THE ANALYSIS OF QUESTION USED BY ENGLISH TEACHERS

AT SDI AL-AZHAR 34 MAKASSAR

(Ayamksr@gmail.com)

Prof. Murni

Prof. Qashas

Universitas Negeri Makassar

ABSTRACT

The objectives of this research were to find out: (1) The forms of questions used by the English teachers at SDI AL-AZHAR 34 Makassar, (2) The types of questions used by the English teachers at SDI AL-AZHAR 34 Makassar, (3) The functions of questions used by the English teachers at SDI AL-AZHAR 34 Makassar, and ( 4) to see the students’ attitude toward the teachers’ questions in teaching English at SDI AL-AZHAR 34 Makassar. The research employed descriptive method research design. The sample of this research consist of two English teachers of the second and fifth level at SDI Al-Azhar 34 Makassar. The researcher collected the data using two kinds of instruments. They were classroom recording and interview. The result of this research showed that the teachers used three forms of questions. They were yes/no question, wh question, and alternative question. In this case, the teacher mostly used wh question and yes/no question. Then, the researcher also found the types of the question of the teachers were display question and referential question. Both of the teachers, mostly used display question in the class. The functions of questions were check comprehension, check clarification, and the confirmation. Based on the three function of the question, the teachers mostly used the check comprehension of the students whether the students understand the material or no. In application the question in the class, the students’ attitude toward the question, they got spirit to answer the question if they can answer the question but the student low spirit if they cannot answer it. The teacher tried to give motivation to the students to answer the questions. Some of The students were still difficult to respond the question directly. It was influenced by the students’ lack of vocabularies.

Keywords:, Questions,types of question, form of question, and the function of question.

1. **INTRODUCTION**

English is one of the international languages. It has an important role in the world. Most people use English to communicate with other people from other countries. Science, technology, art and culture development also cannot be separated to the role of this language. For those reasons, English has been taught at every level of education in Indonesia as the first foreign language (Ramelan, 1992:3).

Since English has become an urgent need in Indonesia as a means to develop Indonesian people quality, it is taught earlier at school starting from Elementary School up to the University level. Since it has been stated in the National Curriculum that English subject also become as one of the compulsory subjects or Indonesian students should learn courses. The teaching profession is one that is based on communication. Every day teachers are responsible for conveying aspects of knowledge to their students not only via their competence in a field but also via their personal communication skills.

In teaching English, teacher has an important role in learning and teaching process. Teacher is a facilitator for the student to manage all activities and give instruction in the classroom using his language. The language used by the teacher in the classroom is called teacher talk. Teacher talk is a vital aspect of classroom-based language learning since it is one of the main sources of language input for the learners, and also one of the successful or failure factors in learning, and teaching processes in the classroom depend on the teacher. As Nunan (1991) states that the teacher talk is crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because through language teachers can be success or fail in implementing their teaching plans.

This is also supported by Xiao-yang (2006) who argues that a teacher’s language is not only the object of the course, but also the medium to achieve the teaching objective. Teacher uses it when he/she gives instruction, asks questions, gives feedback students and manages the class. For students, language is used to interact with the teacher and other classmates. They use it to ask questions, give responses to the teacher’s questions and express their thought and opinions in the discussion.

Teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way the teachers talk not only determines how well they make their students interested, but also guarantees how well the students will learn because, by the teacher talk. teachers and students can communicate each other in their interaction in the classroom. One kind of teacher talk in teaching is question. The Question is one strategy that used of teacher to teach. Teacher’s questions are significant values for many instructional purposes, eliciting student reflection and challenging deeper student understanding and engagement in the classroom (Liu Yanfen & Zhao Yuqin: 2010).

Croom and Stair (2005) stated that “classroom questions are best used as diagnostic tools to help indicate students’ academic progress or to assess students’ critical thinking”. Vogler (2005) supported this, “questions can monitor comprehension, help makes connections to prior learning and can stimulate cognitive growth. Classroom teachers are aware that it is possible to transfer factual knowledge and conceptual understanding through the process of asking questions.

According to Danielson ( 1996), “good and skilled classroom questions, when they are carefully crafted, and framed engages students in a true exploration of the content and allows the students to exhibit their understanding of the concept”.

 Question is a skill that has to be owned by a teacher, by the questions skill, teacher could get more information everything about the students. The aims of the question want to know entry level of students, want to check and recall, create active learning, want to know the students interest in the lesson, want to get feedback from the students, solve problems, assist retention, verify understanding, promote thought, clarify relationships, give revision, create discussion, giving students opportunity to connect what they know with what they needed to examine and reflect on in their own thinking. Questioning as a basic way to stimulate student thought and to guide the development of knowledge. Questions are also used to encourage students to express themselves orally On the other hand, questioning to motivate the students.

 Question has an important role in teaching because it become the teaching and learning process be more interactive in the class. Teacher gives some questions as a tool of source to know whether the students understand clearly about the subject or not. These are the sample of question that sometimes used by the teachers “ who knows the meaning of time?, what do you think about “I sitting on the chair? is it right or no? I am sitting on the chair or I sitting on the chair”, is it yellow?

