

A COMPARATIVE STUDY OF TEACHER'S QUESTIONING TYPES BETWEEN SOCIAL AND SCIENCE CLASS IN SMA

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Abstrak. Penelitian ini bertujuan untuk mengidentifikasi jenis pertanyaan yang paling umum diajukan oleh guru di SMAN 2 Bandar Lampung dan mengetahui tujuan pedagogis guru dalam mengajukan pertanyaan. Data penelitian ini adalah transkrip dari proses belajar mengajar di kelas 11 SMAN 2 Bandar Lampung.

Hasil dari penelitian ini menunjukkan bahwa *knowledge questions* adalah pertanyaan yang paling sering diajukan guru, dibanding jenis pertanyaan lain. Strategi guru dalam mengajukan pertanyaan masih menggunakan cara tradisioal, Maka, guru disarankan untuk mengajukan pertanyaan kognitif atau perpaduan antara pertanyaan level rendah & level tinggi.

Kata kunci: interaksi kelas, pertanyaan guru, jenis pertanyaan

Abstract. The objectives of this research were i) to explore the most common questioning forms used by the teacher at SMAN 2 Bandar Lampung and ii) the differences between the teacher's questions in Science and Social classes. The main data were the transcription of English classes in SMAN 2 Bandar Lampung.

The results of the research show that knowledge questions have the highest frequency in total number of teacher's questions. The difference between Science and Social classes was the use of statements with questioning intonation. The teacher's strategy of offering questions was asking the whole class most of the questions. Therefore, the finding suggests that the teacher asks cognitive type question or combination of low-level and high – level cognitive questions

Keyword: classroom interaction, teacher question, questioning types.

INTRODUCTION

The English language skills that have to be mastered by SMA/MA (senior highschool) students are listening, speaking, reading, and writing. In L1, these language skills naturally develop from the less complex to the more complex one (listening, speaking, reading, and then writing). In foreign language learning such as English, the same pattern commonly occurs, yet certainly with more degree of difficulty, particularly in general classroom settings. The skills that should be mastered are built to have what we call as a communication.

Besides its function as a means of communication, language also has a lot of functions. According to Larsen-Freeman (1986:123), while we speak, we use the language to accomplish some functions such as arguing, persuading, or promising and we carry out these functions within a social context. It means that, when speaking someone expresses his idea, shows his feeling, responds to other person, or even influences others' perception.

When two or more people discuss similar issue, they create communication. Scoot (1995) states that communication is typified as an activity involving (two or more) people in whom the participants are hearers and speakers have to listen to what they hear and make the contribution at speech. There are two kinds of communications; verbal communication and non-verbal communication. Verbal communication such as arguing, persuading, or it can be influencing. Meanwhile, non-verbal communication is like showing mimic, body language and gestures. Communication is a two way process when the speaker 'A' says something to the speaker 'B', he expects some kind of reaction (not necessarily in words; he might get gestures, a facial expression, or semi verbal sound like, 'hmm').

In English class or another second language teaching class, the communication between the teacher and the students will not run well without what we call interaction. Interaction means a collaboration of teacher and students to have a conversation. Rivers (1987) states that an interaction is what gets done when two or more speakers converse. In interaction, students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages. In this case, the teacher should build a good interaction between him/her and the students in order to get the attention of the students obtained and the lesson can be accepted by the students. In other words the role of the teacher is very important in arising students' participation in classroom activity. One of the way to arise students' participation, is by asking questions to students. The model of questioning technique can improve the students' achievement and students' participation in writing recount paragraph. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased.

Questioning the students is one of the most popular ways in arising the students' participation in English class. Traditional language classroom interaction is usually characterized by a rigid pattern, particularly the act of asking questions,

instructing and correcting students' mistakes. Teachers in traditional classrooms tend to dominate the interaction and speak most of the time because they think that close and persistent control over the classroom interaction is a precondition for achieving their instructional goals and students' unpredictable responses can be avoided (Edwards and Westgate, 1994). This is especially the case for those teachers who lack confidence in the subject matter they teach. A common consequence is that open-ended questions are rarely asked because of the unpredictability of students' responses. Instead, pupils act mainly as the receivers of knowledge and their responses are constrained by the types of questions asked by their teachers (Edwards and Westgate, 1994). This interaction pattern is likely to inhibit students' opportunities to use language for communication. Many students feel so reluctant when they face English lesson, because they think that English is so difficult to be understood. Sometimes they find that it is so hard to catch the teacher's explanation and they are so afraid of making mistakes when they want to ask the teacher's clarification about the lesson.

