CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents findings and discussion from the research data. The data were gathered from observation and interview. The structure of the analysis is divided into findings and discussion section. The researcher investigates the questioning type used by the teachers and student during their classroom interaction and the teacher's way in receiving their questioning strategy.

4.1 Findings

4.1.1 Observation

The observation was done with two tutors in whom Teacher 1 is a tutor who teaches English in *Cilacs English Course* while Teacher 2 is as tutor who teaches English in *Nusantara Training Centre (NTC) English Course*, also an English course.

a. Teacher 1

The observation to Teacher 1 was done in 1st, 2nd, 3rd week of November. The object of the observation was the teacher as a tutor in who teaches English in *Cilacs English Course.* There were three main topics studied in three meetings, which were *Shopping, Agree & Disagree,* and *TV Programs.* Each topic contained some sub-item topics and related sub-topics that were discussed during the lesson. Classroom observation was conducted in regular class. In first observation, the teacher discussed about *personality..* In the second observation, the

teacher discussed about *Agree & Disagree*, and in the last observation, the teacher discussed about *shopping*. Therefore, one topic was discussed in one meeting. The focus of the observation was the type of question used by the teacher during classroom interaction. The instrument of the observation was The Type of question's theory from Wajnrib as follow:

- *Yes/No Question*

- *Short answer/retrieval-style question*

- *Open-ended question*

- *Display questions* (questions requesting information already known to the questioner)

- *Referential question* (question requesting new information)

- *Non-retrieval/imaginative question*

The findings of the observation were as follow. The types of teacher's question are classified into six types of question, which are *Yes/No Question, Short Answer/Retrieval Style Question, Open-ended Question, Display Question, Referential Question,* and *Non-Retrieval Question.* Each type of question presented in table of questions list that illustrates the summary of the findings, which is categorized based on the form of the question.

Tabel 4.1

Type of Question Used by Teacher 1

No.	Type of Question	Number of Occurrences	Percentage
1.	*Yes/No Question*	58	29,15%
2.	*Short Answer/Retrieval Style Question*	13	6,53%
3.	*Open-ended Question*	15	7,54%
4.	*Display Question*	22	11,05%
5.	*Referential Question*	76	38,19%
6.	*Non-Retrieval Question*	15	7,54%
Total		**199**	

b. Teacher 2

The other observation was conducted in *Nusantara Training Centre (NTC) English Course.* The observation was conducted in 3rd week of December. There were three main topics studied in three meetings, which were *Introduction, Alphabet,* and *Number.* Each topic contained some sub-item topics and related sub-topics that were discussed during the lesson. Classroom observation was conducted in regular-speaking class. In first observation, the teacher discussed about *Introduction.* In the second observation, the teacher discussed about *Alphabet*, and in the last observation, the teacher discussed about *Number.* Therefore, one topic was discussed in one meeting. The focus of the observation was also the type of question used by the teacher during classroom

interaction. The instrument of the observation was also the Type of question's theory from Wajnrib as follow:

- *Yes/No Question*

- *Short answer/retrieval-style question*

- *Open-ended question*

- *Display questions* (questions requesting information already known to the questioner)

- *Referential question* (question requesting new information)

- *Non-retrieval/imaginative question*

The findings of the observation were as follow. The types of teacher's question are classified into six types of question, which are *Yes/No Question, Short Answer/Retrieval Style Question, Open-ended Question, Display Question, Referential Question,* and *Non-Retrieval Question.* Each type of question presented in table of questions list that illustrates the summary of the findings, which is categorized based on the form of the question.

Tabel 4.2

Type of Question Used by Teacher 2

No.	Type of Question	Number of Occurrences	Percentage
1.	*Yes/No Question*	51	41,46%
2.	*Short Answer/Retrieval Style Question*	20	16,26%
3.	*Open-ended Question*	5	4,06%
4.	*Display Question*	16	13,00%

5.	*Referential Question*	28	22,76%
6.	*Non-Retrieval Question*	3	2,43%
Total		**123**	