The examples above are the questions that the teacher asks to their students in the classroom activities. Based on the example, it can be concluded that question is a tool to know the students understanding about the material. If the students success in answering the teacher question, it means that the students understand the material, when they are fail, it means that they do not understand the material. Hulse (in Nunan, 1993) stated that an effective teaching and learning is getting the students to ask some questions more and more. This activity will manage the students’ way of study particularly if there will be a feedback or a reinforcement so that they will get the learning one at a time. Sadker (in Nurhadi 2004) clarify the important of the strategy questioning in teaching learning in the class.

To question well is to teach well. In the skillful use of the question more than anything else lies the fine art of teaching; for in it we have a guide to clear and vivid ideas, and quick spur to an imagination, the stimulus to thought, the incentive to action. What’s in a question, you ask? Everything. It is the way of evoking stimulating response or stultifying inquiry. It is, in essence, the very core of teaching. The art questioning is… the art of guiding learning.

Considering the event of a teaching process in the classroom and also the importance of the question as a good strategy in learning and teaching process in the classroom, the researcher eager’s to conduct the research under the title *‘The Analysis of Question Strategy Used by English Teachers at SDI AL-AZHAR 34 Makassar”.*

1. **REVIEW OF LITERATURE**
2. **Question**
3. **Definition of Question**

Question play an important role in the processes of teaching and learning. Beside the question, the skill of the teacher in very important because because it can make students’ achievement, and their level engagement on formulate and use in the classroom. According to A S Hornby in his dictionary title Oxford Advance Learner’s Dictionary (1989: 1235) question are defined as: 1. Form of expression in speech or writing that request as answer from somebody; 2. Topic that is being or needed to discussed; problem that needs to be solved.

Questioning is a very important tool used by teacher to control the interaction in classroom. It serves as a technique and a way to keep a check on the learners. It support with Gall (1984) In Richards and lockhart 1994. in some classrooms over half of class time is taken up by question and answer exchanges.

A question is a kind of sentence punctuated by a question mark. Questions are asked in interrogative sentence and ended with question mark. Then, Cunningham (1971) in Basrum (2011:25) states that a question is a verbal utterance that seeks a response to whom is directed it is a means of finding out and interpreting information, however, it is more that a logical grouping of words punctuated by a question mark.

Questioning is one of the most common techniques used by teachers and serves as the principal way in which teachers control the classroom interaction. Teacher’s question has been the focus of research attention in both content classrooms and language classroom for many years (Gerot as cited in Nunan 1999). Most of the findings show that the teacher asks many questions during classroom interaction. For example, in a study of the frequency of questions asked by elementary school teachers in the United State, Nash and Shiman as quoted by Gebhard (2000:71) discovered teachers ask between 45 to 150 questions every half hour. In his observation to six teachers who were all at teaching at different contexts in Japan, Gehard found they averaged 52 questions every thirty minutes during teacher-initiated activities.

Question is something asked in interrogative sentence that request an answer. It can enhance students learning by critical thinking skills, reinforce student understanding, correct student misunderstanding, and provide feedback for students.

1. **The Form of Questions**

According to Biber et al.’s (1999) classification of question forms. They classify questions into four major types: yes/no-questions, wh-questions, tag questions, and alternative questions. The first type, yes/no-questions, is specified further into five subtypes: focused yes/no-questions, uninvited yes/no-questions, contracted negatives in negative yes/no-questions, unconstructed negatives in negative yes/no-questions, and elliptical yes/no-questions. The second type, wh-questions, is also specified further into five subtypes: unmarked wh-questions, uninverted wh-questions, emphatic wh-questions with *ever*, negative wh-questions, and elliptical wh-questions. The third type, tag questions, is specified into two subtypes: unmarked tag questions and unsystematic tag questions. The fourth type, alternative questions, is not specified any further.

1. **Types of questions**

Questions can be classified into many types, but in this study the focus will be on the following four: display, referential, open and closed. Its describe each of these below.:

***a. Display Questions***

Ellis (1994:82) defines the display question as “one designed to test whether the addressee has knowledge of a particular fact or can use a particular linguistic item correctly”. Lightbown & Spada (1999:78) note that teachers ask display questions not because they are interested in the answer, but because they want to get their learners to display their knowledge of the language.

***b. Referential Questions***

Nunan & Lamb (1996:189) define referential questions as “those to which the asker does not know the answer”. Ellis (1994) also explains that these are questions which are “genuinely information-seeking “. Lynch (1996) argues that teachers should ask referential questions because (a) learners tend to give longer answers than they do to display questions and (b) learners will be less willing to answer questions if their purpose is always to test knowledge.

1. ***Open & Closed Questions***

Nunan & Lamb (1996: 84) describe open questions as “those that encourage extended student responses”. Ellis (1994) suggests that in open questions the teacher does not have a particular answer in mind and different responses are possible. He also mentions that some questions seem to be open, but in fact they are closed (these can be called ‘pseudo-questions’). In contrast, a closed question is “one that is framed with only one acceptable answer in mind” (Ellis 1994).

Then, several ways of distinguishing on question types have been developed by researchers. There are many ways of classifying questions. For the purposes of examining the role of questions in the classroom, three kinds of questions are distinguished by Richards and Lockhart (1994) cited in Adriati (2010:18). They classified the questions into three categories in terms of the purpose of questions in classrooms, they are:

1. Procedural question.

Procedural question is the question that the teachershould to do in classroom by procedures, routines and the classroom management. They are used to ensure the smooth flow of the teaching process, for example, ‘”do you know what to do?, is everything clear?, any problems?, can you understand?, can you read?”.

