

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In teaching English learning, there is a process which is called asking or giving question. It can be from the teacher for the students or the students for the teacher. Question for the students must be applied in kinds of question.

Questioning types is the way which used to ask something to students in gaining process. The teacher needs to know the ability of the students and how far the students understand the material which have been taught. Furthermore, the teacher must know the result of the students after and before the teaching with giving a question. So, there must be an interaction between teacher and students, and then followed by feedback from the students.

The interaction between the teacher and the students is one important factor in the class activity. Whether to help the students to improve their abilities or understand to solve problems and able to provide solutions in solving problems. For the teacher asking ability is an ability that can be learned by anyone. This method can help the teacher to develop the students' ability in asking questions. And also knowing the right questions which are submitted for the students.

The teacher has an important role in students' learning. Therefore, the teacher needs to consider the various of the students when they will be in one class. One of the teacher's way of teaching is how the teacher asks question. Beside that, the teacher also makes discussion class which has a positive impact for the students in improving their self-confidence.

Shaugnessy (2005:5) argues that questioning types are essential to the growth of critical thinking skills, and higher level thinking skills and positive affect achievement, most of the types

of questions as regular part of learning in reality, there are many classrooms in which teachers rarely pose question above the level of “read and repeat”.

In questioning class, there is a role play in teaching process. An effective English class will contain the interaction between the teacher and the students. The core of this interaction in question class is the teacher plays the role play. Questioning can enhance the communication between the teacher and the students. Beside that, questioning makes the classroom atmosphere be more active.

Unfortunately, the questions from the teacher for the students do not always work in some cases regardless the repertoire of questions that can be applied by the teacher in the classroom. Sometimes, the teacher is failed to encourage the students to speak more by answering the questions due to certain circumstances, such as the question that is not understood by the students or the length of the question that is too long. For that reason, it is important not only to look at the type of the questioning but also the questioning types employed by the teacher since developing a repertoire of questioning types is also one of the best ways for teacher to establish and sustain the interactive classroom interaction (Brown, 2001 :20-27).

Based on the explanation above can be concluded that the purpose of the writer was to find out the interaction of the teacher and the students when giving questions. The teacher should understand that giving questions in the class is not an easy task. In fact, it is an essential thing for the teacher for doing teaching.

The teacher should be aware the kinds of questions when have applied, until the interaction between the students is well. It depends on how the teacher’s questions are contributed. The success of teaching English as foreign language in the class refers to the application of questioning types by the teacher. That is a way in achieving the goal of teaching, the teacher’s

questioning types must be viewed and applied. Thus, in this research the writer wanted to find out how the teacher giving questions and types of questions.

Based on the observation of PPL (*Program Pengalaman Lapangan*) in Junior High School 31 Medan that many problems were found by the students in learning English. One of the students' difficulties is to understand the learning material delivered by the teacher. That was caused of the lack of students' vocabulary. Because of that, the students were difficult to follow the learning teaching process. Finally, the students were not interested in learning English. Therefore, the writer was interested to analyze the teacher's questioning strategy for the students.

Table 1.1

Students' score in Preliminary Research

Name	Score
Imam	50
Dewangga	50
Putra	50
Putri mafia	50
Ingggrid	75
Dimas	50
Nabila lutfi	70
Nabila faradiba	50
Bunga	50
Asrihalijah	50
Triswa	50
Namira	70
Edelwis	50
Anggi	75
Eka	80
Dewi	50
Immanuel	70
Febry	50
Lestari	50
Aprilia	70
Andy	50
Oktavia	50
Rizki	50
Rinaldi	50
Fahri	80
Nova	75
Santalina	50

Dion	70
Raka	70
Ersany	70
Yogi	50
Gita	75
Pitta	75
Dea	75
Ramaida	70
Odelia	50
Mariska	75
Jeremia	50

$$\text{Mean} = \frac{2350}{40} = 58,75 \text{ or } 59$$

The result of preliminary research was found that the students did not understand the questions that had given by the teacher in junior high school 31 Medan. The students got low score namely 59 even though the minimum mastery criteria is 75.

Based on the background of the study above the writer would conduct the study entitled: **‘An Analysis of Teacher Questioning Types to the Students Junior High School’**.

1.2 The Problem of Study

Based on the background of the study above, the problem of the study was formulated as following: What kinds of questioning types used by the teacher in teaching speaking at Junior High School 31 Medan?

