

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents research finding and discussion of the present study. The data were taken from classroom observation by means of video recording and field-notes; and interview. It was analyzed in order to solve the underlying problems that have been devised in chapter I. This chapter is arranged into three subchapters; research finding, discussion, and limitation of the study.

A. Research Finding

The present study is aimed at investigating types of question utilized by teacher, teacher's purposes of applying several types of questions, and the students' responses to those types of teacher's questions. The observation of the present study was conducted in class XI TKJ in the second semester of the academic year 2012/2013 on Thursday, 2nd May 2013 and Wednesday, 15th May 2013.

1. Types of Teacher's Questions

Based on the analysis of the transcription of the teaching and learning process in the first session, the amount of questions which are posed by teacher are 33 questions. The type of question that is 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 Table 1 below.

Table 1 Teacher's Questions

Types of teacher's questions	Teaching stages						Total (per type)	
	Pre-activity		Whilst-activity		Post-activity			
	N	%	N	%	N	%	N	%
Display/Closed question	1	5	21	95	-	-	22	66
Referential/ Open question	-	-	11	100	-	-	11	33
Total Questions							33	100

From the table above, it can be seen that display and closed question dominates for about 66% (22 questions) out of 33 questions. On the other hand, referential and open question in which the teacher does not the answer and there is more than one acceptable answer, have the total of 11 questions (33%).

The domination of display and closed question is influenced by the learning material and also the allotted time for reviewing the last material. The material that is learned in session 1 is about expressing preferences and the responses. The students are introduced with some expressions that are commonly used to express preferences and their responses. When introducing the expression, the teacher frequently asks

for the translation of words or phrases to the students, as shown in the following excerpts.

Excerpt 1

T 49 Attention please, today material is expressing preferences,
what is the meaning? [15]

Ss 50 Menyatakan pilihan

Excerpt 2

T 55 What is the meaning of ask?[18]

Ss 56 Menanyakan

Excerpt 3

T 85 OK good, they are have the same meaning, what is the
meaning?[31]

Ss 86 Suka

Excerpt 4

T 19 Ok, the others, coba Rian sebutkan contoh ekspresi
menawarkan sesuatu yang lain

S 20 Can I help you?

T 21 Good, what is the meaning?[7]

S 22 Ada yang bisa saya bantu?

The excerpt above illustrates that teacher asked students to translate some words and phrases. The teacher knew the answer of the questions, so that teacher's questions are categorized as display questions. Teacher's questions on the excerpts above are also categorized as closed questions because there is only one acceptable answer in order to respond to the questions.

The teacher also asked about the previous material that has been learned by using display-closed question. The following excerpt can illustrate teacher's questions.

Excerpt 5

- T 5 Ok, attention please, is there any homework today? [1]
Ss 6 No, Miss
T 7 What is the previous material we have studied ? [2]
Ss 8 About offering something Miss,
T 9 OK, good, what is the meaning of offering something? [3]
Ss 10 Menawarkan sesuatu

Teacher started the interaction by asking the students about their homework. After that, the teacher asked the students about the previous material that they have studied. Basically, the teacher still remembers about the previous material, but there is particular reason why the teacher asks this kind of questions.

In the transcription of the teaching and learning, it is also found that teacher asked a question which is out of the context of the material. It can be illustrated as follows.

Excerpt 6

- S : *Bolehkah aku pergi bersama mu?*
T : *That very good, (teacher looked at Rudi's book) actually that is not your book right?^[5]*
S : *Yes Miss,*

Teacher asked one of students about his book. The student did not bring his own book and the teacher knew this condition. The teacher just wanted the confirmation from the student.

Referential and open questions are the second only questions that are asked by teacher. The proportion of this type of question is for about 33% (11 questions). The following excerpt will exemplify the use of referential and open questions by teacher.

Excerpt 7

- T 15 That very good, (teacher looked at Rudi's book) actually that is not your book right?[5]
S 16 Yes Miss,
T 17 So, where is your book?[6]
S 18 In my bag Miss

Excerpt 8

- T 53 Yes right, how to give the response. This material actually, we have studied it at 10th grade. Do you still have the note about the material ?[17]
S 54 May be I still have, Miss
(Teacher was writing on the whiteboard)

Excerpt 9

- T Ok, so what we can infer here?, [25]
Ss 74 (Silent)

The example of teacher's question in excerpt 7 is categorized as referential and open question. This question

was derived from display and closed question that is asked by teacher before. Firstly, the teacher asked, “Actually that is not your book right?” It means that the teacher really knew that the book did not belong to the student. Secondly, the teacher asked one of the student where his book was. The teacher really asked for information for the student. She did not know where her student’s book was.