1. Convergent question. Convergent questions encourage similar student responses, or responses which focus on a central theme. These responses are often short answers, such as “yes” or “no” or short statements. They do not usually require students to engage in high-level thinking in order to come up with a response but often focus on the recall of previously presented information such as“do kids help out with the housework?”
2. Divergent questions. Divergent questions are quite different from convergent questions. These questions encourage diverse student responses which are not short answers and which require students to engage in higher-level thinking. They encourage students to provide their own information rather than recall previously presented information.

Richards (2008:19) investigated the features of teacher’s question in the classroom. He divided the teacher’s question into two types, they are:

1. Display question. It refers to questions that the teacher know the answer of the question. The teacher designed the question or display the question to elicit the response of the student. For example, ‘what’s the opposite of up in English?’ Display questions are usually asked for comprehension checks, confirmation check, or clarification requests.
2. Referential questions. It refers 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?’. In addition, Long and Sato (1983) and Brock (1986) said in their investigating under the tittle the role of questions in second language learning in the classroom environment. Display and referential type of questions are questions that they ever applying in the classroom. The type of the question as a their facilitating the learning. Van Lier (1988) believes that classroom questions of whatever sort are designed to get the learners to produce language. Brock contends that referential questions increase the amount of learner output; therefore, an increased use of referential questions by teachers may create discourse which can produce a flow of information from students to the teacher, and may create a more near-normal speech. However, it is believed that display questions require short or even one-word answers and hence are less likely to get learners to produce large amounts of speech.

In addition, Gebhard (1996:97) stated one way to focus on the teacher’s questioning behaviors is to consider the purposes of the questions as follows:

1. Display question is a question in which the teacher already knows the answer and wants the student to display knowledge. For example : “what color is your bag”?
2. Referential question is a question in which the teacher does not know the answer. For example: “who is your favourite football player”?
3. Comprehension check is a question to find out if students understand. For example: “Do you understand”?
4. Confirmation check is the question to verify what was said. For example “You said you got up at 6.00?”
5. Clarification check is a question to further define or clarify. For example: “Did you say you agree with your friend’s opinion?”

Talking about the content of teachers’ questions, Gebhard (1996:74) divided them into five criteria namely:

1. Procedure

 Questions that ask students about procedural matters. For example: “Did you do your assignment?”

1. Study of language

 Questions that ask students about aspects of language. For example: “what it is the past tense of ‘read?”, or “what does the word i*mmersion* mean?”

1. Study of subjects
2. Questions that ask students about content other than the study of language. For example: “How big is the Little Prince?” or “ how many countries are there in the world?”
3. Life-General

 Questions about the lives of groups of people. For example: “Do Japanese women like hot tea in the summer?” or “How do Nigerians celebrate birthdays?”

1. Life-Personal

 Questions about the lives of individuals. For example: “Do you like to drink hot tea in the summer?” or “How do you celebrate your birthday?”

Futhermore, Frenkle (1980) ciated in Basrum (2011:26) points out six types of questions considering from their functions. Thoose types of questions are follows:

1. Recognition Questions

These question determine if the students have acquire amount of factual information the are asked to remember certain spesific information they have learned, for example: who is the fourth president of Indonesia.

1. Descriptive questions

Descriptive questions ask the students to put together and to recognize factual details in some ways to make sense out of their data. The students are asked to describe data in more details. For example: what is the advantage of going to an interesting place?

1. Explanatory questions

These questions ask the students not only to remember and to organize materials, but also to make inferences and to ask causes and effects. The students are asked to analyze, to break information into its component parts and they explain how this part is related, for example: what do you think about the food?

1. Synthesizing questions

These questions require the students to put things together, to combine, to relate, or to connect pieces of the previously un related content. For example: what does the second paragraph tell us about?

1. Judgmental questions

 These questions require the students to choose alternatives, making judgments to which of two or more possibilities is the best according to the established criteria dor example: which do you prefer to go to the beach or to the zoo?

1. Open Ended questions

 These questions require the students to seek and to determine for them that are acceptable answers, for example: why do many people dislike being a teacher?

Then, Long and Sato’s findings (Long & Sato, 1983), is related to the purpose of questioning: referential and display questions. The purpose of using a referential question is to seek information, while the purpose of using a display question is to elicit language practice.

1. **Function of questions**

Long and Sato’s findings (1983). It is related to the function of questioning. There are three subtypes of questioning based on the function namely:

1. Comprehension checks

Comprehension checks, is defined as “any expressions by a speaker to establish whether that speaker’s previous utterance has been understood by the interlocutor” (Long & Sato, 1983, p. 275). These expressions commonly occur with tag questions. Comprehension checks can also be expressed with “repetitions of all or part of the same speaker’s preceding utterance spoken with rising intonation”, or “by utterances like *Do you understand?*” (Long & Sato, 1983, p. 275, original emphasis). In other words, they can be simply expressed by “*Do you know what I mean?*”

1. Confirmation checks

Confirmation checks involve exact or semantic, complete or partial repetition of the previous speaker’s utterance, are encoded as either yes/no or uninvited (rising intonation) questions (there is a presupposition of a ‘yes’ answer), and serve either to elicit confirmation that their listener had heard and/or understood that previous speaker’s utterance correctly or to dispel that belief. They can practically be expressed with questions such as *Do you mean X?* For example, the teacher first partly repeats the student’s words, but then fully repeats them to confirm that what he or she just heard is true.

