

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter provided the findings and the discussions of the analysis. This discussion answered the research questions of the study:

1. What types of the teacher's questions occurred in English teaching and learning?
2. Which level of questions teacher asked in English teaching and learning?

4.1 Description of the Data

In order to answer the research questions, the researcher provided the data gathered from the instruments of the study. They were observation and video recording. This study analyzed the teacher's utterances to categorize the types of teacher's questions in classroom interaction. And also to find out in which level of questions the teacher asked in English classroom activities. The data are the teacher and students' utterances which are collected from the classroom observation by the researcher. The researcher found that there are 4229 utterances which consist of 2929 teacher's utterances and 1300 students' utterances.

4.2 Findings

4.2.1. The Frequency of Teacher's Talk in The Classroom Interactions

Based on classroom observation conducted from September to November 2013, there were three topics discussed in class. The first was the degree of comparison of adjective. The second was the expression of asking and giving opinion and invitation. And the last was descriptive text. It was found that there are several utterances produced by the teacher. This was the result of the comparison of the teachers' and the students' utterances in classroom. It revealed that the teacher is dominated in classroom interaction.

Chart 4.1

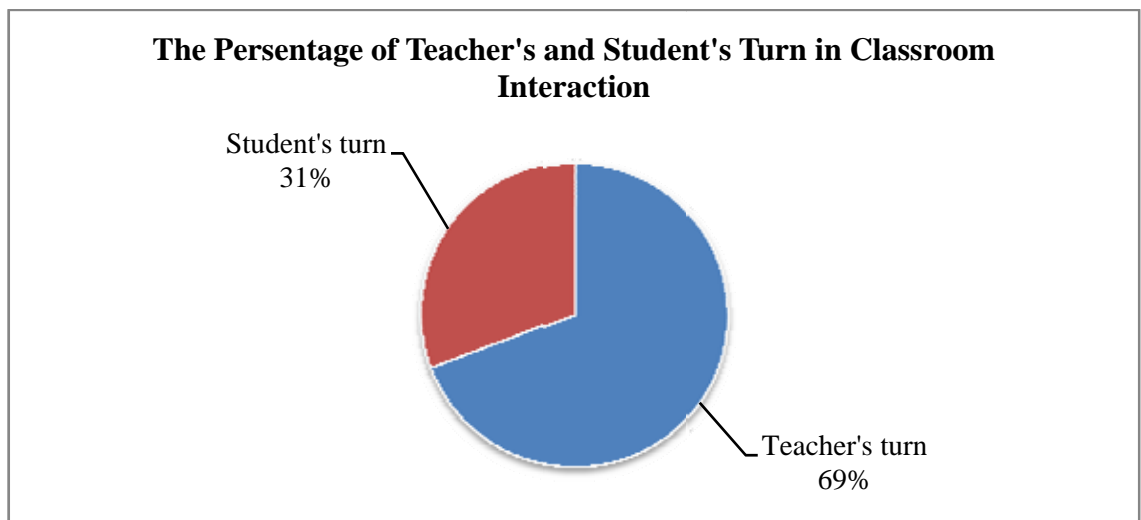


Chart 4.1 The Percentage of Teacher's and Student's Turn in Classroom Interaction

Based on the chart above, the teacher is dominated in the classroom interaction with 2929 utterances; 1761 in initiation and 1168 in followed up. While the students responses only 1300 utterances. Mostly, the students in the classroom were so passive to participate in learning process.

4.2.2 The Occurences of Teacher's Questions in Classroom Interaction

From the observations, the researcher found many different purposes of the teacher's talk; explaining, controlling, giving feedback, direct assessing, modeling something, asking questions. Most of teacher's talk in classroom interaction functioned as questioning. It shows in chart below:

