



**TYPES OF TEACHER'S QUESTIONS AND BARRIERS
EXPERIENCED BY JUNIOR HIGH SCHOOL STUDENTS IN
RESPONDING THE QUESTIONS**

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submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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DECLARATION OF ORIGINALITY

I, Ratih Finaltyana, hereby declare that this final project entitled *Types of Teacher's Questions and Barriers Experienced by Junior High School Students in Responding the Questions* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, May 2019



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APPROVAL

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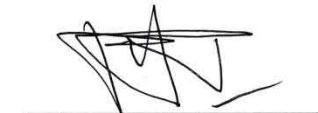
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MOTTO AND DEDICATION

“Never give up. Things may be hard, but if you quit trying they’ll never get better.

Stop worrying and start trusting God. It will be worth it.” (Germany Kent)

This final project is particularly dedicated to:

My beloved parents

My beloved sister

My bestfriends

All people who always support me

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ABSTRACT

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This research aimed to explain the students' responses toward teacher's questions, the barriers faced by the students, and what types of questions mostly used by the teacher in the English classroom interaction.

It was a qualitative research which used a descriptive analysis. It was conducted at *SMP N 1 Winong*, Pati. The participants of the study were an English teacher and the students in the eight grade. The data were taken by interviewing the English teacher and ten students. Besides, the researcher also taking video-recording of the teaching-learning process which were then transcribed into written form. I classified the teacher's questions types based on Long and Sato's (1983) classification and for the students' responses were based on the number of words they produced.

The results of the analysis showed that the students' responses toward teacher's questions tended to be very brief. The responses were in the range of one up to three words. While the research finding of students' barriers in responding to teacher's questions were five barriers, which are fear of making mistakes and lack of self-confidence, anxiety, lack of background knowledge, lack of opportunity, and lack of interest in English. This study also found that the teacher mostly used display questions rather than referential questions. Those two types of questions were divided into pure English questions, Indonesian-English questions, and pure Indonesian questions. From the results, it showed that full Indonesian questions were the most common and frequently asked by the teacher.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, the scope of the study, definition and key terms and the outline of the research.

1.1 Background of the Study

Teaching and learning process is the heart of education. Teaching can be defined as an interactive process which involves the teacher, learners, and other variables to attain some pre-determined goals. The aim of teaching is not only giving knowledge or skills to students, but the teacher should be able to transform the students into active learners. As Ellerman (1999) states that the aim of teaching is not only to transmit information but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge. The teacher cannot transform without the student's active participation, of course. In this case, the teacher should be able to stimulate the students into active learners during the teaching-learning process.

English is one of the lessons which is learned by Junior High School students. According to Puspitaningrum (2016), "Teaching English in Junior High School targeted the learners to reach the level of functional i.e. Communicating orally and written every day." In the teaching and learning process, the teachers should be able to make the students being active learners and they also should be able to make them feel interested in learning English. "English language learners

who have low motivation to learn English can be made more enthusiastic in English classroom because of the way good English teachers involves them in the learning experiences.” (Cahyono, 2011). It implies that the teacher should find an interesting and effective strategy in the teaching and learning process so that it will give a positive impact on students output. “In choosing an effective strategy depends on many factors, including the nature of the language task (its structure, purpose, and demands), individual learner differences (such as age, gender, learning style preferences, language learning aptitude, prior experience in learning other foreign languages, career orientation, and personality characteristics), and the current and intended levels of proficiency.” (Cohen, 1998).

There are 4 language skills which have to be mastered by Junior High School students, those are listening, speaking, reading and writing. According to Richards (1992) “One of the main characteristics of the approach is language teaching begins with the spoken language.” It means that speaking is one of those language skills which is difficult to be mastered by the students. The classroom is the only possible place for the students to speak in the target language (Mukhamirudin, 2015). The students face difficulties in improving their speaking skill because of the inexistence of speaking class in junior high school. Furthermore, most of them not fully participating in English classroom interaction and they rarely use English in daily life. In this case, the teacher can engage the students to get involved in classroom interaction by asking questions in the target language. By involving the students in classroom interaction, it can improve their speaking ability and create a great classroom interaction. By seeing those

problems, the English teachers should find an effective strategy to train their speaking skill. They should be able to engage the students to participate actively in classroom interaction. As Richards (2006) stated that the role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provide opportunities for students to use and practice the language and to reflect on language use and language learning.

Brown (2001) argued that one of the best ways of the teacher being an initiator and sustainer of interaction is by employing questioning strategies in the teaching and learning process. Teacher's questioning has been viewed as an important component in English classroom interaction. It can be called as a key role in the teaching-learning process. An effective classroom interaction should contain between teachers and students, also students and students. Questioning is very important in teaching and learning process because it is as an effective way to widen students' thoughts. Besides, students can exchange the information through question and answer section. By asking questions to the students, the teachers can make sure whether or not the students have understood the lesson well. A study conducted by Yanfen and Yuqin (2010) on teacher talk in classroom interaction reveals that the teacher initiates the interaction mostly by questioning. It gives us a general view that teacher's question cannot be separated from the interaction. For language teachers, interaction is very essential. Morgan and Saxton (1991, as cited in Brualdi, 1998) argued that teachers ask questions for several reasons. They ask questions to keep their learners involved during lessons, to express their ideas and thoughts, to enable learners to hear different

explanations of the material, and to help teachers to evaluate their learners' learning and revise their lessons when necessary.

