

ANALYSIS OF QUESTIONS USED BY ENGLISH TEACHER AT JAKARTA INTENSIVE LEARNING CENTRE (JILC)

Analisis Pertanyaan yang Digunakan oleh Guru Bahasa Inggris
di Jakarta Intensive Learning Centre (JILC)

DIAN PRASETYAWATI

ABSTRACT

The objectives of this research were: 1) to disclose the types of question used by English teacher at Jakarta Intensive Learning Centre (JILC), 2) to discover the reasons of using questions by English teacher at Jakarta Intensive Learning Centre (JILC), and 3) to find out the effect of questions on the response of the students at Jakarta Intensive Learning Centre (JILC).

This research employed descriptive research design which applied qualitative approach with reference to Bloom's Taxonomy. The subject of the research was a teacher at Jakarta Intensive Learning Centre (JILC) Andi Tonro in Gowa. Data collection of this research was conducted through observation and interview.

The result of this study showed that the teacher performed four out of six question types from Bloom's Taxonomy, they were: knowledge, comprehension, application, and analysis questions. The reasons why the teacher asked questions were dominated by to check students' understanding. The types of questions asked were determined by pedagogical purposes the teacher wanted to achieve because teaching and learning process in JILC was test practices oriented. The students who enrolled in JILC were expected to achieve high score in examination. So that, test practices oriented was the tool to familiarize the students to the variety of test. Furthermore, the question that received the longest response was comprehension questions (seven-to-ten-words) based on the length of students' responses, the longer response was knowledge questions (four-to-six-words), and briefly response were application questions (two-to-three-words) and analysis questions (two-to-three-words) while two questions which were synthesis and evaluation questions did not get any response because of the students' level of thinking and the topics discussed in the three meetings might not suit the use of synthesis and evaluation questions.

Keywords: Teacher questions, types of question, reasons of using question, and effect of questions on the response of the students

I. INTRODUCTION

Talking about interaction in the interactive classroom, one thing that should be not overlooked is the role of teacher questions in the English teaching and learning process. Brown (2001: 169) suggests that one of the best ways of teacher being an initiator and sustainer of interaction is by employing questioning strategies in teaching and learning

process. Additionally, the use of questions with various types can benefit for teacher and students in the classroom interaction.

Using questions is one part of language use. In language activities, question is seen to occupy a central position. In classroom, a question-answer process often takes place. How the teacher asks question has an influence on the students' answers and their critical thinking.

Speaking of questions used by the teacher, Bloom's taxonomy is one of taxonomy that has long been used in Indonesia (Widodo, 2006). Bloom divides six types of questions to develop students' thinking skills. The taxonomy consists of knowledge, comprehension, application, analysis, synthesis, and evaluation questions. Knowledge question demands to recognize and recall information that has been learned by the students. Comprehension question demands the students to be able to demonstrate their understanding about the material. Application question requires the students to apply the information they have learned. Analysis involves three kinds of psychological processes, which are identifying, considering, and analyzing the information to reach a conclusion. Synthesis question is the question to get a conclusion. And the last evaluation question, it requires the student to assess the benefits of an idea, solve the problems, and explore their opinions.

Furthermore, teachers' question - students' response in school classroom context is usually characterized by communicative pattern where the main goal of learning is communicative skill oriented by integrating all four language skills in learning process. Meanwhile it is contradictory with the course classroom context, especially in Jakarta Intensive Learning Centre (JILC). JILC is the course provided some subjects to be taught, one of them is English. The main goal of learning English in JILC is test practices oriented. The students who enroll in JILC are expected to achieve high score in examination. So that, test practices oriented is the tool to familiarize the students to the variety of test.

