

CHAPTER V

DISCUSSION

This chapter presented the discussion of the research findings. The researcher had collected the data from classroom observation and interviews. There are two research questions in this research: types of question applied by teacher and questioning techniques used by teacher. So, the discussion will be divided into two points of research question.

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

1. Knowledge

Teacher use the preliminary learning activities to ask the question about the material last week, so that students do not just forget the material has been delivered previously. Cooper and Perrot (1986 in Ndun 2015) stated that knowledge question are asked to require students' ability to remember and recall knowledge, concepts, and material previously learned. In addition, the question given to the students there are two types. For instance is *"do you still remember what is biography text?"* and *"then, what are the generic structure of biography text?"*. At the first question, it can be seen that teacher ask the general question about the definition of biography text and the second question is specific question which asked about generic structure or pattern of biography text. As mentioned that knowledge level of questions involves the recall of specifics and universals, the

recall of methods and processes, or the recall of a pattern, structure, or setting. Those statement in line with Bloom (1956, Toni and Parse, 2003) described that knowledge question is recalling of formerly-learned material.

2. Comprehension

Giving comprehension question is important when teacher discuss about the answer of students. It is also done by the teacher when she asked the students to explain how they got the answer. The example of the question is “*explain how the answer of number two can be “was”?*”. To answer this question, of course students have to understand how they got the answer. It has been described by (Bloom 1956), that with comprehension the students must not only have knowledge, but must also understand what they know.

Comprehension question also engage students to understand the material, so the students not only know or memorize the meaning. To check students’ understanding, teacher ask the students to explain the definition of recount text in their own language. This questions allow students to explain what they have learned and they knew, because teacher stated that the important thing is they understand what the point is. This statement is supported by Bloom (1956, Toni and Parse, 2003) that comprehension is the ability to understand the meaning. Therefore, ask the students to rephrase the meaning based on their own language is to check whether students really understand the material or not.

3. Application

After explaining material, teacher usually give some question or test related to the material given. It aims to make students able to solve a problem or test with the knowledge they have learned. Cooper and Perrot (1986 in Ndun 2015) describe that teachers have always recognized that a student does not really understand an idea or what they have learned unless they can apply that idea, principle, or knowledge in new problem situations. So, teacher command the students *“let’s solve this question with the material we have just learned”*.

Besides solve the question with the material they have learned, teacher also give simple questions after delivering the material about present tense vs past tense. Teacher asked *“what verb is suitable to fill this answer? Verb 1 or verb 2?”* , and *“is this plural or singular?”*. Those two questions allow students to be able to choose and determine the right answer. This is also stated by Cooper and Perrot (1986 in Ndun 2015) application question can be asked in verbal directives such as: solve, choose, determine, employ, interpret, demonstrate and relate. It can be said that students have to use the material given by the teacher to answer the question from the teacher. This supported with Bloom (1956, Toni and Parse, 2003) that application is the ability to use learned material such as rules, methods, concepts, principles, laws and theories in new and concrete situations.

4. Analysis

The next level of question is analysis question, it refers to the students' ability to breakdown material into its elements. According to Cooper and Perrot (1986 in Ndun 2015), in this level, students must be able to break down or separate comprehended knowledge into parts and applied it in different situations. So, in the classroom, analysis question will require students to go beyond knowledge and application for analyzing their problems. It was also done by the teacher when explaining about narrative text type legend. Students were given text and then teacher instruct students to analyze which one include orientation, complication, and resolution. Besides that, sometimes teacher also ask the students to do simple analyze. There is a text in the material book, then teacher ask the students to classify or categorize which is included verb, noun, adjective, etc. Bloom (1956, Toni and Parse, 2003) mentioned that analysis is the ability to breakdown material into its elements so that its organizational structure may be understood. This may involve the classification of parts, exploration of the association between them, and identification of organizational principles. So, it can be said that ask students to classify and categorize part of speech from a text is include the analysis question.

5. Synthesis

After students must be able to break down or separate comprehended knowledge into parts, then students must be able to put all the parts together into a whole. According to Cooper and Perrot

(1986 in Ndun 2015), Synthesis is putting together of elements and parts so as to form a whole, working with elements, parts and combining them in a way as to constitute a pattern or structure not clearly there before. In the second phase of lesson, after explaining the generic structure of the recount text, the researcher found that the teacher instructs 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 making the text, the teacher instructs 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, etc. This allows students to plan and create something which previously did not exist. Students have to use their own ideas and their words to make this text. This supported with Bloom (1956, Toni and Parse, 2003) statement that synthesis is the ability to collect different parts and put them together to create a new whole. Synthesis encourages learners to form something new and rely on innovative and creative thinking.