In the excerpt 8, teacher asked one of the students about his or her note. This question is also categorized as referential and open question since the teacher cannot predict what the student’s answer is. In the excerpt 9, the teacher asked all students to make a conclusion about the material. This question is categorized as referential and open question because the teacher cannot predict what the students’ answers are. There is a wide variety of students’ answers that is likely emerging.

The second session uncovers almost the same finding with the first session. Display and opened question is the type of question that is frequently used by the teacher. The attention-grabbing finding in the session 2 is the increasing number of question which is asked by the teacher. The total numbers of questions asked by teacher are 70 questions. Forty-nine questions are categorized as display and closed question. Twenty-one questions are categorized

as referential and opened question. This escalation is influenced by the learning focus of session 2 on agreement and disagreement expression and concessive conjunction (grammar). To figure out the distribution of teacher's questions in the session 2, it is necessary to study the following table.

Table 2 Teacher's Questions

Types of teacher's questions	Teaching stages						Total (per type)	
	Pre-activity		Whilst-activity		Post-activity			
	N	%	N	%	N	%	N	%
Display/Closed question	1	2	48	98	-	-	49	70
Referential/ Open question	1	4	19	90	1	4	21	30
Total Questions							70	100

Same as the first session, display and closed questions in this session are frequently used by teacher to ask the translation of words or phrases for the students. The following excerpts are the example of display and closed questions that are used to ask the translation of words or phrases for the students.

Excerpt 10

- T 39 I guess, Setyo, I guess *itu kalimat untuk memberi*
 opinion, what is the meaning of I guess?[9]
 S 40 *Saya kira*

Excerpt 11

T 41 Ok, Galuh, I think, what is the meaning of I think in bahasa Indonesia?[10]

S 42 *Saya pikir*

Excerpt 12

T 70 I don't have any objection with that , ok, what is the meaning in bahasa Indonesia?[20]

S 71 *Saya tidak keberatan dengan hal itu*

Excerpt 13

T 76 I don't think I agree with you, what is the meaning?[21]

Ss 77 *Saya tidak setuju denganmu*

Excerpt 10 until 13 demonstrate the teacher was asking the students about the meaning of certain expressions. All of the questions demonstrated above are categorized as display and closed questions for the reason that the answers of the questions had been expected by the teacher.

Display and closed questions are also used by the teacher to ask students to mention some examples of concessive conjunction. It can be illustrated in the following excerpts.

Excerpt 14

T 94 Conjunction is *kata sambung*, Putra, what is conjunction in bahasa Indonesia?[28]

S 95 Yes, *kata sambung*

T 96 How many conjunctions here?[29]

S 97 Three,

T	98	Three, are you sure? Three or five? How many?[30]
S	99	Five
T	100	Five, ok, there are five conjunctions here Ok, what is the first conjunction?[31]
Ss	101	Although
T	102	Although, and then?[32]
Ss	103	Even though
T	104	Even though, next?[33]
Ss	105	Though,
T	106	Though, in spite of
Ss	107	In spite of
T	108	The last one?[34]
Ss	109	Despite of

The excerpt above demonstrates that the teacher was asking how many conjunctions that are categorized as concessive conjunctions. After the student answered the first question, the teacher gave another question as in turn 98. 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. After the student gave the right answer, the teacher begun to give another question (turn 100, 102, 104, and 108). The students are asked to state the member of concessive conjunction.

The second only questions asked by teacher in this session are referential and open questions. The proportion of this type of question is for about 30% (21

questions). The following excerpt will exemplify the use of referential and open questions by teacher.

Excerpt 15

T 5 Who is absent today? [1]
Ss 6 Nobody Miss

Excerpt 16

T 44 em, Sona, are you sick?[11]
S 45 Ee, no Miss
T 46 You are sick? You can go to UKS.[12]
S 47 No Mam

Excerpt 17

T 54 Ok, we need to refresh the previous material, I want to ask to you, Ulfi, what is your opinion about your friends in this class? [15]
S 55 In my opinion, my friend in this class is friendly.