Zhou and Qi (2017) argued that interaction and communication between students and teachers are regarded as an effective way of English language learning. In the interaction process, the students will get many opportunities to improve their speaking skill in the target language. Teachers play a main role to control and manage the class, especially solving the students' passiveness (Fitriati *et al.*, 2017). By applying some questions in a classroom, the teacher can engage the students in classroom interaction. According to Gattis (2002:41, as cited in Sujariati *et al.*, 2016), a question is one of the most important tools in guiding and extending students' learning. It will be effective when it allows students to become fully involved in the learning process. Unfortunately, in the EFL classroom, it seems difficult to engage all students into active learners. They tend to be passive and keep silent in English classroom interaction. Silence in the classroom is usually considered to be a negative effect on language learning.

In teaching and learning process, there still exist some problems regarding to teacher's questions in English classroom interaction, such as most students do not give responses toward teacher's questions or no responses at all, they tend passive in classroom interaction and rely on teacher's explanation. Another problem is some students are not able to express their responses toward teacher's questions although some of them have an idea in their mind. Fitriari *et al.* (2017: 217) stated that the common problem happened in schools in EFL context is the lack of speaking practices for students. It might be caused by many factors,

including that students have not got adequate exposure in English; they are shy to speak; or, teachers lack providing them a chance to speak English. It is important for the teacher to engage their students to speak up in English classroom. The minimum practice of speaking outside of the classroom made the students do not feel confident to speak English. The teacher should be able to encourage the students to speak up and actively involved in classroom interaction, especially in responding to teacher's questions. But teachers' questions do not always successfully stimulate all students to respond. This problem might be caused by many factors. One of the factors is that English remains an unfamiliar language for most students in Indonesia, particularly in rural areas (Fitriati *et al.* 2017:218).

By seeing those problems, this research is important to be done. It is going to investigate the students' responses toward teacher's questions, identify students barriers in responding to teacher's questions and also find out the types of questions which are mostly used by the teacher in English classroom interaction. This analysis has an important role to help the teacher to reveal the causes of the passive interaction between the teacher and students so that later the teacher can solve the problems and put forward the effective strategies of questioning technique to maximize students' responses in responding the questions. As a result, the positive interaction between the teacher and the students can be achieved.

1.2 Reasons for Choosing the Topic

This research is going to investigate junior high school students' barriers in responding to teacher's questions in English classroom interaction. Teacher talk in

classroom interaction reveals that the teacher initiates the interaction mostly by questioning (Yanfen and Yuqin, 2010). It means that questioning and interaction are interrelated. The good communication between the teacher and students is very important because it will make a positive teaching and learning process. Questioning is a strategy which can be used by the teachers to engage the students in the classroom interaction. Unfortunately, there are many students who still passive in English classroom interaction, especially in responding to teacher's questions. Besides, some of the students just slump back into their chairs, the classroom interaction just flat and the teacher does all the talking. They seldom give expected responses or no responses at all.

Based on the above statements, the researcher wants to know the students' responses toward teacher's questions and find out the barriers faced by junior high school students in responding to teacher's questions. Besides, the researcher also going to find out what type of questions which are mostly used by the teacher in the classroom interaction. Identifying and analyzing the students' barriers in responding to teacher's questions is important because it may help the students and the teacher to make a good teaching and learning process so that the learning purposes will be achieved.

1.3 Research Questions

From the background of the study above, there are some research questions, as follow:

- (1) How are the students' responses toward teacher's questions in English classroom interaction at SMP N 1 Winong?

- (2) What are the barriers faced by students in responding teacher's questions in English classroom interaction at SMP N 1 Winong?
- (3) Which types of questions are mostly used by the teacher in English classroom interaction at SMP N 1 Winong?

1.4 Objectives of the Study

Based on the research problem statement above, the aims of this study are:

- (1) To describe the students' responses toward teacher's questions in English classroom interaction at SMP N 1 Winong.
- (2) To identify the barriers faced by students in responding teacher's questions in English classroom interaction at SMP N 1 Winong.
- (3) To find out the types of questions which are mostly used by the teacher in English classroom interaction at SMP N 1 Winong.

1.5 Significance of the Study

Based on the objective of this study, it is going to describe the students responses toward teacher's questions in English classroom interaction. Theoretically, it will give a better understanding for the English teachers about students' responses toward teacher's questions in English classroom interaction. This information will be a reference for English teachers to develop their questioning technique in order to increase students' responses. Further, the results of this study also can be used as a reference by other researchers who want to do research about teacher's question with different perspectives. While practically, it will help the English teachers to improve their questioning technique in order to increase the students'

participation in classroom interaction. By knowing this information, it is hoped that the English teachers become more aware that they should be able to engage the students to participate actively in classroom interaction. Pedagogically, the result of this research will give the fundamental knowledge and an inspiration for the English teachers that can be implemented in the classroom, especially the inspiration to increase students' participation in classroom interaction.

In English classroom interaction, some of the students are not fully participated in responding to teacher's questions. Some of them just slump back into their chairs and the classroom interaction just flat. This research is going to identify the barriers faced by students in responding to teacher's questions in classroom interaction. Theoretically, this research will give deeper information about students' barriers in responding to those questions. It may help the English teachers to find out a better way of posing questions in classroom interaction so that the great interaction and the learning purposes will be achieved. Practically, the result of the study is expected to provide useful information for the English teachers to find out the alternative technique to overcome those barriers so that the students will be more motivated and actively involved in classroom interaction. Pedagogically, the result of this research will give the fundamental knowledge and the inspiration for the English teachers that can be implemented in the classroom, especially the information about the barriers faced by the students in responding teacher's questions. It can be applied by English teachers in order to develop the students' language production in giving response toward teacher's questions.

