



An analysis of English Teachers' Classroom Language in Giving Questions at SMA N 2 Sungai Limau

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Abstract

The current study aims to find out (1) types of teachers' questions in an English classroom activity, and (2) types of teachers' questions in teaching reading and speaking skills in the classroom. The descriptive research method was used in this study with the two teachers in SMAN 2 Sungai Limau as the participants. Observation with guidelines was used to conduct the data, and the data were analyzed by using theory of Farahian-Rezaee (2012). The result of the study showed that three types of teachers' question in the classroom especially in teaching reading and speaking skills liked display, referential and yes/no questions. However in the process teaching and learning reading and speaking skill teachers' more used display question than referential and yes/no questions.

Keywords:

Teacher's questions, types of question, reading and speaking skills

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INTRODUCTION

Classroom language is the language that is commonly used in interactions between a teacher and students or students and the other students in the classroom. According to Bilash (2011), classroom language as the routine language that is used regularly in the classroom like giving instruction or praise, asking a question. The classroom language used by English teachers in the teaching and learning process is to produce good and active communication between teacher and students in the teaching and learning process, which can make it easier for students to carry out some of the instructions and activities given by the teacher.

There is a process in teaching-learning English called asking or giving questions, and teachers use a variety of strategies to build the classroom environment. One method for fostering an active and effective classroom learning environment is to ask students questions. The primary goal of the study, according to Hussain in Al-zahrani- Al-bargi (2017), is to investigate the impact of effective questioning on fostering classroom interaction in EFL settings. Furthermore, asking questions in a classroom can foster classroom interaction by stimulating students'

curiosity and allowing them to express themselves. Using the questioning method is also the way to make sure that all class understands the material.

According to Farahian-Rezaee (2012), there were four types of teacher questions: open and closed questions, display and referential questions, and yes/no questions. She claims that display questions are used to assess students' understanding of a grammatical point or a vocabulary item, whereas referential questions are used before or after reading the text. These questions appear to have been used as advance organizers.

Some studies related to the present research have been undertaken in the past. Hamzah omari (2018) had analyzed types of classroom questions which Jordanian english language teacher ask. Vebrianto (2013) had done teacher's questions in EFL classroom interaction. Zaenudin (2015) had of Types of teachers' questions and students' responses. Pratiwi and Yulia (2018) had of An Analysis of Teachers' Questions in English Language Classroom. Based on the previous studies above, they found teachers' display and referential questions during teaching and learning process.

METHOD

The descriptive research method was used in this study. This study focused on the language phenomenon, specifically analyzing teachers' classroom language when asked questions about it. This study's participants were two teachers in SMAN 2 Sungai Limau and their respective classes. This research collected by used classroom observation (video recording) with observation guidelines, to gain the data which were done from October until November 2022.

RESULT AND DISCUSSION

The research findings, in the form of research data, are discussed further or critically interpreted using a specific relevant theoretical approach. Data can also be supported by the presentation of tables, images, and other media.

Research Finding

a. Display questions

Display questions in the classroom had the functions as controlling classroom management, greeting in the beginning lesson, checking task, and checking students' readiness. Furthermore, ask students about the facilities and instrumentations in classroom well good and suitable. It meant this classroom was comfortable and enjoyable when the students learning in the classroom

1. Speaking skill

Speaking skill is the skill that must students learnt. In this research, researcher was get the data that teacher's often used display question than referential and yes/no question. According from video recording, students can answer teachers questions based on material that teacher gave.

Sample teachers: teacher's display questions at speaking skills.

Display questions at speaking skills	
Teacher A	Teacher B
What is hers job? What will she do if she wants to success? Who is her husband? Where is he come from? Where she wants continue her study?	What kind of your product? How many variants in your product? What are variant tastes with your product? How much price of your product?

Based on data above in speaking skill, teachers used display question to check understand student knowledge according the material given, to elicit the previous information about material that they learned. In fact, with display question almost students can answer teachers' questions very well. Because the display question is a type a questions that have already know the answer by the teacher.