4.1.2 Interview

The other method to gather the data of this research was interview. The interview was done in last day of the observation. One-time observation was done to Teacher 1 and teacher 2. The kind of the interview was semi-structured interview. The purpose of the interview was to gather the data from the other method beside observation. In this session, the teacher was asked by using some question as one of research instruments. The focus of the observation were about the intensity of using question type, the reason of using question type, the moment or the time of when the question type used, and the effectiveness of question type. The question type was six type of question by referring to Wajnrib (1992). The instrument is follow:

Table 4.3

Instrument of Interview

Sub -Component as item investigation	Interview question
Yes/No Questions	1. Do you often use *Yes/No Question*? 2. What is your reason for using this type? 3. When do you use this question? 4. How effective do you think this type of question?
Short answer/retrieval-style questions	1. Do you often use *Short answer/retrieval-style question*? 2. What is your reason using this type? 3. When do you use this question?

	4. How effective do you think this type of question?
Open-Ended Question	1. Do you often use *Open-Ended Question*?
	2. What is your reason using this type?
	3. When do you use this question?
	4. How effective do you think this type of question?
Display Question	1. Do you often use *display question?*
	2. What is your reason using this type?
	3. When do you use this question?
	4. How effective do you think this type of question?
Referential Questions	1. Do you often use *Referential Question*?
	2. What is your reason using this type?
	3. When do you use this question?
	4. How effective do you think this type of question?
No-retrieval question & Imaginative Questions	1. Do you often use *No-retrieval question & Imaginative Question*?
	2. What is your reason using this type?
	3. When do you use this question?
	4. How effective do you think this type of question?
Role of teacher's questioning strategies	1. How important it is to ask question?
	2. How have your questions effect your student learns better?
	3. In what way you questions contribute to your students' better learning?
	4. Do you always plan your question? Why/why not?
	5. Do you question help students interact/collaborate/respond better?
	6. Do your questions help your students think better/think more critically? How do you know? Explain?
	7. Overall, how effective was do you think your questioning strategies

The excerpt from transcription of the interview can be seen in table 4.4 while the complete transcription is attached in appendix 1.

Table 4.4

The excerpt from transcription of the interview

I: Interviewer, **R:** Respondent

Subject	Line	Transcription	Them	Code
I		Do you often use Yes/No question?		
R	1	I don't often use this type of question but sometimes.		
I		What is your reason using this type?		
R	2	My reasons are to clarify something, opening to another conversation, or as an opener question.	• Clarify student's understanding • Opening Another conversation	I/1/CSU/1
				I/1/OAC/2
I		When do you use this type?		
R	3	*Ya,* as I say before, to open the conversation or to clarify something.	• Opening Another conversation • Clarify Student's Undertanding	I/1/OAC/3 I/1/CSU/3
I		How effective do you think this type of question?		

R	4	I think, it is too effective when we need a short answer from the students. Because it's only need yes or no-answer. Besides, it is also used to start the conversation.	• Clarify Student's understanding • Opening Another Conversation	I/1/CS/4 I/1/OAC/4	

b. Coding

Coding is the process of inputting evidence into categorization based on theme and giving code on the evidence. In this research, the researcher created coding system for evidence from all data sources

Table 4.5 displays the coding systems for all data from observation and interview

Table 4.5

Coding Systems

Data Sources	Coding Sample	Meaning
Observation	O/QT/YQ/1/I	'O' (for observation) means the data gathered form observation. 'QT' (Question type) is the main theme. YQ (yes/no question) is the subtheme which is abbreviation from Wajnrib Theory of Question type. '1' means observation 1 of 3 observations. 'I' is the object observation 1.
Interview	I/1/OAC/1	'I' (for interview) means the data gathered from interview. '1' means respondent 1 of 2 respondents. 'OAC' (opening another conversation) is the theme, which is abbreviation form interview '1'

means it is form interview transcript
line/question 1.

b. Thematizing

In this phase, the researcher classified research data into several categorizations. The categorizations were revealed and confirmed the prefigured themes. Thematizing is presented in table 4.6.