The researcher has conducted a pre observation research to find a problem from SMAN 2 Bandar Lampung, She found that the students were quite able to communicate in English during the teaching learning process, yet the students are not too active in teaching and learning process. Thus, the researcher is interested in analyzing the classroom activity at that school, and also how the teacher treats students with different characteristics based on their class (Science, and Social Class). More specific, the writer observed the teacher-students' interaction seen from teacher talk on questioning aspect. The researcher analyzed how the teacher asks the students questions in order to deliver the lessons and make the students involved in the learning process. That is why the writer proposes the study entitled: "A Comparative Study of Teacher's Questioning Types in English Class between Social and Science Class in SMAN 2 Bandar Lampung".

Hopefully, the result that found from the classroom interaction is going to lead to new paradigm of education system that optimizes the students' motivation and competence.

Based on the background above, the writer would like to identify the problems as follow:

1. What are the most common types of questions asked by the teacher in the teaching and learning process?
2. Is there any difference on teacher's questioning types between science class and social class' English lesson?

METHOD

The researcher used the qualitative method in order to know the type of questions used by the teacher in English class in SMAN 2 Bandar Lampung. Data source in this research were taken from the transcription of the videos recorded when a teacher taught her students in 2 classes, 3 meetings in a row. The research instruments are interview and video recorder. The researcher recorded then transcribed the video in order to analyze the teacher's questions.

FINDINGS

The researcher carried out this research on April 18th up to May 12th 2017. This research was conducted within 3 meetings with the duration of 90 minutes for each class. Two classes were involved in this research; namely 11IPA 1 and 11IPS1. The interaction was transcribed and coded according to the seven categories of questioning types by Brown (1996).

Based on the research, the researcher found four types of teacher's questions. They are knowledge questions, interference questions, instruction, and residue. The researcher used the tally sheet to see the total numbers of question used by the teacher in both class based on this category. Here, the writer counts every question that spoken by classifying the types of question in tally sheet and here is what she found:

Table 4.9 the result of observation in Science and Social Classes

	Week 1		Week 2		Week 3	
	Science Class	Social Class	Science Class	Social Class	Science Class	Social Class
Knowledge	53	43	5	4	9	4
Interference	7	7	-	-	-	-
Instruction	3	2	2	1	-	2
Residue	63		-	-	-	-
Total	53	52	7	5	9	6

From the table above, it can be seen that most of the questions asked by the teacher is the knowledge questions and the least frequently asked questions is the instruction.

Both of table shows that there is no significant difference with the data from both classes, except for the residue. The teacher mostly used knowledge questions, in her teaching and learning process.

This finding shows that the teacher used questions which lead to short answers. The teacher only stimulates the students to answer the questions based on the students' memorization of the learning materials. The findings also shows that the teacher in the second class used the question in low frequency. It means that the teacher still dominates the class. She did not give the chance to the students to express themselves by answering questions a lot.

DISCUSSIONS

From the finding of this study, we can see that the grammatical form of the teacher's question is knowledge question. Based on the percentage of the number of question used by the teacher, knowledge question shows the highest percentage compared to the other types of questions. These questions are mostly used because the knowledge questions leads to low level of questions that don't require

the students to think critically and logically. Ellis(2000:1) states that many teachers do rely on low level questions in order to avoid a slow paced lesson, keep the attention of the students, and maintain control of the classroom. The uses of abundant low level of question also create hesitation on behalf of the student to find the qualified answer for the teacher questions.

This research also shows that in giving the questions, the teacher has not involved any form of questions beside the knowledge and some comprehension questions. Most of the activities in the classroom are dominated by the teacher by applying teacher-centered strategy in the classroom. The teacher asks the students questions but sometimes she gives too much hints about the questions answer or even answer the questions herself.

CONCLUSION

Based on the data analyzed, and the discussion of finding, the researcher has concluded as follow:

1. The teacher has not used the questions in an effective way in order to trigger the students in the teaching and learning process for the teacher only used a few types of questions and she used the lower level questions that only need short answers, or even an obvious answer. However, the can use the higher level questions such as analysis, and synthesis questions to encourage the students to think more and improve their critical thinking.
2. The class' difference character does not affect the teacher's way of asking questions in terms of question types. There is no difference between the questioning types used in both Science and Social classes for the materials delivered, the time allocation, number of students, and the teacher are the same.

Considering the result of the research, the writer would like to give some suggestions as follows:

1. For teachers, they should use more types of questions in order to make the questions more colorful and not only avoiding the boredom for the students in the classroom, but also to improve the students' critical thinking by being asked varieties of questions instead of same repeated questions.
2. For further studies, the researcher suggest to add the students responses in the next researches so that the studies will cover not only one point of view in the teaching learning process, but 2 point of view because, the point of the teaching and learning process is not just about how the teacher teach, but how the students absorb the material taught.
3. For further researchers. This research focused on finding the most common types of questions used, and the comparison between science and social class. In the next study, the researcher suggest to use the subjects with more different variables such as, different teacher, materials taught, or even from different school with a different level of students' ability.

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