



TYPES OF QUESTIONS ASKED BY ENGLISH TEACHERS IN TEACHING AND LEARNING PROCESS AT SMA PEMBANGUNAN UNP PADANG

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Abstract

The purposes of this research are (1) To describe types of questions asked by teachers in teaching and learning process, (2) To know what language used by teachers in teaching English. This research is descriptive research. Object from this research are two English teachers at SMA Pembangunan Laboratorium UNP Padang. The data collection used two instruments are audio recording and note taking. The data from this research are questions asked by teacher based on suggested by Wanjryb (1992). From this research, researcher found that open ended questions are mostly occur in the classroom beside ; yes/no questions, short answer questions, display questions, referential questions and non retrieval questions. During research, there are three kind of languages that used by teachers are English, mixed English –Indonesian, and Indonesian.

Key words: Types of questions, language

A. INTRODUCTION

In asking questions, teachers have to used English as a main language in the classroom. Ideally, English teachers are able to ask questions by using English. English is a language that should be thought to the students to make them understand the language. There are several kinds of questions that teachers used namely, yes/no questions, short answer questions, display questions, open ended questions, referential questions, and non retrieval questions (Wanjryb:1992).

And also, most writes seem agree the teacher² questions are mainly used to check learner's comprehension and to determine what learners have actually learnt (Brown & Wragg 2001; Peacock 1990; Tsui 1995)

Art of asking question is a skill that must be mastered teachers. Through these skill is not only teachers can obtain the essence of factual information but it can also help students in relating the concepts, making conclusion, raise awareness, encourage creative thinking abilities and imaginative, encouraging

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critical thinking process, and explore more deeply about knowledge, thinking, and understanding students (Wilson, 1997 in Tina Yunarti 2009).

Questions are a part large part of a teacher's stock-in-trade. By asking questions, teachers hope it will help students to review, to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities and cut down on disruptive behavior, to help determine grades, to encourage discussion, to discourage inattentiveness, and other reasons and purposes (Blosser, 2000). Hyman (1979) states in his book *Strategic Questioning* that "questioning is essential to teaching; both for teacher and the student". Questions should play a central role in the learning process.

In 2004, Tsui, Marton and Ng assert that questions can draw learner's attention to the critical aspects of the object of learning, and open up the space for more investigation on the part of learners. Questions can monitor comprehension, help make connections to prior learning and can stimulate cognitive growth (Vogler 2005 cited in Adedoyin, 2010).

Wajnryb (1992) categorized into 6 types of questions, that are: (1) Yes/No Questions; (2) Short Answer/retrieval-style Questions; (3) Open-ended Questions; (4) Display Questions (questioning requesting information already known to the questioner); (5) Referential Questions (questions requesting new information) and (6) Non-retrieval Imaginative Questions (questions do not require the learner to retrieve given information but instead call on inferred information or information in which an opinion judgement is called for). He tried to classify as simple in order to easily understand it.

Language is sound symbol system that is meaningful and articulated which used as a tool to communicate by a group of people to share their feeling and thinking (Wibowo, 2001). Language is a complete and effective communication for convey the ideas, meaning, feeling and opinions to others (Walija, 1996).

And also, language is expressions of human thinking and feeling as regular, which used sound as a tool in communication (Depdiknas, 2005:3). Language is structure and a means from the users as mark to conclude something (Rasyid, et.al., 2009:126).

The findings of this research show that, both of the teachers mostly used open ended questions types based on Wajnryb (1992). The teachers did not try to stimulate students' knowledge in asked questions in teaching and learning process. From the reasearch finding, the percentage of they were not satisfy. It because, the teachers only asked questions in the basic types that need short answer or not answer at all. There is a type of question did not occur in teachers' questions in the classroom. Mostly, questions are occur or asked by teachers are open ended questions, short answer questions, yes/no questions, display questions, referential questions, and non retrieval questions. Non retrieval questions did not occur in the classroom and teachers do not asked until that level. Mufi & Adnan (2013: 88) said that a question is "a linguistic expression used to make a request for information.