Chart 4.2

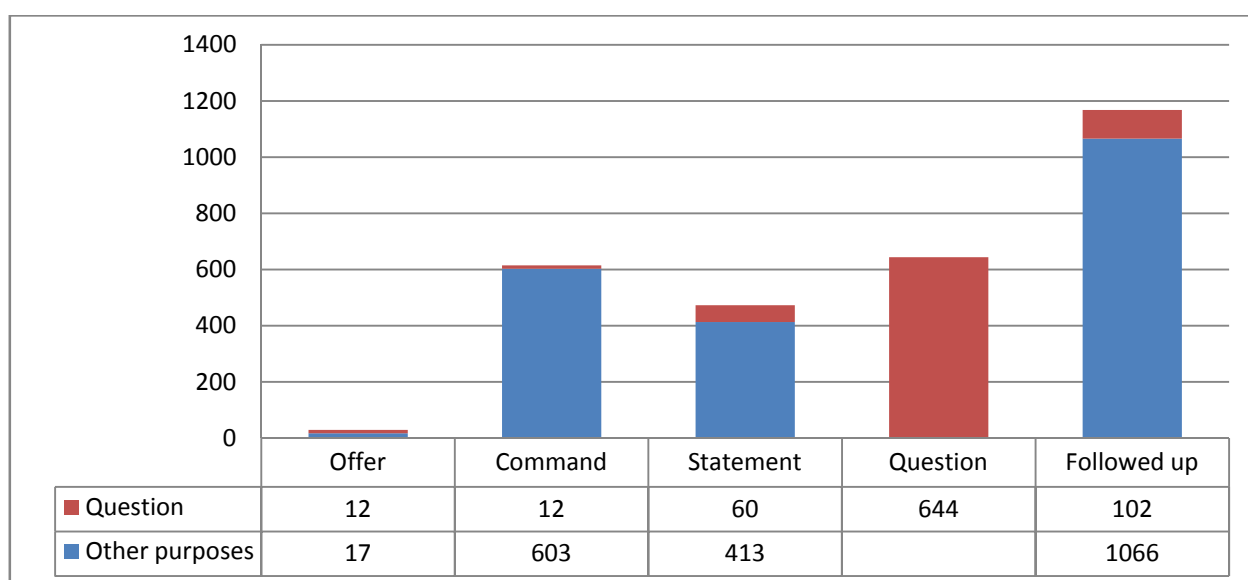


Chart 4.2 the frequency of occurences of teacher's questions in classroom interacrction

From 2929 teacher utterances in classroom interaction divided into teacher's iniation with 1761 utterances and teacher's followed up with 1168 utterances. Teacher's iniation consisted of offer, command, statement and question. From 1761 utterances revealed in teacher's iniation, 29 (2%) utterances were offer, 615 (35%) utterances were command, 473 (27%) utterances were statement, and 644 (36%) were question. It showed that question was dominated teacher's iniation.

The chart above tells that questions are also found in offer, command, statement and the teacher's followed up. In offer, 12 utterances as questioning. In command, 12 utterances as questioning. In statement, 60 utterances as questioning. And in followed up, 102 utterances as questioning. It is indicated that question dominated the teacher's talk in classroom interaction.

The teacher and students utterances transcribed and put in table of moves to identify the teacher and students moves in the classroom interactions. Every single turn made by the teacher and students then was analyzed based on Initiation-Response-Follow-up (IRF) and interpersonal function proposed by Halliday (2004: 108).

4.2.3 The Types of Teacher's Questions

Based on Bloom's Taxonomy Cognitive Domain there were six types of questions; knowledge question, comprehension question, application question, analysis question, synthesis question and evaluation question.

In this study, from the analysis of the transcriptions using Bloom's Taxonomy (1956), revealed that the teacher used questions in learning process. Two types of questions revealed, first was knowledge question for 614 times (74%) and the second was comprehension question for 216 (26%). It showed on the table 4.1 below:

Table 4.1

Questions	Knowledge (C1)	Comprehension (C2)	Application (C3)	Analysis (C4)	Synthesis (C5)	Evaluation (C6)
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Number of Question	614	216	-	-	-	-
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Table 4.1 Occurences of Types of Teacher's Questions

Knowledge questions required only remembering and providing information or ideas which had been presented in previous lessons. According to this study, 614 questions (74%) of the total questions were knowledge questions. Comprehension questions required students to restate, differentiate, explain, rephrase ideas or information. If there was a reading passage, students could be asked to compare ideas, out looks, and to rewrite a certain part of the reading passage in their own words. In this study the comprehension questions were about 216 (26%) of the total questions asked by the teachers. Application, analysis, synthesis and evaluation questions, these four types of questions were not used by the teachers observed in the classroom.