Table 4.5 frequency of teachers' display questions in speaking skills

Frequency of Display Questions in speaking skills		
	teacher A	Teacher B
First Meeting	19	10
Second Meeting	13	9

Table 4.5 showed the frequency of display questions in speaking skills, in the first meeting, teacher A often used display questions more than teacher B. In addition, in the second meeting teacher A more often used display questions than teacher B. But, in the classroom teacher, B had more variance used to display questions than teacher A. So, teacher A more often used display questions in the classroom than teacher B in the teaching and learning process. Although teacher A had the same kind questions of display question.

2. Reading skill

Display question is very petrified in reading skill during teaching and learning process. Using this type of question helps teachers to check knowledge and understanding students with the new vocabulary. Furthermore, this question can develop students' interest and curiosity and can encourages students to give the information that they know. So, display question help teacher in reading skills to manage classroom during teaching in learning process.

Table 4.8 teachers' display questions in reading skills

Display questions at reading skills	
Teacher A	Teacher B
How are you today? What is our material today? Who knows about short story? How about generic structure? What is number two generic structure of short story?	What are the generic structures of descriptive text? Olivia how many purposes in descriptive text? How many the generic structure of descriptive text? What the meaning of idenpendent? How many species coral in pink

	beach?
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Table 4.9 frequency of teachers' display questions in reading skills

Frequency of Display Questions in reading skills		
	teacher A	Teacher B
First Meeting	13	10
Second Meeting	5	8

Table 4.9 showed the frequency of display questions in reading skills, in the first meeting, teacher A often used display questions more than teacher B. In However, in the second meeting teacher B more often used display questions than teacher A. But, in the classroom teacher, B had more variance used to display questions than teacher A. So, teacher A and B often used display questions in the classroom teaching and learning process. Although teacher A had the same kind questions of display question.

Referential question

Referential question is one for which the teacher is unaware of the solution. The students may need to interpret and make judgments in response to such inquiries. This means that referential questions provide students the freedom to convey their thoughts in their language without any limitations.

1. Teacher's question at Speaking skill in the classroom

Table 4.10 teachers' questions in speaking skills in the classroom

Referential questions at speaking skills	
Teacher A	Teacher B
What will he buy? What is question will be possible that we want to ask from this picture? What is his job? You don't prepare better, why? What do you think about their performance? Why do you think so, their performance is not good?	What are differences of your product with other product? Apa beda produk kamu dengan produk orang lain? What is your opinion about your product? in your opinion, why your friends should buy you product?

A: (conditional sentences)

B: (Advertisement)

Table 4.10 showed two teachers, the researcher observed there are different kinds of referential questions in speaking because the different material depends on teachers' question in the classroom. Based on the observation, when the teacher gave a referential question to students, only a few of the students could answer the questions the teacher. Therefore, the teacher used to display questions more often, because the teacher wants to expect the answer from students.

Table 4.11 frequency of teachers' referential questions in speaking skills

Frequency of Referential question in speaking skills		
	teacher A	Teacher B
First Meeting	4	4
Second Meeting	8	3

According to the frequency of referential questions in speaking skills, in the first meeting, teacher A and B had same frequency in giving display question although they material different each other. In addition, in the second meeting teacher A more used display questions than teacher B. In teaching and learning process, teachers rarely used referential question in speaking skill. So, teacher A more often used referential questions in the classroom than teacher B in the teaching and learning process.

2. Teacher's question at Reading skill in the classroom

Table 4.14 teachers' referential questions in reading skills

Referential questions at Reading skills	
Teacher A	Teacher B
What do you think about short story? Huggie walked home unhappily, leaving Alan Laughing loudly. Why? Huggie could not convey in words how happy he was because he could marry Laura? Explain un your own words. What does this statement mean?	Based on your knowledge what is the meaning of descriptive text? Now what the differences between identification and description? After reading the text, what do you think of the purna bhakti pertiwi museum? What does the writer try to describe?