1. Clarification requests.

Clarification requests, as “any expressions by a speaker designed to elicit clarification of the interlocutor’s preceding utterance.” Question forms used to express clarification requests are focused and inverted yes/no-questions, wh-questions, and tag questions. When the interlocutor receives this request, he or she may either repeat what he or she has just said or supply completely new information. The choice of using this request “implies no presupposition on the speaker’s part that he or she has heard an understood the interlocutor’s previous utterance” Clarification requests are not only expressed with questions. They can also be expressed in declarative clauses like “*I don’t understand*, and through imperatives like *Try again*” (original emphasis).

1. **The Concept of Attitude**
2. **Definition of Attitude**

 Elliot, et al., (1996) defined an attitude as relatively permanent way of feeling, thinking, and behaviour toward something or somebody. The students will react naturally with their process of feeling, thinking, and behave when they are pay into learning situation. Simon and schuster (1979) in Fatimah defined an attitude as the posture or the position of the person shown one’s disposition, opinion, and judgment.

Attitude is behaving of individual people. It is refers to internal condition on an individual choice of interest and keep it consistent. Human conditions are constantly changed as well as their perception.

1. **Components of attitude**

 Lewis in Mujahidah (2006) suggested another kind of the components of attitude. Attitude is such a general term that it tends to lose of its value unless it is analysed and exemplified. The first component is status. It is assumed that attitude to language may be indicated by views concerning the prestige or status of a language. This is stratified according to the language dominance and the socio-occupational status of English as a foreign language. The second component is appropriateness. The perception of appropriateness of using a particular language is, in a specified domain, like the expression of what domains of attitude. This appropriateness is due to the use the language specifically in any domains which in turn will establish the status of any particular language. The third component of attitude is interest. Interest is actually defined largely in terms of motivation determine the achievement of the learner in learning English. The long term significance of Indonesian pupils to learn English would be expected to have a relation with that of the usefulness of a foreign language, as the fourth component of attitude. The usefulness of English is an attempt to discover whether or not the learners have interest in learning English as a foreign language which in turn come to the high attainment of English.

1. **Students’ Attitude**

The students’ attitude is one of the determinant parts in achieving good language learning. Certainly, the teacher needs the students to have a positive attitude so that the learning can run well.

1. **METHOD**

In this research, the researcher applied descriptive qualitative methods. The population of this research there were two English teachers who teach in different grade. They were the teachers of second and the fifth grade of SDI AL-AZHAR 34 Makassar in the academic year of 2011-2012.

This study employed nonparticipant observation. According to Gay, Geoffany and Peter (2006), nonparticipant the observation is observation which the observer was not directly involved in the situation being observed. The researcher observed and recorded behavior but did not interact or participate in the life of the setting being studied.

The researcher put the Handy Cam Sony Hybrid in the strategic place to take all the activities in the classroom. The researcher sit down in the classroom and preparing her field note. After that the researcher wrote the data that has relation with her research.

In collecting the data, the instruments were classroom recordingand interview.The classroom recording was transcript by using Du Bois method and interview was given to the teacher and the students

1. **FINDINGS AND DISCUSSION**
2. **Findings**
	* + 1. **Forms of questions used by the English teachers at SDI AL- Azhar 34 Makassar**

After conducting the research and transcript the teachers and students speech in the classroom, The researcher found some forms of questions used by English teachers at SDI Al-Azhar 34 Makassar. They were yes/no question, Wh question, and Alternative question.

Table 1.1 : The Forms of teachers questions

|  |  |  |
| --- | --- | --- |
| Observe | Form of Qs teacher 1 | Form of Qs teacher 2 |
| Yes/no Qs | Wh Qs | Alternative Qs | Yes/no Qs | Wh Qs | Alternative Qs |
| First  | 4 | 10 | - | 4 | 2 | - |
| Second  | 1 | 36 | 6 | 3 | 3 | 2 |
| Third  | 2 | 7 | 2 | 13 | 22 | 6 |
| Fourth  | 4 | 34 | 2 | 1 | 6 | - |
| **Total**  | **11** | **87** | **10** | **21** | **33** | **8** |

As indicated in table 1, the question of the first teacher contain 11 yes/no questions in the first meeting until the fourth meeting, then 87 wh questions of the teacher and for alternative questions has 10 questions from the teacher in the second meeting until the fourth meeting. In the second teacher has 21 yes/no questions, 33 for Wh questions and the alternative questions were 8 alternative questions in the second and third meeting. The application questions in the classroom were important because its can make active the students. Gebhard (2000) discovered teachers as between 45 to 150 questions every half hour. In his observation to six teachers who were all at teaching different contexts in Japan. Gebhard found the average 52 questions every thirty minutes during teacher in teaching activities. There some kinds of forms of questions the teacher used. Hereby the question, the researcher found in her research.

1. **Yes/no Question**

The teacher used yes/no question in the class to know the prior knowledge of the students. The teacher applied question to students without explaining first the material. Like how the students answer the question Do you like sport?” ***“yes i like sport”*** it was a good answer but in writing should be ***“ yes I do or no I do not”.*** After explaining, the teacher asked to the students in group whether the students understand or no with the question that the teacher has given to the students or no.The teacher had ordered questions to the students. The teacher just has one model of question to ask the students namely yes/no question. Then, The teacher applied the question again to know how that the students answered the teacher question after the teacher gave explanation the material. In this case, not only for in group but also the teacher was applying in one by one students to make sure that material has explained before. The question that the teacher gave to the student has function as checking the students comprehension. Beside the teacher’s questions as checking comprehension, the questions can be the way for the teacher to have the students concentration.

