

## **CHAPTER IV**

### **FINDING**

In this chapter, the researcher present the data from the classroom observation and interviews. After descriptions of questions are implemented by the teacher during EFL classroom instructional process, the researcher present the data concerning teacher's questioning techniques during EFL classroom instructional process.

#### **A. Questions Implemented by the Teacher during EFL Classroom Instructional Process**

This research investigated the questions implemented in the classroom instruction. In this study, the researcher gives a brief summary about the topics of the lesson in the classroom. There are two main topics discussed in one meeting, which are present tense vs past tense use in recount text and text biography. Teacher divided her lesson into two phases. The first phases was give the test about present tense vs past tense and the second phases was make a biography text about their idol. Based on classroom observation and interviews, there are six types of questions are used by the teacher in the classroom. Those question were confirmed in this study.

## 1. Knowledge

Teacher used knowledge question to recall material previously learned. The teacher asked this question at the beginning of the lesson. She said,

*Sebelum memasuki materi selanjutnya atau materi baru, saya selalu memberikan pertanyaan-pertanyaan terkait dengan materi pada minggu lalu, jadi siswa tidak melupakan begitu saja pelajaran yang telah disampaikan sebelumnya. Karena biasanya materi yang akan disampaikan itu masih berhubungan dengan materi yang lalu.*

Before entering the next material or new material, I always give questions related to the material last week, so students do not just forget the material that has been delivered previously. Because usually the material to be delivered is still related to the previous material.

During the preliminary learning activities, the teacher used this opportunity to ask the previous material, which is about biographical recount text. Questions addressed such as,

"Do you still remember what is biography text?"

"Then, what are the generic structures of biography text?"

The teacher used the word "do you still remember" to recall the material that was delivered earlier. This is reinforced by the statement of student A,

*Sesudah mengabsen semua siswa bu guru biasanya bertanya tentang materi sebelumnya dan terkadang saya juga sedikit lupa dan bu guru mengingatkannya lagi.*

After checking the presence of students the teacher usually asks about the previous material and sometimes I forget a little and then the teacher reminds me again.

From that statement, it can be seen that knowledge questions are important used to recall previous material and deliver it to the next material.

## 2. Comprehension

Teacher stated that many students often know the definition of a material but sometimes they do not know the meaning of the material. When discussing questions related to the use of past tense in the recount text, the teacher gave questions,

"Explain how the answer of number two can be" was "?"

This question continued until the last question, so here students are not only told to answer, but they must also be able to explain how they got the answer. In addition, the teacher also instructed students to explain the material that has been delivered in their own language. She proposed,

*Jadi setelah menyampaikan materi, biasanya saya memberikan beberapa pertanyaan yang masih berkaitan dengan materi itu, misalnya kemarin iru seperti "ayo jelaskan definisi recount text memakai bahasa kamu sendiri!" karena menurut saya itu yang penting mereka faham dengan apa poinnya. Ini sangat penting sebelum kita melanjutka materi berikutnya.*

So after delivering the material, I usually give some questions related to the material, for example, like "explain the definition of recount text in your own language!" because in my opinion the important thing is they understand what the point is. This is important before continuing the next material.

In short, the teacher always gives a comprehension question after giving the material to know whether the student really understands what they have learned or not.

### 3. Application

Besides being able to understand what has been delivered by the teacher, students are also expected to be able to apply what has been understood in new problem situations. Teacher stated,

*Biasanya setelah menjelaskan suatu materi, biasanya saya lanjutkan dengan memberikan pertanyaan kepada murid. Hal ini bertujuan agar siswa mampu menyelesaikan masalah dengan materi atau ilmu yang telah mereka pelajari. Karena pada saat saya menjelaskan materi semua siswa terlihat paham, tetapi berbeda ketika sudah beralih mengerjakan soal, mereka menjadi bingung. Biasanya saya bilang “ayo selesaikan soal ini dengan materi yang sudah kita pelajari tadi”.*

After explaining a material, it usually continues by giving questions to students. It aims to make students able to solve a problem with the knowledge they have learned. Because sometimes when I explain they look understood, but it's different when they already do the test they are still confused. Usually I command "let's solve this problem with the material we have just learned!".