Table 4.6

Thematizing Matrix

No.	Code	Theme
1	OAC	Opening Another Conversation
2	MS	Motivating Student
3	CI	Conducting an Interaction With Student
4	SI	Stimulating student
5	AMI	Asking More Information
6	ES	Encourage Student to Think Critically
7	ATTSE	Asking Them to Speak English
8	PTAQ	Plan to Arrange Question
9	QE	Question's Effectiveness in Learning Process
10	CSU	Clarify Student's Understanding

4.2 Discussion

4.2.1 The Type of Question

Based on the observation, it can be concluded that during the teaching-learning process, the teachers interacted with the students by asking various questions. In the fact, the questions posed by the teacher reached the interactive learning process. The following table was a result comparison of observations by Teacher 1 and Teacher 2.

Table 4.7

Comparison Result of Observations by Teacher 1 and Teacher 2

No.	Type of Question	Teacher 1	Teacher 2	Total	Percentage
1.	*Yes/No Question*	58	51	109	33,85%
2.	*Short Answer/Retrieval Style Question*	13	20	33	10,25%
3.	*Open-ended Question*	15	5	20	6,21%
4.	*Display Question*	22	16	38	11,80%
5.	*Referential Question*	76	28	104	32,30%
6.	*Non-Retrieval Question*	15	3	18	5,60%
	Total	**199**	**123**	**322**	

1) *Yes/No Question*

The result from the observation by using videotaped transcript show that overall there were 322 questions asked in 6 observations by the teacher. From the number of that question, there were 109 yes/no questions or 33. 85 % asked by the teacher.

According to Heritage and Reymond (2012), Yes/ No Question is often defined as questions for which either "Yes" or 'No" is expected the expected answer. The following are the quotations (O/QT/YQ/2/I) represent Yes/No Question asked by the teacher during observation:

"Is it clear?"
"Do you understand what I say?"

Based on the interview Teacher 1, he said the he often used yes/no question with 3 reasons. He uses yes/no question when he needs to clarify something to the students, opening to other conversation, and as opening question. According to him, this type is enough effective posed if the teacher needs to ask the clarification for the certain topic or issue. This type of question only floors the brief answer. It is also effective to star the conversations.

While According Teacher 2, Yes/no question was used to ask about student's basic on English. Besides, yes/no question was posed to clarify student's understanding on simple question concept. According to the teacher, actually yes/no question is not effective to be applied in speaking class because the answer just needs yes or no answer. So that, this type of question isn't affective to develop speaking skill ability.

2) *Short Answer/Retrieval Style Question*

Short answer question can be answered in a couple of sentences. Many of them can be answered with just a word or phases, a short numerical answer, or occasionally a simple graph (Whittman, 2014).

The table 4.3 illustrates that from 322 questions asked by the teacher, there were 33 short answer/retrieval style questions or 10,25%. The following are the quotations (O/QT/SQ/2/I) of short answer question/Retrieval Style Question posed by the teacher during observation.

"How about you, Ika?"
"How about the vocabularies?"

Based on the interview, Teacher 1 often used the short answer/retrieval style question. It is used to encourage the students to answer the question. This type of question just needs short answer. The short answer/retrieval style question is also used to raise the student's motivation to be active in class. Sometimes—he said—there is a part of students who don't want be active in learning process. So that, this type of question will be effective to make them active to talk. The short answer/retrieval style question is enough effective to use in the class. Short answer/retrieval style question is enough effective to asked to the students. Although the number of short answer/retrieval style question is fewer that yes/no question, but based on the observation, it is effective to make students active to talk and answer some short questions posed by the teacher.

While according to Teacher 2, argued that short answer/ retrieval style question was sometimes used. This type of question was posed to clarify student's understanding on material explained. According to him, short answer/ retrieval style question is enough effective to posed because the teacher can know student's understanding.

3) *Open-ended Question*

An Open-ended Question is defined as a question to which a number of different answers would be acceptable (Barnes in Cakir and Cengiz, 2016).

Based on the table, there were 20 open-ended question or 6,21 % of 322 questions overall the observation. The following are the quotations (O/QT/OEQ/1/I) of Open-ended questions asked by the teacher during observation.

"When you learn personality, what comes to your mind?"
"What is information about personality?"

According to interview, the teacher 1's perspective on asking this question is to make students to talk more and elaborate their ideas during learning process. He sures that his students will give much information on topic talked if there are stimulated. Due his class is conversation class, so that, it is effective to use. So far, this type of question is too effective to ask because the students will be stimulated to talk and elaborate their ideas.