There were some functions of the question, one of the function of the question was the teacher gave question to the teacher to get the students attention. Where the students do not have the attention to the teacher and the teacher has seen the student. The teacher tried to give the student question whether the students understand to answer the question or no. Beside that, the teacher want to have the students attention. And the teacher tried to compare by way the teacher asked the student who has good sitting. The student has a good sitting, he can answer well the teachers’ question and the other students tried to have a nice sitting too because the teacher praise to the students who has nice sitting. and the students very like if they have praise of their teacher.

1. **Wh Question**

Teacher asked to students by using Wh Question. It was sometime doing by teacher in every meeting. It was usually doing before giving material to the students to make sure the students already to accept the material. We can see in the statement of the teacher “ Chinta is not spirit” then continued the question ***How are you this morning chint*?,** even though there was comment with chinta but the teacher sure that chinta will be tried to follow the meeting well**.** This question tried to make sure with Chinta as one of the students in the class.

 In this case, the teacher tried to get the students attention. Even though sometimes the question of ***“How are you”*** asked condition in the beginning meeting but the reality sometimes, the teacher gave question. Then, in making question the teacher needed to make creatively question because sometimes the student did not directly answered the teacher question like “***how are you today?”***the students just calm, then the teacher asked again *“****Are you fine”***the students answer the question **“*I am fine*** “ should be “yes, I am fine” even though the answer was not complete with the last question but the student knew what the answer need from the teacher question but sometimes the students forgot it and the teacher too understand with the answer of the students. The other side by this situation, the teacher tried to make fresh students in the class. Seeing the respond of the students” ***All S: Aii cieeee”.***After that, the teacher was still continued his question. This situation the teacher used the variety of question. The teacher used Wh question and yes no question. Beside to make fresh in the class, this question also include the alternative question because there is no relation with the subject and the teacher directly asked to students the other questions.

The teacher asked to the students in group and giving the name to the students’ group based on the material. It will be done because it can make students easy to know and memorize the kinds of sport even though it was not all the kinds of the sport but some of them can be known some of the students do not know the English word: There was the student does not know the word in English. It means that some of the students lack of vocabulary. Lack of vocabulary can make them less confident and more nervous when speaking English. One way to do the teacher to make student was easy to remember the kinds of sport was giving the students’ group name by the kinds of the sport. The purposes of the teacher question in ninth extract want to know how that the students answered the teacher question by using wh question and it showed the student directly answered “***badminton***” . and the teacher asked to other student through the simple word “*T:* ***Badminton, you?”*** but in this case, the student understand the teacher question means even the theacher does not make a question like what is your favourite sport? ***“ S: tennis***”. The second student was still in the same answer. So the teacher asked until the teacher found the different answer. The students can answer completely. And the function of the teacher question was looking for the correct answered of the students. Then based on the answer of the students, the teacher explained more the different answer between “***my favourite sport is volleyball than directly answer football or tennis****”*. After that, the teacher tried to ask again the other student. Whether they understand or no. To know the students achievement or understanding in material was important because the teacher can measure their teaching. In the eleventh extract, the teacher tried asking again and all the students can answer well after explaining the teacher.

1. **Alternative Question**

Alternative question is a question that there is no relation with the material at the time. Sometimes the teacher is applying this question while in teaching learning process. In teaching sometimes the teacher made a question there was no relation with the material. in this case, the teacher tried to get the students attention again because some of the students played in the class while the teacher made interact with the other students. Then, the teacher gave example like the attitude of the prophet Muhammad SAW and one example of one nice student in the class. The nice student was Sani. The teacher made a question that has relation with the Sani behaviour in the class and her score. Such as “***apakah Sani itu pernah dapat 20?=”, “*** *= Tidak=”* the answer of the student. Next, it was continued by the teacher’s word *“=* ***50=”,*** student answered again ***“= Tidak”.*** The teacher gave question again to make sure the attention of the student ***“Apa dia pernah dapat nilai nol?”, “****Tidak”* the answer of the student while their repairing their sitting on the mat. After the students have a nice sitting on the mat, the teacher continued their material.While teaching, the teacher aware that his student was seriously attention with his explanation. So one way the teacher used to make them did not be strain was mention name one of the students as a way to make the students laugh “hemmmm, ***Dani is that you?Oww I don’t take a bath, Dani nda mandi ke sekolah? Owwww oh my God!”***made all the students were laughing.

* + - 1. **Types of questions used by the English teacher at SDI AL- Azhar 34 Makassar**

Table 1. 2: The types of teachers question

|  |  |  |
| --- | --- | --- |
| Observe | Types of Qs teacher 1 | Types of Qs teacher 2 |
| Referential Qs | Display Qs | Referential Qs | Display Qs |
| First  | 12 | 2 | - | 6 |
| Second  | 17 | 22 | 2 | 3 |
| Third  | 11 | 4 | 16 | 34 |
| Fourth  | 12 | 27 | 6 | 2 |
| **Total**  | **52** | **55** | **24** | **45** |

Based on the table above, the researcher can illustrate that first teacher gave question more than second teacher. The total number of referential questions asked by the first teacher was 52 questions and 55 display questions. In contrary, the second teacher has 24 referential questions and display questions were 45 questions. Both of the teachers have a significance different types question but most of their questions were display question. Display question is a question which the teacher knows the answer of the question but just trying to ask the student whether they can display their answer or no.