A: Short story (narrative)

B: Descriptive

Based on the table above, teachers gave a questions based on the text that teacher teach. Both of the teachers giving a question based on the text. Teacher A taught short story (Narrative text) while teacher B taught about descriptive text. All of these questions based on the materials

Table 4.16 frequency of teachers' referential questions inreading skills

Frequency of Referential question in reading skills		
	teacher A	Teacher B
First Meeting	2	6
Second Meeting	4	5

Table 4.16 showed the frequency of referential questions in speaking skills, in the first meeting, teacher A and B had same frequency in giving display question although they material different each other. In addition, in the second meeting teacher B more used referential questions than teacher A. In teaching and learning process, teachers rarely used referential question in reading skill.

b. Yes/No Question

Table 4.18 teachers' yes/no questions in the classroom

Teachers' Yes/No Question	
A	B
Can you understand? Can you understand my explanation? It is good or not? Can you keep silent? Do you understand? Can you make sentence from this picture? Is it clear?	Are you ready to start our lesson today? Do you get it? Are you sure? Are you ready to Do you understand with this advertisement? start our lesson? Do you know descriptive text? Are you okay? sakit?

Teachers used yes/no questions to confirm something in class, according to observations. Teachers, for example, used these queries to inquire about students' health, such as "Are you okay?" As a result, children respond to teachers' questions with a simple yes or no. Teachers utilize yes/no questions in the classroom to assist maintain communication between the teacher and the pupils.

a. Teacher's question at Speaking skill in the classroom

In the speaking skill, teachers used a yes/no question to check the understanding students with the speaking materials. In the classroom teachers asked this question to the students when the teachers start the lesson. *Table 4.20 teachers' yes/no questions in speaking skill in the classroom*

Teachers' Yes/No Question at speaking classroom	
A	B
Are you ready to study? Is it clear? Do you know what this picture? Do you understand? Can you keep silent? It is good or not?	Do you understand with this advertisement? Are you ready to start our lesson today? Are you okay? Sakit?

Based on table above, two teachers used yes/no questions in the teaching and learning process. The types of questions asked were not much different between teacher A and B. However, teacher A gave more variety of yes/no questions to students than teacher B. *Table 4.21 frequency of teachers' yes/no questions in speaking skills*

Frequency of yes/no question in speaking skills		
	teacher A	Teacher B
First Meeting	9	2
Second Meeting	6	2

Table 3.5 showed the frequency of yes/no questions in speaking skills, in the first meeting, teacher A often used yes/no questions more than teacher B. In addition, in the second meeting teacher A more often used yes/no questions than teacher B. So, in the classroom teacher A had more variance used to display questions than teacher B. And then, teacher A more often used yes/no questions in the classroom than teacher B in the teaching and learning process.

b. Teacher's question at Reading skill in the classroom

Table 4.22 teachers' yes/no question in the classroom

Teachers' Yes/No Question at Reading classroom	
A	B
Are you ready? Are you sure? Do you get it?	Are you ready to start our lesson? Do you know descriptive text? Do you get it? Are you sure? Have you ever read descriptive text before?

Based on table above, Yes/no question is a question which often produces by a simple and short answer. The teacher focused on students' knowledge about information that they got. According transcript above, the teachers asked the question about students' knowledge based on materials. *Table 4.23*

Table 4.23 frequency of teachers' yes/no questions in reading skills

Frequency of yes/no question in reading skills		
	teacher A	Teacher B
First Meeting	4	5
Second Meeting	2	2

According table 3.6 the frequency of yes/no questions in reading skills, in the first meeting, teacher B often used yes/no questions more than teacher A. In addition, in the second meeting teacher A and B same frequency in giving yes/no questions. So, yes/no questions have same frequency and type between teacher A and B in reading skills during teaching and learning process.

