ANALISIS JENIS PERTANYAAN GURU DALAM INTERAKSI KELAS BAHASA INGGRIS DI SMAN 15 PADANG

Analysis Types of Teachers' Questioning In English Classroom Interaction At SMAN 15 Padang

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Abstrak

Penelitian ini bertujuan untuk melihat jenis-jenis pertanyaan yang digunakan guru dalam interaksi kelas bahasa Inggris di SMAN 15 Padang. Jenis penelitian ini menggunakan penelitian descriptive melalui pendekatan qualitative. Partisipan dari penelitian ini adalah tiga orang guru bahasa Inggris di SMAN 15 Padang. Data dikumpulkan dari 3 guru bahasa Inggris melalui pengamatan kelas dengan merekam proses belajar mengajar yang dilakukan oleh guru dan melalui proses wawancara guru dengan perekam audio. Hasil penelitian menunjukkan bahwa guru bahasa Inggris di SMAN 15 Padang menerapkan jenis pertanyaan ini dalam interaksi bahasa Inggris di kelas. Ditemukan bahwa guru 1 dan 3 menggunakan 5 dari 6 jenis soal, sedangkan guru 2 menggunakan semua jenis soal. Selain itu ditemukan bahwa alasan guru menggunakan pertanyaan dalam interaksi kelas bahasa Inggris di SMAN 15 Padang sesuai dengan indikator yang peneliti temukan.

Abstract

This study aims to see the types of questions used by teachers in English classroom interactions at SMAN 15 Padang. This type of research uses descriptive research through a qualitative approach. The participants of this study were three English teachers at SMAN 15 Padang. Data was collected from 3 English teachers through classroom observations by recording the teaching and learning process carried out by the teacher and through the teacher interview process with an audio recorder. The results showed that English teachers at SMAN 15 Padang applied this type of question in English interactions in the classroom. It was found that teachers 1 and 3 used 5 of the 6 types of questions, while teacher 2 used all types of questions. In addition, it was found that the reason why teachers used questions in English class interactions at SMAN 15 Padang was in accordance with the indicators that researchers found.

INTRODUCTION

In the process of teaching and learning English, interaction was an important part of language teaching where students interacted with teachers and classmates in learning English. Interaction was a reciprocal activity that occured between two or more people. In the teaching and learning process, interactions usually occured between teachers and students as well as between students. It was called classroom interaction.

Classroom interaction is an interaction between teacher and students in the classroom where they can create interaction with each other (Dagarin, 2004). It means that classroom interaction was a reciprocal process between teachers and students that aims to attract students to communicate in class.

In classroom interaction, there was a process called questioning. Questioning was an interaction process where the teacher asked questions to motivated students in a learning activity. Besides that, questioning can also helped teachers found out how far students understand the material that had been taught. Therefore, questions become the most important form of interaction between teachers and students in the teaching and learning process in the classroom.

In Addition, Lynch (1991) defined a question is a command or interrogative expression used to elicit information or response or to test knowledge. It means that question is a sentence used by one person to another that serves to obtain information and to test knowledge. In other words, such as when the teacher asks students questions, these questions can stimulate students to recall the information that they have learned previously, and then students will respond based on the information they have remembered.

A question is a sentence, phrase, or sign spoken by someone and needs to be answered by the listener. Paule (2002) argued that a question is a sentence that produced by a person to another person that involves command and interrogative expression to get any information or response means a question.

Knowing the right questions to asked was an important teaching skill that teachers need to know. The types of questions used by the teacher were very important to students and their level of involvement in learning. Unclear questions would not got them to participated well. Therefore, a teacher must know the types of questions and the purpose of used them. But unfortunately, sometimes the teacher gave questions that were not clear so students did not understand and did not want to provided feedback.

Cited by Bloom's taxonomy of question types are: closed, open, display, referential, procedural, convergent, divergent, rhetorical, interaction, instructional, and conversational. The taxonomy can be a guided for teachers in asked the right questions to students. In addition, the taxonomy can guided the researcher to found out the types of questions used by teachers.