Excerpt 18

T 83 Not yet, so today, the material is concessive conjunction
What's going on? Indra, why do you move from your chair?[24]
S 84 This place is hot Miss

Excerpt 19

T 196 Ayu and Indri, what are you talking about?[59]
S 197 *Curhat*
T 198 What is the matter that you are chatting ?[60]
S 199 Boyfriend Miss

In the excerpt 15, the teacher asked the students about their attendance. The teacher really looked for information from the students. This kind of question is categorized as referential and open question. In excerpt 16, the teacher asked one of their students whether she was sick or not. The teacher really looked for information from the students whether she was sick or not. This kind of question is also categorized as referential and open question. Teacher's question in excerpt 17 was aimed at getting student's opinion about particular thing. This kind of exchange can also be found in turn 54 and 58. Because it deals with student's opinion or perception, the teacher could not expect what the student's answer was. There was more than one acceptable answer that can be produced by student. In excerpt 18 and 19, the teacher asked the students about their physical activity in the class. In excerpt 18, the teacher asked one of the students, namely Indra, why he moved from his chair. In excerpt 19, the teacher asked to two students about their topic of the talk. This question was asked by teacher because students are chatting when the teacher was explaining the material.

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

Tabel 3 Distribution of Teacher's Questions

types of teacher's questions	Session 1		Session 2		Total	
	N	%	N	%	N	%
Display/Closed question	22	66	49	70	71	69
Referential/Open question	11	33	21	30	32	31
Total	33	100	70	100	103	100

The table shows that in two sessions under analysis, there was an improvement in the numbers of questions that are asked by teacher. The uses of display-closed questions by teacher were dominant apart from the different focus of learning. Display/closed questions were frequently used by teacher to ask for translation of certain word, phrase, even sentence to the students. On the other hand, referential-open questions which have low percentages, are frequently used by the teacher to ask for student's personal information and also students' opinion about certain topic.

2. Teacher's Purposes of Applying Different Types of Questions

Based on the interview with the teacher, it was revealed that there were some purposes of asking several types of questions to students. The teacher said that she commonly used yes-no question which is categorized as display/closed question. The purpose of using this type of question is to check students' understanding about the underlying material. The other type of question that was generally used by the teacher was wh-question which can be categorized as referential/open question. The teacher said that the purpose of using wh-question was to ask for detail information or 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 session. Questions that are categorized as display/closed 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/closed questions. It was done by the teacher in order to know whether students

understand the material or not. It can be discovered in the following excerpt.

Excerpt 1

- T 49 Attention please, today material is expressing preferences,
what is the meaning? [15]
Ss 50 *Menyatakan pilihan*

Excerpt 2

- T 55 What is the meaning of ask?[18]
Ss 56 *Menanyakan*

Furthermore, based on the analysis of the transcription of the teaching and learning process in the all session, questions that categorized as referential/open questions were widely used for looking for certain information from the students. Besides that, referential/open questions were also used for stimulating students' opinion about something. The following excerpt will exemplify the purpose of using referential/open questions.

Excerpt 17

- T 54 Ok, we need to refresh the previous material, I want to ask to
you, Ulfi, what is your opinion about your friends in this
class? [15]
S 55 In my opinion, my friend in this class is friendly.

Excerpt 18

- T 83 Not yet, so today, the material is concessive conjunction
What's going on? Indra, why do you move from your
chair?[24]
- S 84 This place is hot Miss

3. Students' responses toward teacher's questions in terms of verbal language production in EFL classroom interaction

From the transcription of the teaching and learning process in the first session, it was discovered that proportion of students' responses toward teacher's questions was high. The total of students' responses in the first session were 32 responses in form of words, phrases and sentences. From 32 students' responses, a total of 28 responses (72%) covered students' responses in target language (L2). The elaboration of students' responses can be seen in the table below.

Students' Responses: First Session

Types of teacher's questions	Letter		Syllable		Word		Phrase		Sentence		Total (per type)
	N	%	N	%	N	%	N	%	N	%	N
Display/Closed question	-	-	-	-	10	71	3	21	1	7	14
Referential/Open question	-	-	-	-	4	44	2	22	3	33	9
Total	-	-	-	-	14	61	5	26	4	17	23

The table above shows that students' responses in form of words were dominating. It was found that 61% of students' responses were in form of words. The production of 10 words was the effect of employing display/closed question. In the other hand, students' responses in form of sentence were 3 sentences. It was the effect of employing referential/ open question.