From the table of occurences types of teacher's questions above, the percentages of types of teacher's question occurred in English classroom interaction showed in the chart below:

Chart 4.3

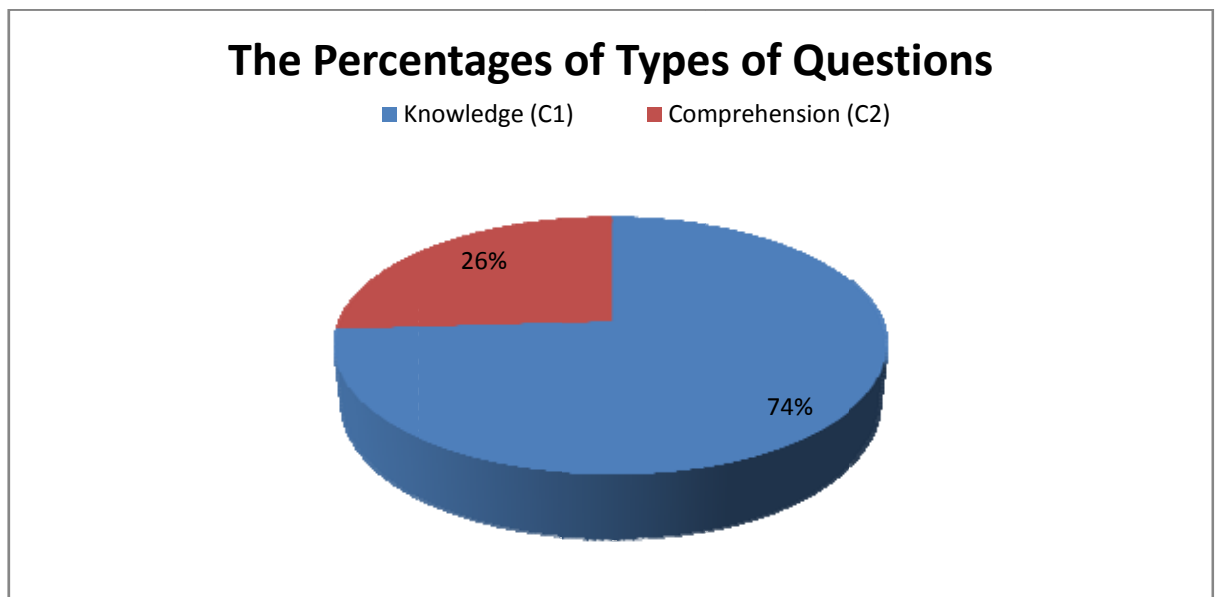


Chart 4.3 The percentages of types of questions

4.2.3.1 Knowledge Questions

Knowledge questions required students to define recall, recognize, and repeat something already learned certain specific facts information, procedures, or idea (Bloom, 1956). This research found that knowledge questions dominated. In this research, the teacher gave questions to students and they required only remembering and providing information or ideas which had been presented in previous lessons. There were 614 (74%) questions revealed as knowledge question, such as the following below:

Extract 1 (Code 8511, Episode 2, 16-28)

T : Who knows agree and disagree? What is the meaning of agree?

Ss :

T : Anybody? Agree means.....

Ss :

T : Who knows?

Invitation.. what is the meaning in Indonesia?

T : Putu?

Ss :

T : Who knows?

Don't be a shame. Don't be a shy. Jangan malu-malu..

oke, c'mon

S : Tempat-tempat rekreasi

The teacher asked the students using knowledge question to exhibit students knowledge about the topic of the lesson. The teacher wanted to recall the students' basic concept by asking them about the meaning of 'invitation' in Bahasa.

Extract 2 (Code 8430, Episode 1, 19-22)

T : Eeh ... well students, before going to the topic about descriptive text, ... who knows what is descriptive?

What is descriptive?

Ss :

T : Pakai bahasa Indonesia boleh, bahasa Sunda boleh.

What is descriptive?

S : Tempat-tempat yang indah.

In Extract 2, the teacher just wanted to know students' basic knowledge about 'descriptive'. In this part teacher tried to brainstorm students about the topic.

From the two extracts above, 'Who knows agree and disagree? What is the meaning of agree?' or 'What is descriptive?' can be classified into knowledge question and students answered the question by remembering or recalling the relevant knowledge (Cognitive 1).