While according to Teacher 2, open-ended question were sometimes posed in certain moment such as; presentation session

and asking them to elaborate something, and to tell the story/topic according their ideas. To teacher, this type of question is enough effective. By asking open-ended question, the teacher would know the student's deep understands.

4) *Display question*

According to Long and Sato's in Ndun (2015), Display question refers to ones that teachers know thw answer and which are designed to elicit or display particular structures. This is line with Wajnrib (1992), display question is the questions requesting information already known to the questioner. It means that the teacher needs to test his/her students understanding.

The table 4.3 illustrates, of 322 questions, there were 38 display questions or 11,80% asked to the students. The following are the extracts (O/QT/DQ/1/I) on display questions posed by the teacher during the observation.

"What can we say about her personality?"
"How to say in Bahasa this word?"

Based on the interview, Teacher 1 often asks the display question. It usually used to check student's understanding on the topic explained. This type of question is sometimes asked to stimulate the other student's to talk and to be active to answer the question. This type of question is enough effective to use in the context of learning English. In the other side, Teacher 2 said the he often asks this type of question. The display question was posed to

check student's understanding. This type of question is enough effective.

5) *Referential Question*

According to According to Long and Sato's in Ndun (2015), Referential question refers to questions that teachers do not know the answers to, and can provide various kinds of subjective information.

Based on the table, of 322 questions overall. it was 104 referential questions asked by the teacher during three observation. The percentage was 32,30%. It is the second highest of six types of question used the teacher. The following are the quotations (O/QT/RQ/2/I) of referential questions posed by the teacher during observation.

"Let's think, what is your problem in English??"
"Do you have any obstacles or problems?

According to teacher 1 based on the interview conducted, referential question is most often asked and used in the process of learning. The reasons were that this type of question could stimulate the student to speak and elaborate their ideas by giving their new information. This is line with Wajnrib (1992), referential question is the question that requesting new information. Sometimes, the teacher uses this type of question to begin the conversation. The referential question is too effective to use. Even it it was more effective than open-ended question.

While according Teacher 2, this type of question was usually used by the teacher when the teacher needs to know about the activity done by the students. Besides, it was also to know the new information from the students on the certain topics or issues. Sometimes, the teacher used referential question to make a brain storming to the student for new material. Referential question is very effective for speaking class because the students will elaborate their knowledge what they know.

6) *Non-Retrieval Question/Imaginative Question*

According to Wajnrib in Kamile (2012), *Non-retrieval/imaginative question*is question that do not ask the learner to retrieve given information but instead call on inferred information or information in which opinion judgment is called for.

Based on the table, the question non-retrieval question/imaginative question was the lower of six types of question asked in number. It can be seen that the *non-retrieval question/imaginative question* were only 18 questions or 5,60%. The following are the quotations (O/QT/IQ/1/I) of *non-retrieval question/imaginative question* asked by the teacher during observation.

"What do you think about your personality?"
"How important is personality for your partner?

Based on the interview, Teacher 1 sometimes uses the *non-retrieval question/imaginative question*. The reasons he asked this

type of question were that he need his students to be critical. The non-retrieval question/imaginative question could stimulate students to explore their idea widely. Besides, he wanted his student to be active to speak English.

According to Teacher 2, this type of question was often used in debate or discussion session. But during three observations, there weren't debate and discussion session. So that, it implicated to lowest number of non-retrieval question/imaginative question asked. The teacher's reason using non-retrieval question/imaginative question is when he needs to check student's knowledge, opinion, and argument on certain issue or update phenomenon. Non-retrieval question/imaginative question are very effective for speaking class in debate and discussion session. It can improve student's ability in elaborating their ideas and opinions.

4.2.2 The Way Teacher Perceive Their Questioning Strategy

So far, the type of questions and the way teacher perceive their question strategy has been indicated on the data obtained from the the interview conducted to teachers. To elaborate this part, the researcher used the interview data in theme of the role of teacher's questioning strategy. The researcher argued that this part will be able to elaborate the second research question. Those are the findings in the interview sessions conducted to two teachers that correlates with the theme the way teacher perceive their questioning strategy.