II. LITERATURE REVIEW

A. Definition of Teacher Questions

Teacher questions is one of the most common techniques used by teachers and serves as the principal way in which teachers control the classroom interaction. The tendency for teachers to ask many questions has been observed in many investigations. In

some classrooms over half of class time is occupied by question-and-answer exchanges (Richards & Lockhart, 1994, as cited in Kurniawan, 2011). Teacher questions have attracted considerable attention from researchers of language classroom. As a general way used by teachers in class, teacher questions play an important role in classroom teaching. Questions are used to evaluate students' knowledge and understanding of subject matter. Questions can help to review essential content in a subject. Questions can be used to control the social behavior of students.

B. The Functions of Teacher Questions

Teacher questions may serve different functions, including focusing attention, exercising disciplinary control in the course or an instruction, encouraging students' participation and moving the lesson forward among others (Shomoossi, 2004). In addition, according to Chaudron (as cited in Inan & Fidan, 2012: 1071), teacher questions are considered to be important because of their potential power "to facilitate either Target Language production or correct and meaningful content-related responses by students".

C. Types of Teacher Questions

Brown (2001: 172) expanded the types of questions used by the teachers according to Long & Sato and from Bloom's Taxonomy. Below are six categories of questions by Brown ranging from display to referential with typical classroom question words associated with each category.

1. *Knowledge questions*: eliciting factual answers, testing recall, and recognition of information. At this level, the students will give the correct answer in remembering of previously learned material.
2. *Comprehension questions*: interpreting, extrapolating. Comprehension question has students go past simply recalling facts and instead has them understanding the information.
3. *Application questions*: applying information heard or read to new situations. Application questions are those where students have to actually apply, or use, the knowledge they have learned.

4. *Analysis questions*: breaking down into parts, relating parts to the whole. The students will be required to go beyond knowledge and application and actually see patterns that they can use to analyze a problem.
5. *Synthesis questions*: combining elements into a new pattern. The students are required to use the given facts to create new theories or make predictions and solve the problem.
6. *Evaluation questions*: making judgment of good and bad, right or wrong, according to some set of criteria, and stating why. The students are expected to assess information and come to a conclusion such as its value or the bias behind it.

D. The Reasons Why Teachers Ask Questions

Teacher questions used in the classrooms to accomplish other things, such as assessing student knowledge, stimulating classroom discussion, helping students clarify their ideas and thought processes or leading them to consider new ideas and make use of ideas already learned. Also asking questions is a wonderful tool to turn a student from a passive observer in the classroom into an active learner.

III. RESEARCH QUESTIONS

1. What types of questions are used by English teacher at Jakarta Intensive Learning Centre (JILC)?
2. What are the reasons of using questions by English teacher at Jakarta Intensive Learning Centre (JILC)?
3. How is the effect of questions on the response of the students at Jakarta Intensive Learning Centre (JILC)?

IV. RESEARCH METHODOLOGY

A. Research Design

This research employed qualitative research method because it matched with the characteristics of the research questions. The purpose of qualitative research focuses and deals with promoting a deep understanding of particular phenomenon such as environment, a process, or even belief. This research applied discourse analysis as approach to analyze the qualitative data. This research used discourse analysis as approach that is suitable with the purpose of this research in order to get the description about the types, reason and the effect of using question in classroom interaction.

B. Subject of the Research

The subject of the research was a teacher at Jakarta Intensive Learning Centre (JILC) Andi Tonro in Gowa. The data taken from this research were the utterances produced by the teacher during the teaching and learning process in the classroom. JILC Andi Tonro was selected after the researcher considered which English course in Gowa which was good enough to be observed. To determine the subject in this research, the researcher applied purposive sampling technique as Sugiyono (2009) states that purposive sampling technique is one of the techniques that used to determine the subject by considering something or criteria.

C. Instruments

This research used observation, interview, and recording as instruments to collect the data. This research applied non-participant observation as Cook (2011) states that is easier to record information and observations if the researcher does not participate, so that the researcher can record the data more easily. The researcher was only observed the teachers questions during the learning and teaching process in the classroom. Furthermore, the researcher applied the semi-structured interview as Nunan & Bailey (2009) states that the researcher had a general idea of how he or she wants the interview unfold and may even have a set of prepared questions. The interview was conducted to obtain the reasons why the teacher asked certain types of questions.