4.2.3.2 Comprehension Questions

Based on Bloom (1956), comprehension question needed to understand the meaning, translation, interpolation, and interpretation of instructions and problems, and state a problem in one's own words. This study found that 216 (26%) questions revealed as comprehension questions. The teacher wanted to know the students' understanding and students required to restate, differentiate, explain,

rephrase ideas or information by their own words. It is showed in the following extract below

Extract 3 (Code 8511, Episode 10, 266-279)

T : What is about the dialogue? What is it about?

Ceritanya tentang apa sih?

Ss : (silent)

T : Planning with... Planning a holiday.

Planning going to somewhere.. Where to? kemana ya ?

Adi and his classmates planning going to somewhere?

Ss : Bogor

T : Going to bogor, good.

T : Are they agree? Do they agree? Mereka setuju gak ya? Pergi ke bogor.

Take a look. Lihat di buku..

Ss :

T : Who agree to go to somewhere in a holiday? Who agrees? Who is agree to go to bogor? Siapa yang setuju ke bogor?

Ss : Sanusi

The teacher used comprehension question to demonstate understading of facts and ideas by stating ideas. The students needed to understand the meaning of the lesson material.

4.2.4 The Functions of Teacher's Questions

From 830 questions asked by the teacher found that there were four functions of the teacher questions; recalling factual knowledge, stating ideas, stating examples, and demonstrating the understanding of facts. The chart below represented the percentages of functions of the teacher's questions:

Chart 4.4

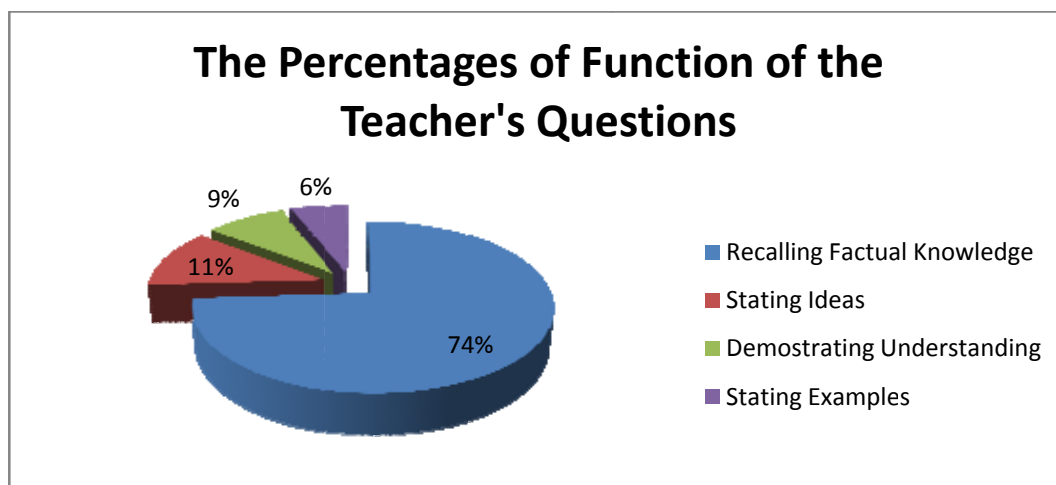


Chart 4.4 The Percentages of Function of Teacher's Questions

From the chart showed that the most dominant function of the teacher's question was recalling students' factual knowledge, it was about 614 (74%) questions teacher asked were recalling students' factual knowledge, 95 (11%) questions were stating students' ideas about some topics, 71 (9%) questions were demonstrating student's knowledge, and 50 (6%) questions were stating examples,.

Extract 4 (Code 8511, Episode 9, 253-258)

T : Sanusi is a male or female?

Ss : Male

T : Very good.

Male apa?

Ss : Laki-laki.

T : Very good.

Female?

Ss : Perempuan.

T : Very good.

The teacher only asked the students whether they know the answer about the meaning of the word or not. Some students answered the question correctly.

The next function was state ideas. It found 95 (15%) questions which teacher asked in the classroom to state the student's ideas about some topic.

Extract 5 (Code 8511 Episode 6, 102-106)

T : Who has ever gone to Bandung? Siapa yang pernah pergi ke bandung?

Ss : Saya pak

T : Lift your hand up, please.

Ss :

T : Oke.what do you think of bandung?

Bandung is interes....

Ss : Ting

T : Interesting

Stating students ideas were frequently used by the teacher to gain students' participation in teaching and learning. In extract 4, it showed that teacher asked about students' experience and also asked students' opinion about some places. The students answered based on their personal experiences and opinion which would find any different answers.