1. *Asking more information*

One of the roles of teacher's questioning is to ask or elicit information from the students. In line with this, Nunan and Lamb (1996) state that in referring to language teaching, teachers ask question mainly to check learner's understanding, to elicit information. The teacher's response is presented by the interview result (I/2/AMI/2), as follow:

> "Firstly, this type of question was used to ask the student about whether they have basic skill or not. The second was to ask about their basic concept on question."

Besides, in term of asking more information it can also be seen from some questions posed by teachers as follows: (O: Observation, QT: Question Type, RQ: Referential Question, OEQ: Open Ended Question, 1: Teacher 1, I: Meeting 1)

Question	Code
• What is your personality? • What makes you happy, angry, and so on?	**O/QT/RQ/1/I**
• When you learn personality what comes to your mind? • What can we say about his personality?	**O/QT/OEQ/1/I**

2. *Opening another conversation*

Based on the interview, one of the purposes of the teacher by asking the questions was to opening another conversation. In this case, the conversation also means that the teacher needs to open new relationship with the students on the certain theme of lessons. In connection with this, Cotton (2001) reveals a variety of purposes of teacher's

questioning. One of them is to nurture insights by exploring new relationships. The following is the excerpt of the interview on opening the conversation theme (I/1OAC/2):

"My reasons are to clarify something, opening to another conversation, or as an opener question." (I/1OAC/2)

Besides, in the term of opening other conversation can also be seen by some questions posed by teachers as follows: (O: Observation, QT: Question Type, YQ: Yes No Question, 1: Teacher 1, II: Meeting 2)

Question	Code
• Are you all ready? • Anyone questions?	**O/QT/YQ/1/II**

3. *Clarify Student's understanding*

One of the findings on teacher's perception on their questioning strategy is that by asking the question, the teacher needs to clarify student's understanding. In line with this, Nunan and Lamb (1996) state that in referring to language teaching, teachers ask question mainly to check learner's understanding, to elicit information. Above all these, checking student's understanding was the most preferable function that occurred in the English classroom.

It was to check whether or not the students understood the issues or concept learned thorough particular topics in the classroom. The following is the excerpt of the interview (I/2/CSU/2):

"Firstly, this type of question was used to ask the student about whether they have basic skill or not. The second was to ask about their basic concept on question." (I/2/CSU/2):

In the term of clarify student's understanding, it can also be seen by some question posed by the teacher, as follows: (O: Observation, QT: Question Type, YQ: Yes No Question, RQ: Referential Question 2: Teacher 2, I: Meeting 1)

Question	Code
• You got it? • Is it clear?	**O/QT/YQ/2/I**
• Do you understand what I say?	**O/QT/RQ/2/I**

4. *Motivating student*

"The contribution is that students are motivated in speaking English." (I/2/ATTS/3)

From the interview (I/2ATTS/3), the teachers perceived that the way their questions contribute to their students' better learning with to things. Those are stimulating the students to talk and giving them motivation to speak English. In connection with this, Cotton (2001) revels a variety of purposes of teacher's questioning. One of them is to develop interest and motivate students to become actively involved in lesson.

5. *Conducting an interaction with student*

One of the reasons teachers asking the question to the student was to conduct an interaction with student. In line with this,The relationship and interaction between teacher and student are the most important thing

for students and their success, as well as for teachers (Kyriacou. C. and Cheng, H. 1993). First of all, students should respect the teachers and, they should pay attention to the classes; the teachers should help the students solve their problems, and educate them in the best way; students shouldn't have negative mood, and the teachers as well; the students should talk to teachers, and have one friendly relationship with teachers. (Oxford. R., 1990). In case of interaction, Canfield and Wells (1994) suggest that the most important thing a teacher can do to help students emotionally and intellectually is to create an environment of mutual support and care. The crucial thing is the safety and encouragement students feel in the classroom. Furthermore, they must recognize that they are valued and will accept affection and support.