In addition, the teacher also gave simple questions after delivering the material about present tense vs past tense. The teacher wrote the questions on the board then she asked the students,

"What verb is suitable to fill this answer? verb 1 or verb 2?"

"Is this plural or singular?"

The questions above allow students to be able to choose and determine the right answer. In other words, students must be able to use their knowledge to answer these questions.

#### 4. Analysis

After understanding the material, students are expected to be able to breakdown material into its elements so that organizational structure may be understood. Related to this, the teacher gives a text. She proposed,

*Saya pernah memberikan cerita narrative yang tipe legend, kemudian saya meminta mereka untuk menganalisa kira-kira mana yang termasuk orientation, complication, resolution, dan re-orientationnya.*

I ever gave a narrative text type legend. Then I ask students to analyze which one include orientation, complication, resolution, re-orientation.

In addition to the structure of a text, the teacher has also asked students to do simple analyzes. Student B pointed,

*Bisanya di buku LKS kan ada bacaan, kemudian ibu guru biasanya memerintahkan utuk mengelompokkan mana yang termasuk verb, noun, adjective dan lain-lain seperti itu.*

There is a text in the material book, then usually the teacher tells us to classify which is included verb, noun, adjective, ect.

The teacher gave questions like those mentioned above is to see the students' ability to analyze.

#### 5. Synthesis

After explaining the generic structure of the recount text, the researcher found that the teacher instructed the students to make a recount text biography type from their idols. To make a good text, of course

students must understand the generic structure and language features of biography texts. Before made the text, the teacher instructed students to plan or framework in advance about who the characters will be discussed, what do you like about them, what are their contributions to the country or the world, ect. This question allows students to create something which previously did not exist.

## 6. Evaluation

Evaluation questions encourage students to make judgments about something they know to give their viewpoints. When explaining material about biography, the teacher asked an evaluation question. She said,

*Minggu yang lalu ketika saya membahas mengenai biografi dari tokoh, saya bertanya kepada mereka, “bagaimana menurut kamu mengenai tokoh ini? Menurut kamu apa yang telah dilakukan oleh tokoh ini, apakah ini masih cocok jika diterapkan di zaman sekarang ini?”.*

Last week when discussing the biography of a character, I asked students, "What do you think about this character? what do you think is done by this character, is it still suitable if it is applied in this era? ".

The teacher wants to know how the student's judgment and point of view towards a character. The teacher also wants to know how the students' arguments or opinions about what the character has done. In short, evaluation question needed to know students' judgment about something.

## **B. Teacher's Questioning Techniques during EFL Classroom Instructional Process**

Based on the interview with teacher, the researcher found the teacher's questioning techniques both related with the theories and reviewed studies or beyond them. As for questioning techniques, for types of questioning techniques were employed by the teacher in the classroom: repetition, rephrasing, decomposition, and simplification. Those questioning techniques were confirmed in this study.

### **1. Repetition**

In order to deepen that repetition questioning techniques implemented in the field, the teacher was asked whether she repeat the original question if the students do not respond to the question given by the teacher. Then she answer,

*Ketika siswa tidak merespon pertanyaan dari guru, itu ada dua kemungkinan. Mungkin yang pertama tidak bisa dan yang kedua mereka kurang paham dengan maksud dari pertanyaan yang pertama. Orang kalau sudah deg-degan, kalau sudah nervous pasti mereka bukan fokus kepada jawabannya, tetapi fokus kepada poinnya. Jadi kalau misalnya, ayo si A, menurut kamu bagaimana tentang teks ini? Ini termasuk jenis teks apa? dia itu bukan fokus kepada pertanyaan yang saya berikan, taetapi dia itu masih kondisi psikologisnya itu masih kaget, aku ditunjuk nanti aku bisa menjawab pertanyaannya atau tidak. "Maka kalau kita ulangi pertanyaannya itu untuk membiasakan hatinya. Jadi kalau pertanyaan pertama masih kaget itu pasti mereka tidak fokus. Tapi kalau saya ulangi lagi pertanyaannya pasti mereka oalah pertanyaannya seperti ini".*

When the students do not respond to the questions from the teacher there are two possibilities, they cannot answer the question and do not understand the questions given by the teacher. When students are nervous, they definitely won't focus on the question. For example when I ask, what do you think about this text? what is the type of this text? then he is not focus to the question I gave, but he was still shocked and thought wow I was appointed, can I answer the question or not? then the function of repeating the question is for their mental habituation. So, if I repeat the same question they will think that oh the question just like that.

