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THE STUDENT TEACHER COMPETENCE IN ASKING QUESTIONS VIEWED FROM TEACHER TALK IN A PEER TEACHING CLASSROOM

(A Case Study of the Sixth Semester English Department Students of Universitas Negeri Semarang)

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

by
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STATEMENT OF ORIGINALITY

Here by, I

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Declare that this final project entitled The Student Teacher Competence in Asking Questions Viewed from Teacher Talk in a Peer Teaching Classroom (A Case Study of the Sixth Semester English Department Students of Universitas Negeri Semarang) 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 Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.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, January 2019

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APPROVAL

This final project, entitled THE STUDENT TEACHER COMPETENCE IN ASKING QUESTIONS VIEWED FROM TEACHER TALK IN A PEER TEACHING CLASSROOM (A Case Study of the Sixth Semester English Department Students of Universitas Negeri Semarang) has been approved by the Board of Examination of the English Department of Language and Arts Faculty of Universitas Negeri Semarang on

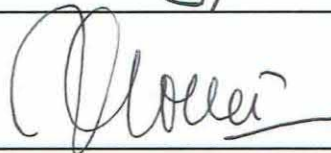## Board of Examination

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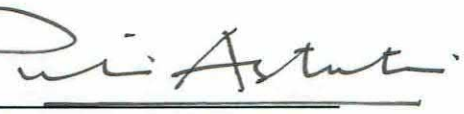   196107041988031003

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MOTTO AND DEDICATION

Actually, after difficulty there is ease (QS: Al Insyirah)

"Do the best for our parents"

Without them "We are nobody"

This final project is dedicated to:

My Beloved Parents

My Brother and Sister

My BestFriends

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ABSTRACT

This study aimed to know the types of questions that the student teacher produced in a peer teaching classroom and to examine the students' response toward teacher's questions whether they give intended response or not.

I used a case study design in this study which focused on the descriptive analysis. This study was conducted in English Department of Universitas Negeri Semarang. The participant of this study was five English students in the sixth semester. The data were obtained by using classroom observation and voice recording which transcribed into written data.I categorized the teacher's questions types in the SETT framework in four modes suggested by Walsh (2006) and for the student responses would be categorized in the form of phrase and sentence.

The result of the analysis showed that the student teacher used both questions types in four modes. Most of them produced questions in material mode, followed by managerial mode, skill and system mode and classroom context mode. While the research finding of students' response showed that most of the students answer the questions in sentence form. The reason is that the students are not real students, because it was a peer teaching classroom and the student teacher encourages them to answer in a complete sentence. Considering that they have been in sixth semester so their competence in speaking is good.

Therefore, it is recommended for the future teachers to prepare or plan questions during the teaching process in order to discover better ways to make use of questions in teaching the target language.

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LIST OF ABBREVIATION AND ACRONYM

S	Student
Ss	Students
T	Teacher
SR	Students' Response
ST	Student Teacher
TQ	Teacher's Questions
UNNES	Universitas Negeri Semarang

CHAPTER I

INTRODUCTION

In this chapter, I present the general background of the study which contains factual problemsand previous studies that are similar to my study. Then, I presentthe reasons for choosing the topic, the research questions, the objectives of the study, significance of the study, the scope of the study, and outline of the report.

1.1 Background of the Study

Teaching is one of the important things in the learning process because through teaching a teacher can help the students to understand the lesson given. In the teaching and learning process involves the interaction between students and teacher. They should have good communication in order to get optimal knowledge. Therefore, the role of students is very important. Sometimes, in the teaching and learning process the students' roles are not maximizing. They do not want to involve in the teaching and learning process, they just become a good listener when the teacher explains the material. We as the future teacher should stimulate them to be active during teaching and learning process.

The main goal of teaching language is to develop the learners' communicative competence. Communicative competence is the ability to create discourse. The interaction may seem like a simple thing to do, but there are many obstacles to build a good interaction in order to help students developing their speaking skills. Hence,

some opportunities are needed by students to use the target language in order to get optimal knowledge. As students, they spend much time in the classroom in which they learn the target language, so the classroom is considered as the possible place where the students get the opportunities to speak in the target language. The teacher should take opportunity to build good interaction in the classroom. The meaning of interaction here is when the teacher and students get involved in a turn-taking conversation. The interaction happened in the classroom sometimes is elicited only by the teacher. They tend to ask a question to the students to elicit the students' participation in order to create teacher-students interaction. In this chance, the teacher can create an opportunity for the students to interact by asking a question in the target language.

From the information above, to be a professional teacher is not easy. Teachers need to master the strategies in teaching to make their teaching activities work well, such as giving a stimulus to the students, preparing for a lesson, avoiding students boredom in class, attracting students to the lesson, giving reinforcement, and questioning. Those strategies are needed in classroom interaction. In teaching and learning activity, there is a kind of interaction, which requires active participation from teacher and students. By interacting with the teacher, the students will apply their language knowledge and also get many opportunities to practice communicating in the target language. As stated by Liu Yanfen and Zhao Yuqin, (2010: 77), ―through the interaction with teachers, students can increase their language store and use all the languages they possess.

In relation to classroom interaction, teacher plays important roles as language input providers and language models to be imitated by the students in teaching and learning classroom. It cannot be denied that a teacher in teaching should encouragespecific communicative acts, such as lecturing, asking and responding questions, explaining, and giving direction or instruction. The language used by the teacher or instruction in the classroom is called as teacher talk. Teacher talk is a speech delivered by the teacher when they teach or explain a lesson to the students in the classroom. It is not a one-way speech but it also engages the students, so the teacher does not talk all the time during the lesson.

Generally, students in the sixth semester of education background will have a practicum teaching which called microteaching to prepare the teaching internship on the next semester. Microteaching is a teaching practice done by the pre-service teacher (or called student teacher). It is aiming to prepare students teacher to the real classroom setting (Brent & Thomson, 1996). Microteaching can also be defined as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviors'. So, to be a good teacher in a real classroom is not easy. They have to do some training before they do teaching internship. Teaching internship is all curricular activities to be undertaken by students, as training to apply the theories obtained in the previous semester, in accordance with requirements set to that they gain experience and field skills in the provision of education and teaching schools. The aims of the student as a student teacher to become a professional educator in accordance with educational

principles based on pedagogic competence, personality, professional, and social. They need to know how to teaching in the real classroom, real students, real environment and facing many possibilities that will happen during the class.

Based on my experience, when I did a peer teaching practice with the same students of six semesters to prepare a teaching internship, I found some of my friends including me, had difficulties during the learning process. One of the main problems of teaching English is the existence of unresponsive students. They prefer to become passive rather than to participate in the learning process actively. Students just respond when the teacher asks questions and most of their responses shortly. This circumstance common happened in some school because English rarely used by the students outside the classroom. It is a challenge to student teacher how they manage the class well.

To get student' attention in the classroom is not easy especially for them who is lack of experience in teaching, in this case, is student teaching. They should prepare what they will do in peer teaching classroom to get successful in teaching. Those are lesson plan, teacher talk, time management, media for learning and classroom interaction. For example, if the teacher can explain with the understandable language, then the students can understand the teacher's explanation.

Student teacher should master the way to teach in peer teaching classroom. It starts from how to opening the class with the greeting, checking attendance, organizing the classroom, giving instruction, explaining and demonstrating the material, checking students' understanding, questioning, give feedback, and also to

ending the lesson. They should master those components when they do teaching practice in order to get optimal students understanding.One of the ways to stimulate the students to speak is using questioning. In language learning, the interaction can be stimulated by many activities, such as group discussion, pair work, and also giving questions (Brown, 2001:173). The teachers might provide some questions to be delivered to the students in order to stimulate the interaction and to check their understanding. Questions are stimulants which activate students' cognitive skill and they have the function as a primary educational tool for centuries (Aydemir and Ciftci, 2008).

Other reasons for asking questions are to stimulate recall, to check understanding, to develop imagination, and to encourage problem-solving. Asking questioning in order to involve students in classroom interaction is the most common technique used by teachers in the English classroom. According to Walsh (2013), questions in educational settings are divided into two types according to the questions' purpose: display and referential. Usually, teachers ask a question in order to elicit students thought and encourage students to elaborate on their ideas (Lemke, 1990).

So, the skill of questioning has to be mastered by the student teacher. It helps them to give questions proportionally and appropriately. Besides that, it helps them to know how well the students understand the materials they have learned and to help review the lesson. Also, questions carry out other functions, "focusing attention; exercising disciplinary control in the course of instruction; encouraging students'

participation; moving the lesson forward" (Fakeye, 2007). Obviously, during the process of teaching-learning, teacher's questioning plays a crucial role in the classroom. Teachers need to equip themselves with the ability to deliver questions.

There are many kinds of teacher questions. Some experts classify questions uttered by the teacher into some types. Basically, questions are grouped into three categories in terms of the purpose of questions in classrooms. They include procedural, convergent, and divergent questions as suggested by Richards & Lockhart in 1996 (cited in Yan, 2006:19). According to the kinds of response elicited, questions are categorized into open and closed questions (Rohmah, 2010:2). Based on the nature of interaction generated, the question can be divided into two types, display and referential questions (Yang, 2010:3; Long & Sato cited in Qashoa, 2013:54 &Yan, 2006:19). Another division of questions is based on the grammatical form of the questions as suggested by Thompson (cited in Yang 2010:5). It includes yes/no questions and wh-questions. The next distinction of questions is concerning questioning cognitive level suggested by Bloom (cited in Widodo, 2006:4-5 & Qashoa, 2013:55). Bloom's Taxonomy indicates that the level of learning outcomes is determined by lower-level questions (knowledge, comprehension, and application) and higher level questions which encourage students to analyze, evaluate and synthesize. Apart from questions asked by the teacher that require students to answer, another type of question given is rhetorical questions.