The following is the excerpt of interview (I/1/CI/3):

"Ok. Sometimes I used this type of question to interact with the students …"(I/1/CI/3)

In the term of conducting an interaction with students, it can also be seen by some questions posed by the teacher, as follows: (O: Observation, QT: Question Type, IQ: Imaginative Question, 2: Teacher 1, I: Meeting 1)

Question	Code
• For grammar problem, what is the solution in your mind? • What is the solution to face grammar and structure case? • What should to do solve your problem?	**O/QT/IQ/2/I**

6. *Stimulating student*

> "Ok. It is enough important when we are talking on certain topic. I start with question. Sometimes, I ask questions to stimulate the students to ask and elaborate their idea on the topic talked."(I/1/SS/1)

> "It is sometime used to test them or to stimulate other students to answer (my question)." (I/1/SS/2)

From the interview (I/1/SS/1) and (I/1/SS/2), the teachers perceive their question strategy is the important thing learning process. They argued that it is important to pose some question. It was used to stimulate student's to elaborate their idea on topic. This is line with Richards & Lockhart in Ma (2008), in terms of question functions, one of the reason why question are so commonly used in teaching and learning is to stimulate and maintain student's stimulate.

7. *Asking them to speak English*

> "When I need them to speak to class or to me".(I/1/ATTSE/3)

> "In the case of students learn better increasing, the way is that the teacher should encourage them to speak English by giving them various questions." (I/2/ATTSS/3)

From the interview(I/1/ATTSE/3) and (I/2/ATTSS/3), the teachers perceive their questioning role with two things. Those are to stimulate students to talk and encourage students to speak English. It is line with the main purpose of learning English is to enable students to speak English. Besides, the teacher should also encourage them to talk. In connection with this, Cotton (2001) revels a variety of purposes of

teacher's questioning. One of them is to develop interest and motivate students to become actively involved in lesson.

8. *Plan to arrange question*

> "Sometimes, I plan to arrange question. But more of them spontaneously came up…" (I/1/PTAQ/4)

> "I plan to arrange the question before coming to class. But a part of them are spontaneously came up. It is usually happen in discussion and presentation session. But overall, I can arrange questions based on the material to teach." (I/2/PTAQ/4)

From the interview (I/1/PTAQ/4) and (I/2/PTAQ/4), teachers sometime plan to arrange their question. But a part of question asked in the class is spontaneously come up. In the case of planning the questions, findings reinforce the importance of planning well and being well-prepared for the materials and question that will be taught to students to provide them with a better understanding of what they are learning. Questions in textbooks should challenge students' thinking by asking high order as well as low order questions to lead deeper levels of learning. This study has demonstrated to the need of the introduction of Bloom's (1956) taxonomy as guidance in constructing English reading questions.

9. *Encourage student to think critically*

> "Ok. I think, it is so helpful. The question asked can stimulate them to be critical thinker. So, I posed question no only to ask them speaking them in English but also they should think more critically and deeper."(I/1/ES/6)

> "For that question, I think, the students are more critical for each argument they elaborate." (I/2/ES/6)

From the interview (I/1/ES/6) and (I/2/ES/6), teachers perceived that the question they posed to student can stimulate their students to be more critical. It is line with Cotton (2001) reveals a variety of purposes of teacher's questioning. Two of them are to develop critical thinking and inquiring attitudes and to stimulate students to pursue knowledge on their own.In addition, Kauchak and Eggert in Ma (2008) state that the role of questioning can be basically grouped into three categories: diagnostic, instructional and motivational, but a single question can usually serve more than one function. As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to find out not only what they know or don't know but also how they think about a topic. The instructional function means that questions can be used as a technique to facilitate learners to learn the new knowledge in the learning process. As to motivational function, skillful use of questions can effectively involve students in the classroom discourse, encouraging and challenging them to think.

10. *Question's effectiveness in learning process*

In the context of the question strategies' effectiveness, the teachers perception can be seen in interview as follows (I/1/QE/7 and I/2/QE/7),:

> "Ok, I think, this question is difficult to answer but overall, my questioning strategy is enough effective in learning process as far as I know."(I/1/QE/7)

> "I think, it is effective." (I/2/QE/7)

Based on the interview(I/1/QE/7 and I/2/QE/7),teachers perceived that their questioning strategy is effective in the context of learning process. In line with this, questioning is effective when it allows pupils to engage with the learning process by actively composing responses. In addition, questioning requires learners' active participation (Rogoff, 1990).