1. **The function of questions used by the English teacher at SDI AL- Azhar 34 Makassar**

After transcribing the data, the researcher found that there were three functions of teachers’ questions by the researcher during in the classroom. They were comprehension check, confirmation checks, and clarification checks. In this case, the researcher would like to provide the description of the sample analyzed.

1. Comprehension checks

In comprehension checks, the teacher have to sure and attention to understand of the students to the materials before moving to the next materials. The type of activities that teacher is setting to have decided to include in lessons often determines comprehension exercises do. Lesson classroom activities are important to check students’ comprehension. At the beginning checks for students’ exercises will be done during the initial introduction and practice sections of the lesson. You can have students practice the words, provide synonyms for certain vocabularies, and give you translations of target structures to see if students’ gaps the meaning of certain material. During students’ response is difficult to correct students’ speaking because correcting a student during a class activity brings them negative attention while when students are doing exercises. The most important things teacher can do during students’ speaking response is listening for correct answer and students’ appropriate language producing.

1. Ask basic comprehension questions

 The teacher should consider, if the material was about the certain topic, ask them by the things nearby the topic related. For example: about sports, ask them about the types of sport or their hobby about sport as a comprehension question.

1. At every stage in the lesson, be sure that students have firm gaps on the materials. If students are struggling with something in one exercise, the same thing may give them trouble in the next one as well. Rather than let them become frustrated due to lack of understanding, explain key point. You can do this individually if only a couple students are having difficulties or as a class if the majority of students have questions. In certain classes, pairing or grouping students who understand the materials well with those who do not may also help.
2. Comprehension checks

 Confirmation is the action of confirming something of the state of being confirmed or functioned as verifications. This is a good way to explore students’ attention with teacher’s talk. When teacher is thinking about confirmation and is a safe place to ask any questions, the students will response as much as their prior knowledge.

1. Clarification checks

Clarification is the teachers ask again to the students to make essential meaning and understanding what the student ever said. It is also for checking the listener’s understanding and solution that making the students confuse.

1. **The students’ attitude toward teachers’ question in the classroom**

The questions distributed to the students contained the statements the students attitude towards teachers’ question in the classroom. The finding showed to the second level, the teacher’s questions made the students have to pay attention and having positive attitude to the questions. It was showing their actively in the process of learning. Even some of the students showed their good response but some of the students just calm when the teacher asked. They do not know how to give the response to the teacher’s questions because the students low vocabulary and it can influence the

students speaking. In the classroom, mostly occur the positive attitude to the students toward the teacher questions. We should therefore try to break down any prejudices to the students’ ability and help learners to perceive the common interest to the materials teacher addresses. This may be helped by suitable teaching materials and again personal contact with teacher.

1. **Discussion**

The aims of this study were to investigate the forms of questions used by the English teachers at SDI AL-AZHAR 34 Makassar, the types of questions, the functions of questions used by the English teachers, and what was the students’ attitude toward the teachers’ questions in teaching English at SDI AL-AZHAR 34 Makassar.

From the data, the teachers mostly used questions in their teaching. Actually in their teaching the researcher found three kinds of questions, they were wh question, yes/no question and alternative question. And the types were display and referential question. See the table below:

Table: 1. 3 The Total Forms and Types of Question

|  |  |  |
| --- | --- | --- |
| No. | Forms of question | types of question |
| 1. | Yes/ no qs | Wh qs | Alternative qs | Display qs | Referential qs |
| 32 | 120 | 18 | 76 | 100 |

Based on the table above, wh questions that have used the teacher is 120 questions, 32 questions for yes/no question, and 18 questions for alternative questions. Nash and Shiman as quoted by Gebhard (2000:71) discovered teachers ask between 45 to 150 questions every half hour. In his observation to six teachers who were all at teaching at different contexts in Japan, Gehard found they averaged 52 questions every thirty minutes during teacher-initiated activities.

To see the different application in the class, the researcher saw that the teacher should be more used question to their students. The application of the question can give a feedback by the students and can make the students active to interact the teacher or their friends. Then, 76 questions for display question and referential question have 100 questions. In this case, the researcher saw that the teacher does not have the variety of the question because always use the same questions in asking to the students.

Shomoossi (2001) explored two types of questions. They are display and referential question. it explored recurring patterns of questioning behaviour and their interactive effects were observed through non-participant observation as the effect of teachers’ questioning behaviour on EFL classroom interaction. In Tehran University, there were forty reading comprehension classes has investigate by the investigator. The findings indicated that display questions were used by teachers more frequently than referential questions. Also, it was concluded that not all referential questions could create enough interaction.

In addition, Tharawoot (2009) analyzed the teacher verbal feedback in a Thai Postgraduate Classroom. The major findings of his research revealed that (1)interactional feedback was used more than evaluative feedback, (2) evaluative feedback strategies that prompt the students to self-repair such as elicitation, meta-linguistics feedback, and giving clues, were used more frequently in the classroom, (3) questioning was the predominant strategy of interactional feedback in the classroom, the content of teacher verbal feedback was mostly about the study of the course content, and some academic suggestions such as improving language proficiency and giving a presentation effectively, and (5) theteacher’ verbal feedback generally provided opportunities for the students to reach the course objectives and his personal teaching goals.