This study also going to find out the types of questions which are mostly used by the English teacher in classroom interaction. Theoretically, the result of this study will give a point of view about the questions which are mostly used by the teacher in classroom interaction. It will be useful for English teachers in improving the teaching-learning process. Practically, I hope this research will provide a good example for English teachers in creating a great classroom interaction that can be applied in their teaching process. Pedagogically, it is hoped that this study provides the theories and practices about the types of questions which can create a great classroom interaction. Here, teachers can use this information to improve their teaching-learning process.

1.6 Scope of the Study

This study will highlight students' responses toward teacher's questions. It is limited to students' barriers in responding to teacher's questions and the types of questions which are mostly used by the teacher in classroom interaction. This study conducted at SMP N 1 Winong, Pati.

1.7 Definition and Key Terms

Below are several key terms used in this study. There are:

1.7.1 Teacher's Question

According to Fusco (2012), questions are critical strategies to differentiate instruction and promote diversified interactions among students. He also argued

that teachers who use questions effectively can testify to the fact that students become more curious and actively involved with learning when they feel free to demonstrate their thinking skill. While according to Walsh (2013), teachers questioning is a complex process that invites teachers and students to hone their listening, thinking, and speaking skills in ways that improve classroom interactions and learning for all.

On the other hand, Wangru (2016) stated that questioning is one of the most frequently used strategies in classroom teaching, as well as the most influential teaching skill. It is a useful way for teachers to output information, to convey information and to obtain feedback from students. According to Oxford Advanced Learner's Dictionary (1995), questioning is an occasion or period of asking somebody questions about something. From these definitions, it can be concluded that teacher's questioning is a strategy which can be used by the teacher to ask information or to check students' knowledge in order to encourage their critical thinking.

1.7.2 Students' Response

Courson & Heward (1988) argued that active student response can be defined as the number of observable, measurable responses that a student emits to the instructional antecedent. Heward (1994, as cited in Tincani and Twyman, 2016) also argued that active students' response occurs when a student raises his hand, says an answer, writes an answer or engages in some observable response following a teacher-posed question or another instructional cue. While Brown

(2001) stated that student response means responding to the teacher within a specific and limited range of available or previously practiced answers (p.170).

In Oxford Advanced Learner's Dictionary (1995), response means an action or feeling produced in answer to something. From the definition above, it can be said that students response is students reaction to the teacher's questions or other instruction.

1.7.3 Barrier

Shankar (2014) stated, "the barriers are the natural sources which are generated automatically." In the Merriam-Webster Dictionary Online, a barrier is something that makes it difficult for people to understand each other. From the definition above, it can be concluded the barrier is a problem that prevents people to achieve something.

1.7.4 Classroom Interaction

Brown (2000) had noted the importance of classroom interaction as "the collaborative exchange of thought, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" (p. 165). On the other hand, Walsh (2013) described interaction as a kind of communication that requires collective competence by all parties. With classroom interaction, teachers allow learners to interact and express themselves.

Classroom interaction involves far more than students' ability to speak and express themselves. Classroom interaction encompasses any type of classroom

participation occurring in the classroom such as teacher-student, student-student, group discussions and any other type of classroom participation (Al-Zahrani & Al-Bargi, 2017). In Cambridge Dictionary Online, interaction means an occasion when two or more people or things communicate with or react to each other. From the definition above, it can be deduced that classroom interaction is an activity which involves teacher and students in the teaching learning process.

1.8 Outline of the Report

This research consists of five chapters. The outline of the research can be described as follows:

Chapter I presents the introduction of the research. In this chapter, the researcher explains the general background of the study which mainly focuses on teacher's questions and students' responses. In the teaching-learning process, the teacher should be able to make the students being active learners and feel interested in the teaching learning process. It means that the teachers have to find out an effective strategy in order to give a positive impact on students output. Questioning is believed as a strategy to create a classroom interaction. Unfortunately, the students are not fully participating in the interaction. They just slump back into their chairs, the classroom interaction just flat and the teacher does all the talking. They seldom give expected responses or no responses at all. That is why the researcher chooses this topic. The objectives of this research are to describe the students' responses toward teacher's questions, to identify the barriers faced by the students in responding the questions and also to find out the

types of questions which are mostly used by the teacher. Theoretically, this research will give a better understanding for the writer or the readers about teacher's question in English classroom interaction. Practically, the result of this research will help the English teachers to improve their questioning technique. They will get the information about students' responses toward teacher's questions and also the barriers faced by the students. While pedagogically, the result of this research will give the fundamental knowledge and an inspiration for the readers that can be implemented in the classroom, especially the deeper information of students' responses toward teacher's questions, the barriers faced by the students in responding teacher's questions and the types of questions which are mostly used by the teacher in classroom interaction.