Teachers' questions, as all the teacher talk, also served to scaffold language. Cullen (2002), for example, demonstrates the potential to display questions to

scaffold learners' language while showing the potential of open-ended, referential questions to follow-up on students' response to generate student output. On the other hand, McNeil reports referential questions' being reformulated, repeated and supported with assisting questions for scaffolding purpose (2012).

Students teacher could rely on self-evaluation of teacher talk (SETT) suggested by Walsh (2011) due to its purpose, "to promote awareness and understanding of the role of interaction in class based-learning and to help student teacher improve their practices" (2011, p.110). This reflective purpose is considered to be particularly of value in improving student teacher's teaching practice, who was the participants of this study. SETT has fourteen features; those are scaffolding, direct repair, content feedback, extended wait-time, referential questions, seeking clarification, confirmation checks, extended learner turn, teacher echo, teacher interruptions, extended teacher turn, turn completion, display questions, and form-focused feedback. But in this research, I would identify the student teacher questions in SETT, I just identify the referential and display question in Walsh mode. Walsh identifies four micro-contexts, which he terms 'modes' in classroom discourse: managerial mode, classroom context mode, skill and system mode, and material mode and student teacher' questions were analyzed looking into how they distributed in these four modes to get an understanding of the teacher-student interaction realized by student teacher in each mode of classroom.

There have been a number of studies related to the topic of questioning types in the classroom. It was conducted by Course (2014), he analyzed interaction in the

language classroom through a number of frameworks. This study used self-evaluation of teacher talk (SETT) suggested by Walsh (2006). Walsh identifies four micro-contexts, which he terms as modes in classroom discourse; they are managerial mode, classroom context mode, skills and systems mode, and materials mode. The other research conducted by Ma (2008). This research fulfilled the verbal communication and the teaching-learning procedure. It discussed some basic knowledge of questions and then explores the skill of questioning English class about preparing, designing, controlling and evaluating of questioning. Differently, Vebriyanto (2015), conducted a study to know the types of teacher's questions namely display/closed question and referential/open question.

Clearly, in this research, I choose to identifythe types of questions used by student teacher to teach viewed from the competence of teacher talk in peer teaching classroom to prepare teaching internship based on Walsh (2006) modes in SETT framework. I focused here is to know the types of question in SEET framework that produces in peer teaching classroom.

1.2 Reasons for Choosing the Topic

There are some reasons why I chose the title 'The Student Teacher Competence in Asking Question to the Students Viewed from Teacher Talk in a Peer Teaching Classroom (A Case Study of the Sixth Semester English Department Students of Universitas Negeri Semarang)'. Firstly, English as a foreign language; as a result, it is not generally used in daily life. Therefore, interaction in class is important to make

students speak as often as they as can. The teacher talk has a pivotal function for students' language development. To learn new thingsstudents teacher need guidance, more practice, help or assistance from more knowledgeable persons. To make good interaction, student teacher should stimulate their students in peer teaching classroom to get involved with asking the question to the students.

The second reason deals with the student teacher who practices in peer teaching classroom. Peer teaching is a good opportunity for them to learn how to be a good teacher. In peer teaching, there are some competencies to be examined, including competence in communicating with the students in viewed from of teacher talk. One good thing about peer teaching is the feedback and suggestions are given after the teaching practice. However, some of them do not make time to reflect on what they do in the teaching. They may not know what to look for after doing peer teaching, while some others may feel satisfied enough with any comments and suggestions from the advisor. They do not look back at their peer teaching performance. This fact can be defamatory to them when they still bring the same mistakes later on real teaching. It is important to recall their teacher talk during the teaching performance to know their competence. This present study focused on one aspect of teacher talk namely teacher's question. By knowing the mistake in their teacher talk especially in asking questions, hopefully, they can identify what questions they should use in the certain situation during class interaction and this will bring them into using the correct type of question during real classroom later.

1.3 Research Questions

Based on the background of the study that has been written above, I tried to solve the following problems :

1) What are the types of questions in four modes produced by student teacher in a peer teaching classroom?

2) How dothe students' respond to those questions?

1.4 Objectives of the Study

The objectives of the study are :

1) to identify the types of questions produced by the student teacher in peer teaching classroom in four modes

2) to examine the students' response whether they give intended answer or not

1.5 Significance of the Study

On basis of the previous objectives, the significance of the study can be stated as follows:

1) Theoretical Significance

    This study can give a real example of teacher talk especially in giving the question that can be applied in the language classroom.

2) Practical Significance

    The result of this study will help both teachers and future teachers to learn more about teacher talk especially in asking a question. Hopefully, they will gain some

information and understand the importance of classroom interaction. It is hoped that this study could encourage them more active to stimulate students' interaction in the classroom.This study shows that questioning can be used by teachers or future teachers to avoid students' passiveness in the classroom. Furthermore, it can make them contribute and participate well in the lesson.

3) Pedagogical Significance

This study provides theories and analysis for the teachers talk, especially the way to asking a question to the students. Especially for English Department students, this study will encourage them to conduct any research related to questioning in teaching.

1.6 Scope of the Study

This study investigates the types of questions that student teacher used when they conduct teaching in peer teaching classroom. This research observes the students teacher in sixth semester of the Universitas Negeri Semarang who will do teaching internship. It is a peer-teaching classroom that consists of 5 student teachers.

1.7 Definition of Key Terms

Below are several key terms used in this study as well as the definition of each term:

*Classroom modes.*it is a context created through the interaction between teachers and students in relation to the respective purpose the teacher pursuing in the classroom. Walsh identifies four micro contexts, which he

terms 'modes' in classroom discourse: managerial mode, material

mode, skill and system mode and classroom context mode.

Peer teaching. a mini classroom in which a student teacher plays role as the teacher

and their classmates play role as the students.

Student teacher. a college student in education program who is teaching under the

supervision of a certified teacher in order to qualify for a degree in

education.

Student teacher competence, a college student in education program who have the

ability to teach well.

Teacher talk, a variety of language sometimes used by the teacher when they are in

the process of teaching

1.8 Outline of the Study

I organize the final project entitled TheStudent Teacher Competence in Asking Question to the Students Viewed From Teacher Talk In English Classroom (A Case of the Sixth Semester of English Students of Universitas Negeri Semarang) in order to make the readers easier to understand the study. This final project is divided into five chapters. Each chapter has several subchapters. The following shows the contents covered in this final project.

Chapter I presents the introduction. This chapter consists of the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, scope of the study, and outline of the report.

Chapter II elaborates the review of related literature. This chapter consists of review of previous studies related to the topic of the study, the review of theoretical studies which explains the role of teacher, teacher's talk, students teacher, definitions of the question, basic knowledge of questioning in English classroom, types of question, the importance of the questioning in English classroom, function of teacher's question. Also, I explain the framework of the present study.

Chapter III discusses the methods of investigation. This chapter deals with the research approach, roles of the researcher, subject of the study, the object of the study, the source of data, data collection, and data analysis.

Chapter IV presents findings and discussions. This chapter includes the general description, the analysis result, and discussion about teacher questions type that produced by student teacher in a peer teaching classroom. While, chapter V presents conclusions from the findings and discussions and gives some suggestions for teachers, students, and future researchers based on the analysis result.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature which consists of three parts. The first part shows some previous studies conducted by the other researchers related to the study. The second part presents the theories that are used for the basic study. The last part is the theoretical framework that becomes the summary of this chapter. It deals with the limitation of the study.

2.1 Review of the Previous Studies

There have been a number of studies working on teacher's questions. I have found some studies related to my topic. I divide them into several categories. They are the questioning strategies, display vs. referential questions and type of questions.

2.1.1   Questioning strategies

For the first category, there are eight studies which belong to the questioning strategy. The researchers who worked into this were Nishimura (2012), Haliani (2013), Hadiani (2014), Maiza, Rukmini and Sofwan (2015), Isfara (2016), Bulent Dos, Erdal Bay, Aslangoy, Tinyaki, Nurgul Cetin and Duman (2016), Fitriani, Isfara and Trisanti (2017) and Yang (2017).

Using strategies in giving questions for students is important to help teachers elicit students' verbal responses as questions can make them attentive and engaged in a lesson. Questioning strategies provide ways on how to make students clear about

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teachers' questions. Students are quiet because they probably do not understand what has been asked, how to answer it or feel shy. By applying questioning strategies, teachers can solve these problems. It can encourage students to answer and help them to arrange utterances, so they are motivated to speak confidently.

The first researcher is Nishimura (2012). He focused on teachers' perceptions about the effectiveness of the questioning technique and their ways to improve their questioning technique to be more effective. The participants in this study were three Japanese in Service English teachers from three different high schools. All the three teachers were selected from the Japanese students who were taking the MSc Teaching English to Speakers of Other Languages (TESOL) course at the University of Edinburgh. They were interviewed after filling the questionnaire that contains questions related to questioning. The findings showed that all teachers said that questioning technique was really important and give a positive effect to the teachers and the students. Furthermore, questioning can enhance students' learning, to check students' understanding and can influence students' motivation. Besides, they agreed that an open-ended question created the more effective classroom. The result of this study related to the second purpose was teachers need opportunities to improve their questioning technique. But, there was no training which focused on the questioning skill.