The type of questions used by teachers was a very important process for student achievement and their level of involvement in teaching and learning activities. There were several types of questioning that can be used to created an active learning environment in the classroom. Wajnryb (1992) propose that there were some types of questions namely yes/no questions, short answers/retrieval-style questions, open-ended questions, display questions, referential questions, and non-retrieval imaginative questions.

Questioning were one of the basic skills that must be mastered by all teachers. There were various reasons why teachers give questions to students during the teaching and learning process. Some of these reasons were to assess student knowledge, stimulate class discussion, and encourage students to be active in class. According to Nashruddin et al., (2018) from the results of their research, teachers asked questions with various objectives namely to greet all students in class, to actively involve students in the lesson, to find out something from the learners (facts, ideas, opinions), to increase motivation or interest, to evaluate students' preparation, to check on the completion of work, to develop critical thinking skills, to review previous lessons, to assess comprehension or mastery of goals.

The purpose of the research is to find out the types of questioning used by the teachers in English classroom interaction at SMAN 15 Padang and the reason why the teachers uses questioning in English classroom interaction at SMAN 15 Padang.

METHODOLOGY

In this research, the researcher was used a descriptive qualitative approach. Creswell (2018) stated that qualitative research was an approach used to explored and understand the meaning of individuals or groups related to social or human problems which collected the data in the form of words, images, or video and analyzed the information for description. A qualitative design used to collected and analyzed data. Data will be collected by using observation and interviews. This is because the researcher wants to described types of teachers' questioning in English

classroom interactions by made observations. In addition, the researcher also wants to analyzed the reasons why the teachers used questioning in English classroom interactions by conducted interviews.

The participants in this study are teachers who teach English at SMAN 15 Padang. There are three English teachers that teaching at SMAN 15 Padang. In this study, the researcher applied the saturation sampling technique in the selection of samples. Saturation sampling was a sampling method by included all members of the population as research samples. Saturated sampling was a sampling technique when all members of the population were used as samples (Sugiyono, 2011). In this research, the instruments used are observation and interviews. Observation was a data collection method that used direct and indirect observations (Riyanto, 2010). In the observation process, the researcher will observe the teacher by sitting at the back of the class while write the information and recording the entire process of teaching and learning activities. It aims to obtain data on what types of questioning are used by teachers in English classroom interactions. And then in the interview, the researcher will conduct interview with teachers who have previously been observed in the classroom. In the interview process, the researcher will record all the conversations that occur using a voice recorder. The use of voice recordings can help researcher remember all the information during the interview. The purpose of conducting this interview is to find out the reasons why teachers used questioning in English classroom interactions.

In the process of analyzing data from observations and interviews, there are several steps that researcher can take. The first is the video recording of the observations and the audio recording of the interview results which are transcribed into written information. After that, the results of the data transcript will be coded based on the research questions. Creswell (2014), coded was the process of organized data by segmented text or images and written words into categories. From the results of the interviews, the researcher analyzed the reasons why teachers used questioning in English classroom interactions.

FINDING AND DISCUSSION

FINDING

Observation

Yes/No Questions

The first type of question asked by teachers was yes/no questions. The teacher asked yes/no questions to be expected the students to answered in the form of yes/no. The following was an example of a question that represented yes/no questions asked by each teacher.

Teacher 1

T : Do you understand?

S : Ya.

Teacher 2

T : Do you understand what I mean?

S : Yes

Teacher 3

T : Apakah dia "make" aja yang ada di procedure text?

S : No

Based on the explanation above, it was found that the questions given by each teacher received a yes/no response from students. Based on student responses, the questions given were included in the yes/no questions so that it can be concluded that each teacher used the yes/no questions in English classroom interactions.

Short Answer/Retrieval-Style Questions

The second type of questions were short answer/retrieval-style questions. The teacher asked short answer/retrieval-style questions expected

students to give short answers. Sometimes the answers that the student gave only a few words or numbers. The following was an example of a question that represented the short answer/retrieval-style questions asked by each teacher.

Teacher 1

  T : Masih ingat pola yang ini?

  S : Masih

Teacher 2

  T : Are you sure?