Chapter II describes the review of related literature. It discusses some previous studies related to teacher's question in classroom interaction. Some studies have been showed that there is evidence regarding the impact of teachers' questions on students' learning. In the teaching-learning process, the teachers should be aware of their questioning strategy because it will affect the participation of the students in the classroom interaction. The reason for the learners' silence or reluctance to participate might have been due to the ineffective questioning techniques (Farahian & Rezaee, 2012; Mahmud, 2015; Fitriati, Iswara & Trisanti, 2017). This study will analyze the students' barriers in responding to teachers' questions. This chapter also discusses some theories which support this study. In this part, it explains the role of teacher, teacher's question, including students' response toward teacher's questions, types of questions, such as;

procedural questions, convergent questions, and divergent questions (Richards & Charles, 1994). And also display and referential questions (Long and Sato, 1983). Further, the level of question, wait time, criteria of good question, effective strategy for questioning and classroom interaction also describe in this chapter. Finally, it describes the theoretical framework which explains how this study will be organized.

Chapter III provides the research methodology. It outlines the research design and explains some methods which are used in this study. This chapter explains the design of the study, the subjects of the study, the role of the researcher as a data collector, data analyzer and data reporter. There are two types of data in this study, that are the primary data and the secondary data. The procedures of collecting the data also explain in this chapter. The instruments used in this study are classroom observation, field notes, video recording and interview. In addition, the chapter explains how the data will be transcribed, classified, interpreted, discussed and concluded. At the end, it describes the trustworthiness which has the purpose to check the validity of the data.

Chapter IV deals with the results and discussion of the study. It presents, analyzes and describes the data from classroom observation, video recording and interviews in a variety of formats in order to answer the research questions of this study. The result served into two parts, which are findings and discussion. In the findings part, I described the findings of students' responses toward teacher's questions, students' barriers in responding to teacher's questions, and the types of questions which are mostly used by the teacher. Afterward, I described the result

of the interview with the English teacher and the opinion of expert judgments. Furthermore, in the discussion part, I described the deeper analysis of students' responses toward teacher's questions, students' barriers in responding to teacher's questions, and the types of questions which are mostly used by the teacher.

Chapter V contains some conclusions and suggestions of the study. This study affirmed that the students mostly gave brief responses or no responses at all toward teacher's questions. Furthermore, this study also found five barriers faced by the students in responding to teacher's questions. Besides, the teacher used mostly display questions rather than referential questions in this study. The awareness of the teacher in posing the effective questioning technique to the students is very important in order to increase the students' responses and overcome the students' barriers in responding the questions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three parts. The first part is review of previous studies, the second part presents the review of theoretical studies and the last part shows the theoretical framework.

2.1 Review of Previous Studies

In this part, the researcher divided the previous studies into four subtopics. There were teaching English in Junior High School, teaching speaking in Junior High School, classroom interaction and teacher's questions.

A number of studies have investigated English teaching challenges by the English teachers in Junior High School, particularly when it is done in places where English serves a very limited purpose. From those studies, it can be concluded that some teachers face numerous challenges in and out of the classroom. Not only the teachers but also the students also face challenges in learning English. Students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem. Meanwhile, teachers' challenges are shortage of teachers' training, language proficiency issue, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development. Some studies argued that the learners have limited classroom

language opportunity to practice the language. Besides, these learners are not given ample opportunities to practice the English language in the classroom when learning other subjects because of switching from one language to the other. In spite of studying English for a long period of time in schools, students are still confused to communicate in English in the real contexts. From the above case, it can be concluded that the learners do not have the active role for English in and out of the classroom. The teachers must reward efforts of learners so as to motivate their struggle to acquire the language skill (Khan, 2011; Khajloo, 2013; Fatiloro, 2015; Abrar, 2016; Akbari, 2016; Anyiendah, 2017; Mumary, 2017).

Speaking is one of the most important skills to be developed and enhanced as a means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. In Indonesia, the language learners tend to have several problems to speak fluently, such as the students' anxiety, get influenced by their mother tongue, word-choosing or lack in vocabulary and less motivation in learning English. Several factors and situations that create trigger and anxiety of students speaking such pronouncing the words, speak in front of class, speaking without preparation, and confused to create sentences. Many language learners find it difficult to express themselves in spoken language. They are face barriers in using the foreign language to express their thoughts effectively. Many learners cannot find the suitable words and expressions when they are speaking in English classroom interacton. Further, learners do not have enough opportunity either in their classes or outside to speak English. In facing these problems, it is important to establish an environment support and encourage

the learners to speak English frequently. English teachers must help the learners to develop their ability to interact successfully in the target language (Rahayu, 1999; Suleimenova, 2013; Ahmadi, 2014; Kabir, 2014; Al Nakhalah, 2016; Amini & Syafei, 2017; Leong & Ahmadi, 2017).

A number of studies have investigated about the teacher and the students interaction in the classroom. Interaction is included an important part in the teaching-learning process. It helps the teaching and learning process run smoothly and it can increase learners' communicative. A good teaching learning process does not only put the teachers as single main source but also involve the students in that process. By using classroom interaction, the teacher can engage the students to be active in the learning process. Some studies have concluded that the teacher more active than the students during English classroom interaction. It means that the teacher was dominant in the classroom interaction. Interactions do not occur only from one side; there must be a mutual influence through giving and receiving messages in order to achieve communication. Interaction is important for people, especially for students. Some studies argued that it is important for the teacher to build interactive and communicative teaching-learning activities involving more interaction and participation among the students. It is also advisable for the teacher to consider the factors that might affect the teaching-learning interaction in the classroom (Hanum, n.d.; Jia, 2013; Sukarni & Ulfah, 2015; Sukarni & Ulfah, 2015; Rohmah, 2017; Sundari, 2017; Lestari, 2018).