D. Data Collection

Observation which has been conducted in collecting data as the data was the utterances produced by the teacher. Three meetings were conducted from June 7th until June 28th and each meeting took ± 60 minutes. The observation included recording to find out the utterances produced by the teacher during the teaching and learning process. In collecting the data, the researcher used the semi-structured interview. The researcher interviewed the English teacher to know the reason why she asked those types of questions to the students during teaching and learning process.

E. Data Analysis

Before the data was analyzed, the researcher transcribed all observations and interview. The process of transcribing allowed the researcher to become acquired with the

data (Reissman, 1993). There are some theories in analyzing the data. According to Gay et al. (2006: 469), the process of analyzing the qualitative research data consists of three steps, namely reading, describing, and classifying. Meanwhile, Braun & Clarke (2006) has step-by-step guidelines, those are familiarizing the researcher with the data, generating initial codes, the researcher read throughout each transcript to immerse in the data, reviewing themes, defining and naming themes, and producing the report.

V. FINDINGS AND DISCUSSION

The findings of the research describe the types of questions used by the teacher, the reasons why teacher asks questions, and the last is the effect of questions based on students' responses in EFL Classroom at JILC Andi Tonro, Gowa.

1. Types of Question Used by Teacher

From the analysis of transcription, it was found that the English teacher in JILC used four out of six types of questions from Bloom's Taxonomy. Those are knowledge questions, comprehension questions, application questions, and analysis questions.

Table 1: The Frequency of Question Types

No.	Types of Question	Frequency		
		First meeting	Second meeting	Third meeting
1	Knowledge	9	2	12
2	Comprehension	14	12	14
3	Application	3	0	0
4	Analysis	16	0	0
5	Synthesis	0	0	0
6	Evaluation	0	0	0
Total (per meeting)		42	14	26

From the Table 1 above, it could be seen that comprehension questions were the most frequently used by the English teacher. The teacher applied 23 knowledge questions, 40 comprehension questions, 3 application questions, and 16 analysis questions out of 82 questions in three meetings while synthesis and evaluation questions never appeared.

The questions used by the teacher at JILC in teaching and learning process have not spread yet to the whole type of questions proposed by Bloom's Taxonomy. It is similar with Widjaya et. al. (2013), Jannah (2013), and Nurhidayati (2006), the questions from Bloom's

Taxonomy have not spread all type of questions in teaching and learning process. This may be due to indicators as outlined in the draft of learning preparation in JILC are based on test practice oriented. In teaching and learning process, indicators are guidelines of learning objectives to be achieved. The learning objectives will inspire questions used by the teacher in teaching and learning process.

Moreover, the aspect from knowledge and comprehension questions is a fundamental aspect that must be mastered by the student. The students cannot speak without understanding the skilled and knowing the language elements such as vocabulary and grammar. In this research most of the time the teacher asked knowledge and comprehension questions, the students responded directly to the questions asked by the teacher. It can be assumed that the questions delivered by the teacher is appropriate with the students' cognitive level since the subject of this research was junior high school students.

The teacher used application questions in teaching and learning process because the goals of learning English is to understand the elements of language and also be able to apply them in speaking and writing. On the contrary in this research, the application questions only appeared three times since the teacher in JILC only focus on test practices oriented so that application questions is less used. While for analysis questions, it mostly raised by the teacher to stimulate the students' responses to differentiate one thing to another. Such question is used to break down something into parts or relate parts into whole (Brown, 2007). It requires the students to distinguish, classify, and relate the assumptions, evidence, hypothesis, and structure of a statement or question (Huitt, 2011). Regarding to goal of teaching English in JILC which is based on test practices oriented, analysis questions is appropriate to be used as the way to analyze how to chose the correct answer such as in multiple choice test.

