



Analysis of Teachers' Questions in The EFL Classroom at Junior High School in Padang

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Abstract

In the EFL context mostly, teachers pose questions to check students' understanding and stimulate students' curiosity. There are many types of questions that can be asked by teachers. Each question gives a different influence on students' thinking levels. This research was intended to analyze the most types of questions asked by teachers in EFL classroom activity in SMPN Kota Padang. This research is descriptive research. It involved observing and describing the behavior of a subject, also using the written data from Geschool without influencing it in any way. The subjects of this research were 18 teachers from 6 schools selected by using a random sampling technique. The techniques of data collection were classroom observation-video recordings and written questions from Geschool. The findings of this research are the most type of questions asked by teachers in EFL classroom activity in SMPN Kota Padang is the common level of questions asked by teachers in EFL classroom activity in SMAN Kota Padang is remembering (C1) category, with 155 questions (40,15 % of the total questions) which is the lowest level of thinking in the cognitive domain.

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INTRODUCTION

The new curriculum has been implemented in all schools in Indonesia; it is called curriculum 2013. Suyanto (2018) states that the learning process in curriculum 2013 applies a scientific approach. A scientific approach is a good way to raise students' learning outcomes. It helps students to construct concepts of knowledge, which they learn in their cognitive process. According to (Sarwanti, 2016) a scientific approach also aims: (a) to improve intellectual capability, in particular, high-level thinking skills (b) to develop students' capability in solving problems systematically

(c) to improve accomplishment (d) to educate students in communicating ideas (e) to expand students' characters.

The ability of the students and their understanding of the learning process should be known by the teacher. According to Hussain (2003, as cited in (Al-zahrani-Al-bargi,2017), the main purpose of the study is to investigate the influence of effective questioning in fostering classroom interaction in EFL settings. Also, giving questions in the classroom could develop classroom interaction because it stimulates students' curiosity and they can express themselves.

The learning process developed by teachers is expected to encourage the improvement of student's thinking ability, increase creativity, and build the independence of learners to solve the problem. Ennis's studies in Ndun (2015) confirms that to build complex conceptualizations and foster critical thinking teachers should give questions to the students.

Farahiana (2012) says that display questions are used to examine students' comprehension of a grammatical point or a vocabulary item. While referential questions are used before reading the text or after it. It seems that these questions were used as advance organizers. Asking students using referential questions allow the student to express themselves, their opinions, and ideas.

Dalton-Puffer (2007) compares the terms of referential and display questions. He explains that referential questions are often seen as more 'natural' and are intended to create student answers that are qualitatively better, authentic, relevant, extensive, and complex than answers. Furthermore, he says that display questions are the contrary of referential questions that the answer is most likely repeat the information that already available.

There are several recent studies that had been conducted about teachers' questioning. First, a study by Wangru (2016) teacher's questioning strategies and the participation of students during classroom interaction. This study focuses on the teacher's questioning strategies and the participation of students during classroom interaction. Second, a study conducted by Yusoff (2018) about "Teacher's knowledge of Higher Order Thinking and Questioning Skills: A Case Study at a Primary School in Terengganu, Malaysia". This research aims to see teachers' understanding of the concepts of thinking and higher-order thinking skills. Third, the study conducted by Sujiarti (2016) to make an effective learning process, a strategy of teachers' questioning must be viewed and applied to achieve the goal of teaching. This research aims to achieve the goal of teaching by using the strategy that can stimulate students to involve in the learning process.

However, the study about types of questions that are asked by teachers in the EFL classroom has not been explored yet. Therefore, it encourages the researcher to research finding out types and levels of questions asked by teachers in EFL classroom.

METHOD

This methodology uses descriptive research to see the technique of what types of questions are used in EFL classrooms and to what level they are used. The major data was collected from a video recording of the teacher and Geschool. The data are a document of teachers' talk includes the questions being asked by the teacher during the learning process and written questions in Gechool.

The population of this research is English teachers from SMP Negeri in Kota Padang. The, researchers randomly choose 6 schools to represent all SMP Negeri in Kota Padang. The sample of this research is English teachers who teach in all grades at the chosen school. Each school has at least 3 English teachers. So, the researcher determined to observe one teacher for each grade. Technique sampling that was used in this research is random sampling.

The data in the form of transcriptions were analysed. The transcriptions were used to get every question and its responses that happened in classroom interaction and Geschool. All questions, which were collected, were classified based on HOTS category. The following table helps the researcher to classify each question which was asked by teachers during classroom interaction.

Table 2. Indicators of Cognitive Domain in Taxonomy Bloom Revision

C1 (Remember)	C2 (Understand)	C3 (Apply)	C4 (Analyze)	C5 (Evaluate)	C6 (Create)
Mention	Classify	Choose	Examine	Summarize	Assemble
Imitate	Describe	Demonstrate	Contrast	Criticize	Change
List	Explain	Arrange	Distinguish	Validate	Facilitate
Find	Compare	Illustrate	Separate	Enclose	Create
Repeat	Translate	Interpret	Test	Determine	Design
Pronounce	Paraphrased	Use	Edit	Clarify	Establish
State	Elaborate	Modify	Detail	Assess	Write
Sign	Match	Valuated	Select	Defend	Formulate

(Adapted by : Anderson, L.W & Krathwohl, D.R.:2001)

Furthermore, the researcher will find the percentage of the types and of questions asked by teachers in EFL classroom in SMPN Kota Padang. HOTS questions are calculated based on the following formula to help to present the data in forms of numbers as mentioned in Sudjana & Ibrahim (2001: 129):

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

Notes:

P : Percentage

n : Number of questions based on the types or levels criterion found in the questions

N : The total number

Moreover, the researcher will analyze the data from the video recording and Geschool to investigate the frequently questions asked in classroom. Then, the data will be analyzed relate to the data from transcriptions.