Nishimura (2012), Haliani (2013), Hadiani (2014) and Isfara (2016) conducted a study which aimed to explore the questioning strategies applied by English teachers in the classroom, but they had different further purposes. Haliani

(2013) focused on the effect of teachers questioning strategies towards students' responses, Hadiani (2014) intended to know students' perceptions of the questioning strategies applied by the teachers, and Isfara (2016) wanted to find how the questioning strategies stimulated students to speak. They used the same theory which was Wu's taxonomy. Wu's (1993) taxonomy of questioning strategies are rephrasing, simplification, repetition, decomposition, and probing. However, Haliani (2013) and Hadiani (2014) added other theories from Chaudron (1998) and Tsui et. al. (2004). There were four questioning strategies added by Hadiani in her study. They were blank filling, code-switching, exemplification, and wait time.

In collecting the data, they used classroom observation in the form of recordings and interviewing the teachers. Beside classroom observation and interview, Isfara (2016) also provided a questionnaire to be filled by the students. Related to the research participants, they had a different level of schools. Haliani (2013) observed a young learners' teacher, Hadiani (2014) got the data from senior high school English teachers, and Isfara (2016) chose junior high school English teachers. The result of Haliani's study showed that there were five teacher's questioning strategies that were used by the teacher in classroom observation. They were repetition, simplification, blank-filling, code-switching, and wait time. Regarding the students' responses, two types of students' responses were discovered in the study. They were relevant response 84% and irrelevant response 16%. It could be seen that the number of students' relevant response was higher than the number of irrelevant response.

While, Hadiani (2014) found that the teacher applied several questioning strategies namely rephrasing, blank-filling, code-switching, probing, simplification, exemplification, repetition, and decomposition in eliciting the students' responses. However, the most dominant questioning strategy applied by the teacher was rephrasing. This result was supported by the result of the interview with the students which revealed that the most helpful questioning strategy was rephrasing. The result of Isfara's study showed that the teachers used four of five questioning strategies. The first teacher mostly applied decomposition strategy. On the other hand, the second teacher tended to use repetition strategy. Either the first or the second teacher used more than one strategies. Also, this study has proven that questions successfully engage students to give verbal responses. They were drilled and practiced to speak English regularly.

Different from Haliani (2013), Hadiani (2014), and Isfara (2016), another study related to the questioning strategies was conducted by Maiza, Rukmini, Sofwan (2015). This study examined the use of teachers' basic questionings of Sydney Micro Skill (1983) in teaching English. There were nine components of basic questioning, namely structuring, focusing, phrasing, redirecting, distributing, reacting, pausing, prompting, and changing the level of cognitive demand. The objectives of the study were to describe the types of basic questionings, explain the teachers' way in keeping the students' active response to their questions and explain why teachers use those teachers' basic questionings. This study used audiovisual, observation/field note and interview to obtain the data. It was also supported by quantitative data. The result

showed that most of the English teachers applied those nine components and the dominant was distributing. The teachers had four ways of keeping the students active to respond, they used questions randomly, interesting medium while delivering the questions, active in motivating the students and promoted a group discussion. Moreover, the reasons why the teachers used basic questionings were to find out the students' attitudes, determine the students' understanding, and to motivate and appreciate the students.

The next study was conducted Dos and his friend (2016). They used Revised Bloom Taxonomy in Cognitive Field in their study. Those are remembering, understanding, applying, analyzing, evaluating and creating (synthesizing). Remembering, understanding and applying steps are considered lower level while analyzing, evaluating and creating steps are considered higher-level. The study conducted by Dos, Bay, Aslangoy, Tinyaki, Cetin and Duman (2016) revealed that teachers asked divergent questions to draw attention and interest, teachers have misunderstanding of divergent and convergent questions, teachers mostly ask questions to entire class than individual, teachers asked most frequently questions aimed at uncovering operational knowledge and least frequently questions whose goal was to uncover metacognitive knowledge, teachers generally used probing questions, prolonged waiting time and did not ask vague questions, teachers did not use questions as a punishment tool. This study revealed that asking good questions must be considered more important in pre-service education and teachers must be supported with in-service training to be more effective in asking questions.

The next study was conducted by Fitriani, Isfara and Trisanti (2017). Their article reported on a study aimed at exploring and examining English language teachers' skills in questioning to enhance students' verbal responses in EFL (English as a foreign language) classes. The data was analyzed by using Wu's taxonomy of questioning strategies (1993) as it gave a detailed categorization of teacher question to stimulate students' verbal responses. The result of the study showed that the teachers used mostly four questioning strategies. The first teacher often applied decomposition strategy where the initial question was elaborated into some questions, while the second teacher tended to use repetition strategy. This study has shown that teachers' questioning skills are crucial to successfully make students engaged in classroom interaction, enhance students' verbal responses, and lead to the comprehension of the lesson.

The other research was conducted by Yang (2017). His study relied on Constructivism and Krashen's Input Hypothesis. Hau stated that classroom questioning is one of the most fundamental methods to promote communication between teachers and students, so it becomes more and more important in classroom teaching. This study analyzed the problems of classroom questioning, including distribution of questions, lack of wait-time and corresponding feedbacks. And then the author put forward the following strategies for English classroom questioning, including preparing questions before questioning, controlling while questioning and giving feedbacks after questioning. Lastly, this paper gives four suggestions to English teachers for the effective classroom questioning: firstly, teachers should ask

more diverse and reference questions. Secondly, teachers should control the waiting time according to specific circumstances. Thirdly, teachers should encourage all students to answer questions actively. Fourthly, teachers should give feedbacks after students' answering.

2.1.2   Display vs. Referential Question

The second category is about the display question vs. referential question. There are five studies that I found. Those five studies were conducted by Notash (2014), Dianti (2015), Wright (2016), Yilmaz (2016) and Affandi (2017). All of those studies conducted to know the frequency of use of two types of questions, that is, display and referential questions.

Massoud (2014) investigated the two of types of questions at three levels of proficiency elementary, intermediate and advanced). Furthermore, their interaction effect was compared within each level to see which question type led to the desired effect, that is, more interaction at each level. To this end, one class from each level (elementary, intermediate, and advanced) which was taught by the same teacher was observed during a semester. The results showed that the teacher used more display questions at the elementary and intermediate levels contrary to the advanced level. Furthermore, the results elicited from the dependent t-test indicated that there was a significant difference in the effect of display versus referential questions at all of the three levels with referential ones leading to longer responses.

Another study related to display and referential question was conducted by Dianti (2015). She investigated the two of types question by asked the four English teachers from three different Junior High Schools through observation. The results showed that teachers asked more Display Question than Referential Question. It was found that none of the participants asked Display Question to confirmation checks. Whereas, Display Question to comprehension check was asked by all teachers. For Referential Question, it was found that mostly teacher asked this type of question to invite students to share their ideas toward certain topics.

Other researcher focused on display and the referential question was Wright (2016). He conducted a study to know the effect of those two questions on students' output. There were fifty-two Japanese adult EFL learners who participated in this study. The researcher recorded the classroom activity to obtain the data. There were two activities in the classroom; they were display question activity and referential question activity. After recorded those two activities, the students were interviewed about those two activities. The data were analyzed quantitatively using units of length and complexity (Brock, 1986; Chaudron, 1988) to examine whether question types affected students' responses. Different from the studies above, the result of this study showed that the used of referential questions gave greater students' output. The mean length of students' responses per referential questions was 18.45 words. In contrast with display questions, which its mean of length showed 8.51 words. From the interview, the students felt that referential question activity was more interesting than display question activity

The next study came from Seyit (2016). He gained the data from the lesson including 10 intermediate level students and a native teacher of English with the objective of interactive and speaking skills in the foreground was videotaped. The transcriptions of conversations between the teacher and students were analyzed so as to find out the frequency of display and referential questions, syntactical differences between them and their effects on students' answers. The results showed that referential questions outnumbered display ones by accounting for nearly three quarters of total questions and students apparently gave longer responses to them contrary to much evidence in the literature. Also, the teacher changed question types and syntactical structures of questions during conversations. Implications were made on the results comparing to other studies in the literature.

Another finding was conducted by Affandi (2017). This paper discusses an English teacher's display and referential questions in teaching speaking at MAN 3 Malang. It investigated the ways teacher employed to display and referential questions, students' responses, and the ways the questions maintained communication in the classroom. The observations in several meetings were applied and were confirmed by the instructional objectives stated in lesson plans and syllabus. It was found that the teacher mostly employed referential questions rather than display questions in teaching speaking. The employment of display questions was put at the beginning of the lesson and was functioned as an icebreaker or warmer. Through display and referential questions, the communication in teaching speaking was maintained. It suggests that the teacher applies questioning strategies in employing

referential questions so that the communication in the classroom is well-maintained. The result of those six studies showed that the referential questions were mostly delivered by the teacher.