Teacher's questioning has been analyzed by many researchers. There were some studies which explored the kind of teacher's techniques of basic questioning during the teaching and learning process and the advantages of using them. Besides, some researchers also investigated how questions can help students achieve educational objectives. From those studies, it was proven that teacher's questioning has the advantages in teaching learning process. It was showed that questions have the important roles in the classroom interaction. The use of questions is believed to be essential as a bridge in finding the gap of mind in the learning and teaching process. Teachers' questioning skills is crucial to successfully make students engaged in the classroom interaction, enhance students' verbal responses, and lead to the comprehension of the lesson. Some studies had been showed that there is an evidence regarding the impact of teachers' questions on students' learning. It is also suggested that the teachers should be more aware of their questioning strategy because it will affect the participation of the students in the classroom interaction. The reason for the learners' silence or reluctance to participate might have been due to the ineffective questioning techniques (Lestari, 2009; Andersson, 2012; Farahian & Rezaee, 2012; Hamiloglu, 2012; Shen, 2012; Almeida, 2014; Mahmud, 2015; Toni & Parse, 2013; Fitriati, Iswara & Trisanti, 2017).

This research is different from the previous studies because this study not only explored the types of questions mostly used by the teacher in English classroom interaction, but it also analyzed students' responses toward teacher's

questions and the barriers faced by the students in responding to teacher's questions.

2.2 Review of Theoretical Studies

This part discusses some theories which support this study.

2.2.1 The Role of Teacher

The role of teachers in English classroom is very important because they are as the model in the teaching-learning process. A teacher is the individual in the classroom who has the proficiency, tools and information necessary to edify young students (Archana & Rani, 2016).

Teacher plays various roles in English Language Teaching. Archana & Rani (2016) stated some roles of the teacher, as follows:

a. Teacher as a learner

Teaching and learning is a continuous process and wherein strategies may differ with the moving generations. The teacher's job is to convince the student that education fulfills the need and learning in the classroom. A teacher has to think from the learners' perspective before he/she plans to interact with the students. By planning with the learner's perspective, the students can receive the information without any hesitation in grasping the things.

b. Teacher as an assessor

Teacher's role is not only teaching a lesson but also as an assessing in order to make the students' learning perfect. A teacher before assessing a student has to

first assess their own conclusions, as to what extent a student will be benefitted with their correct assessment. These assessments can be carried out through verbal feedback, by conducting quizzes, by giving some task, etc. An assessment make the teacher to plan for her future teaching techniques and in guiding them to master their language.

c. Teacher as a manager

Teacher's role as a manger is a very significant and imperative role in managing a class. An experienced teacher can manage the timings according to their own experience. Perfect classroom management by a teacher using the major mechanisms will lead to success of teaching-learning methods.

d. Teacher as an evaluator

Evaluation plays a prominent role to a teacher's success. Evaluation is a subjective process, which is related to academics. Teacher has to be an effective evaluator while evaluating the student. A student has a wide scope of learning through the mistakes committed. As an evaluator a student should also be focused on the areas of competence rather than on the weaknesses and every student should be adhered to positive expectations.

2.2.2 Teacher's Questions

Hilda Taba in Wilen (1987) described questions as "the single most influential teaching act" because of the power of questions to impact student thinking and learning. Questioning is one of the most common techniques used by teachers. In some classrooms over half of class time is taken up with question-and-answer

exchanges (Gall 1984, as cited in Richards and Charles, 1994). There are several reasons why questions are so commonly used in teaching:

- They stimulate and maintain students' interest.
- They encourage students to think and focus on the content of the lesson.
- They enable a teacher to clarify what a student has said.
- They enable a teacher to elicit particular structures or vocabulary items.
- They enable teachers to check students' understanding.
- They encourage student participation in a lesson.

Eble 1988, as cited in Sujariati et al., 2016) argues that teachers' questions can be applied in three sessions:

(1) Questioning at the beginning

Eble (1988, as cited in Sujariati et al., 2016) argued that addressing questions before teaching and studying material is effective for students who are low/high ability, and/or known to be interested in the subject matter. Some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparation.

In the beginning of a class, giving questions as opening questions in a conversation can makes easy for the students to answer, and does not force them to reveal too much about themselves. In this session, questions play as instructional which is the question focuses on the role that questions plays in helping students learn new material and integrating it with the old one. This questions' session can also be

motivational for encouraging students' motivation to learn more and increase students' curiosity with the lesson is going. Furthermore, this session is essential to remind the previous lesson before entering to the new material so it will be easier for students in learning and getting the purpose of the course. In this session, the teacher can use recall question to recall or remain anything has done. In other words, the questions used to keep students mind in remembering the lesson which has been taught. Furthermore, the questions are very useful to stimulate students before getting a new material; all at once it used to measure the input in mind (Sujariati et al., 2016).

(2) Questioning at the middle of the class

Questioning at the middle is very effective in producing achievement, it gains more than instruction carried out without questioning students. Students perform better on lesson item previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitable used for during class teaching and on learning process because it is more effective in fostering learning than are written questions. Questions which are focused student attention on salient elements in the lesson result in better comprehension than no questions. Asking questions on during class teaching learning process is positively related to learning facts. Based on the functions, the questions in this session can be as confirmation check and clarification request. It also can be motivational for students in increasing their power to

mastering all the material. Furthermore, increasing the frequency of classroom questions during the class does not enhance the learning of more complex material. Students and readers or listener tend to focus only on material that will help them to answer the questions if these are posed before the lesson is end. In this session, the teachers can use type question which is needed by them. For instance, teachers want to ensure whether or not the students have understood the lesson before move to other explanation or other material. It also gives students chance to make clarification with an ambiguous meaning of the learning process. Questioning students during the class can motivate students to learn more (Sujariati et al., 2016).