6. Evaluation

In Bloom's taxonomy of educational objectives, evaluation is placed as the highest category of objectives because it requires some competence in all the previous categories - knowledge, comprehension, application, analysis and synthesis. When discussing about biography of the character, teacher ask the students, "*what do*

you think about this character?, what do you think is done by this character?, is still suitable if it is applied in this era?''. Those questions encourage students to make arguments or opinion about the character has been mentioned. In other words, the teacher want to know students judgment about the character. It has been described Cooper and Perrot (1986 in Ndun 2015), Evaluation encourages students to make applied judgments about something they know, and have analyzed, synthesized, on the basis of criteria which can be made explicit to give their viewpoint. There will be no correct answer. So, whatever answers given by the students is their pint of view. That statement in line with Bloom (1956, Toni and Parse, 2003) that evaluation is the ability to assess the value of materials, the explanation to problems or the details about particular cultures

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

1. Repetition

Every questions given by the teacher are not always get the respond despite it is the easy question. Teacher stated that there are two possibilities when students do not respond to the question given by the teacher. 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. But he was still shocked and thought that they were appointed and think whether they can answer the question or not. Then the teacher try to repeat the same question.

The function of repeating the question is for their mental habituation. So, if teacher repeat the same question they will think that it turns out the question is just like that. It has been describes by (Wu, 1993) that repetition questioning strategy is asking an original question again. The teacher repeats the question in the hope of enabling students to respond to that question. This questioning techniques also done by the teacher when the class still not conducive. When students still busy to chit chat with their friends. Thus, it is very important to repeat the same question to arouse their focus. This in in line with (Fitriati, Isfara, Trisanti 2017) that repetition might be caused by at least two reasons. First, it could be because the teachers' question has not been heard clearly by the students, and second, the students might have low ability in listening skills. They needed much more time to think before answering.

2. Rephrasing

Repeat the original question is not always make the students respond to the question given by the teacher. Sometimes the students have listened what the teacher asked, but they do not understand the question. It can be caused by the new words or new terms that students never heard before. (Wu, 1993) described that, when there is no response from the students, the teacher asks the question again in different words and structure to make the forms of question easier for students. Teacher stated that of the many students in the class, each of them has a different background. Moreover, she taught tenth grade

which the students still varies. So when giving questions and they don't respond or don't understand, then she have to change the language until they understand the meaning of the question. Teacher use rephrasing questioning technique when ask about one of character discuss before. She asked, *"What is this character's contribution to Indonesia?"* then the students just silent. After a few seconds, the teacher repeats the question with another word and structure. The teacher changes the question to *"what has this character done or given to Indonesia?"*. After changing the questions in another word, then students respond to questions from the teacher because the form of question is easier for students. As mentioned by (Fitriati, Isfara, Trisanti 2017) that Rephrasing means that a question is expressed in another way.

3. Simplification

There are several reasons students do not respond to the questions given by the teacher. One of them is when teacher ask the question which the scope of the answer is still too general. Therefore, teacher need to use simplification questioning techniques to make the scope of the answer more specific. Based on (Wu, 1993), simplification it may be regarded as a king of rephrasing by means of which the content of the questions is simplified. The teacher can simplify a situation by making the scope of the answers more specific which helps students understand the question better and thus can answer the question. Teacher use this questioning technique when the students to do the test in the material book. Teacher said, *"what about the questions I gave?"*

and students just silent. Then the teacher asks the question again, *"Are there any difficulties with the questions I gave?"*. After that, the students respond to questions given by the teacher, because they know the answer that desired by the teacher.

Furthermore, teacher also use this questioning technique to ask about students' activities on their days off (Sunday) or on the skills activities in the school. The question is usually like this *"how was your Sunday?"* sometimes if the teacher ask like that, students just keep quiet and smile, then she ask again *"did something exciting happen to you on your Sunday?"*. Then the students answer based on their experiences and the class become very active. It means that the teacher succeed to make the scope of the answer more specific as the teacher wants. Simplification is a questioning strategy which is similar to rephrasing strategy, but in simplification the teachers simplified the meanings of their questions (Fitriati, Isfara, Trisanti 2017).

4. Decomposition

Besides simplifying the content of question given by the teacher, assist the students to respond to the question also needed. It can be done by break down the first question into several question. Decomposition refers to the strategy teachers uses to break down an original question into smaller parts to encourage students to respond to the question (Wu, 1993). Regarding to this questioning technique, break down an original question also done by the teacher. After all of the students finish their test, teacher appoints several students to write

their answer in the white board. After students come forward and write down the answers, then the teacher asks, *"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 tries 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 *"was"*. It can be seen that in helping students respond to questions given, teacher try to break down her question. As described by (Fitriati, Isfara, Trisanti 2017) that Decomposition strategy means that the teacher broke down their initial question (which is quite complex) into several simple questions in order to assist the students understand the questions' meaning. Decomposition strategy was very useful and helpful for the teachers in order to elicit the students' verbal responses.

All of the types of question was implemented by the teacher to encourage students responding based on different kind of thought process. Start from knowledge question which is the lowest level of cognitive process until the highest level that is evaluation question. For the questioning techniques, there are four questioning techniques used by the teacher. All of those questioning techniques are useful to encourage students to respond teachers' question. Question and questioning techniques mentioned above can be used in attempt to

elicit responses from the students to sustain classroom interaction and promote their thinking skills.