2.1.3   Type of Questions

For the third category, there are seventeen studies which belong to the type of question category. The researchers who worked into this were Cheung and Yang (2010), Fahruji (2011), Hamiloglu and Termiz (2012), Meng, Zhao, and Chattouphonexay (2012), Farahian and Rezaae (2012), Ambrosio (2013), Sunggingwati and Nguyen (2013), Couse (2014), Erlinda and Dewi (2014), Matra (2014), Ndun (2015), Febriyanto (2015), Kim (2015), Yuan (2015), Orturk (2016), Rezvani and Sayyadi (2016) and Omari (2018).

Questioning is a useful tool in teaching-learning activity. It is needed to create communicative learning in the classroom. It is also one of the skills that should be mastered by the teachers. It is not as easy as people can imagine. The questions that the teachers pose should be able to make the students elicit their responses and relevant to the lesson. There are some types of questions proposed by some experts. First, the theory of types of question that I found in the previous studies that were proposed by Long and Sato (1983) and Brock (1986). There are two types of question that are proposed by Long and Sato (1983) and Brock (1986). They classified question into the display and referential question. Brock (1986) stated that referential questions increase the amount of speaking in the classroom. While, the

displayquestions that given by the teachersare to know whether the students get the lesson. It is used to recall the lesson. There are many researchers applied this theory to their study. For example Cheung & Yang (2010), Meng et. al. (2012), Farahian and Rezaae (2012), Yuan (2015) and Ndun (2015).

The studies conducted by Cheung & Yang (2010), Meng et. al. (2012), Farahian and Rezaae (2012), Yuan (2015) and Ndun (2015) had the same purpose which was to explore the types of questions that the teacher used in the classroom. However, some of them had a different further purpose. Cheung & Yang (2010) intended to know the effects of those types of questions while Meng et. al. (2012) focused on functions of questions that the teachers used in a Content-Based Instruction (CBI) and how the teacher dealt with the non-responded questions. In gaining the data, those six studies used classroom observation, but Meng et. al. (2012) and Farahian and Rezaae (2012) added an interview session. Cheung & Yang (2010) observed three English teachers as the participants of the study while Meng et. al. (2012) and Yuan (2015) observed one English teacher. Differently, Ndun (2015) got the data from two eighth grades English teachers at public middle school.

The results of those five studies showed that the display questions were mostly delivered by the teacher. Cheung's study (2010), it showed that not only display questions were frequently asked by those three teachers, but also yes/no question and closed question. Ndun's study (2015) showed the simple percentage which was calculated using inferential statistics of Pearson Product Moment Correlation. The results revealed that teachers used more display questions (92%)

than referential questions (8.1%). In display questions, the biggest category of the question asked by the teacher was complete pronominal questions (49.05%), which are questions in the form of WH questions. Meanwhile, for 7 (8.1%) referential questions, there were four complete pronominal questions and three complete verbal questions posed by the teachers.

Another theory about types of questions is Richard and Lockhart (1996). They categorized the questions into three types. They are procedural, convergent, and divergent. This theory was applied by Erlinda and Dewi (2014) and Orturk (2016) in their study. In Erlinda and Dewi's study was addressed to explore types of questions and its frequency used by EFL teacher in the classroom during the teaching processes by analyzing the transcripts of the videotaped instructions. Another special emphasis is put on investigating the length of the students' utterances in responding to the teacher questions. The participants were 29 Grade-eleven students and an English teacher. The results showed that rhetorical, procedural, closed, open, display and referential questions were found, and it was more focused on the last four types of questions. However, display questions are more than twice as much as referential one, 50.8% compared to 14.6% occurrences, and closed questions are the most preferred questions with a total number of 252 which is also slightly more than double of referential questions which compose 62 questions. Conversely, open and referential questions produced longer students' responses than closed and display ones.

While, Orturk's studies reported on the reflective practices of an EFL teacher regarding the types of questions she uses while interacting with the students in the

classroom atmosphere. The participant, also the researcher, was an instructor in the English preparatory program of a state university. The classification was cross-checked with a colleague holding a Ph.D. in English language teaching to ensure the reliability of the findings. The results revealed that most of the questions the teacher used during these four hours were convergent, seeking yes/no or short answers. She used such questions so extensively that the lessons get too loaded with them and became teacher-fronted ones. It was also found that although the teacher sometimes used procedural questions to attract the attention of her students and prepare them for the content of the course, she mostly asked them just for the sake of asking and they served as conversational routines and gap-fillers during her interaction with the students. It was also clear in these sessions that the teacher could not provide effective transitions between these questions types during the interaction. Based on these findings, the study highlights how important and significant reflective practices are in developing one's skills as a teacher.

Another theory about types of questions is Raphael's (1986). He categorized the questions into four types. They are on my own, author and me, think and search, right there. This theory was applied by Sunggingwati and Nguyen (2013) in their study. This study explored the types of questions that the teachers posed to assist students' comprehension about the reading passage and their perceptions towards generating questions. The data were obtained through observations, teachers' interviews, and textbooks. The participants in this study were three English teachers from three different schools. The findings showed that the questions in the textbook

were right there (94.7%), think and search (2.7%), and the author and me (2.7%). Besides, the teachers mostly asked their students right there questions. The result of the interview, it showed that the teachers did not generate their own questions.

According to Wajnryb (1992:47), teacher's questions are categorized into Yes/No question, short answer/ retrieval-style question, open-ended question, display question, referential question, and non-retrieval question. This theory was used by Hamiloglu and Termiz (2012) for their study. The aims of this study were to examine the types of question that were used by the teachers and how the teachers' question affect students' learning. The researchers chose two schools to be observed. There were eleven student teacher who were observed. They used both qualitative and quantitative techniques in this study. The findings showed that the types of question that were implemented by the teachers in their teaching-learning process were yes/no questions, short answer, open-ended questions, display questions, referential questions, non-retrieval, imaginative questions. From the data, the most preferred question type is yes/no questions in both schools with a total number 36 of 98 questions.

Besides those types of question, there are two researchers who working on Bloom Taxonomy by Moore (2001) to analyze their research. They are Fahruji (2011) and Ambrosio (2013). Those are four types of question-based on Bloom Taxonomy namely: factual, empirical, productive and evaluative. Fahruji (2011) in his study investigated certain aspects of classroom verbal interaction with a focus on description and analysis of question in teacher talk. The data obtained through the

transcript of recorded classroom sessions were analyzed to identify the types of questions used by Iranian EFL teacher that teaching in a language institute in Iran. The study showed that the factual questions are the most used question by the teacher in this study with the percentage of 52.71. The second was evaluative questions with the proportion of 27.13% in her talk. The next was productive types of questions constituted 13.95% of the total questions posed by the teacher, and the last was empirical questions with a proportion of 6.20% in her talk.

While, Ambrosio (2013) in her study aimed to identify the occurrence of the different types of questions an elementary teacher raises in delivering reading instruction and give implication in teaching and learning. This study focused on the analysis of question in teacher talk and suggests ways for pedagogical improvement. The result showed that factual questions appear as the most frequent in teacher's questions which denotes its significance in establishing a foundation that revolves on mastery of the content. Although most of the questions posed by the teacher were shown to be factual questions, the teacher seemed to be of those types of teachers who try to promote negotiation of meaning in the classroom.

The next researcher working on the types of question was Matra (2014). She explored the types of question used by English teachers using Brown's theory (1975). Brown divided the questions into lower order and higher order question. The lower-order question includes compliance, rhetorical, recall, comprehension, and application. While analysis, synthesis, and evaluation belong to higher-order question. Besides, she also explored the questioning technique used by the teachers in

this study. The data were obtained through observation in two English classes with two different English teachers. In analyzing the data, she used Brown Interaction Analysis System (BIAS). Brown (1975) classified data into seven categories. They were TL= teacher describes, explains, narrates, directs, TQ= teacher question, TR= teacher responds to pupil's response, PR= pupil's response to teacher's question, PV= pupil's volunteer information, comments, or questions, S= silence, and X= unclassifiable.

The findings showed that the cognitive level of teachers' questions which mostly occurred was lower order cognitive questions. The questions were used to invite the students to speak and deliver their ideas. Also, the result showed that the teachers used recall questions for 52%, comprehension for 42%, and application occupied the remaining that was 6%. The result about the function of the question showed that questions were used to guide, lead, and direct students, and to promote students to speak up and contribute in the classroom.

The next study was conducted by Febriyanto (2015). His study aimed to describe the types of questions that the teacher usually applied in the classroom during teaching and learning process, to find out the teachers' purposes of applied those levels of questioning, to describe the effects of applied the levels of questioning for the students' understanding of English and to identify students' oral responses towards teacher questions. The data were collected by recording the teaching and learning process and interviewing the English teacher. Based on the research findings, it was discovered that the teacher utilized certain types of questions. Referential-open

questions that can elicit longer responses were 31%. On the other hand, the percentage of display-closed questions was 69%. Questions that are categorized as display/closed questions were widely used for checking students' understanding of the materials questions that categorized as referential/open questions were widely used for looking for certain information from the students. It was found that in all season 70% of students' responses were in form of words. The production of words was the effect of employing a display or closed question. On the other hand, students' responses in form of the sentence were 7 sentences. It was the effect of employing referential or open question.

