

## CHAPTER IV

### RESEARCH FINDING

In this chapter, the writer displays all selected findings data from the research to answer the research questions of this research; (1) How does the teacher's way in giving question to the students in teaching English at X-G MAN Kunir Wonodadi Blitar? , (2) What kinds of question used by the teacher in teaching English at X-G MAN Kunir Wonodadi Blitar and it's frequency? (3)Why does the teacher used a certain types of question?

The findings of this research were arranged and presented in such a way in which the research problems became the basis of reference of the arrangement and presentation. After doing non participant observation in the English class in X-G of MAN Kunir Wonodadi Blitar and in depth interview with the English teacher, the findings are as follows:

#### **A. The way how the teacher gives questions to the students in the English teaching and Learning at X-G MAN Kunir Wonodadi Blitar**

1. Phrasing the question which suitable with the students' language ability and the lesson objectives

Based on the result of the three observations done by the researcher, those April 24, 2014 at 08.45 to 10.20 a.m., May 07, 2014 at 08.45 a.m to 10.20 a.m, and May 21, 2014 08.45 to 10.20 a.m. The

teacher tries to arrange the questions which are suitable with the students' language ability and the topic discussed. If the teacher asks the questions which are suitable with the students' language ability, the students will be easy to understand the questions. As a result, they can answer the questions correctly. Then, automatically the class will run well. It means that the students will be active in the teaching and learning process.

The statement above can be validated by the English teacher's statement in the script of interview on July, 10 2014:

“Yaa... Of course, I ask the question that my students easy to understand and easy to answer. If I ask question that do not suitable with my students' language ability automatically my students will confuse to answer, the effect is my class does not work well, means that my students become passive.”

## 2. Wait time

Based on the result of the three observations done by the researcher, those April 24, 2014 at 08.45 to 10.20 a.m., May 07, 2014 at 08.45 a.m to 10.20 a.m, and May 21, 2014 08.45 to 10.20 a.m. It can be said that the teacher always gives the students several time to think the answer her questions. After the teacher asked a question, she paused for a while to wait the students' answer. It will increase the students' thinking ability and the quality of the students' answer.

The statement above can be validated with the English teacher's statement in the script of interview on July, 10 2014:

“Yaa,,, I always give my students chance to think the answer, because the function of question is to increase the students thinking ability, So I give them several seconds to think the answer.”

3. Distribute the question to the whole class

Based on the three observations done by the researcher, those April 24, 2014 at 08.45 to 10.20 a.m., May 07, 2014 at 08.45 a.m to 10.20 a.m, and May 21, 2014 08.45 to 10.20 a.m. The teacher always asked questions not only for several students, but to the whole class members. The teacher doesn't only ask a question to the students who raise their hands, but also to another student who might shy to produce the answer. By doing this technique, all of class member will learn better and actively involved in the lesson. This statement can be proved by the English teacher's statement in the script of interview on July, 10 2014:

“I always ask question to the whole class, not only to the several students, so all of my students will think about the answer, while they are thinking the answer, actually they are learning.”

4. Listening to the students answer and providing feedback

Based on the result of the three observations done by the researcher, those April 24, 2014 at 08.45 to 10.20 a.m., May 07, 2014 at 08.45 a.m to 10.20 a.m, and May 21, 2014 08.45 to 10.20 a.m. The

teacher always listen to the students' answer and then gives the feedback toward the students answer, either by said right or can you mention another ..... .. The teacher gives the reinforcement to the correct answer, while the students answer' is incorrect the teacher repeats the question to be easier and asked the same question to the other students.

The statement above can be proved by the English teacher's statement in the script of interview on July, 10 2014:

“Yaaa, of course I listen. When my students can't answer my question, I repeat my question with easier question. I usually give the questions not only to the several students, but for the whole class.”

“Yaa,,, of course I give reinforcement like “Yaa... Good. If my students answer is correct.”

“I usually asked the same question to another student, actually I know that the answer is wrong, but I do not want my students felt down. I also repeat the same question with the easier one.”

By doing these questioning techniques, the teacher believes that the students can learn better and actively involved in the class, not only for bright students, but also all the class members. In the learning objectives context, the teacher believes that most of the learning

objectives can be reach well by the students. It is because the students not only learn passively in the text book, but also they practice the target language by answering the teacher's questions.

### **B. The kinds of questions used by the teacher and it's frequency**

Based on the result of the three observation conducted by the researcher, those April 24, 2014 at 08.45 to 10.20 a.m., May 07, 2014 at 08.45 a.m to 10.20 a.m, and May 21, 2014 08.45 to 10.20 a.m. showed that the teacher used six question proposed by Louisell and Descamps (1992:70-72), those are knowledge questions, comprehension questions, application questions, analysis questions, synthesis question, and evaluation questions, which can be presented in the table 4.1.

Table 4.1 The frequency of the kinds of questions used by the teacher in the English teaching and learning process

<b>No.</b>	<b>Kinds of questions</b>	<b>Frequency</b>	<b>%</b>
1.	Knowledge question	29	26,6
2	Comprehension question	8	7,4
3.	Application question	16	14,7
4.	Analysis question	40	36,7
5.	Synthesis question	1	0,9
6.	Evaluation question	15	13,7
<b>Total</b>		<b>109</b>	<b>100</b>

From the table, it can be seen that the teacher prefer uses analysis question to make the teaching and learning process effectively and communicatively. It is also based on the learning objectives and the variety of the students' tasks. It can be seen that analysis questions are the

most frequently used by the teacher. It is placed in order 1, While in order 2 is knowledge questions. In order 3 there is application question. In order 4 there is evaluation question, in order 5 there is comprehension question, and the last in order 6 there is synthesis question.