(3) Questioning at the end of the class

Questioning students at the end of class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Open/closed questions, or other type question can also be used by teachers in completing the target learning. Teacher can use both oral questions and written test. Based on the functions, the teacher gives questions in this session as a comprehension check when teacher needs to check students understanding and the quality of learning.

Furthermore, questioning students at the end of teaching can help students synthesize the information and draw conclusions. Their responses to one last question and the muddiest point can be submitted for teachers review to address student issues at the beginning of the next class period or review to clarify content (Eble 1988, as cited in Sujariati et al., 2016).

2.2.2.1 Students' Responses toward Teacher's Questions

According to Heward (1994, as cited in Tincani and Twyman, 2016), active students' response occurs when a student raises his hand, says an answer, writes an answer, or engages in some observable response following a teacher-posed question or other instructional cue. "They had been trying to make the situation more communicative and interactive by ensuring students' participation in classroom discourse" (Dillon 1982; Newton 2002, as cited in Rasel Babu, 2016). Still, the practice showed that all students did not participate in questioning, those who participated did not respond to the teachers' questions in a balanced way into the classroom. Ahsan (2009, as cited in Rasel Babu, 2016) delineated, when the teachers threw questions aiming all the students, the front benchers were more eager to answer than the middle and back benchers.

2.2.2.2 Types of Teacher's Questions

Teachers in the EFL classroom employ different types of questions to make teaching effective and enhance learners' proficiency in the target language (Ndun, 2015). Long and Sato (1983) classified questions into display and referential questions. "Display questions are those to which the teacher already knows the

answer and requires students to display their knowledge of comprehension, confirmation or clarification, e.g. “*What does the title of the text?*” or “*What is the meaning of anxiety?*”. Referential questions, on the other hand, are ones to which the teacher does not know the answer at the time of asking e.g. “*What is your hobby?*” or “*What are your suggestions for this problem?*” Moreover, Nunan (1989) stated that, “referential questions provide an opportunity for the students to express their ideas without any restrictions and develop the output of the target language.” According to Ernest, 1994 (as cited in Ndun, 2015), it was discovered that when the teacher asked display questions, the students’ responses were brief with little elaboration.

Richards and Charles (1994), also categorized questions into three types, there are procedural, convergent, and divergent questions.

- (1) Procedural questions are the questions that have to do with what is going on in the classroom procedures and routines, and classroom management, as opposed to the content of learning. For example, the following questions occurred in classrooms while teachers were checking that assignments had been completed, that instructions for a task were clear, and that students were ready for a new task.

‘Did you bring your homework?’

‘Have you finished the assignment?’

- (2) Convergent questions require a short answer, usually ‘yes’ or ‘no’, or an answer that does not require much thinking from the answering person. They do not usually require students to engage in higher-level thinking in

order to come up with a response but often focus on the recall of previously presented information. An example of applying convergent questions in the lesson is when the teacher led students into the topic of the reading. The example of questions:

'How many of you have a personal computer in your home?'

'Do you use it every day?'

'What do you mainly use it for?'

- (3) Divergent questions encourage students to respond with a longer and more complex answer. They encourage students to provide their own information rather than to recall previously presented information. For example:

'What is your hobby?'

'Can you explain about your family members?'

'What is your opinion toward this problem?'

2.2.2.3 The level of questions

Bloom (1956, as cited in Adityo, 2012) classified cognitive domain of knowledge in six sub-domains namely *knowledge, comprehension, application, analysis, synthesis and evaluation*. The first three subdomains are considered as lower cognitive level and the rest three are of higher cognitive level. Teachers form the questions considering the domains.

(1) Knowledge

This is the lowest level of learning and relies primarily on the intellectual processes of recall and memory. It requires the student recognize or recall

information. The question words used include who, what, when, where, list, name, define, recall, identify, recognize, remember, and locate.

(2) Comprehension

At this low level of understanding, the students are able to paraphrase or explain something they have heard or read. The question words are rephrase, compare, contrast, describe, explain, use your own words, and translate.

(3) Application

This level requires that the student solves or explains a problem by applying what he/she has learned to other situations and learning tasks. The questions words are apply, solve, classify, choose, sort, employ, what is, report, record, and list.

(4) Analysis

It requires that the students solve a problem through the systematic examination of facts or information. The question words include analyze, conclude, decide, why, give reasons, identify, describe method, support, how, relate, categorize, classify, and survey.

(5) Synthesis

This highest level of cognition requires the student to find a solution to a problem through the use of original, creative thinking. The question words are create, develop, design, synthesize, devise, improve upon, imagine, suppose, predict, what if, how, combine, estimate, and hypothesize.

(6) Evaluation

This highest level requires students to make critical judgments and to develop criteria by which such judgments are made. It requires the students make an assessment of good or not so good, according to some standards. The question words may require judge, evaluate, assess, validate, decide, give opinion, debate, argue, discuss, choose, and recommend.