* + - 1. The Forms of the Question

Based on the data observation, there were three forms of questions. They were yes/no question, wh question, and alternative question. In this research, the researcher found that yes/no question and wh question were mostly used by the teacher in the class.

1. Yes/no question

The teacher used the question to know the students knowledge in the first, second, third, and the fourth extract. But in this case, they have different term.

 In the first extract showed the teacher was applying the question to know the students prior knowledge how to answer well the teachers’ question. In the second extract, the teacher explained how to answer well and will be check it again whether the students understand or no and the teacher was always repeated it. It supports to Urano (1999) stated that with respect to comprehensible input. The more repetition implied the better facilitation teaching. He assumed that too much exact repetition might backfire the result. Beside that, the application questions sometimes do not only for knowing the students comprehension but it could be to get their attention. It is showing in fourth extract . In the fourth extract , the teacher tries to get one of the students attention and concentrate by using question. Even though it will make student shocked but it will be well for the students and also the purpose of the teacher will reach. The other side, sometimes making the students lose in their mind the answer but mostly they attention if they ever get questions from the teacher.

1. Wh question

Based on the data, wh question is the question mostly used the teacher in the classroom. Question is the tools for the teacher to manage the class and also to know the students knowledge of the material that will be explained by the teacher. The teacher always asked the condition of students before beginning teaching. It is usually done by the teacher in every meeting. The other situation, the teacher asked to the student. One of them does not enjoy with the teaching. So, the teacher tried to asked the students and flatter her to make fresh and enjoy again in the teachers’ teaching. This extract include to in alternative question because the question there was not relation with the material that was presenting or explaining by the teacher but in this case, the teacher made the students was not bored, stress or confused in studying, one of the way, the teacher was making a humour. It is can make a good relationship between the teachers and students. As stated by Rahimi & Eftekhari (2011:60) that in order to refresh students’ minds and decrease their tension while studying, the teacher tended to make humour. In seventh extract, the teacher related to the material with the group will be made by his teacher. So, the teacher can help them to know some of the kinds of sport through the name of their group. And it is still in giving the name of the group, but some of the student is not nice sitting in their group until the teacher asked to do not join with the lesson. It was shown in the ninth extract. And based on the data, the eighth extract showed the student decrease of the vocabulary because when the teacher asked one of the students, she does not know how to say it in English. The teacher needed to motivate or strategy for the students to answer the questions. The student was still difficult to respond the question directly. It was influenced by the students’ lack of vocabularies.

Liu (2009: 198) stated that vocabulary was the biggest obstacle in learning spoken English, which often limited their choice of the words, expressions and sentences. Lack of vocabularies also made them less confident and more nervous when the teacher asked to the students when they were in speaking English.

 Based on the finding the data, in the eleventh, twelve and the thirteen extract have relation each other. The eleventh extract showed that the teacher asked one by one to the students until the teacher found the correct answer of the students. After that the teacher explained more how to answer well the question. The result of this exploration showed in the eleventh and thirteen extract. The teacher gave again the question in one by one to the students to see the students understand the material or no. In teaching, evaluation of the lesson was very important because the teacher can see the result of the lesson that the teacher ever though.

1. Alternative question

Based on the data, the teacher found some alternative questions. Alternative question is the question that the teacher know if the question there is not relation with the material that the teacher was presenting. The teacher arose one of the student nice in the class and giving the relation with the students’ score who always getting the good score because of her nice sitting and attention with the material.

* + - 1. The Types of Questions Used by The English Teacher of SDI Al-Azhar 34 Makassar

Especially in these research findings, the researcher found two main types of questions teacher used. They were display question and referential question. Display question is the question that apply teacher for student and the teacher know the answer of the question. Display question usually used for asking the meaning of language and to know prior knowledge and check comprehension of students. It was related to the fourteen and the fifteen extract. This extract, the teacher asked to the students some meaning vocabulary in English and sometimes in Indonesia to English.

* + - 1. The function of the Question

Based on the data, the researcher found that there were three functions of questions. They were comprehension, clarification, and confirmation. The functions of the teacher’s questions were to know the comprehension of the students about the subject and also for having the students’ attention to the material. Question is alternative way to know the students understanding. And one of the instructional talk that good application in the classroom. Asking question is a tools for the teacher to manage their class. Question can engage students with content, encourage participation and increase understanding

* + - 1. The Students Attitude Toward teachers’ question in the classroom

Based on the interview to the students after teaching, some of the students has positive attitudes toward the question in the classroom. But beside that there were the students do not know how to answer the question because they do not know the word. The teacher needed to motivate the students to answer the questions. The students were still difficult to respond the question directly. It was influenced by the students’ lack of vocabularies. Stemberg (1987) dan Termen (1916) in Hadrayati Ilyas (2013) stated that vocabulary knowledge is one of the best indicators of verbal ability. Furthermore , Liu (2009: 198) stated that vocabulary was the biggest obstacle in learning spoken English, which often limited their choice of the words, expressions and sentences. Lack of vocabularies also made them less confident and more nervous when the teacher asked to the students.