  S : Sure

Teacher 3

  T : Sudah pernah belajar tentang simple present tense?

  S : Sudah

Based on the students' responses, the questions given were included in the short answer/retrieval-style questions so that it can be concluded that each teacher used short answer/retrieval-style questions in English classroom interactions.

Open-Ended Questions

The third type of question was open-ended questions. Open-ended questions were questions asked by the teachers to let students answered based on their ideas or analysis. The following were example of questions that represented open-ended questions posed by the teacher.

Teacher 1

  T : Apa saja pertanyaannya?

  S : What is your hobby, do you have any hobby.

Teacher 2

  T : Kenapa bapak ini cemas dengan anaknya?

  S : Karena sikapnya buruk

Teacher 3

  T : As far as you know what is descriptive text? Sepanjang yang kamu ketahui apa itu descriptive text.

  S : (Silent)

  T : Apa describe ini?

  S : Menggambarkan

  T : Apa yang digambarkan?

  S : Place, people, things.

Based on the explanation above, it was found that the questions given by each teacher received response of answers based on student ideas or analysis. Based on the student's response, the questions given were included in the open-ended questions so that it can be concluded that each teacher used open-ended questions in English classroom interactions.

Display Questions

In the fourth type of question, namely, display questions. Display questions were the types of questions asked by the teacher where the information conveyed by students had already known by the teacher. The following were examples of questions that represented display questions posed by each teacher.

Teacher 1

  T : Hiking ini apa?

  S : Mendaki

Teacher 2

  T : Apa arti approach?

  S : Mendekat

Teacher 3

  T : Last week we talk about what?

  S : Procedure text

Based on the explanation above, it was found that the teacher asked questions where the answers were

already known by the teacher. Therefore, the questions given were included in the display questions so that it can be concluded that every teacher used types of display questions in English classroom interactions.

Referential Question

In the fifth type of question, namely referential questions. Referential questions was questions that the teacher did not know the answer, so the student's answer would be a new information for the teacher. There was an example of a question represented the referential questions asked by each teacher.

Teacher 1

T : What is your hobby?

S : Cooking

Teacher 2

T : How are you today?

S : I'm fine

Teacher 3

T : What is your favorite food?

S : Noodles

T : You?

S : Fried chichken, fried rice.

Based on the explanation above, the questions asked by the teacher aim to get new information from students. Therefore, the questions given were included in the referential questions so that it can be concluded that each teacher used type of referential questions in English classroom interactions.

Non-Retrieval/Imaginative Questions

For the last type of question, namely non-retrieval/ imaginative questions. Non-retrieval/ imaginative questions were questions that asked students to concluded or pass judgment on information. There

was an example of a question represented the non-retrieval/imaginative questions asked by the teacher.

Teacher 2

T : What does the story talk about?

S : Jika kita saling membantu pasti kita akan mendapatkan hal yang lebih baik

T : Who else? Who can give me such kind of resume or conclution of this story?

S : Kekuatan, kebersamaan adalah kunci dari kesuksesan

Based on the explanation above, teacher 2 given questions to asked students to conclude some information. Therefore, the questions given were included in the non-retrieval/imaginative questions so that it can be concluded that only teacher 2 used non-retrieval/imaginative questions in English classroom interactions.

Interview

To greet all students in class

Based on the interviews that the researcher had conducted, the information that the researcher got as follows.

Teacher 1: "Yes. Questions like Hello, good morning, good afternoon, how are you today."

Teacher 2: "Yes. Common questions like good morning student, how are you today, are you okay."

Teacher 3: "Yes. Usually, I give greetings in the form of how are you, are you ready to learn today or study today."

Based on the answers from the three teachers above, the answers from each teacher about the first indicator was almost the same. Therefore, it can be concluded that the reason why teachers used questions according to the first indicator was to greet all students in the class. For examples, the questions used can be in the form of

greeting sentences such as hello, good morning, good afternoon, how are you and are you ready to learn today.

To actively involve students in the lesson

Based on the interviews that the researcher had conducted, the information that the researcher got as follows.

Teacher 1: "Yes, it's like asking a lesson last week. Questions given are like what you have learned last week, do you still remember about the form of gerund, like that."