2.2.2.4 Wait-time

Wait-time is the length of time the teacher waits after asking the question before calling on a student to answer it, rephrasing the question, directing the question to another student, or giving the answer . It is an important dimension of a teacher's questioning. Teachers often use a very short wait-time (e.g., one second), which is rarely sufficient to enable students to respond. When wait-time is increased to three to five seconds, the amount of student participation as well as the quality of that participation often increases (Long et al. 1984, as cited in Richards & Charles, 1994).

2.2.2.5 Criteria of Good Question

A good question has a number of characteristics. This should be appropriate regarding the taxonomy of educational objectives, length, wording and clarity (Bloom 1956, as cited in Babu, 2016). A good question is short, clear and unambiguous. Teachers should be very careful about asking too much easy questions. A good question is not only a tool for assessment but also it helps a learner in many ways for him/her self-development and achievement.

Essenburg (2006, as cited in Babu, 2016) identified six criteria for good questions. These were:

A good question

1. Grabs attention.
2. Requires upper level thinking.
3. Allows a variety of upper level responses.
4. Connects course content, students' lives and a biblical perspective.
5. Is essential, universal, and timeless, at the heart of learning.
6. Is student friendly and short with developmentally appropriate vocabulary.

2.2.2.7 Effective Strategies for Questioning

Gibbs in Nuryani et.al (2018) posed effective strategies for questioning in the classroom: (a) Ask questions that invite more than one plausible answer, (b) Provide wait time after asking a questions to give less confident students an opportunity to formulate their responses, (c) Ask follow-up questions, (d) Provide feedback that neither confirms nor denies student responses, for the discussion to remain open, (e) Request a summary, (f) Survey the other students, (g) Encourage students to direct questions to other students, (h) Be the devil's advocate, (i) Use think-aloud, (j) Call on students, not only those who raise their hands, but move on quickly if a student chooses not to answer, (k) Alert the students to possible answers, (l) Change the perspective,(m) Imagine, (n) Relate the response to something else, and (o) Transform the response in some way.

2.2.3 Classroom Interaction

Classroom interaction is a communication which includes the teacher and the students during teaching learning process. By applying questions in classroom interaction, it can make a great communication among teacher and students. Richards and Charles (1994) states that teachers generally try to treat students fairly and give every student in the class an equal opportunity to participate in the lesson, it is often hard to avoid interacting with some students more than others. This creates what is referred to as the teacher's *action zone*. An action zone is indicated by:

- those students with whom the teacher regularly enters into eye contact;
- those students to whom the teacher addresses questions; and those students who are nominated to take an active part in the lesson.

These students are located within the teacher's action zone and are likely to participate more actively in a lesson than students who fall outside the action zone. In many classrooms, this zone includes the middle front row seats and the seats up the middle aisle. If a teacher is teaching from the front of the class, students seated there are more likely to have the opportunity to participate actively in the lesson because of their proximity to the teacher (Adams and Biddle, 1970 as cited in Richards and Charles, 1994). However, teachers often have their own personal action zones. For example, a teacher may: look more often to the right hand side of the class than to the left, call on girls more often than boys, call on students of one ethnic background more often than those of another, call on students whose names are easy to remember, call on brighter students more often

than others (Richards and Charles, 1994). It implies that during classroom interaction, the teachers are not pose the equal opportunity for the students to involve in the teaching-learning process. During the lesson, the teachers only interact with the certain students and it will give a negative impact for those students who are not included to the teacher's action zone.

2.3 Theoretical Framework

Theoretical framework of this study is started from the idea that there are some students who still passive in English classroom interaction. Some of them not fully participated in English classroom interaction, especially in responding to teacher's questions. In this study, the researcher focuses on students' barriers in responding to teacher's questions.

The teaching and learning process involve the teacher and the students. The good communication between teacher and students is very important because it will make a great teaching and learning process. This study would try to find out the barriers faced by the students in responding to teacher's questions that make a passive interaction between the teacher and the students.

The design of this study is descriptive qualitative since it is designed to obtain information concerning the barriers faced by student in responding to teacher's questions. The instruments of this study are classroom observation, field notes, video recording, and interview. Afterward, the data would be transcribed. Then, the researcher analyzed the findings by answering the research questions. Besides, in order to check the trustworthiness of the research findings, the

researcher did the triangulation. At last, the researcher discussed and concluded the data result.