1. **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

1. **Conclusion**

Based on the research findings and discussion in the previous chapter, the researcher concludes that (1) The researcher found three forms of questions such wh question, yes/no question, and alternative question. The researcher found that the teacher mostly used yes/no question and wh question, (2) The types of questions were display question and referential question. The teacher mostly used display question in the class. Display question is a question which the teacher know the answer of the question but just trying to ask the student whether they can display their answer or no. beside that the teacher not only used display question in the class but also referential question they used as a way to know the students activity or prior knowledge of the student. Referential question is the question that the teacher does not know the answer, (3) The functions of questions were comprehension check, confirmation check, and clarification check. The teacher mostly used the comprehension check in interaction with the students. Beside that, the teacher also sometimes did repetition questions, feedback and the effect self of the questions to the students, and (4) The students’ attitude toward the question, the student has positive response and get spirit to answer the question if they can answer the question but the student low spirit if they cannot answer it. Beside that, The researcher also found that the teacher used the question for having attention of the students, for management class, to give motivate to the students and to rise the students confident and brave to answer the question

1. **Suggestion**

Based on the conclusions above, the researcher put forwards some suggestions as follows:

1. The teachers are suggested to use question strategy in the classroom; it can give a new atmosphere in teaching. Because teaching by using question strategy is more attractive, entertain, enjoyable and effective. It is expected the students’ interest get a very high interest classification.

**REFERENCES**

Basrum, M. 2011. *Increasing the ability of the students of smp negeri 1 kahu write procedure yexts through strip questions*.unpublished thesis. Makassar: pps unm.

Biber, D., Johansson, S., Leech, G., Conrad, S., and Finegan, E. 1999. *Longman Grammar of Spoken and Written English.* Essex: Pearson Education Limited.

Croom, B., & Stair, K. 2005. Getting from q to a: effective questioning for effective learning. *The Agricultural Education Magazine, 78*, 12-14.

Danielson, C. 1996. *Enhancing Professional Practice: A Framwork for Teaching Aleandria, VA: Assosiation for Supervision and Curriculum Development*

Ellis, R. 1994. *The Study of Second Language Acquisition*. Oxford: Oxford

University Press.

Gebhard, J. G. 2000. *Teaching English as A foreign or Second Language.* United States of America: The University of Michigan Press.

Hornby, A. S. 1974. *Oxford Advance Learner’ Dictionary of current English:* New York: Oxford University Press.

Lightbown, P.M. and Spada, N.1999. *How Language are Learned*. Oxford:

Oxford University Press.

Liu, M. 2009. *Reticence and Anxiety in Oral English Lessons*. Peter Long Bern. German. (on line) ([www.booksgoogle.com](http://www.booksgoogle.com). Retrieved on 4 January 2013)

Yanfen, L & Yuqin, Z. 2010. *A Study of Teacher Talk in Interactions in English Classesa*

Long, M. H. and Sato, C. 1983. “*Classroom Foreigner Talk Discourse: Forms and Functions of Teachers’ Questions*,” in Seliger, H. W. and Long, M. H. (Eds.) *Classroom Oriented Research in Second Language Acquisition.* Rowley, Mass.: Newbury House.

Lynch, T. 1996. *Communication in the Language Classroom*. Oxford: Oxford

University Press.

Nunan, D. 1991. *Language Teaching Methodology: a textbook for Teachers*.

Nunan, D. 1993. *Designing Tasks for communication classroom*. New York: Cambridge University Press.

Nunan, D. and Lamb, C. 1996. *The Self-Directed Teacher*. Cambridge:

Cambridge University Press.

Nunan, D. 1999. *Language Teaching Methodology*. New York: Phoenix ELT.

Ramelan. 1992. *Linguistics and its contribution to teachers*. Semarang: IKIP Semarang Press.

Richards, J. & Lockhart, C. 1994. *Reflective Teaching in Second Language Classrooms.* Cambridge: Cambridge University Press.

Shomoossi, N. 2001. *The Effect of Teacher’s Questioning Behavior on EFL Classroom Interaction: A Classroom Research Study.* Online. *the Reading Matrix. Vol. 4, No.2, p. 96.* ([http://www.readingmatrix.com/ articles/shomoossi/article.pdf](http://www.readingmatrix.com/%20articles/shomoossi/article.pdf)). Retrieved on January 2, 2011.

Tharawoot, Y. 2009. *Analysis of Teacher Verbal Feedback in a Thai Postgraduate Classroom.* Online. ([http://eprints.soton.ac.uk/69652/1/ Yaowaret\_Tharawoot2311 09.pdf](http://eprints.soton.ac.uk/69652/1/%20Yaowaret_Tharawoot2311%2009.pdf)) Retrieved on November 30, 2010.

Urano, K. 1999. *Teacher input and Interaction: Native and Non Native speaker teachers in ESL Classroom*. Online. (<http://oc.eab.org.tr/egtconf/pdfkitab/pdf/15.pdf>). Retrived on January 2, 2011

Vogler, K.E. 2005. *Improve Your Verbal Questioning*. *The Clearing House*, November/December, 79 (2), 98-103.

Xiao-yan, M. 2006. *Teacher Talk and EFL in University Classrooms.* Online (www.asian-efl-journal.com/thesisMaXiaou.pdf) Retrieved on October 30, 2010.