

CHAPTER V

DISCUSSION

This part presents about the discussion toward the result of the research. The discussion is given according to the presented findings those were already interpreted by the researcher based on the research problems and the existing body of knowledge or theories. It covers about the way the teacher gives question to the students, the kinds of question used by the teacher and it's frequency, and the last the teacher's reason uses certain types of question. Below are the discussion of the findings :

A. The Teacher's Way in Giving Question.

In the research the researcher found there four ways employed by the teacher to give instruction to the students. Those are: Phrasing the question and delivering it, wait time, distribute the question to the whole class, and the last listening to the students answer and providing feedback.

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

From the research, the researcher found that, the teacher arranged the questions well to make the students easy to understand her questions. The questions were suitable with the students' languages ability and learning objectives. As Chitravelu *et al* (2009:286) states that "Questions should be clearly phrased

and not should not be more complex than the answer required. Ask questions which are relevant to your lesson objectives using language that is familiar and easily understood.”

2. Wait time

From the research, the researcher found that the teacher always gave the student several time to answer her questions. After the teacher asked a question, she paused for a while to wait the students' answer. As Chitravelu *et al* (2009:285) states that “The student need time to think and formulates their answer as well as build confidence to make a response. The complexity of the questions influences the amount of time needed by the student to formulates the answer.”

3. Distribute the question to the whole class

From the research, the researcher found that the teacher The teacher always asked questions not only for several students, but to the whole class members. So, the all class member are challenging to think. It is in a line with Chitravelu *et al* (2009:285) states that “distribute questions at random to cover the whole class.”

4. Listening to the students answer and providing feedback

The teacher always listened to the students' answer and then gave the feedback toward the students answer, either by said right or can you mention another The teacher gave the

reinforcement to the correct answer, while the students answer' is incorrect the teacher repeated the question to be easier and asked the same question to the other students. It is in a line with Louissel and Descamps (2004:73-74) states as follows

The students may responds to the question in four major ways: 1) correctly, 2) incompletely, 3)incorrectly, or 4) by not responding at all. When The student's response is correct, or acceptable, the teacher may give praise, elaboration on the response, probe or move to another question. When the students response is incomplete, the teacher may help the student arrive at a correct or acceptable answer. When the student's response is incorrect, the teacher must decide whether the student is able, with some teacher help, to come up with an acceptable answer, or it is the best to respond by giving the correct answer....”

B. The Kind of Question Used by The Teacher and It's Frequency.

From the finding, there is a preference in using analysis and knowledge question, application question, evaluation question, and comprehension question. This findings are in a line with previous studies, for instance : Xiao-Yan (2006) revealed that the teacher prefer display questions rather than referential question. Further more, Liani Setyawati (2012) found that there is a preference of display questions over referential questions in the class under this investigation. In addition, Adibah (2012) found that the teacher highly used display, in this case knowledge questions.

Despite, this present study uses question types proposed by Louissel and Descamps, it's finding are still in accordance with the three previous studies of display and referential questions by Long and

Sato (1983). It is because the six types of question proposed by Louissel and Descamps range from display to referential questions. Display questions used when teachers know the answers and designed to elicit or display particular structures. For example, “what’s the opposite of up in English?”. Referential questions, though, refer to the questions that teachers do not know the answers and can gain various subjective information. For example, “Why don’t you do your homework?”. Here, the display questions includes knowledge question, comprehension question, and application question. The referential questions include analysis question, synthesis question, and evaluation question.

In this research the most questions preferred by the teacher are analysis question (36,7% of the total questions) and knowledge question (26,6% of the total questions). In the term of knowledge question, knowledge question here correspond with the display question, it is in a line with the result of the previous studies conducted by Xiao-Yan (2006), Liani Setiawati (2012) and Adibah (2012). The previous studies revealed that the teacher prefer display questions rather than referential question. In Xiao-Yan (2006), most of the questions asked by the teachers are display ones, which focus on the linguistic knowledge instead of generating the interaction to foster communicative competence. They use questions for the following purpose: to check or test understanding, knowledge or skill;

to get learners to review and practice previously learnt material. Most of the time they use questions to check or test the students' understanding about the text and the knowledge, not to stimulate thinking or to probe more deeply into issues. In this research, the teacher asked knowledge questions was 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.