While, the study conducted by Omari (2018) aimed to explore the types of classroom questions which Jordanian English language teachers ask. In collecting the data, the researcher took the sample of the research consisted of 77 teachers who were randomly selected from different public and private school in Amman-Jordan. A total of 1574 classroom questions were collected and analyzed using descriptive statistics and analysis of variance. The result showed that 80% of teachers' questions were on descriptive statistics, t-test and analysis of variance. The results showed that 80% of teachers' low thinking levels; 77% were closed-ended questions; and 86% were display questions. The results also indicated that teachers used higher thinking questions, more referential questions, and more open-ended questions at the upper basic stage and the second stage. It was recommended that EFL teachers in Jordan ask different types of questions at each grade level.

Another theory about types of questions is ANOVA. This theory was applied by Kim (2015) and Rezvani and Sayyadi (2016). Kim (2015) examined the differences and patterns for teacher talk time, question types and student responses between argument-based inquiry classes and traditional classes. In each group, thirty teachers participated in the study. A total of sixty teachers' classes participated in the study over two years. Student responses were part of the study to evaluate the effect of open-ended question types but students were not direct participants in the study. The analyses were conducted using statistical tests (repeated measures ANOVA and Cohen's d).

The results showed that there were clear differences between the argument-based inquiry classes and traditional classes. The argument-based inquiry class teachers talked less, asked open-ended questions more frequently than the traditional class teachers over the period of the study. The argument-based inquiry class students displayed higher-order thinking responses more frequently than the traditional class students over the period of the study. Based on the statistical results, specific patterns emerged. Teachers talked less, used more open-ended questions and students' responseed with a higher frequency of higher-order thinking in the argument-based inquiry classes. In order to find the degree of the differences between the two groups, effect sizes were calculated. The degree of the differences between the two groups was greater than the medium.

Different from Rezvani and Sayyadi (2016), their study aimed to examine how questioning was used by EFL instructor and learners at a private language center

in Yasouj, Iran. They compared the instructors and learners' practice of questioning at a different level. Other purposes were to explore the types of questions posed by EFL instructors and learners in different course levels and to regard the extent to which the instructors' classroom behavior were fitted towards enhancing the learners' capacity to raise English questions. The researchers used a checklist of question types along with observation notes to obtain the data. To analyze the numeric data, the researchers used one way ANOVA along with the content analysis of observational data indicated that the instructors taught in classes with lower proficiency level practiced a great deal of questioning.

The results of the study showed that the instructors asked two types of question. They were display and referential question. Unlike the teachers teaching in higher proficiency level, mainly used display questions to achieve the pedagogical objectives. Regardless of their proficiency levels, efforts to express English questions, the learners often felt anxious and resorted to their first language when they posed a question. Furthermore, there were no differences between the lower class and upper class' students in raising the questions. Instructors' behavior could not enhance learners' capacity in asking English questions.

The next previous study was conducted by Course (2014). He stated that classrooms are recognized as social contexts, with often clearly defined role relationships. Teacher-student and student-student interactions in a classroom are essential since this is when learning takes place. This is more valid for language classrooms, where the teacher language serves a number of purposes such as

organizing learning, providing meaningful input, controlling and eliciting learner output, among others. It is not surprising, therefore, that language teachers often modify their language in the classroom to optimize learning. With the classroom discourse playing a fundamental role in language classrooms, classroom discourse and teacher talk have been subject to inquiry. The purpose is both to understand the nature of language classroom as a social context and to improve teaching/learning process through making optimal use of the target language in the classroom.

This study adds to the body of the study looking into classroom discourse but in a simulated micro-teaching setting. Specifically, this talk will report the findings of an ongoing research project on the use of teacher questions by ELT students in a Turkish state university. As a partial requirement for some of their courses in their pre-service training, ELT students do microteaching where they plan and teach a lesson to their peers. In this study, 60 students' micro-teachings for two courses have been recorded for four academic terms; and student teacher' use of questions has been analyzed. The initial findings show that student teacher use questions for organizing the learning environment more than for eliciting meaningful output or scaffolding the language. The findings will have implications for pre-service teacher education programmers' as well as in-service training.

Regarding the previous studies which only focused on the types of questions that produced by the teacher without considering the students' response. Also, the previous researcher suggested the future teacher to conduct a research with considering the students' response toward teachers' questions and more strategies in

asking questions. Therefore, I decidedto identify the types of questions used by the student teacher in peer teaching classroom and students' response based on the four modes by Walsh (2006). It was becausethe present study identified the types of questions that produce by student teacher and how the students' response toward the student teachers' question. Besides, I used classroom observation and recorded the teaching-learning activity.

The differences between the present study and the previous studies were I did not only focus in exploring the types of questions delivered by the teachers, but I also analyzed students' responses towards the teacher's question regarding in each of these modes by Walsh. Therefore, I could find whether the teacher's question encourages students' to answer the questions delivered by the student teacher. Furthermore, I used self-evaluation of teacher talk (SETT) suggested by Walsh (2006) due to its purpose to promote awareness and understanding the role of interaction in the classroom. Walsh identified four micro-contexts, which he terms 'modes'. There are four modes in classroom discourse. They are managerial mode, classroom context mode, skill and system mode, and materials mode. From those previous studies above, only Course (2014) who applied this theory. That is why I intended to identify the types of question by student teacher based on those modes.

2.2 Theoretical Background

In this part of the theoretical background, I provide the theories of classroom interaction, the role of teacher, teacher's talk, the definition of questions, the

functions of teacher's questions, the appropriate questions, the types of question, basic questioning, interaction analysis, and classroom modes.

2.2.1 Classroom interaction

According to Allright (1991) cited by Runmei Yu (2008: 49), classroom interaction is the process whereby classroom language learning is managed. In the language classroom the process of negotiation involved in interaction is itself to be identified with the process of language learning. Interaction facilitates not only language development but also learners' development. L2 learners acquire linguistic knowledge and ability through the interaction. In the classroom interaction, both the teachers and students can create learning opportunities, which motivate the students' interest and potential to communicate with others. In short, classroom interaction can be a classroom process in which lecturers and students negotiate during the class time for specific purposes. This study focuses on teacher-student classroom interaction because it is one of the common problems of EFL students who tend not to have interaction within their classroom.

2.2.2 The Role of Teacher

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Harmer (2001:39) stated that part of our job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts which they can resolve for themselves-though still

with our guidance. To help the students to contrast ideas and concepts is through questioning. According to Krathwohl (2002), the role of a teacher is to raise questions and engage in a meaningful dialogue with their students about the possible answer to these questions.

Furthermore, Richards (2002) state that 'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. In attempting to determine a problem language, the teacher has some roles. A good teacher should have a capacity to perform his roles depend on different circumstances effectively.

The teacher transfers knowledge and the students receive it. Vygotsky's theory of Richards (2007) stated that learning was through interaction. Interaction occurs through negotiation the learner and more advanced language users, in this case, is a teacher. This process is called scaffolding. Scaffolding is the teachers' assistance to help the students how to do something so that the students will be able to move towards new skills, concepts, or levels of understanding. A teacher is a model for the students. During the whole class-teacher interactions, the teacher acted as a facilitator and mediator and gave almost everyone opportunities to participate (Kayi-Aydar, 2013).

2.2.3   Student teacher

Teacher candidate or pupil-teacher or pre-service teacher or practical teacher or future teacher or student teacher is a person who is teaching in a school for a limited period

under supervision as part of a course to qualify as a teacher. They are a college student in an education program who is teaching under the supervision of a certified teacher in order to qualify for a degree in education. Student teacher also encounter problems in time management. According to Olaitan and Agusiobo (1981), making plans may help student teacher to use time effectively. In this study, student teacher' shortcomings in planning lessons may have led to problems in time management.

Student teacher must possess an overarching understanding and knowledge of the key concept which drives all content instruction. These key concepts, connected with other core standards, include candidates' knowledge of assessment and instruction, the nature of the learner, school governance and culture, theories of learning and development, critical use of technology and understanding of how the arts affect and interact with all other content areas. In addition, teacher candidates are required to have the necessary information regarding time management, planning for acquisition, dissemination, and management of materials and equipment.

2.2.4 Teacher Talk

Richard (1994:375) defines teacher talk as" a variety of language sometimes used by the teacher when they are in the process of teaching." (Sinclair and Brazil, 1982) in Yanfen and Yuqin (2010:77) defined teacher talk as"the language in the classroom that takes up the major portion of class time employed to give directions, explain activities and check students " understanding". So, the kind of language used by a teacher in the process of teaching known as teacher talk (TT).

From those meanings, teacher talk is a major way used by the teacher to convey information, have discussion and negotiations and motivate his students, so he can give the students knowledge and control their behavior. It has been said before that teacher and learner talk are the factors that establish classroom interaction. Both of them must be in balance. Too much teacher talk make the students passive and static; they cannot improve their English acquisition. It is also bad if the teacher has too little talk, the students do not get enough knowledge from him. But it is wrong to judge or assess teacher talk only by reference to its quantity. It is just as important to assess its quality.In the teacher's talk, there is teacher's questioning.

There are two kinds of teacher's questioning. The first is the questions that are delivered by the teacher function as controlling the class, for example, reminding students to be quiet, checking attendance, setting the class. The second the questions that are used to conduct the lesson. In this term, it includes some discussion such as types of question, questioning strategies, components of questioning, and level of questions.In this study, the questions that are observed on the types of question on SETT classroom interaction that the student teacher used in classroom modes. Moreover, I only focus on the questions types that produced by students teacher in four modes. Besides, the students' response is also observed to the teacher questions.