Teacher 2: "Yes. The form of the question is roughly like Andi please give me the reason why do you choose the answer. For example, on question number 2 I would ask Andi to answer. Then Andi answered A even though I chose B, I would ask for reasons why do you choose A, why don't B C or D."

Teacher 3: "Yes. Like the example that happened yesterday, did I start in the procedure text, I asked do you have a favorite food? Around referring to our material."

Based on the answers from the three teachers above, it can be concluded that the reason why the teacher used the question in accordance with the second indicator was to involved students to be active in the lesson. For example, the questions asked usually correspond to the material had been imprisoned, such as what you have learned last week, do you still remember about the form of gerund, why do you choose A, why don't B C or D, do you have a favorite food.

To find out something from the learners (facts, ideas, opinions)

Based on the interviews that the researcher had conducted, the information that the researcher got as follows.

Teacher 1: "Classically it's usually yes. For example, what is a gerund, the gerund is verb+ing. How to make it like this then what it functions like. Some function as a subject, some function as an object. "

Teacher 2: "Yes. When I ask a student to answer the question and he chooses A on the answer I provide when the answer is actually B, then that's where I'm going to dig into his thinking ability, give arguments as to why he chose answer A, what basis he chose. That's where what I'm demanding is how to understand the student and what the text giving. How to understand the student with the option that he/she choose. So that's where I've measured how understanding he is with this answer, how understanding he is with the text he's reading."

Teacher 3: "Yes, it's the same as the one just now. For example, do you have a favorite food. How to make bla bla bla. If you have a favorite food, how to make it. That's just like that."

Based on the answers from the three teachers above, it can be concluded that the reason why the teacher used the question is in accordance with the third indicator, namely to find out knowledge in the form of facts, ideas and opinions from students. For example, the questions asked usually correspond to the material had been addressed, such as what is a gerund, do you have a favorite food, how to make it.

To increase motivation or interest

Based on the interviews that the researcher had conducted, the information that the researcher got as follows.

Teacher 1: "For this sometimes there are still forgotten ones. The motivation is most for further lessons about gerunds or we use them in dialogue."

Teacher 2: "Sometimes I give motivational questions that students can answer those questions well. This is more about making students more challenged to answer

the next questions. For example, when the question that the student answered A while the answer I gave B, when he gave answer B, can you give me your opinion what do you think about the answer B, seems to me that you are sure that your answer is B. Well, he explained."

Teacher 3: "Yes. For example, like the one just now. For example, we start by asking about our material, we exemplify the same as the first question earlier, do you have this, do you like this, basically refer to the material."

Based on the answers from the three teachers above, it can be concluded that the reason why teachers used questions was in accordance with the fourth indicator, namely to increase student motivation or interest in learning. For example, the questions asked usually correspond to the material had been addressed, such as can you give me your opinion what do you think about the answer, do you have this, do you do this.

To evaluate students' preparation

Based on the interviews that the researcher had conducted, the information that the researcher got as follows.

Teacher 1: "Yes, as he was earlier, yes, the previous material and the next material between the use of the gerund between the facts, the concept and then they use it in speaking. For example, do you still remember the last week material?"

Teacher 2: "Usually yes, I usually do warming up for the initial question. So, to dig back into what they already have. For example, okay class last week we have discussed about the concept of narrative text. And today I want you to mind again and again about the concept of narrative text. Who can answer or who can explain about what the meaning of narrative text is. Well, those are usually the questions used to pick back up yesterday's lesson. "

Teacher 3: "Yes. For example, if we ask him if he has a task, what about yesterday's material, understand it or not. It's the same as evaluating."

Based on the answers from the three teachers above, it can be concluded that the reason why the teacher used the question was in accordance with the fifth indicator, namely to evaluate student preparation before learning. For examples, usually the teacher will ask questions to remember the material that had been taught before or the material to be taught, for example, do you still remembering the material last week, who can answer or who can explain about what the meaning of narrative text is, whether there is an assignment.

To check on the completion of work

Based on the interviews that the researcher had conducted, the information that the researcher got as follows.