Further more, Liani Setiawati (2012) found that there is a preference of display questions over referential questions in the class. Though each teacher participant varies in many aspects, they share the similarities in the use of display questions. They ask the questions and students try to answer or explain since the use of display question is mainly on eliciting students' responses or productions. These kind of questions don't stimulate higher level of thinking. In addition, Adibah (2012) found that the teacher performed six out of seven question types proposed by Brown (2007), including: knowledge, comprehension, application, inference, analysis, and synthesis questions. Each type of question has its own functions. In this study, knowledge questions were used to elicit factual answers, recall tests, recognize information, and check

students' understanding. Comprehension questions were utilized to translate words from Indonesian to English, and vice versa. Application questions were employed to ask the students to spell and pronounce some words in the target language. To form conclusion that was not clearly stated in the material was the function of inference questions. Analysis questions were used to distinguish two similar words so that the students understood the differences. Finally, synthesis questions were employed to make prediction or give opinions of certain situations. From three meetings observed by the researcher, it was found that the teacher use more knowledge question to check students' understanding of entire topic discussed. Furthermore, display questions are usually used for comprehension checks, confirmation check, or clarification requests. In addition, knowledge question is employed to elicit factual answer, recall tests, and recognize information.

However, in this investigation, 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. Louisell and Descamps (1992:70) states "Knowledge Question are used to verify the students'

recollection of facts which are essential for understanding of concepts or the application of rules”. Excerpt 1 show the use of knowledge question.

Excerpt 1

T : “To get....Kalpataru awards, Yaa.. If you make a news item”, you must have a newsworthy event, **What is event in this text?.....** Mendapatkan.....?

Ss : “Kalpataru awards in 2012.”

(Transcript of teaching and learning I)

Although there is a similarities with the previous studies, the result of this research showed that analysis question also be the most question preferred by the teacher. Analysis question here corresponds with the referential question. Analysis question required students to find out the meaning in the text or other material in order to comprehend it. The other function is to let the students to think the reason. It is to stimulate the students thinking ability. It is very helpful to their learning about news item. In the lesson, the students are required to find the meaning both in the Monkey forest text and other materials. Adibah (2012) found that the teacher asked analysis questions to distinguish two similar words so that the students understood the differences. The students asked to distinguish between word “Bulu” for a dog and a cock. The word “feather” and “fur” refer to the same word in Indonesian which is “bulu”. According to Brown (2001: 172) analysis questions is required students to breaking down into parts and relating parts to the whole.

Here are the examples of analysis questions:

Excerpt 2

T : " **Why do we wanted to get kalpataru awards?"**

Ss : "Because...."

T : Biasanya background itu kan dari jawaban pertanyaan why, **Why? To what? To what we want to get kalaptaru awards?"**

Ss : "Because, kalpataru is the highest appreciation in Environment."

Excerpt 3

T : "Ya... **How do you translate the sacred monkey?**

Ss : "Hutan nera keramat..."

T : "Hutan nera yang keramat..."

(Transcript of teaching and learning I)

Excerpt 4

Ss : "That's one small step for man, one giant leap for mankind."

T1 : "**What is the meaning of it?"**

S : "Satu langkah kecil untuk seorang laki-laki adalah sesuatu yang sangat besar"

The next, in order 3 there is application questions (16 % of the total questions) . Application question correspond with the display questions. The teacher used application question to help the students to get the idea in order to write news item text and to analyze the use of rule of tense. While Adibah (2012) found that application to spell and pronounce some English word, in this case the students were asked to spell the word 'cock'. In this research, the teacher asked to the students about kartini's day that the students had just experienced, so it will be easier to write, because it is the students' real world. It is in a

line with Louisell and Descamps (1992:70) states that “application questions require students to apply a rule or principle”. Here the example of application question used by the teacher:

Excerpt 5

T : “Yaa... Kalpataru awards in 2012. Next, after we have newsworthy event, for example.. in our school we have kartini’s day, for example. **When We have a ceremony of kartini’s day?**”

Ss : “Monday.”

(Transcript of teaching and learning I)

Excerpt 6

T : “OK... **In this moment, we have a news? In this moment,What news that we can report?**”

Ss : “Use batik....”

(Transcript of teaching and learning I)

Excerpt 7

T : “Ya... **What is tense of “has nominated?”**”

Ss : “eeeeee.”

T : “Subject+have/has+VIII ??... “

S : “Passive voice

Ss : “Bukan...”

S : “Past perfect tense.”

T : “Present perfect tense, no past.”

(Transcript of teaching and learning I)

The next order is evaluation questions. This kind of question is placed in order 4. Evaluation question correspond with the referential

questions. However, from the three previous studies about the questions, there is no findings stated about evaluation questions. In Adibah (2012) the teacher did not use any evaluation questions because the topics discussed might not suit to use evaluation questions. The topics are ; Descriptive text, antonyms, animal's description, and translations. In this research, evaluation questions used by the teacher since it's function is to evaluate whether the students can get the teacher's explanation and comprehend the learning material or not. In the lesson, the students are required to choose the use of particular word. such the use of interesting and interested. It is in a line with Brown (2001:172) states that evaluation questions is required students to make a judgment of good and bad, right or wrong, according to some set of criteria, and stating why. Here the example of Evaluation questions

Excerpt 8

T : "Ya.. batik. **We wear or use?**"
 Ss : "Wear."