The results in the first and the second session were almost the same but the amount of students' responses in second session was higher than the first session. The total of students' responses in the second session were 65 responses in form of words, phrases and sentences. From 65 students' responses, a total of 37 responses (57%) covered students' responses in target language (L2). The elaboration of students' responses can be seen in the table below.

Students' Responses: Second Session

Types of teacher's questions	Letter		Syllable		Word		Phrase		Sentence		Total (per type)
	N	%	N	%	N	%	N	%	N	%	N
Display/Closed question	-	-	-	-	20	83	4	17	-	-	24
Referential/ Open question	-	-	-	-	8	62	2	15	3	20	13
Total	-	-	-	-	28	76	6	16	3	8	37

The table above shows that students' responses in form of words were still dominating. It was found that 76% of students' responses were in form of words. The production of 20 words was the effect of employing display/closed question. In the other hand, students' responses in form of sentence were 3 sentences. It was the effect of employing referential/ open question.

B. Discussion

1. Types of Teacher's Questions

From the analysis of the transcription of teaching and learning process in the first and second session, it was discovered that the teacher utilized certain types of questions. Similar to some of previous research such as Al Mu'aini⁶⁴, Yang⁶⁵ and Yuliyanti⁶⁶, the research finding of the present study revealed that referential-open questions

⁶⁴ Hussein Ahmed Al-Mu'aini, *The Effect of Referential Questions on students' oral Contributions*, in Classroom Research in English Language Teaching in Oman, Ministry Of Education sultanate Oman, available at : www.moe.gov.om/Portal/sitebuilder/sites/EPS/English/.../Ch3.pdf, retrieved in: 20 December 2012, 06.37.

⁶⁵ Chi Cheung Ruby Yang, *Teacher Questions in Second Language Classrooms: an Investigation of Three Case Studies*. In Asia EFL Journal (Vol: 12(1), 2010) p. 181-201.

⁶⁶ Yuliyanti, *Teacher's Questioning Behavior in an EFL Classroom* (Bandung: Universitas Pendidikan Indonesia, 2008), Unpublished Thesis.

that was used by the teacher were considerably fewer than the display-closed questions. Referential-open questions that can elicit longer responses had the percentage 31%. On the other hand, display-closed questions had the percentage 69%. These proportions of types of questions inhibit the students from performing their language competence extensively. Furthermore, most of the teacher's questions functioned as a way of checking students' understanding. It can be seen in the following excerpt.

- T : How many conjunctions here?^[29]
S : Three,

Teacher's question above was categorized as display and closed question since the teacher had already know the answer of the question. The teacher just wanted to know students' understanding about conjunction. Based on the classroom observation, there were few students who had the initiative to answer the question.

The teacher supposed that students would give a response when she asking questions. However, students are used to living in a school and social system where a students' talk is commonly not encouraged and where a student's response is characteristically brief, monosyllable word and syntactically less complex then it made the teacher difficult

to use questions as an effective teaching tools. Therefore, encouraging students to talk more is the primary goal. The atmosphere for classroom talk needs to be built by teacher. In order to encourage students' responses, teacher also needs to give opportunities for students.

2. Teacher's Purposes of Applying Different Types of Questions

It could be seen in the research finding above that teacher employ display-closed questions and referential-open questions. Different purposes were created by the teacher when she posed some questions. Based on the interview with the teacher, it was revealed that there were some purposes of asking several types of questions to students. The teacher said that she commonly used yes-no question which is categorized as display/closed question. The purpose of using this type of question is to check students' understanding about the underlying material. The other type of question that was generally used by the teacher was wh-question which can be categorized as referential/open question. The teacher said that the purpose of using wh-question was to ask for detail information or 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 session. Questions that are categorized as display/closed 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/closed 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's⁶⁷ and Cohen *et.al.*⁶⁸ framework about teacher's questioning purposes.

Furthermore, based on the analysis of the transcription of the teaching and learning process in the all session, questions that categorized as referential/open questions were widely used for looking for certain information from the students. Besides that, referential/open questions were also used for stimulating students' opinion about something.