1.3 The Scope of the Study

This study discussed about the teacher’s questioning types as a part of teaching English as a foreign language. In questioning types there are some types, such as managerial, rhetorical, closed, and open. This study was focused on teachers questioning types which involved the types that focused on managerial, rhetorical, closed, open and in the speaking skill

the writer would be focused on pronunciation in teaching English foreign language in classroom by using analysis method through class observation.

1.4 The Objective of the Study

The objective of the study was to find out the kinds of questioning types of the teacher in Junior High School 31 Medan

1.5 The Significances of the Study

The significances of this study were expected to be theoretically and practically and relevant for some matters.

Theoretically : This finding of the study was expected as a new perspective in teacher types in questioning

Practically : This finding was expected to provide useful information.

For the teachers : This finding was expected to have positive responses for teachers in teaching English, specifically for better and more effective questioning types.

For future teachers : To enrich their knowledge about teaching learning process by using effective questioning types as references.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting this study, theories were important and needed to explain some concepts or terms applied in the study concerned. Some terms were used in the study needed to explain theoretically. In the following part, the theoretical elaboration was used in the presented terms. Some references will be explained in order to keep its coherence to avoid misunderstanding and misperception.

2.2. Teaching

Teaching Learning English as a foreign language is different thing to do for the most Indonesian students, because it cannot be learned naturally as their mother tongue. Usually learning another language means learning the dictionary, grammar and the sound of system in that language. Focusing on language form is important in foreign language learning, but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course, the learners should be able to communicate effectively in English in or outside the classroom for study, works or leisure.

Zamroni(2000:74) states that teaching is "the teacher is the creator learning process". Teaching is an act that needs to be held accountable for morals that are quite heavy. The success of education in students really requires teacher accountability in doing their work.

Teaching is an activity that explains a material to someone who they don't know before and the efforts of the teacher to convey knowledge, guidance, direction and encouragement to

students. Besides, teacher also gives a material about the subject, training the students based on the subject and improve it better. So, the students have great knowledge and skill. Not only focus on the subject, but teacher also provides students to have a good behavior, norm and habitual in their daily life. Especially in helping each other and respect another.

2.2.1 Types of Teaching Strategy

1. Cooperative Learning

Cooperative learning is a teaching and learning strategy that regulates attitudes or shared interests in work or assistance among others in a structured collaboration structure in groups, consisting of two or more people. For the maintenance of the class according to the cooperative learning model it was announced to be a grouping, mutual cooperation spirit, and class arrangement.

Suprijono (2010:54) states that cooperative learning is a broader concept covering all types of group work including forms that are more led by the teacher or directed by the teacher. In general, cooperative learning is considered more directed by the teacher, where the teacher determines tasks and questions and provides materials and information designed to help students solve the intended problem. Teachers usually place certain test forms at the end of the assignment. Cooperative learning is an activity carried out by students in the form of groups, in solving a problem that they get in a particular environment and solve the problem in the form of a group or the same as cooperation. Cooperation between teacher and students is very needed to achieve curriculum goal. The way to achieve it they have to help each other without compare one to another, rather it smart, stupid, poor or rich.

Cooperative learning is supported by Vygotski's theory. The support of Vygotsky's theory of cooperative learning model is the emphasis on learning as an interactive dialogue process.

Cooperative learning is social based learning. According to Anita Lie in Suprijono (2010:56), this learning model is based on the philosophy of Homo Hominisocius. Contrary to Darwin's theory, this philosophy emphasizes that humans are social beings. Interactive dialogue (social interaction) is the key to all social life. Without social interaction, there will not be a life together. In other words, cooperation is a very important need for survival. Without cooperation, there will be no individual, family, organization, and other shared life. In general without social interaction there will be no knowledge of Piaget as social knowledge.

2. Inquiry-Based Instruction

Inquiry-based learning implies involving students in the learning process so they will have a deeper understanding of what they are learning. We are born with the instinct to inquire -- as babies we use our senses to make connections to our surroundings. Inquiry-based learning strategies are used to engage students to learn by asking questions, investigating, exploring, and reporting what they see. This process leads students to a deeper understanding of the content that they are learning, which helps them be able to apply these concepts they are learning in new situations.

According to Carin and Sunder in Ahmadi (2005:108), the inquiry method is defined as a series of learning activities that involve maximally the entire ability of students to search and investigate problems in a systematic, critical, logical, and analytical manner so that they can formulate their own findings with confidence.

Inquiry based instruction is learning that begins with asking questions, scenarios or problems. Here students will identify and examine problems and questions to develop knowledge or solutions with the development and practice of thinking and problem solving skills. It is also an

effort to gain information through data collection with some process, inquiring and tracking the information that needed.