(Transcript of teaching and learning I)

Excerpt 9

T1 : "Hayo I am be atau I am become?"
 Ss : "I am be."

(Transcript of teaching and learning II)

Excerpt 10

T1 : "Ya menarik, "this program is very interesting or interested?"

Ss : "interesting."

T1 : "Interesting, yaa interesting, kalau interested 'I interested in this program' kalau this program is ... very interesting'. Itu penggunaan interesting and interested."

(Transcript of teaching and learning II)

The fifth order is comprehension question (7,4% of the total questions). Comprehension question corresponds with the display question. The teacher used comprehension question to check the students comprehension toward the learning material. The learning material is about news item text. So, the teacher wants to know how far her explanation can be grasped by the students. It is in line with “Comprehension questions are designed to verify understanding of the ideas, concepts, and generalizations presented in class or through reading materials “(Louisell and Descamps, 1992:70). While Adibah (2012) found comprehension questions are used to translate words or phrases from Indonesian or vice versa. Here the examples of comprehension questions in this research:

Excerpt 11

T : **“Berita itu kira-kira kejadian yang sudah terjadi atau yang akan terjadi?”**

Ss : “Sudah.”

T : “Yaa yang sudah atau yang sedang.., if next time itu planning , make a program.”

Excerpt 12

T1 : “Yaa ide pokok. Ide pokok nya itu apa yang mau di sampaikan, suatu misal tadi Syifa, **Syifa.. What is your newsworthy event?**”

S : “A diamond.”

Excerpt 13

T1 : “Ya.... Adil.. **What the evidence that queen Sema is fair?**”

Ss : “Although his son who do the faulty, she gave a punishment.” (*Transcript of teaching and learning III*

The last order is synthesis question (0,9% of the total questions). 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. This kind of question belongs to referential question. Such question requires the students to thinking critically. It is in a line with McNeil, 2010 in Adibah (2012) stated that synthesis questions require higher-level thinking or reasoning skills since they belong to referential questions. Excerpt 14 shows the use of synthesis question:

Excerpt 14

T :” **Why do we wanted to get kalpataru awards?”**

Ss : “Because....”

T :Biasanya background itu kan dari jawaban pertanyaan why, **Why? To what? To what we want to get kalaptaru awards?”**

Ss : “Because, kalpataru is the highest appreciation in Environment.”

(Transcript of teaching and learning I)

In short, 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. In the first order there is analysis question, the second order is knowledge question, the third order is application question while in the fourth

order is evaluation question. Then in the fifth order is comprehension question, and the last order is analysis question.

C. The Teacher's Reason in Using a 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 teacher's reason asks 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. Meanwhile, the teacher asks comprehension question because she wants 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. Moreover, the teacher asks application questions because she wants to help the students relate the material with their own experiences and also apply the rules of the tense. The students' experiences is Kartini's day even that still fresh in their mind. In this case, the teacher wants to help students in order to write news item text from their own experiences.

Then, the teacher asks analysis questions because she wants the students to analyze and find the meaning of new words and sentences in the text. If the students can find the meaning of new words, they will be able to comprehend the sentence and the whole text. While, the teacher's reason for asking evaluation questions is because she wants to help the students to judge and choose which is right and which is wrong related to the materials, and state why. For example, the use of the words interesting and interested. And the last, the teacher's reason for asking synthesis questions. Through synthesis questions, the teacher wants to stimulate the students to think critically about something. It is also to find the students' ideas about something. In the class, the teacher asks synthesis questions about the idea for the girl in Indonesia for the next time. Here the question: "Yaa... how about your idea about girls in Indonesia for next time?... Now you can study anywhere, How about your idea for next?". In the research, this kind of question only emerges once. Actually, this kind of question is very beneficial for the students' learning, because it requires the critical thinking ability. It will increase the students' ability in giving the opinion

of something in certain situation. Because of it, it is very advisable for the teacher to use more synthesis question.

The explanation about the teacher's reason in using certain types question above are in a line with the reason for questioning proposed by Ur (1996:229) who classifies the reason for questioning into eleven, those are:

- To provide a model for language or thinking.
- To find out something from the learners (facts, ideas, opinions).
- To check or test understanding, knowledge or skill.
- To get learners to be active in their learning.
- To direct attention to the topic being learned.
- To inform the class via the answer of the stronger learners rather than through the teacher's input.
- To provide weaker learners with an opportunity to participate.
- To stimuli thinking (logical, reflective or imaginative); to probe more deeply into issues.
- To get learners to review and practise previously learnt material.
- To encourage self expression.
- To communicate to learners that the teacher is genuinely interested in what they think.