2.2.5 Definition of Question

There have been some definitions of question from experts. According to Seime (2002, cited in Yuliawati et. al., 2016), a question in the classroom is "any statement intended to evoke the verbal response." According to Cotton (1988:1), the question

itself is any sentence which has the interrogative form of function. As we know that, most questions in interrogative form, but not all questions are included as interrogative. According to Shomoossi (1997) which states that not all questions are considered as interrogative; for example, "tell me what you have done, tell me where you live". Meanwhile, not all interrogatives are considered questions; for example, "how are you, how is it going? how do you do"

Questions are used to obtain information to complete certain purposes. Lynch (1991, cited in Meng, 2012) characterizes a question as an utterance with a particular illocutionary force. Quirk et. al. (1972, cited in Shomosssi, 1997) state that question as a semantic form which is used to find information on a specific matter. It means that people will pose questions that can provide the appropriate answer for them. They will stop asking until they get the information they want. This happens because humans have a natural sense of curiosity for knowledge and for making sense of the world, so they will continuously look for the answers and ideas (James and Carter, 2006:1). Therefore, I can generalize that questions refer to any idea that requires the response from the listener asking about information that wants to be obtained.

2.2.5.1 *The Appropriate Question*

Giving questions is challenging part of teacher's work. Questions that will be delivered should be appropriate to students' need. They should be arranged and organized well in order to make students' response to them because students have different level of thinking process which is fast and slow learners. According to this case, teachers are responsible to provide appropriate and effective questions to be

delivered to the students. Therefore, students can understand them and try to respond to them. Mayberry and Hartle (2003:94, cited in Yuliawati, 2016) claim that an effective question encourages student engagement in the learning process by providing the clear words and enough response time for students to compose an answer.

Giacomozzi (2007) mentioned eight ways to produce appropriate questions for students as follows:

a) Find the instructional goals and then plan the question which relates to the lesson first,

b) Use the clear and specific question; in addition, try to avoid questions which are answered with a simple yes or no,

c) Use the sequence and balance questions from all types and levels, so students can build conclusion from each other,

d) Try to encourage students' responses and participation by redirect questions to other students,

e) To check students' response, ask them to clarify and then support their answers,

f) Give pausing which from 3 to 15 seconds after giving a question to provide time for students to think and arrange their answers, and

g) Give feedback and positive responses to the students' answer.

2.2.5.2 *Types of Teacher's Question*

Teacher's questions have been classified in a number of ways. Some experts categorized types of questions into the display and referential question, open and

closed question. According to Brown (2001), display question is type question in which the answer of the question is already known by the teacher. This type of question is asked for students in order to check whether they know the answer or not. Based on several studies, these kinds of questions are generally found in the classroom interaction. Teachers highly use display questions based on their purposes that are to check students' knowledge. (Yang, 2011).

When in display questions teacher has already known the answers to the questions, in referential questions, teachers do not know the answer to the questions. Ellis, as cited in Al-Muaini, states that "referential questions are genuine or real questions." The purpose of this question is to acquire some information that teachers do not know from students. Based on research conducted by Long and Sato as cited in Lynch (1991), Referential question is rarely asked by the teacher in the classroom interaction. From 76% of teacher's question proportion, only 14% are asked by using referential questions.

The second category of question is an open and closed question. Nunan and Lamb as cited in Al-Farsi (2012) describe open questions like the type of question which can promote a broad response from students. They are types of questions that are broad and permit more than one acceptable answer from students. Eggins and Slade (1997) suggest that open questions are the type of question that "seek to elicit completion of a proposition from the addressee" or in other words, it demands factual or opinion information from the addressee. An open question commonly recognized in form of interrogative or wh-question. It can be concluded that teachers who ask by

using this type of possible answer from students. The responses will be varied according to students. Compared to open questions, Ellis, as cited in Al-Farsi, states that closed questions are types of questions which produce only one acceptable answer or response from students. These types of questions have the purposes of demanding confirmation or agreement with factual or opinion information. The form of closed questions is commonly realized by polar (yes-no) interrogatives.

From the explanation above, it can be concluded that types of teacher's questions can be classifi ed into several categories. Based on Bloom's taxonomy of educational objectives, teacher's questions are categorized into knowledge, comprehension, application, analysis, synthesis, and evaluation question. Those levels of questions are developed based on students' level of thinking so that the higher level of questions will expect the higher students' level of thinking. The other types of questions are display and referential questions, open and close-ended questions. Display questions are types of questions in which the teacher has already known the answers to the questions. It is used to check students' understanding about the lesson that they have studied. Conversely, referential questions are types of questions that the teacher actually does not know the answer to the questions. The teacher really wants to know particular information from students. These questions commonly elicit a long response from students. Another category is open and closed questions. In open questions, the teacher cannot expect possible answer form students. The answer will be varied according to the students. Some researchers insist that open questions tend to be open and vice versa. On the other hand, closed-ended

questions are questions that only have one acceptable answer so that teacher has already known the answer. In the present study, teachers' questions would only be categorized into the display and referential questions, open and close-ended questions. It is because the objective of the study is focused on classroom interaction. On the other hand, types of teacher's questions based on Bloom taxonomy tend to focus on students' level of thinking.

2.2.6   The Functions of Teacher's Question

Questioning is one of the skills in teaching that should be mastered by teachers. It plays important role in producing interaction between teachers and students. Basically, questions are delivered by teachers to check students' understanding and the lesson which have been taught. Nunan and David (1992, cited in Meng, 2012) questions functioned to check learners' understanding, to elicit information, and to control their classroom. However, the teacher's questions may serve different functions. Fakeye (2007) "focusing attention, exercising disciplinary in the course of instruction; encouraging students' participation; moving the lesson forward."

According to Turney (1983:72), the objectives of questioning skills are to focus pupils' attention, provide their opportunity, make them participate well in the class, and diagnose the difficult part of learning materials. In line with this, Dumteeb (2009) claims that teachers' questioning is an effective way to teach in the class. By asking questions, teachers can stimulate students' curiosity, interests, focus their attention, motivate them to find the answers and monitor their understanding of the lesson.

Tanaka as cited in Nishimura (2012) proposes three functions of the question. The first is "interpersonal function". It means that question can set up, keep and modify the relationship between questioner and respondent. The second is "information-gathering function", meaning that question can be an instrument to get some information about certain issue or topic. The last is "meaning-creating function". It means that a new idea can be produced by questioning.

Kauchak and Eggen as cited in Xiaoyan (2008) add that in the classroom, teacher's questions serve several functions. They are a diagnostic, instructional and motivational function. As a diagnostic tool, teacher's questions are used to diagnose what students know and how students think about certain topics. As instructional function, teacher's question can assist the students to study new information in the learning process. The last function according to Kauchak and Eggen is a motivational function. Teacher's questions can be a tool that engages the students to be actively involved in the classroom discourse and encourage or challenge their thinking.

2.2.7   Interaction Analysis

Classroom interaction analysis is kind of methods used to investigate teacher-students' verbal behavior as they interact in the classroom. This method describes the verbal behavior which has a finite set of preselected and predetermined categories developed by the certain researcher. There are several methods that can be used to do this research, among the methods are Flander's Interaction Analysis (FIAC), Foreign Language Interaction (FLINT), Brown's Interaction Analysis (BIAS) and also Self

Evaluation Teacher Talk (SETT). In this research, I would not use all those methods but used SETT in four modes by Walsh to analyzed the data.

Further information about each categorization are as below:

A.   Flanders' Interaction Analysis Categories (FIAC) in 1970

Flanders' Interaction Analysis Categories (FIAC) is an analysis of teacher and student talk consisting of category system (Tsui in Pujiastuti, 2013). Flanders firstly classified teacher and student talk in 1963 and it has been used in a number of studies due to its practically and simplicity.

Flanders' categorizes interaction which takes place in classroom into teacher talk, student talk, and silence/confusion. Teacher talk is divided into direct and indirect influence. The difference is that "direct influence determines te degree of teacher direct teaching, while indirect influence determines the degree of teacher indirect teaching" (Nurmasitah, 2010:57).

(1) Indirect Influence, includes:

- Accepts Feeling

- Praisesor Encourages

- Accepts or Uses Ideas of Students

- Ask Questions

(2) Direct Influence includes:

- Lecturing

- Giving directions

- Criticizing or justifying authority

B.   BIAS (Brown's Interaction Analysis System) in 1975

Brown classified the interaction in classroom into seven categories as follows:

Table 2.1 Brown's Interaction Analysis System

TL	Teacher lecturers, describes, explains, narrates, directs.
TQ	Teacher questions about content or procedure, which puplils are intended to answer.
TR	Teacher responds, accept feelings of the class; describes past and future feelings in a non-threatening way; praises, encourages, jokes with pupils; accpets or used pupils' ideas; builds upon pupil response; uses milf criticism such as 'No, not quite.
PR	Pupils respond directly and predictably to teacher questions and directions.
PV	Pupils volunteer information, comments or questions.
S	Silence, pauses, short periods of silence
X	Unclassifiable. Confusion in which communications cannot be understood; unusual activities such as reprimanding or criticising pupils, demostratring without accompanying teacher or pupil work.

The system was used in the present study to classify the talks which took place in the microteaching practice. As this study captured teacher talk (pupil respond/PR and pupils volunteer/PV) were excluded. The objective of using the system was to find the types of teacher talk, including the variation of each category.