3. Differentiated Instruction: Learning Stations

Differentiated instruction is an approach that answers the reality that each student has differences in how to learn, different background knowledge, different abilities, and different personalities in learning ". To see the differences writer have to do some different way to collect the data. The way to collect it is to give different method, like audio-lingual method with neurological impress method that still has to focus with the subject and skill.

Tomlinson (2000: 15) stated that differentiated instructions (DI) are ways to adjust teaching to the needs of students with the aim of maximizing the potential of each learner in the expenditure given. DI is a process through which the teacher improves learning by adjusting students to train and change.

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Differentiated instruction strategies allow teachers to engage each student by accommodating to their specific learning style. According to Howard Gardner's Multiple Intelligence Theory, every person has a different mind, and therefore each person learns and understands information differently. Differentiating instruction offers a way to meet all students' needs. One helpful strategy to differentiate instruction is learning stations. Learning stations can easily be designed to enable students with diverse learning needs. Teachers can set up each

station where students will be able to complete the same task, but at the level and style that is specifically designed for them.

4. Graphic Organizers

Graphic organizer is a visual communication tool that uses visual symbols to express ideas and concepts, to convey meaning and learning media that coordinate ideas and concepts into visual form.

According to Slavin (2005:19), people encode, store, and retrieve information learn based on this hierarchy. Graphic organizers are simple and effective tools to help students brainstorm and organize their thoughts and ideas in visual presentations. Simply put, they help students organize information so that it is easier for them to understand. Graphic organizers can be used for any lesson; to compile writing, exchange opinions, plan, solve problems, or make decisions.

Graphic organizers are useful educational tools in any field of study. This tool can help students be more creative in their ideas to answer questions and develop what they think. Graphic organizer also is a pair of a form that describe a situation that line with information to other without any written text content, it organize to make a connection with one information to another.

Graphic organizer can be concluded that graphic organizer is one of the learning media that can be used in the learning process. This is important as an effort in organizing the various knowledge they get in everyday

2.2.2 Definition of Teacher Questioning Types

The term of questioning types comes from two words, question and types. Question means asking for something to get information. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned

and directions for what they are to do and how they are to do it (Cotton,1988). In classroom Teacher ask questions are based on several of purpose. They ask questions on the purpose of managing the class, engaging students with the content, encouraging participation and increasing students' understanding (Darn,2008). Similarly, Turney (1973 in Brown and Edmondson,1984) states that teachers ask questions to arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept, to develop an active approach to learning.

In accordance with the above purposes, Chun- miao(2007) affirms that teachers gives question during the classroom activities at the aims at 1) letting students to present information like facts, idea, opinion; 2) making examination about learners' understanding, knowledge or skills; 3) engaging learners actively in participating their learning; 4) stimulating thinking or probing more deeply into issues; and 5) getting students to review and practice previously learnt materials. He also states that the purpose of teacher questioning determines types of teacher's questions in the classroom. Close questions or display questions could let learners to present information like facts, ideas, and opinions as well as to have review about previous learnt knowledge. Open questions or referential questions are for checking students' understanding of knowledge or skills.

In classroom activities, most of the time students become reluctant to answer and ask questions with the target language. The reason for this is that some teachers' questions are ambiguous for students to comprehend the question. Even in English classroom, it is frequently found that the students cannot answer the questions, that is not because of the reluctance or the absence of knowledge; rather they do not know how to express the answer in English.

Questioning strategy can be concluded that the learning strategies carry out by the teacher in deliver learning material by giving questions to students or vice versa are expected that

students can easily receive and understand the learning material so that the final goal of learning can be achieved.

Effective when it allows students to become fully involve in learning process. It means teachers should think how to create the strategic questioning in their lesson plan before teaching and learning process.

2.2.3 Questioning Types

According to Norris Sander in P.E Blosser book (2000:3) the major type of questions fall into categories, they are:

1. Managerial: questions which keep the classroom operations moving.
2. Rhetorical: questions used to emphasize a point or to reinforce an idea or statement.
3. Closed: questions used to check retention or to focus thinking on a particular point.
4. Open: questions used to promote discussion or student interaction.

1. Managerial

Managerial questions are those used by the teacher to keep the classroom operating—to move activities (and students) toward the desired goals for the period, lesson, or unit. Such questions as “Does everyone have the necessary equipment?” “Will you turn to page 15, please?” or “Who needs more time to finish the experiment?” are managerial questions.

Managerial question is purposed to operate the classroom by giving some questions which purposed to give about instruction or suggestion on question way. For example as the statement which written before.