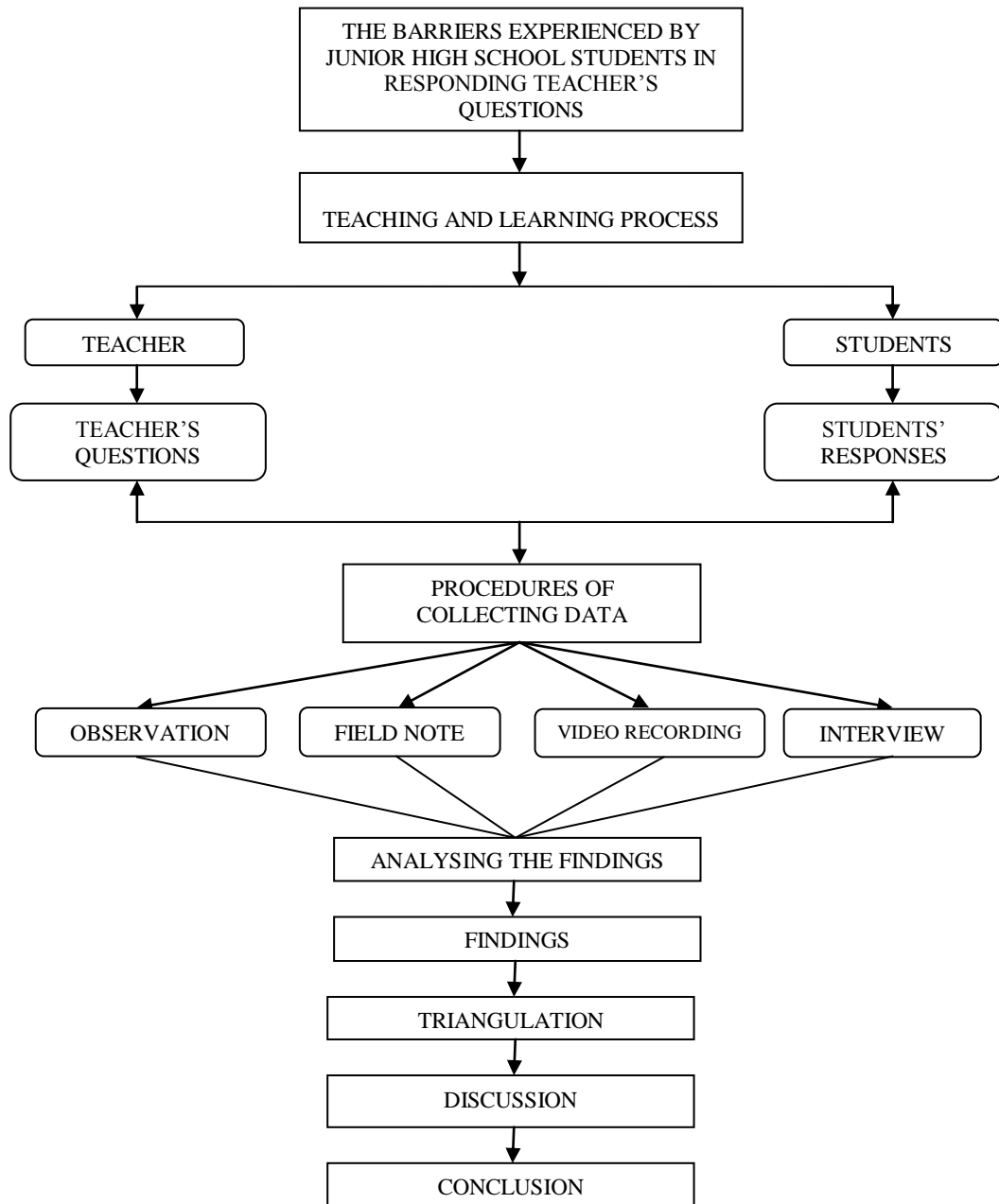


Figure 2.1
Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this final chapter, it will present the conclusion and suggestion of the study based on the analysis during the research. The following are the elaboration.

5.1 Conclusions

This part presents the conclusion of the study. This study was set out to identify the student responses toward teacher's questions, students' barriers in responding to teacher's questions and the types of questions mostly used by the teacher. The conclusion of the present study can be drawn as follows:

- 1) The students' responses toward teacher's questions were analyzed by looking at the number of words produced by the students in responding to teacher's questions and analyzed the questions which could not be answered by the students. The result showed that when display and referential questions were asked by the teacher, the students' responses tended to be very brief. The longest answers from the students were when they were given the questions related to the text and when they were asked to translate the sentences. Other responses were in the range of one up to three words. Even though the teacher just reviewed the previous lesson and gave the questions based on the material discussed before, there still some questions could not be answered by the students.
- 2) This study also investigates the students' barriers in responding to teacher's questions in English classroom activity by the eight grade

students of SMP N 1 Winong. Based on the research findings, it was found five factors that become the barriers for the students in responding to teacher's questions. The first barrier was fear of making mistakes and lack of self-confidence. The second barrier was anxiety. The third barrier was lack of background knowledge. The fourth barrier was lack of opportunity. And the last barrier was lack of interest in English.

- 3) Dealing with the types of teacher's questions, the researcher decided the categorization of question types based on Long and Sato's (1984) classification, which are display and referential questions. This study found out that display question mostly used by the teacher rather than referential question. The two types of those questions were divided into pure English questions, Indonesian-English mixed questions, and pure Indonesian questions. From the result, it was found that pure Indonesian questions were the most common and frequently asked by the teacher during the four observations.

5.2 Suggestions

Based on the findings and the conclusion of this study, the researcher made the following suggestion:

- 1) To the teachers
 - a. The teachers should plan the questions before come to the class in order to minimize making mistakes in distributing the questions. By planning the questions, they will give equal opportunities in posing the questions to the students.

- b. The teachers can use an interesting method in delivering the materials in order to make the students more interested and increase students' responses.
- c. The teacher should find the effective technique to overcome the barriers faced by the students in order to make them actively involved in classroom interaction.
- d. The teachers have to use English language more often than Indonesian or Javanese language in order to attract them to speak in English.

2) To the students

The students should be more active in responding to teacher's questions and get involved in classroom interaction. If they want to improve their English, they must actively participate in classroom interaction and more often use English language.

3) To other researchers

- a. The other researcher can find out another research dealing with teacher's questioning especially to explore about teacher's strategies to deal with students' barriers in responding the questions.
- b. For future research, it is suggested to investigate the sources of students' obstacles for other skills, such as reading, writing or listening.

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