Repeating the same question is also important when the class is crowded.

Sometimes students do not respond to questions given by the teacher

because they do not hear them. Student C said,

*Bu guru mengulang pertanyaan yang sama itu biasanya ketika teman-teman atau murid masih dalam keadaan sibuk. Ketika siswa tidak focus dan masih mengobrol bersama teman-temannya bu guru juga mengulang pertanyaan yang sama.*

The teacher repeats the same question when students are still in a busy state. When students are not focused or chatting with their friends the teacher also repeats the same question.

The teacher repeated the same question when students are not ready, students are still busy or the class is not conducive and when students are not focused and chatting with their friends.

## 2. Rephrasing

Based on classroom observation in the second phase of lesson, the researcher found the teacher asked one of the students "what is this character's contribution to Indonesia?" then the student is silent. After a few seconds, the teacher repeated the question with another language and structure. The teacher changes the question to "what has this character done or given to Indonesia?". After changing the questions in another language, then students respond to questions from the teacher



because the form of question is easier for students. The case above is also counted by the teacher. She said,

*Dari beberapa siswa yang ada dikelas, masing-masing dari mereka pasti mempunyai background yang berbeda-beda. Terlebih ini kelas sepuuh yang mana siswanya masih bervariasi. Jadi ketika saya memberikan pertanyaan dan mereka tidak merespon atau tidak faham, saya harus merubah bahasanya sampai mereka faham maksud dari pertanyaannya.*

Of the many students in the class, each of them has a different background. Moreover, these tenth grade students still varies. So when giving questions and they don't respond or don't understand, then I have to change the language until they understand the meaning of the question.

Rephrasing the question can be done by asking the question again in different words and structure as the teacher do to in order to make the forms of question easier for students.

### 3. Simplification

In the first phase of lesson, the researcher found that the teacher asked the students to do the test in the material book. This test is about the use of past tense in the recount text. After a few minutes of giving question, Teacher said, "what about the questions I gave?" and students just silent. Then the teacher asked the question again, "Are there any difficulties with the questions I gave?". After that, the students respond to questions given by the teacher. This is also done by the teacher when asking about student activities at home. Teacher stated,

*Biasanya sebelum menjelaskan materi pada saat permulaan pembelajaran, selain bertanya materi yang lalu, saya terkadang juga sempatkan untuk bertanya aktivitas anak-anak pada hari minggu atau pada saat kegiatan keterampilan di sekolah. Biasanya pertanyaannya bagaimana hari minggu kalian? mereka hanya terdiam dan senyum-senyum saja, kemudian saya bertanya lagi,*

*apakah ada sesuatu yang menyenangkan?", jika pertanyaannya diganti seperti itu mereka mau menjawabnya.*

Usually at the beginning of learning, besides asking about the previous material, I also ask about students' activities on their days off (Sunday) or on the skills activities in our school. The question is usually like this "how was your Sunday?" sometimes if I ask like that, they just keep quiet and smile, then I ask again "did something exciting happen to you on your Sunday?". If it's like that then they answer.

In the first question, students still feel confused about how to explain the answer. Then the teacher asks again with the aim that the scope of answer more specific. So students no longer need to guess the answer as what is wanted by the teacher.

#### 4. Decomposition

After all of the students finish their test, teacher appointed several students to write their answer in the white board. After students come forward and write down the answers, then the teacher asked, "can you tell me about your answer?". The class was quiet and the student who was asked by the teacher was silent. Then the teacher tried to break down his question, "the verb occurred is included verb present or past" then the student answers "past mam". After that the teacher asked again, "Now we see the noun, is this plural or singular?" students answer again "singular". The teacher is empowered again, "So the correct answer is?" students quickly respond to "was". Then the teacher explained that the answer is correct, but students must be able to explain where the answer came from.

In helping students respond to questions given by the teacher, it is very important for the teacher to do questioning techniques. Breaking down the original question smaller parts is proven to encourage students to respond to questions from the teacher.