Teacher 1: "Yes. We have learned about talking about hobby and interest and then we have already assigned you with making a video. Some of them finish but sometimes there are still many who have not. So, we gave them a chance to finish today."

Teacher 2: "Yes, that's also if, for example, in the previous meeting I gave an assignment that I had promised the students that this week's assignment we have to complete next week, usually before the start of the lesson starts, I will charge it first. Okay class, last week I still remember that I give you a task and we have commit that the task will be submitted in this meeting this week. And today before coming to our class, I hope that all of you please submit your task. "

Teacher 3: "Yes. For example, have you finish, it's done. Yes, it's like that."

Based on the answers from the three teachers above, it can be concluded that the reason why the teacher used the question is in accordance with the sixth indicator, namely to check whether the student's work had been

completed. For example, the questions asked were usually like had you finished.

To develop critical thinking skills

Based on the interviews that the researcher had conducted, the information that the researcher got as follows.

Teacher 1: "Critical thinking is probably what they did, there are 5 questions that they have to answer and not only what is it what is that. But there is a question why, how often, there is a question does your parents support you, give a reason. It feels that it is enough for the development of the material itself".

Teacher 2: "Yes. Going back again as I said earlier, when the student answers the question he is already sure of the answer B he chooses according to the key. After that, I found out why he was sure of answer B, what he understood with answer B. Now here I actually hope that the student has the ability to think critically when he answers it is not just an answer, it just so happens that maybe he answers B, but why do you choose B, are you sure? Why? Yes, because you can meet in the sentence, meet in the paragraph how many lines to how many sentences."

Teacher 3: "Yes. Back to yesterday's procedure text, I asked if you have a favorite food. For example, fried rice, can you make a fried rice? If you can, how. Students begin to imagine, even though before he could not make fried rice but imagined by students, it would be the same as developing students' knowledge about fried rice."

Based on the answers from the three teachers above, it can be concluded that the reason why teachers used questions is in accordance with the seventh indicator, namely to develop students' critical thinking skills. For example, questions such as does your parents support you, why do you choose B, are you sure, why, can you make a fried rice, how.

To review previous lessons

Based on the interviews that the researcher had conducted, the information that the researcher got as follows.

Teacher 1: "Yes, for example, do you still remember the last week material?"

Teacher 2: "Yes, the previous lesson. Okay class, last meeting we have learned about narrative text, do you still remember what is the concept of narrative? So, the questions revolve around the material that week ago was discussed. So, we don't lead the question to the lesson we're going to learn. Warming up, revisiting".

Teacher 3: "Yes, it's always going to be that every time we start learning what about our yesterday's material. Anyway, there is a realization. For example, yesterday we taught for example the reading procedure, tomorrow we ask again the relationship, we connect it with the new material. For the example last week we talk about what. It's like that."

Based on the answers from the three teachers above, it can be concluded that the reason why the teacher used the question was in accordance with the eighth indicator, namely to asked students about the previous lesson. For examples, usually the teacher would asked questions to remember the material that had been taught before or the material to be taught. For example, do you still remembering the material last week, do you still remember what is the concept of narrative, last week we talk about what.

To assess comprehension or mastery of goals

Based on the interviews that the researcher had conducted, the information that the researcher get is as follows.

Teacher 1: "Yes, based on learning objectives, because we are going to talk about hobbies and interests so there are indeed learning objectives for the gerund, their ability to express their hobbies, their interest in

how they ask, how they express them. For example, try to explain your hobby. "

Teacher 2: "Yes, I gave the question in the form of an oral test only yes. Usually in oral tests it is. Okay class, who can answer what the meaning of narrative text. Who can explain generic structure of narrative text. Remember, last week we have discussed about that. Please someone explain about generic structure of narrative text. So those questions I'm going to ask to make sure that students still understand what we discussed earlier. "

Teacher 3: "Yes. For example, when exploring the material, yes, I must ask do you understand? If you say no you can ask. You can ask again, I will repeat it again later. It's like that."