2. Rhetorical

Rhetorical questions are used by teachers to reinforce a point or for emphasis. “The green coloring matter in plants is called chlorophyll, right?” or “Yesterday we said there are three major groups of rocks: igneous, sedimentary, and metamorphic, okay?” fit into this category. Teachers asking rhetorical questions do not really anticipate receiving oral student responses, although they sometimes get them.

According to the explanation above the writer could deduce that rhetorical question can be said as question tag, where the questions are given and follow by statement that strength of the question which are said before.

3. Closed

Closed questions are those for which there are a limited number of acceptable responses or “right answers.” “What is the chemical formula for water?” “What happened when you switched from low- to higher-power magnification?” or “What are plant cell walls made of?” are questions which anticipate certain answers. It is expected that students have already been exposed to the information requested by a closed question—from a teacher’s lecture, class activity, assigned reading, or some visual aid (film, filmstrip, chart, demonstration, etc.).

Closed question is one of the questions in questioning strategy which focus on responses of the questioner about the answer of responder about the question that conveyed of the questioner.

4. Open

Open questions anticipate a wide range of acceptable responses rather than one or two “right answers.” They draw on students’ past experiences but they also cause students to give and justify their opinions, to infer or identify implications, to formulate hypotheses, and to make

judgments based on their own values and standards. Examples of open questions might include: “If you were to design a science display for the school bulletin board, what would you include in the display and why?” “What do you suppose life on Earth might be like with weaker gravity?” “What should be included in a project to improve the school environment?” or “If you suspected that you carried some genetic abnormality, would you have children?”

The definition of open questioning strategy is which one to promote discussion or student interaction to stimulate student thinking to allow freedom to hypothesize, speculate, share ideas about possible activities, etc.

2.3 Speaking

There are many definitions of speaking that have been proposed by some experts. According to Siahaan (2008:95) Speaking is a productive language skill. It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. Researchers are defined as Speaking is a communication tool to convey opinions, information and messages to people, individual or groups so that the occurrence of a relationship with others.

Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003:4). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

Bailey (2000:25) states that speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From the explanation above speaking is a communication where the writer can express what we feel, ideas that are in our minds and also a tool that can build relationships with one another.

From those theories, it can be concludes that speaking skill is relate to communication. Speaking is a skill to use a languageappropriately to express some one's idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

2.4 Conceptual Framework

Speaking is one of the skills in the language learning and it is essential in communication. Speaking has a complex process that consists of three parts. In the communicative activities, teacher feedback is needed by students to revise their speaking because mistakes must appear in students; speaking for English is a foreign language for them. It is quite hard for the students to correct their own mistakes for example their pronunciation in their speaking. That is why, teacher's oral feedback can be used as guidance for the students to correct their mistakes and make their speaking better.

Many studies showed that feedback could effectively reduce students' errors in speaking. Students' perception is a vital part in the learning process. Students' perception will affect the students' response and attitude in the learning process. There are some main factors that affect, such as students' expectation, motivation, and previous experience. In this case, students' experience will be teacher oral feedback. If the students' perception is positive, the acceptance information of the teacher feedback will be affective but if the students' perception is negative,

the acceptance information of the feedback will be disturbed. It means that students' perception will give a big influence to the success of feedback. This study, therefore, concerned students' perception towards teacher immediate oral feedback. Some experts' point of view was used as the reference to answer the research problem. This point of view played a significant role in exploring, identifying, and analyzing the teacher oral feedback and students' perception. The types of teacher immediate feedback consisted of recast, explicit correction, elicitation, clarification request, met linguistic cue, repetition. Contents of teacher immediate feedback could be categorized into two, they were form and meaning. Feedback concerned on grammar, vocabulary, and pronunciation while feedback on meaning concerns idea organization, and logic of ideas. Furthermore, theory of feedback and students' perception helped to reveal the students' perception towards teacher oral feedback. Students' perception might focus on the clarity, the objectivity, the assistance, the encouragement and the proportion of oral feedback by the teacher.

2.5 Previous Research

The previous study about questioning types was done by Hamiloglu (2012) on examining types of teachers' question and the frequency of the use of those types of questions in the EFL classroom. The findings showed that in terms of the purposes teachers question conveyed in the class. Convergent question were the most frequently used about 52 in 98 questions. As these types of question generally included yes/no, short answer and displayed questions type, over the use of convergent questions were not favored in an EFL context.