It was found that the teacher's questioning purposes were not only influenced by teacher assumption about asking questions but also the objective of the study.

⁶⁷ Kathleen Cotton, "Classroom Questioning". North West Regional Educational Laboratory (Online), available at: <http://www.nrwel.org/scpd/sirs/3/cu5.html>, retrieved 16th October 2012, 08.45.

⁶⁸ Louis Cohen, *et.al.*, *A guide to Teaching, 5th Edition*, (London: Routledge, 2004) p. 240.

In the first session, the topic of the study was expressing preference so that the goal is that students are able to ask and give response about their preference. In the beginning, the teacher asked the meaning of certain words and sentences in order to check students understanding. After that, the teacher asked the students to practice.

In the second session, the topic of the study was about conjunction. The teacher was also merely asked the students to translate certain word and sentences. It was the teacher's way to check students' prior knowledge and understanding.

3. Students' responses toward teacher's questions in terms of verbal language production in EFL classroom interaction

Teacher was likely to push students to speak English. It could be seen in the research finding above that teachers' question could make it possible for students to practice their competence in target language. This finding confirmed Sadker's claim that proper questioning type will result in the enforcement of students to perform their language competence as the respond to teachers'

questions.⁶⁹ In line with Sadker's claim, the teacher took the benefit of questioning into account. The teacher believed that the more intense she asked questions to students, the more active students spoke. Interaction among teacher and students would be built well. Moreover, students' language skills were also developed.

The research finding above shows that students' responses in form of words were still dominating. In the first session, it was found that 61% of students' responses were in form of words. The production of 10 words was the effect of employing display/closed question. In the other hand, students' responses in form of sentence were 3 sentences. It was the effect of employing referential/open question.

In the second session, it was found that 76% of students' responses were in form of words. The production of 20 words was the effect of employing display/closed question. In the other hand, students' responses in form of sentence were 3 sentences. It was the effect of employing referential/open question.

⁶⁹ David Sadker, *et.al.*, "Questioning Skill", in James M. Cooper, *et.al.*, Classroom Teaching Skill, (CA: Wadsworth, 2011), p.109

4. Relationship Among Types of Teacher's Questions, Purposes of Teacher's Questions and Students' Oral Responses

The research finding above has provided further description about the relationship among types of teacher's questions, purposes of teacher's questions and students' oral responses. It has been discovered that teacher's questions which were categorized as display-closed questions were generally used by the teacher to check students' understanding about the material that were being discussed. These types of questions can stimulate students' responses in form of word. Furthermore, types of questions which were categorized as referential-open questions were generally used by the teacher to look for certain information from students as well as students' opinion about something. In association with students' responses, these types of questions can stimulate longer students' responses than the previous one.

The present study respectively support the study conducted by Brock 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. It

was compared to students' responses for teacher's display questions which were short.⁷⁰

C. Limitation of the study

The present study investigated types of question utilized by teacher, teacher's purposes of applying several types of questions, and the students' responses to those types of teacher's questions. The interaction of an English teacher of SMK Palapa Semarang and her students was examined in two session of English lesson.

The data of the present study were mainly taken from the transcription of the teaching and learning process in two sessions. Furthermore, the interview was also utilized to strengthen the analysis of the finding. The interview was focused on the teacher's purposes of giving questions as well as her assumption of the benefit of asking questions.

In the present study, the types of teacher's questions, had been categorized it into 4 type of questions; display question, referential question, open question and closed question. In order to count different types of questions easily, display and closed question were categorized into one group as well as referential and open question.

⁷⁰ Tony Lynch, "*Questioning Roles in the Classroom*", in *ELT Journal*, (vol. 45/3, 1991), p. 203.

It was not easy task to categorize teacher's questions into display question, referential question, open question and closed question. Assumptions inevitably prevailed over each teacher's purpose of questioning during the data analysis prior to data classification. Display and open questions are easy to identify, especially when the teachers and the students were discussing particular sections of the student book such as articles, dialogues, or exercises. It was also practically easy to recognize referential and closed questions, particularly when the teachers asked the students some "personal" questions regarding their family, experiences, interests, and other personal matters. However, there were restrained cases, in which it was slight difficult to categorize the questions into the referential or display category.