C.   FLINT (Foreign Language Interaction) in 1976

Moskowitz in 1976 modified the previous system (FIAC) and it widely known as FLINT (Foreign Language Interaction). it includes the following categories:

Table 2.2 Foreign Language Interaction

Teacher Talk	Indirect Influence	1. Deals with feeling
		2. Praises or encourages 2a. Jokes
		3. Uses ideas of students 3a. Repeats student response verbatim

		4. Asks direction
	Direct Influence	5. Gives information
		5a. Corrects with suggestion
		6. Gives direction
		6a. Directs pattern drills
		7. Criticizes student behavior
		7a. Criticizes student response
Student talk		8. Student response specific
		8a. Student response choral
		9a. Student response, open-ended or student-initiate
		10. Silence
		10a. Silence AV
		11. Confusion, work oriented
		11a. Confusion, non-work-oriented
		12. Laughter
Uses English		
Non verbal		

FLINT system was criticized since it focused more on teacher's behaviour than students' behaviour. However, many pros of FLINT are on th eopinion that it has following strengths:

a. reduces objectivity in supervision and introduce more objectivity in guiding pre-service and in-service teachers,

b. provide a climate support and a systematic, constructive approach to self-development

c. encourage self-evaluation by eliminating the barrier of "my perception vs. yours"

d. define sucess through clearly designated behavioural terms.

D.   SETT (Self-Evaluation of Teacher Talk) in 2006

SETT (Self-Evaluation of Teacher Talk) is designed to help lecturers both describe the classroom interaction of their lessons and foster an understanding of interactional

process (Walsh, 2006: 62). SETT framework that has been constructed around thrre key strands: (1) the argumen that L2 classroom interaction is socially constituted; (2) the proposal that an understanding of classroom interaction must take account of both pedagogic goals and the language used to achieve them; (3) the suggestion that any lesson is made up of series of locally negotiated microcontexts.

SETT was used in this study to establish the structural format for the lesson. SETT consisted of four modes. The modes are related to the pedagogic goals in the classroom and the language that the teacher used to achieve them. Walsh (2006) define modes as "an L2 classroom micro context that has a clearly defined pedagogic goal and distinctive interactional strategies determined largely by the teacher's use of the language" (Walsh 2006).

The four modes are managerial, material, skill and system and classroom context mode. Within the modes, there are 14 interaction strategies in SETT: scaffolding, direct repair, content feedback, extended wait time, referential questions, seeking clarification, extended learner turn, turn completion, display question, form focused feedback and confirmation check. But in this study I just used the referential and display questions in four modes to analyze the data of the types of teache questions that produced by student teacher in peer teaching classroom.

2.2.8   Classroom modes

Classroom mode is defined as a context created through the interaction between teachers and students in relation to the respective purpose the teacher is pursuing in the classroom. Walsh (2006) identifies four micro contexts, which he terms 'modes'

in classroom discourse; they are managerial mode, material mode, skill andsystem mode, and classroom context mode. Each of these modes has pedagogical goals and interactioan features.

(1)   Managerial mode

Walsh (2006) points out the pedagogical goals relevant to the managerialmode. They are as follows:

a.to transmit information related to the management of learning

b.to organize the physicalconditions for learning to take place

c.to refer learners to specific materials

d.to introduce or concludean activity

e.to move to and from alternative forms of learning: lockstep (wholeclass), pair- and group- work, or individual.

The interactional features that characterize managerial mode are:

a. asingle, extended teacher turn, frequently in the form of an explanation or instruction

b.the use of transitional markers (all right, now, look, OK, etc.) to focusattention or indicate the beginning or end of a lesson stage

c. confirmation checks (Is that clear? Do you understand? Have you gotthat? Does everyone know what to do?)

d.the absence of learner contributions.

Managerial mode occurs most often at the beginning of lessons, as illustratedin extracts 2.1 and2.2 below, characterized in the first instance by anextended teacher

turn of more than one clause and a complete absence of learnerturns. In each extract, the focus is on the 'institutional business' of the moment, thecoreactivity, what Jarvis and Robinson (1997)cited by Walsh (2006: 68)call the 'focus'in a three- part exchangestructure (focus, build, summarize). Note too theconsiderable amount of repetition in Extract 2.1 and the 'handing over' to the learnerswhich occurs at the end of each sequence. At this point, there is a movement toanother mode: in Extract 2.1, for example, the pedagogic focus is realigned awayfrom directing learning (managerial mode) to analysing errors (skills and systemsmode).

Extract 2.1

1 Teacher: Ok we're going to look today at ways to improve your writing and atways which can be more effective for you and if you look at the writing whichI gave you back you see that I've marked any little mistakes and eh I've also marked places where I think the writing is good and I haven't corrected your mistakes because the best way in writing is for you to correct your mistakes sowhat I have done I have put little circles and inside the circles there issomething which tells you what kind of mistake it is so Miguel would you liketo tell me one of the mistakes that you made.

Extract 2.2

1 Teacher now could you turn to page ... 59 page 59 at the top of the book

(students find place in book)

When managerial mode occurs at the beginning of a lesson, the teacher's mainconcern is to 'locate' the learning temporally and pedagogically (Extract 2.1),

orspatially (Extract2.2). Once learning has been located, learners are invited toparticipate:*so Miguel, would you like to tell me one of the mistakes that you made*. Locating learning is an important first step in building a main context; consequently, inmanyrespects, managerial mode functions as a support to the other three modes. We cansay that it is an 'enabling' mode.

(2)   Material mode

In this mode, pedagogic goals and language use centre on the materialsbeing used. From the corpus, the principal pedagogic goals identified are:

a.to provide language practice around a specific piece of material

b.to elicit learner responses in relation to the material

c.to check and display answers

d.to clarify as and when necessary

e.to evaluate learner contributions

f. to extend learner contributions.

The principal interactional features of this mode are:

a.the IRF sequence typically predominates and is closely managed by theteacher

b.display questions are used to check understanding and elicit responses

c.teacher feedback is form- focused, attending to 'correctness' rather thancontent

d.repair is used to correct errors and give further examples

e.the teacher may scaffold learner contributions

f.learners may be afforded more or less interactional space according to thetype of activity. (Walsh, 2006: 70)

In material mode, then, patterns of interaction evolve from the material thatlargely determines who may speak, when and what they may say; the interaction mayor may not be managed exclusively by the teacher. Though learners have varyingdegrees of interactional space, depending on the nature of the activity, theircontributions are still bounded by the constraints imposed by the task in hand.

(3)   Skill and system mode

In skills and systems mode, pedagogic goals are closely related to providinglanguage practice in relation to a particular language system phonology, grammar, vocabulary, discourse) or language skill (reading, listening, writing, and speaking).Teaching objectives may also relate to the development of specific learnerstrategies.

The key pedagogic goals are:

a.to enable learners to produce strings of correct utterances

b.to enable learners to manipulate the target language

c.to provide corrective feedback

d.to provide learners with practice in essential sub- skills (e.g. skimming, listening for gist)

e. to display correct answers.

The principal interactional features associated with skills and systems modeare:

a. the use of direct repair

b.the use of scaffolding

c.extended teacher turns

d. display questions used for eliciting target language

e. teacher echo used to display responses

f.clarification requests

g. Form- focused feedback.

The type of teacher- initiated practice witnessed in Extract 2.4 is typical ofskills and systems mode. Unlike materials mode, where language practice evolves around a piece of material, in skills and systems mode, it evolves from teacherprompts and is managed by the teacher. Indeed, learner contributions typically gothrough the teacher for evaluation, confirmation or repair.

4. Classroom context mode.The principal pedagogic goals in this mode can be summarized as follows:

a.to enable learners to talk about feelings, emotions, experience, attitudes,

b.reactions, personal relationships

c.to establish a context

d.to activate mental schemata (McCarthy, 1992)

e.to promote oral fluency practice.

In one of the micro contexts identified by Seedhouse (1996: 125), theteacher's aim is 'to maximize opportunities for interaction presented by theclassroom itself'. In classroom context mode in an EFL setting, the interaction isinitiated and sustained from the interactional opportunities that emerge from thecomplex and diverse range of experiences and cultural backgrounds that thelearners themselves bring to the classroom.

In light of the pedagogic goals listed, the principal interactional features thatcan be identified in this mode are:

a.extended learner turns; the speech exchange system is frequently managed by learners themselves with little or no teacher involvement

b.relatively short teacher turns

c.direct repair; repair is only used to 'fix' a breakdown in the interaction

d.content feedback, focusing on message not form

e.extended use of referential questions, rather than display questions

f.scaffolding may be used to help learners express their ideas

g. requests for clarification and confirmation checks.

In classroom context mode, the management of turns and topics is determinedby the local context, 'the communication potential of the L2 classroom itself, and theauthentic resources for interaction it has to offer' (van Lier, 1988a: 30)cited by Walsh (2006: 79). Opportunities for genuine communication are frequent and the teacher playsa less prominent role, taking more of a 'back seat' and allowing learners all theinteractional space they need. The principal role of the teacher is to listen and supportthe interaction, which frequently takes on the appearance of a naturally occurringconversation.

The predominant interactional feature of Extract 2.5is the local management of the speech exchange system; learners have considerable freedom asto what tosay and when. This process of 'topicalisation' (Slimani, 1989, 1992), wherelearners select and develop a topic, is significant in maximizing learning potential since 'whatever is

topicalised by the learners rather than the teacher has a better chance ofbeing claimed to have been learnt' (Ellis, 1998: 159).

