenis pertanyaan *open-ended (referential)* dapat membantu saya untuk menanyakan informasi yang lebih mendalam dari si siswa terhadap pertanyaan yang ditanyakan...(berhenti sejenak) dan juga jenis pertanyaan ini memberikan kesempatan bagi siswa untuk mengutarakan pendapat dan juga idenya mereka,dengan beginikan mereka bisa menggunakan bahasa Inggris dengan sering.

7. Tentunya dalam menerapkan teknik ini akan ada beberapa masalah atau kendala yang dihadapi, sebagai contohnya: dari segi bentuk pertanyaan yang ditanyakan, terkadang ada kosa kata yang tidak mereka pahami artinya,

kalaupun mereka sudah snagat familiar dengan kata tersebut. Jadi, untuk mengatasi hal ini saya harus mengulangi pertanyaannya, mengganti kosa kata tersebut dengan kosa kata yang lain, dan sebagainya...(berenti sejenak).Terkadang juga ketika saya mengajukan pertanyaan, beberapa dari mereka *avoid having eyes contact* dengan saya dan ada juga yang berpura-pura melihat buku cetak atau buku catatan untuk melihat jawaban yang saya tanyakan, dan lain-lainya. Memang tidak mudah berhadapan dengan siswa-siswa yang belum begitu mahir berbahasa Inggris dimana mereka juga butuh usaha keras untuk menjawab pertanyaan yang ditanyakan. Tetapi saya akan tetap berusaha untuk mengatasi permasalahan-permasalahan tersebut... Ada juga permasalah yang tidak kalah penting, masalahnya yaitu ketika keseluruhan kelas diam. Dimana tidak ada satupun dari mereka memberikan respon terhadap pertanyaan saya. Jadi dalam ini, saya harus mengulangi pertanyaan yang ditanyakan. Karena tidak bisa kita pungkiri kondisi kelas yang dekat dengan jalan raya dan terkdang juga teman-teman di kelas ribut dan hal lainnya bisa menyebabkan pertanyaan yang ditanyakan tidak terdengar jelaskan oleh merekanya.

KUESIONER UNTUK SISWA

Nama   :

Jenis kelamin :

Hari/Tanggal   :

Petunjuk:

1. Pada angket ini terdapat 14 pernyataan. Pernyataan-pernyataan tersebut berkaitan dengan pendapat kamu terhadap pertanyaan-pertanyaan yang ditanyakan oleh guru pada saat proses pembelajaran Bahasa Inggris di kelas.

2. Bacalah pernyataan dengan hati-hati dan berikan jawabannya yang sesuai dengan pilihanmu dengan memberikan tanda centang ( ) pada kolom yang telah disediakan.

Keterangan pilihan jawaban:

SS   = Sangat Setuju

S   = Setuju

TS   = Tidak Setuju

STS   = Sangat Tidak Setuju

No.	Persepsi siswa terhadap pertanyaan yang ditanyakan oleh guru saat di kelas	SS	S	TD	STS
1.	Pertanyaan yang ditanyakan sangat mudah untuk dijawab.				
2.	Pertanyaan yang ditanyakan sangat sulit untuk dijawab.				
3.	Saya tidak pernah merasa yakin dengan jawaban yang saya berikan.				
4.	Saya lebih suka jika pertanyaan yang ditanyakan dijawab secara bersama-sama.				
5.	Saya sangat suka bahkan merasa selalu tertantang untuk menjawab pertanyaan yang ditanyakan.				
6.	Saya merasa sangat panik saat guru memanggil nama saya untuk menjawab pertanyaan yang ditanyakan.				

7.	Saya merasa sangat bingung dan gelisah jika tiba-tiba guru mengajukan pertanyaan kepada saya.				
8.	Saya selalu merasa takut jika tidak mampu menjawab pertanyaan yang ditanyakan.				
9.	Kalaupun saya tau jawaban dari pertanyaan yang ditanyakan, saya tetap merasa cemas untuk menjawabnya.				
10.	Saya sangat takut jika teman-teman akan menertawakan saya ketika jawaban yang saya berikan itu salah.				
11.	Saya lebih suka jika guru menanyakan pertanyaan berbentuk **Display.***				
12.	Saya lebih suka jika guru menanyakan pertanyaan berbentuk **Referential. ***				
13.	Menurut saya bentuk pertanyaan **Display** lebih mudah untuk dijawab.				
14.	Menurut saya bentuk pertanyaan **Referential** lebih mudah untuk dijawab.				

*Pertanyaan berbentuk Display adalah bentuk pertanyaan yang diajukan berasal dari dengan materi yang telah diajarkan dan pertanyaan jenis ini memiliki jawaban yang sudah singkat dan pasti, seperti Yes/No. Adapun contoh pertanyaan berbentuk Display sebagai berikut ini:

a. Can you speak English?

b. What is your favorite movie?

*Pertanyaan berbentuk Referential adalah bentuk pertanyaan dimana siswa memiliki kebebasan untuk memberikan jawaban terhadap pertanyaan yang diajukan, namun pertanyaan jenis ini memiliki jawaban yang lebih panjang jika dibandingkan dengan jenis pertanyaan display. Adapun contoh pertanyaan berbentuk display sebagi berikut ini:

a. How was your holiday?

b. Why do you look so sad today?

-Terima kasih-

APPENDIX

AUTOBIOGRAPHY

1. Full Name : Widya Astuti
2. Palce/Date of Birth : Krueng Seumideun, 13th January 1995
3. Address : Desa Lheu Blang, Kec.Darul Imarah,
   Kab. Aceh Besar
4. Sex : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Marital status : Single
8. Occupation : Student
9. Student's Reg Number : 231 222 753
10. Educational Background
    a. Elementary School : SDN 1 Lampoih Saka (2000-2006)
    b. Junior High School : SMP Neg. 2 Sigli (2006-1009)
    c. Senior High School : Fatih Bilingual School (20009-2012)
    d. University : UIN Ar-Raniry Banda Aceh (2012-2016)
11. The Parents
    a. Father's Name : H. Ibrahim
    b. Mother's Name : Hj.Yusriah
    c. Address : Jalan Banda Aceh-Medan No.1 Lampoih Saka

Banda Aceh, August 30th 2016

Widya Astuti