Besides, the teachers' language in teaching and learning process do not used English completely. Teachers are still use another language in the classroom.

From the beginning of teaching, teachers use English. After that, teachers used mixed English-Indonesian and the last lesson, teachers used Indonesian to end the lesson.

Based on the research findings, it was found that the open ended questions are most frequently used by the teachers in the classroom. Teachers are tend to limit the questions' time into simple questions which students did not think too deep and take long time to get the target. And also, teachers tried to answer the high level to students but did not get response or the students were not understood about the questions. To make students more active in thinking, teachers should stimulate students by asking questions that need hard thinking and make students find the questions by themselves.

Then, teachers must be used English in teaching and learning process without add another language. To improve students' language, teachers must teach English by using English too in order to students can imitate and try what teachers already say.

B. RESEARCH METHODS

This research is descriptive research which is aimed to identify students' characteristics and teacher's attitude in the classroom as a part of classroom management. In this research, the researcher observes the teaching and learning process in the classroom without giving any treatments. As Brumfit and Mitchell (1995:11) said that the aims of descriptive method is to provide as accurate an account as possible of what current practice is: how learners do learn, how teachers do teach, what classroom looks like, at a particular moment in a particular place. In this research, the researcher will be able to describe the classroom management of Senior High School Students by seeing types of questions asked by English teachers and language used by the teachers.

The selected participants in this research were two English teachers of SMA Pembangunan Laboratorium UNP Padang. They were Rika Susanti S.Pd. and. Nurtati, S.Pd. They taught the tenth grade students. These two teachers were chosen since they were the only English teachers who were available in this school at that.

The data of this research were gathered through audio recording and note taking of teaching and learning process. Then, the transcriptions of audio recording and note taking were numbered in a table based on the Wanjryb categorized (1992)

C. FINDINGS AND DISCUSSIONS

Based on the observation, it was found that the teachers produced 92 questions. According to Wanjryb (1992), there are six types of teachers' questions; they are yes/no questions, short answer questions, open-ended questions, display questions, referential questions, and non retrieval questions. Teacher 1 conducted all types of questions, except the six types (non retrieval questions), while teacher 2 conducted the second, third and fourth types of questions. Teacher 1 conducted 86 questions, where 18 questions were in yes/no questions types, 23 questions were in short answer questions types, 24 questions

were in open ended questions types, and 21 questions were in display questions types. Meanwhile, teacher 2 conducted 6 questions, where 1 question were in short answer questions types, 3 questions were in open ended questions types, and 2 questions were in display questions types.

Besides, reasearcher also found the language of the teachers' questions were not full English. There are three kinds of language of teachers' questions; Full English, mixed English-Indonesian, and Indonesian language. The most kinds of language that were teachers asked is mixed English - Indonesian 43,47%. The full English is 19,56%, and the Indonesian language is 36,95%. The teachers tend to used mixed English and Indonesian.

D. CONCLUSIONS AND SUGGESTIONS

Based on the research findings, it was found that the open ended questions are most frequently used by the teachers in the classroom. Teachers are tend to limit the questions' time into simple questions which students did not think too deep and take long time to get the target. And also, teachers tried to answer the high level to students but did not get response or the students were not understood about the questions. To make students more active in thinking, teachers should stimulate students by asking questions that need hard thinking and make students find the questions by themselves.

Then, teachers must be used English in teaching and learning process without add another language. To improve students' language, teachers must teach English by using English too in order to students can imitate and try what teachers already say.

Based on the conclusion, teachers can add more questions into high level, make students think more about the lesson or topic, and use the language that teachers teach during the classroom without other language. And also, teachers try to creative in asking the high types of questions to make students understand about the questions about.

Note: This article is written based on the writer's thesis with a guidance from Prof. H. Rusdi, Grad. Dipl., M.A., Ph.D. and Saunir Saun, M.Pd

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