Students' Response

Students have language development when they learn the language. It is the same when they learning a foreign language in the classroom. Firstly they imitate the teacher talk and they need more time to record every teacher's talk that it is called by silent period, then start to express their own idea, having a discussion and finally can get their communicative competence.

Students' response can be said as students' speech when he or she answer the teacher's questions in order to express their idea or gives comments and criticism about something in classroom, because Prabu (1991:49) said that learners have effort in the language classroom but teacher's role cannot be separated from their effort. A good-classroom climate will support the students' effort.

2.2.9 Peer Teaching and Microteaching

The term "peer teaching" basically refers to a class activity in which a student teaches his/her fellow students. Kalkowski as cited by Bradford-Watts (2011) mentions several names or labels to refer peer teaching, such as "peer tutoring,… cross-age tutoring… peer teaching, peer education, partner learning, peer learning, child-teach-child,… learning-through-teaching… [and] mutual instruction".

Seidman in Bagatur (2015) illustrated a situation which is popularly called as "microteaching" as "scaled-down of the real teaching and breaking up the practice

into component parts and choosing the most effective method". Meanwhile, Bagatur (2015:772) is of the opinion that "fake teaching as the class size, lesson time, the subject of the lesson are all reduced so as to have an idea about the very practice of the pre-service teacher rather than the subject itself."

There are several stages in microteaching as stated by Seidman in Bagatur (2015), including the briefing, the teaching, the critique, the re-teaching and teach-conference-reteach cycle. Dweiman (in Btagur, 2015), in oteh rhand, noted four stags of microteaching: studying specific teaching skill, conducting the teaching, receiving feedback from the supervisor, and receiving feedback from the classmates and supervisory from the professor.

Even though microteaching has some limitation since it has a difference in athmosphere from that of the real teaching, it is still choosen by a number of teacher education programs around the world as a method of assessing teaching skill. Microteaching has to be seen as a motivation basis for every student teacher to review and reflect their teaching skill (Allen & Ryans in Kavanoz & Yuksel, 2010). In other words, it is not only the preparation or the process, but also the post-activity or reflection that is considered important to look at.

2.3 Framework of the Study

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┌─────────────────┐              ┌─────────────────┐
│  Peer teaching  │              │    Classroom    │
│    practice     │──────────────│   Interaction   │
└─────────────────┘              └─────────────────┘
```
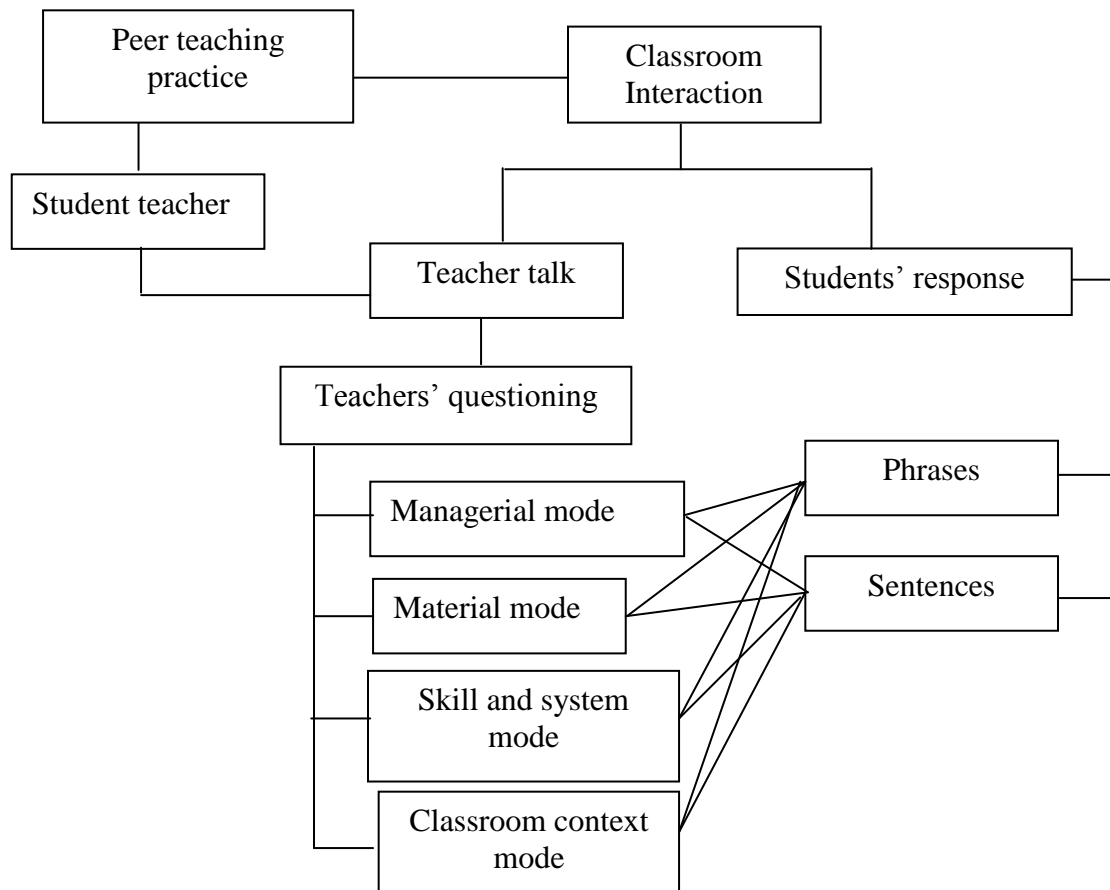
Figure 2.1 Framework of Analysis

Peer teaching is a good opportunity for student teacher to implement the theories

of teaching that they have already got during classes and integrate all the knowledge

into real action in order to get good interaction in class. The classroom activity

includes teacher talk and students' response would transcript in the written data. The

student teacher' talk would be analyzed into two types of question and categorize

them into classroom modes that suggested by Walsh (2006). They are managerial

mode, material mode, skills and system mode and classroom context mode. While, the students' response, I categorized them by divided into phrases and sentences. Phrase is a small group of words standing together as a conceptual unit, typically forming a component of a clause. Besides, sentence is a set of words that is completely in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In chapter five, I present conclusions of the analysis results based on chapter four. Moreover, I also provide suggestions for the English teachers, students, and future researchers theoretically, practicality, and pedagogically for having a better education system.

5.1 Conclusions

In this section, I give the conclusions of the whole study which had been obtained from the analysis result. In this study, I found that the five English student teacher of Universitas Negeri Semarang in the sixth semester often delivered questions to the students in the peer teaching practice.

Every student teacher used both of display and referential questions in their teacher talk in four modes. Based on the data finding, most student teachers' produced the questions in the material mode. It was because the student teacher more focused on students' understanding of the lesson given. Besides, the most teacher questions occurred in material modes, then managerial mode followed by skill and system mode and the last was classroom context mode. The findings showed that the reason why the material mode is dominant in the classroom interaction because the student teacher wanted to give correction to students' contribution and evaluated

students understanding, to elicit learner responses in relation to the materials. The student teacher aimed at inviting students to participate in the classroom interaction.

Dealing with the students' response toward teacher questions, the students' response were intended toward the questions that asked by the student teacher because they answer in the form of sentence. I believe that the more intense the student teacher asked questions to students, the more active the students speak. Interaction among teacher and students would be built well. The research finding above showed that students' response toward teachers' questions were intended. Most of the students answer the questions in the form of sentence. The reason is that the students are not real students, because it was a peer teaching classroom and the student teacher encourages them to answer in a complete sentence. Considering that they have been in the sixth semester so their competence in speaking is good.

5.2 Suggestions

I give some suggestions for teachers, students, and future teachers who are related to teacher questions types in four modes.

First, for English teachers, this study contains the function of types of teacher questions in four modes by Walsh (2006) that is the appropriate way to produce some questions to make students speak more based on the question from the teacher. Teachers and future teachers can use this study as the reference in order to use display and referential questions based on students' level. Planning questions is also very important in the English classroom. If they do prepare questions, they can minimize

making mistake in formulating the question and would be clear about the purpose of asking questions. Above all, planning questions may help teachers to ask various types of questions in question and answer exchanges in English classroom.

Therefore, the training that incorporates questions and questioning strategies and question functions can help the teacher to be familiar with different kinds of questions and their various uses in the language classes. It can also help the teachers to discover better ways to make use of questions in teaching the target language.

Second, for students, they should be more active to respond to the questions. Teachers do not have to point them directly, but the students are better to raise their hands voluntary. If they want to have better English, they must try to be active and contribute to the classroom as much as they can.

The weakness of this present study is because it was a peer teaching classroom so the students are not the real students and the student teacher encourages them to answer in a complete sentence. Considering that the students have been in the sixth semester so their competence in speaking is good. Therefore, for thefuture rearchers are expected to conduct a research of teachers' questioning in the real classroom. Tthis study can be one of the references for them who want to work with teachers' questioning skill. They will find another theory from this study which shows that questions influence other aspects of English. They can use this study support or give perspective and evidence for their studies. On the other, they have to do the study in the real classroom so the data more valid. Besides, they can use this study as a comparison between English and other subjects, such as Mathematics,

Biology, History, etc. Future researchers can explore widely about the use of questions and use this study as their reference because teachers often deliver questions in the teaching and learning process.

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