2. The Reason Why Teacher Asks Questions

The data from observation and interview had shown that there were seven reasons why the teacher asked questions discovered by the researcher during the teaching and learning process in three meetings. Those of the data were to check students' understanding, to get them thinking, to encourage the students' participation, to stimulate

the students' interest, to encourage the students to focus, and to make the students more polite in expressing their opinion.

3. The Effect of Questions Based on Students' Responses

The effect of different types of questions asked by English teacher in the teaching and learning process on the length of students' responses are summarized in table below:

Table 2: The Length of Students' Responses for Different Types of Questions

Types of Questions	1 st mtg	2 nd mtg	3 rd mtg	Length of Students' Responses for Different Types of Questions Asked	1 st mtg	2 nd mtg	3 rd mtg
Knowledge	9	2	12				
				One-word	1	1	6
				Two-to-three-words	8	-	4
				Four to six words	-	1	2
Comprehension	14	12	14				
				One-word	2	11	5
				Two-to-three-words	7	-	8
				Four to six words	3	1	1
				Seven to ten words	2	-	-
Application	3	-	-				
				Two-to-three-words	3	-	-
Analysis	16	-	-				
				One-word	10	-	-
				Two-to-three-words	6	-	-
Synthesis	-	-	-				
Evaluation	-	-	-				

From the table above, it can be found that when knowledge questions were asked by the English teacher in JILC Andi Tonro, the students' responses are longer. This can be discovered in one of students' responses, for example, "*It's about political and social environment.*" It can be concluded that the responses for knowledge questions are the second behind comprehension questions.

For comprehension questions, the students' responses are varied (one-word, two-to-three-words, four-to-six-words, and seven-to-ten-words). It can be seen in Table 2, only comprehension questions get the longest responses from students. This can be found in one

of students' responses, for example, "*Seekor burung berwarna merah berada di atas pohon.*"

Furthermore, the students' responses toward application and analysis questions tend to be brief. This can be seen in one of students' responses, for example, "*Beautiful girl.*" In addition, students' responses to the questions based test practice oriented, if the teacher asks students and they answer correctly, then it makes the students accustomed to answer the question in accordance with the right answer especially in doing the test.

Referring to the length of students' responses, the questions that receive the longest response is comprehension questions, the longer response is knowledge questions, and briefly response are application and analysis questions while two questions which are synthesis and evaluation questions do not get any response because they never emerge in three meetings.

Synthesis and evaluation questions did not appear in the three meetings observed. Synthesis questions require higher-level thinking or reasoning skills (McNeil, 2010). While evaluation questions are used to make a judgment of good and bad, right or wrong, according to some set of criteria, and state why (Brown, 2007: 172). The teacher did not use any synthesis and evaluation questions because of the students' level of thinking and the topics discussed in the three meetings might not suit the use of synthesis and evaluation questions.

VI. CONCLUSION

This research found that the teacher in JILC performed four out of six question types from Bloom's Taxonomy, they are: knowledge, comprehension, application, and analysis questions. In this research, knowledge questions emerged 23 times, comprehension questions surfaced 40 times, application questions appeared 3 times, and analysis questions came out 16 times while synthesis and evaluation questions never emerged in three meetings.

In the whole teaching and learning process in three meeting, the reasons why the teacher asks questions were to assess students' prior knowledge, to check students' understanding, to get them thinking, to encourage students' participation, to stimulate

students' interest, to encourage students to focus, asking the students to pronounce some words, punishing the students, and to make the students more polite in expressing their opinion.

The question that received the longest response is comprehension questions (seven-to-ten-words) based on the length of students' responses, the longer response is knowledge questions (four-to-six-words), and briefly response are application questions (two-to-three-words) and analysis questions (two-to-three-words) while two questions which are synthesis and evaluation questions did not get any response because they never emerge in three meetings.

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