Discussion

Several points can be made based on the data description and analysis provided above. It will be organized according to the results of each research question.

First research question, what types of questions are asked by the teacher in teaching reading? This question was answered by observation techniques in the classroom. After analysed the result of observation, the researcher found that the teacher who taught an English course in reading skills during the teaching and learning process at Senior High School number 2 teachers' used to display questions, referential questions, and yes/no questions in the class. However, from the observation, the teacher often used display questions than referential and yes/no questions in the teaching of reading skills in the classroom. Farahian-Rezaee's (2012) categories of teacher's questions based on are: open and closed questions, display and referential questions, and yes/no questions. She claims that display questions are used to assess students' understanding of a grammatical point or a vocabulary item, whereas referential questions are used before or after reading the text. These questions appear to have been used as advance organizers. Students can express themselves, their opinions, and their ideas when they are asked referential questions. Because it allows students to produce their own ideas, it can foster genuine

conversation and increase participation. However, referential questions are only useful and suitable for higher levels.

Before beginning the reading material, the teacher created a positive and relaxed environment in the classroom. Based on the curriculum, the teacher introduced the lesson or material that she/he taught in the classroom. Following that, the teacher motivated the students before beginning the English lesson. According to Duke and Person (2001), Motivation is one of the numerous aspects that influence a student's ability to absorb the material. Motivation is the most crucial factor in keeping students interested in the course. The dominant of questions that teachers used is display questions. According to Dalton-Puffer (2007), display questions are frequently asked, whereas referential questions are rarely asked. The finding of this research had a similar result from Hamzah Omari (2018) in his finding. It found that the most display questions used in the classroom. On the other hand, omari's studied is a bit different from this research because this study focused at teachers questions at reading and speaking skill during teaching and learning process.

Furthermore, According to Murphy (2004), yes/no questions are questions that need a short answer (Yes or No) by using an auxiliary at the first of the question sentence or statement. In addition, it is a question that often produces a simple and short answer. The teacher focused on the student's knowledge of the information that they got. According to observation, the teachers asked the question about students' knowledge of the descriptive text. But this question did not appear often in the teaching and learning process. This question is used by the teacher to check students' readiness for learning and to find out whether students understand what has been learned. So, this question appeared at the beginning and the end of the teaching and learning process.

The second research question is "what types of questions are asked by the teacher in teaching speaking?" This question was answered by observation technique in the classroom too. In speaking skills, teachers often used display question, with the display question students more active to answer teachers' questions because the students can answer teachers' questions based on the materials are given. As a result, when the teacher used displays questions during the teaching and learning process, the classroom becomes more active and effective. Display questions may be more beneficial at the beginning level or when starting a short conversation in language classes if the teacher plays an important role in the language classroom. (Matra, 2014).

In addition, Long and Sato's (1983) theory, as cited in Ligh bown and spade's (2013) theory, demonstrates that display questions, rather than referential questions and yes/no questions, are the most common types of questions asked by teachers during the teaching and learning process in the classroom. It can be concluded that the researcher conducted the observation in the classroom four times. After the observation, the researcher transcript all of the teachers' questions. As a result of this session, teachers used to display questions in teaching reading skills in the classroom.

Furthermore, the study finding from Zaenudin (2015) had different result. The finding of his research focused on the teachers' question and students' responses in developing communicative classroom language. His research aimed to increase

students speaking through teachers' questions in the classroom. In addition, this research had same result in types of questions but his study more explored about teachers questioning strategies and students responses in classroom.

CONCLUSION

Based on the finding of this study, it was found three types of questions that teachers used in the teaching and learning process at reading and speaking skills. They were display question, referential question and yes/no question. The dominant question used by the teachers' in the classroom during teaching and learning of speaking and reading skills is display question. From the observation in the classroom, both of teachers used display question more than referential and yes/no question during teaching and learning process. Through video recording and observation guidelines, researcher known that the teachers used more display questions in teaching and learning process at teaching reading and speaking skills.

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