A significant number of research findings was related to classroom question indicated that questions played a crucial role in the classroom and teacher needed to improve their questioning strategies (Sadker and Sadker, 1982). The above studies had lack the teachers' aims of asking such type of question to their students. In this study writer focused on finding out

the type of question that teachers used in daily teaching and learning process. Soon after researcher found it, researcher quantified the frequency of which type of questions used at the most. By doing so, the writer could relate the findings into the goal of language learning in which students were able to.

CHAPTER III

RESEARCH METHOD

3.1 The Research Design

This study was conducted by using qualitative method. Qualitative research is an explanation that addressed phenomena in their natural settings and uses multi-methods to support, explain, explain and bring meaning to them. Some experts have different opinion about what is mean by research design. According to Creswell (2009:3)research design is plans and the procedures for research to detailed methods of data collection and analysis.

The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible. In this research, the writer used qualitative approach because this study focused on the analysis or interpretation of the written material in context.

3.2 Subject of the Study

Qualitative study is a study that must get a deep data; it means that the writer had to get the data from everything that related the topic. To get the data, the writer had to select the subject and could not take randomly. The writer had some criteria to select the subject. These criteria supported the writer's decision in select the subject. Besides, the writer also asked suggestion from some informant when selected the subject for example is teacher. The subject of the study isteacher and nine grade students at SMP 31 Medan. The writerobservedthe teacher in SMP N 31 Medan in Junior High School 31 Medan which there were8 classes consisted of 30 students each class.

The writer analyzed the teacher at junior high school 31 Medan. The writer chose an English teacher and some students who join with English teacher. This study fulfilled several

criteria. For the teacher, the first criterion was the teacher who taught more than two years in that school. The second criterion is teacher must have good strategy when the teacher taught in English lesson. For the students, the criteria must have a good pronunciation in English.

3.3 Object of the Study

The object of this study is the teacher's question types in teaching speaking in nine grade students at Junior High School 31 Medan. The writer observed the teacher in SMP N 31 Medan, and there were eight class with each class consisted of 30 students. The writer chose one class randomly.

3.4 Technique of Collecting the Data

Recording

The source of qualitative research was documentation (taking pictures and recording). But in this case, the writer used the recording. The writer recorded the teacher during doing teaching English speaking in the classroom. From the recording, the writer got strongest data. In the recording session, the writer recorded how the teacher performance in asking the students by using the question types in the classroom. Then, the writer also recorded the student's response to the teacher's question.

In this study, the writer observed by using direct observation. The writer observed the teacher who taught English speaking for the second grade of SMP N 31 Medan. And then the writer found out the way of teacher when teaching English speaking. The result of observation identified to get some ways on teaching speaking strategies. The teacher's utterances was the data. The writer observed the teacher's utterances.

Interview is an activity that involved the interviewer and interviewee where the interviewer gave some questions to be answered by informant. In the interview, data collected through face-to-face or on telephone's interaction between the interviewer and the respondent.

But in this research, the writer used interview through face-to-face. There were two sessions of interview. The first session was done before the teaching learning process. From this session, the writer asked some questions about the question types used by the teacher. The second session was done after the teaching learning process had been done. In this session, the writer asked again about the question types that the teacher used before. The number of data for every type of question must have a minimum of two data.

After getting information about it, the writer integrated the information into the result of observation in teaching at classroom interaction. By the information and integration of observation the writer found out some results about questioning types that the teacher used in teaching speaking. The result of observation was connected with some theories by some experts. Besides, the research of observation used to find out the real questioning types in teaching speaking English.

3.5 Technique of Analyzing the Data

In doing the analysis of data, the writer used some steps as followed:

1. The writer observed the teaching process between the teacher and students in junior high school 31 Medan and then recorded it to make into documentation and categorized based on Dobb & Choy, 1976.
2. The writer collected the data make the transcription.
3. After that the writer collected the data from the teacher, and conducted reduction data into managerial, rhetorical, closed and open questioning types
4. Then writer analyzed what kinds of questioning types that teacher applied by using teacher talk.
5. The writer concluded findings.

3.6 Validity Triangulation

The writer did the observation to get the preliminary data on February 14, 2019 at SMP N 31 Medan. This data collection was an observation. In conducting this observation, the writer had to get the permission from the headmaster of SMP N 31 Medan and the English teacher, Ma'am NITA SURIATI SAM LUBIS, S.Pd. to allow the teacher's lesson for doing this observation. In this observation, the writer provided mobile phone for documentation, question sheet for teacher interview. Then the writer analyzed the teacher's questioning from the recording. And there, the writer asked the teacher about questioning types that was used in teaching.