The next was stating example, found 127 times (13.01%) of the whole questions. It showed in the extract below

Extract 6 (Code 8511, Episode 6, 126-128)

T : Can you mention the places?

S : Anyer

T : Anyer.

T : Mention it. Sebutin. In Jakarta first

The teacher asked the students to mention some interesting places. The teacher wanted the students to state or give any examples related to the topic and students required to state any interesting places which they have been visited or not. A student tried to answer and the teacher gave a response by restating the answer. The teacher could not judge the student's answer because this kind of questions could give many different answers and did not have right or wrong answer.

The last function was demonstrating the understanding of the knowledge or facts and the meaning of the topic. It found 45 questions (6%)

of the whole question were functioned to demonstrate students understanding.

Extract 7 (Code 8518, Episode 6, 486-493)

T : Number four. Maria berapa tahun?

Ss : Empat belas

T : Empat belas.

Terus ada lagi yang tiga belas?

Ss : Tidak ada

T : Tidak ada?

Maria sendiri empat belas? Yang lima belas ada?

Ss : Ada.

T : Enam belas ada?

Ss : Ada

T : Jadi yang paling muda Maria dong ya?

Ss : Ya

The teacher gave questions to the students related to the text they had read such as ‘Number four. Maria berapa tahun?’. The teacher wanted to know the students’ understanding about the text which they have been read in class or at home. The extract above tells us that students just answered the teacher with ‘Yes’ ‘Ada’ ‘Tidak ada’, it demonstrated their understanding about the text. Although that was only a simple response, it showed that students understand about the text.

From the four functions, the teacher used question to state ideas of the students. The students were very passive so the teacher tried to encourage their participation by using questioning.

4.2.5 Level of Teacher's Questions

Based on the Bloom taxonomy there were two level of question; lower and higher order question. From the analysis of this study found that there were only two types of questions revealed; knowledge and comprehension question. The two types of questions were the lower order question.

Table 4.2

Questions	Lower Order Thinking			Higher Order Thinking		
	Knowledge (C1)	Comprehension (C2)	Application (C3)	Analysis (C4)	Synthesis (C5)	Evaluation (C6)
Number of Question	808	168	-	-	-	-

Table 4.2 The Classification of Questions by the Level

The table of classification of question above show that the teachers used one of the two classifications. The whole questions according to Table 4.2, posed by teachers were knowledge questions and comprehension question which were the lower order question. Questions of higher order were

not asked in the classes. As it has been stated, knowledge questions were given more attention than comprehension questions.

In summary, the teacher were dominating the classroom interaction. And it found that question is mostly used by the teacher to gain the students participation in the learning process. The types of teacher's question found in were knowledge question (74%) of the total questions and comprehension questions (26%). Application, analysis, synthesis and evaluation questions were not used by the teachers observed in the classroom. This conclude that the whole questions posed by the teacher were lower order questions.

4.3 Discussions

Knowledge questions (Cognitive 1) required only remembering and recalling information, ideas, knowledge of dates, events, places which have been presented in previous lessons. According to this study, 74 percent of the total questions were knowledge question. Some aspect of language learning and teaching needed these questions as the important part. The teachers used these questions to start a classroom discussion and lead the communication or brainstorm students. For that reason, knowledge questions played a little role in enhancing the student's level of thinking language teaching.

Comprehension questions (cognitive 2) required organization and selection of facts and ideas, interpretation of facts, compare, contrast, order, group and infer causes, predict consequences understanding information, grasping meaning, translate knowledge into new context. In the classroom observation the teacher gave a passage

and the students asked to look out and answer a certain part of the reading passage in their own words. In this study the comprehension questions were about 26 percent of total questions asked by the teacher.

The finding above is in line with the previous study conducted by Kahn and Inamullah which is found that 70 to 80 percent of the teacher's questions required simple recalling factual knowledge. Brown & Wragg (1993) also discussed the result study of Gall (1970) who noted that 6 percent of teacher questions required students to recall factual knowledge in much the same way as that in which they were presented, and only twenty percent required students to think beyond the level of recall. The finding of this study showed that the whole questions asked by the teacher in the classroom interaction were in lower order level. It described that English teaching and learning in observed classes were in level of understanding of the knowledge, the level of students' participation only to answer the teacher's questions. Therefore, the aspect of language competence were not explored extensively.