Firstly, the teacher's aim in asking analysis question here is to let students find out the meaning of the text or other material in order to comprehend it. In the lesson, the students are required to find the meaning both in the monkey forest text and other materials. The teacher wants the students actively involved in class. Here, the example of analysis questions, "What the meaning of sacred?", What is the best meaning of achievements?"

Secondly, the teacher uses knowledge question is to let the students recall what has been read. So, the students are asked to answer the teacher's question with the information presented through the reading materials. The teacher's aim also to make more communicative English class by asking knowledge questions. The students will speak up if the teacher stimulate them by asking questions. The example of knowledge questions are "Where is monkey forest?" , What is the main idea or newsworthy event of this text?", When President Susilo Bambang Yudhoyono will present?"

Thirdly, application question, the teacher uses this kind of question to help the students in getting ideas in the pre writing process.

The teacher tries to relate the students' real experience about kartini's day. Last week, the students had just experienced with kartini's day event, so they will easier to write it in the news item. For example, "When We have a ceremony of Kartini's Day?", In What date the kartini's day ceremony?"

Fourthly, the teacher asks evaluation question is to evaluate whether the students can get the teacher's explanation and comprehend the learning material or not. In the lesson, the students required to choose the use of particular word, such as interested and interesting. Here, the teacher asks this questions after the students have a presentation of news section. She wants to correct the wrong prononce or the use of particular word in the best context. The examples are, "Hayo... I am be atau I am become?", This program ..... is very interesting or interested?"

Fifthly, the teacher uses comprehension question is to check the students' comprehension toward the learning material. In the other word, the teacher wants to know how far her explanation can be grasp by the students. The teacher asks this kind of question usually after the students read the text or after she explained the idea. The example of comprehension questions are : "Do You know the meaning of newsworthy event?" What the evidence that queen Sema is fair?"

The last, the teacher asks synthesis question is to stimulate students' creative thinking and the ability in solving the problems. It is also to find the students' idea about something. In the class, the teacher

ask synthesis question about the idea for the girl in Indonesia for the next time. Here the question: “Yaa... how about your idea about girl in Indonesia for next time?... Now you can study anywhere, How about your idea for next?”

### **C. The teacher’s reason used certain types of question**

Based on the interview with the English teacher the researcher found the reason why the teacher asked particular questions, those are knowledge question, comprehension question, analysis question, synthesis question and the last evaluation question. When the teacher ask question in the beginning of the lesson, the reason is to analyze or to know the students’ prior knowledge to enter into a new material. Besides that, the teacher’s reason is also to warm up the students before she instruct the students to do the main activity. Meanwhile, when the teacher ask question in the process of teaching and learning, the reasons are to get involved the students in the lesson. So, the students will be active and communicative in the lesson. Another teacher’s reason is to increase the students’ thinking ability. When the teacher asked a question, the students are forced to think what the answer of the teacher’s question.

The statement above can be proved by the quotation of interview transcript with the English teacher on July, 10 2014:

“Yaa... I asked questions in the beginning of the lesson to see how far the students’ knowledge, it also to warm up my class before enter to the main activity. When in the process of teaching and learning, I ask questions to invite students to be active and communicative in the class. If a do not ask question related to the students, the students will do not



have attention to the material. They may do anything which does not match with the learning objectives. The other reason is to increase the students' thinking ability. The last reason is to help the students relate the material with their own experienced. When I ask a question, automatically they invite to think about what the answer of my question. For example, I asked a question, in the beginning of the lesson "You know news item text"? . I asked such question to analyze how far the students' knowledge before going in to the new or the main activity. In the process of teaching and learning, I asked many question, one of them is "What is the text tells about?". I asked such question in order to make the students participate in the lesson and also to increase the students' thinking ability. And I ask the question to the students "If the main idea is kartini's day, what is the background?" I asked such question to help the students to relate the material with their own experienced. The students' experienced is kartini's day even that still fresh in their mind."

Firstly, the teacher's reasons uses knowledge question are to analyze or to know the students' prior knowledge before enter to new material or new instructional activities and to get involved the students in the lesson and increase the students' thinking ability.

Secondly, the teacher's reason use comprehension question is to know how far the students' comprehension toward the teacher's explanation or the material given. This question asked by the teacher after she explained the material or after the instructional activities had done.

Thirdly, the teacher's reason use application questions are to help the students relate the material with their own experienced. The students' experienced is kartini's day event that still fresh in their mind. In this case, to help students to get idea in writing news item text from their own experiences. Another reason is to make the students active and communicative in the lesson.

Fourthly, the teacher's reason used analysis question is to analyze and find the meaning of new word and sentence in the text. If the students can find the meaning of new word, they will able to comprehend the sentence and the whole text.

Fifthly, the teacher's reason used synthesis question is increase students' thinking ability and the ability to solve the problem. It is also to help students to say what their ideas in their minds. The last, the teacher's reason uses evaluation question is to help the students to judge and choose which right and which wrong related to the material. For example the use of the word interesting and interested.