Based on the answers from the three teachers above, it can be concluded that the reason why teachers used questions was in accordance with the ninth indicator, namely to assess students' understanding or mastery based on learning objectives. For examples, explain about your hobby, who can answer what the meaning of narrative text, please someone explain about generic structure of narrative text, do you understand.

To stimulate independent learning

Based on the interviews that the researcher had conducted, the information that the researcher got as follows.

Teacher 1: "Yes. There are monologues and dialogues. for the monologue it was actually for the students he was able to do it himself. Then for that monologue they need a friend to collaborate and they're better both than alone. Then the assignments are also not automatically completed in the classroom only but some are assignments today collected on the date, some are completed today or some are completed on Wednesday depending on the student. For example, how to do this task in a group or individually? "

Teacher 2: "Yes, to learn independently, I usually give it in the form of enrichment tasks, it can also be tasks related to the material we are discussing. If the material being discussed, for example, the narrative text, yes, I ask for example they look for a type of text according to local wisdom, for example, if we in West Sumatra have stories like Malin Kundang, Siti Nurbaya. There later I will ask them to dig into what the moral message is getting there. What is the essential material in the narrative, starting from the generic structure how then what the characteristics of the language are, if in the text it uses a lot of narrative text, try later on the Malin Kundang text you find the past tense form, or then please find which orientation, which complication, which re-orientation. Then I'll ask to show you the language characteristics. Which form of simple past tense. Then adjective or adjective form, whichever is adjective there, which no phrase is there.

Teacher 3: "Yes, when they give tasks, they have personal tasks. Later we come to his place, we see, we direct that he should not see having his friend, should do his own work. An example of the question is that the task has been completed with him, he said this is what I made myself. For example, do you make your own or see if you have friends? It's like that."

Based on the answers from the three teachers above, it can be concluded that the reason why teachers used questions was in accordance with the tenth indicator, namely to stimulate students to learn independently. For examples of questions such as working on this task in a group or individual, what is the moral message obtained in the story.

DISCUSSION

Based on the first research question, in this study it was found that every English teacher at SMAN 15 Padang used the type of teacher question in English classroom interaction. Teachers 1 and 3 used 5 of the 6 question types namely yes/no questions, short

answers/retrieval-style questions, open-ended questions, display questions, and referential questions. While teacher 2 used all kinds of questions namely yes/no questions, short answers/retrieval-style questions, open-ended questions, display questions, referential questions, and non-retrieval imaginative questions. Besides that, based on the second research question, the researcher also analyzed the reasons why the teachers used questions during English classroom interaction. The results showed that all indicators were the reason why teachers used questioning in English classroom interactions namely to greet all students in class, to actively involve students in the lesson, to find out something from the learners (facts, ideas, opinions), to increase motivation or interest, to evaluate students' preparation, to check on the completion of work, to develop critical thinking skills, to review previous lessons, to assess comprehension or mastery of goals

CONCLUSION

The researcher analyzed six types of questioning in classroom interactions, namely yes/no questions, short answers/retrieval-style questions, open-ended questions, display questions, referential questions, and non-retrieval/imaginative questions. The researcher was interested in analyzed the types of questioning used by teachers in English classroom interactions. Based on the research findings, it was found that English teachers at SMAN 15 Padang applied these types of questions to English classroom interaction. It was found that teachers 1 and 3 used 5 of the 6 question types, while teacher 2 used all question types. The researcher analyzed ten reasons why teachers used questioning in English classroom interaction. From the data obtained by the researcher, it was found that the reason why teachers used questioning in English classroom interactions at SMAN 15 Padang was in accordance with the indicators that

the researcher found. The indicator namely to greet all students in class, to actively involve students in the lesson, to find out something from the learners (facts, ideas, opinions), to increase motivation or interest, to evaluate students' preparation, to check on the completion of work, to develop critical thinking skills, to review previous lessons, to assess comprehension or mastery of goals. For teachers, this study only examined 6 types of teachers' questioning in classroom interaction, there were other types of questioning that can be used by teachers. Therefore, teachers should apply other types of questioning during classroom interactions to create a comfortable and interesting classroom atmosphere. For the next researcher, hopefully this research can be a good guide and reference material for the next research.

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