RESULT AND DISCUSSION

Research Finding

The data of this research were all transcriptions of classroom interactions and student's homework questions from Geschool web (oral and written questions). All transcriptions were created based on the data from video recordings and Geschool web. Based on the transcriptions, researcher took all questions which could be in English and Indonesia. Then, researchers were classifying all questions that had been taken from the transcriptions into two types of questions that were LOTS questions and HOTS questions.

There were 18 teachers of all grades participated in this research, so there were 3 teachers for each grade. From all teachers, 386 questions had been collected. From the total all questions, it found that 155 questions were C1 questions, and 112 questions were C4 questions.

Therefore, it means that 40,15 % of 386 questions were C1 (LOTS) questions, which were the most types of questions asked by teachers in EFL classroom activities. Thus, 29,01 % of 386 questions were C4 (HOTS) questions, which were the types of questions that were rarely asked by teachers in EFL classroom activities. The data percentages can be seen in chart below:

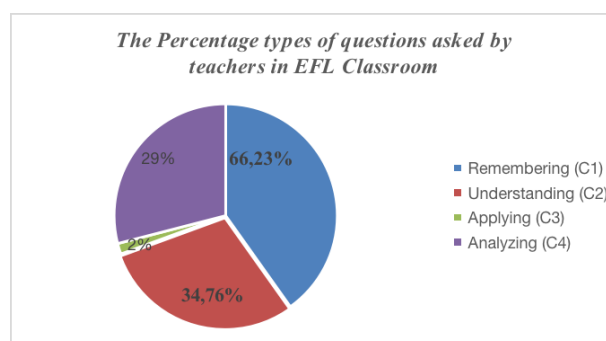


Figure 4.1 The Percentages of Types of Questions

Furthermore, the researcher classified all student's answers into correct and incorrect responses that related to the types of questions (LOTS and HOTS). Based on students' responses, it was found that the common students' responses based on the LOTS questions which correct responses with number 35 answers of 36 the total questions. Then, incorrect answer with 1 answer of 36 total answers. The data percentages can be seen in the pie chart below:

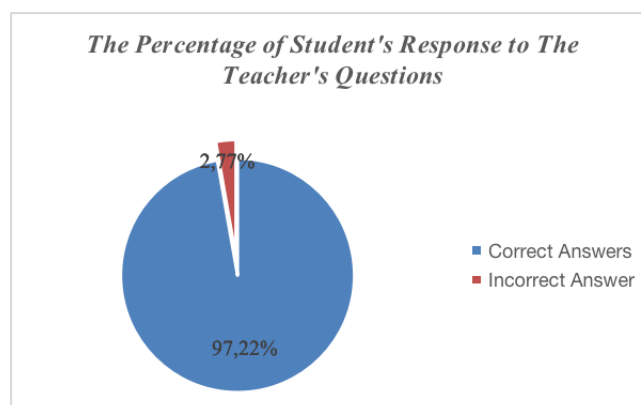


Figure 4.2 the Percentage Levels of Questions

Discussion

The research findings from Yusoff and Seman (2018) had different results. The number of teachers asking questions to teach for HOTS in classroom activity becomes the aim of their findings research. The number of teachers asked such level of questions becomes their focus on this research, their research could show the level of questions mostly asked by teachers in English class.

Then, the finding was the majority of teachers asked lower-order thinking questions to test students' memorization of facts and comprehension with 9 teachers always asked LOTS questions, 5 teachers asked HOTS questions and 4 teachers sometimes asked HOTS questions. Therefore, it can be said that LOTS questions are mostly asked by teachers in a classroom activity.

Next, from all responses, it found that the common student's response in EFL classroom activity based on LOTS questions. Student's active in response LOTS questions, because the questions do not encourage students to answer the questions in critical thinking way. Students easily answer the LOTS question because they are used to the types of these questions. The correct response with number 35 responses of 36 the total responses. Then, the incorrect responses in EFL classroom activity only 1 response of 36 total responses. So, it means that 97,22% of the total respondents were the correct responses toward LOTS questions, which are found as commonly student's responses in EFL classroom activities.

CONCLUSION

Based on the findings and discussion above, it found that the common types of questions asked by teachers in EFL classroom activity is remembering (C1) with number 155 questions of 385 the total questions. Then, the levels of questions that were rarely asked by teachers in EFL classroom activity are applying (C3) with only 6 questions of 385 total questions and creating (C6) with 0 questions of the total questions. So, it means that 40,15% of the total questions were the questions in remembering (C1) category, which found as the level of questions commonly asked by teachers in EFL classroom activities.

Based on the findings and the conclusion of the research, there are some suggestions offered. First, a suggestion for English teachers in all classrooms is teachers should be more aware of using questioning strategies. Moreover, asking

questions to the students can stimulate their critical thinking. The teacher should keep interacting with students by draw students' attention to control their focus on the material. Second, suggestion for the next researcher who wants to conduct this research, it would be better to observe the other types of questions and students' responses based on the other theory.

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