

**THE TYPES OF TEACHER'S QUESTIONS IN ENGLISH
TEACHING-LEARNING PROCESS AT MAN MOJOKERTO**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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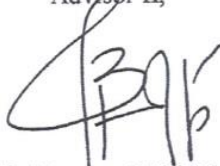
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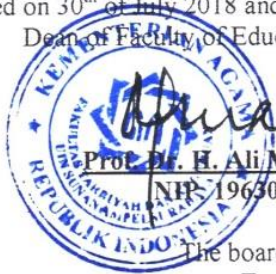
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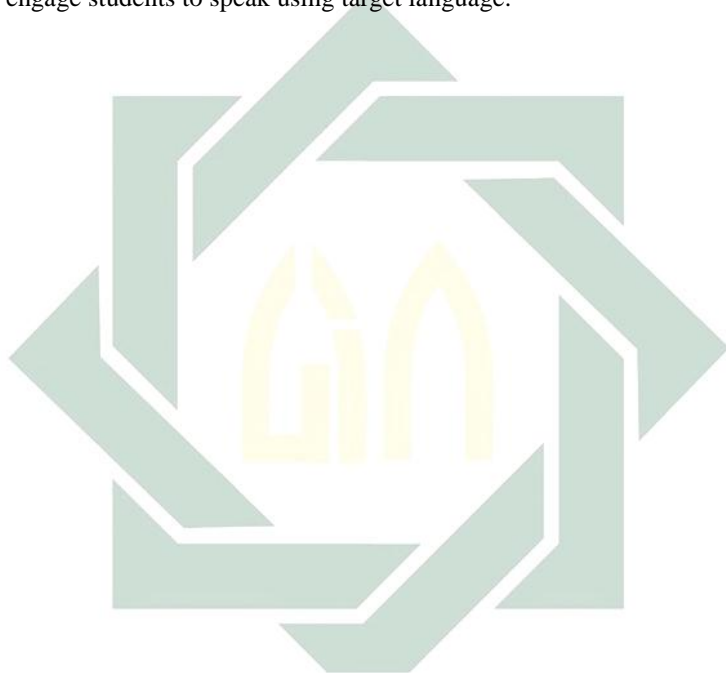
ABSTRACT

Andana, Yona. 2018. *The Types of Teacher's Questions in English Teaching-Learning Process at MAN Mojokerto*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University. Surabaya. Advisors: Drs. Muhtarom, Med.Grad Dip Tesol and Rakhmawati, M.Pd.

Key Words: *Types of Questions, Teacher's reaction towards students' responses.*

Questioning is one of the significant way to help teacher gain some information from students. By using question, teacher can monitor and control students' focus during teaching-learning process. This research deals with teacher's types of questions and his/her reaction towards students' responses in a senior high school English classroom. So, this research aimed to examine teacher's types of questions that are commonly used in classroom and teacher's reaction towards students' responses. Richard and Lockhart categorized types of questions into three types which are procedural, convergent and divergent questions. There are two theory that were used by the researcher for classifying teacher's reactions towards students' responses. The researcher used Chaudron theory to classify teacher's reaction towards students' incorrect answer and Clark & Star theory to classify teacher's reaction towards students' correct answer. This research was conducted at MAN Mojokerto, especially in 11th grade of Excellent Class. The research was carried out by observing (video recording) both teacher and students and interviewing the teacher. The research was conducted in two months. The findings indicate that convergent questions were the commonly used by the teacher (60%) than procedural (13,3%) and divergent (26,7%) questions. The teacher was commonly used convergent questions for encouraging students to answer based on the material. Then, for teacher's reaction towards students' responses, when there is student answers the teacher's question correctly, the reactions that are commonly did by the teacher are rewarding and encouraging another student to give another answer. While for teacher's reaction towards students' incorrect answer, the teacher usually gave students more time to think the answer and using native language to make

the students understand the questions clearly. This research is useful for both teacher and students in English language classroom. Questioning and answering session can train students to speak English even though it is only short statement. It is also useful for teacher to think of appropriate questions and think about the function of the questions, so, when teacher pose one question, it can be developed into some other questions that engage students to speak using target language.



ABSTRAK

Andana, Yona. 2018. *The Types of Teacher's Questions in English Teaching-Learning Process at MAN Mojokerto*. Skripsi. English Teacher Education Department, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel. Surabaya. Dosen Pembimbing: Drs. Muhtarom, Med.Grad Dip Tesol dan Rakhmawati, M.Pd.

Kata Kunci: *Tipe-Tipe Pertanyaan, Reaksi Guru terhadap Respon Siswa*.

Bertanya adalah salah satu cara yang signifikan untuk membantu Guru menggali informasi dari siswanya. Dengan bertanya, Guru dapat memonitor dan mengontrol kefokusannya selama pelajaran berlangsung. Penelitian ini berhubungan dengan tipe-tipe pertanyaan guru dan reaksi guru terhadap respon siswa ditingkat Sekolah Menengah Atas (SMA). Penelitian ini bertujuan untuk mencari tipe-tipe pertanyaan yang sering digunakan oleh Guru di kelas dan reaksi Guru terhadap respon siswa. Richard dan Lockhart mengategorikan tipe-tipe pertanyaan menjadi tiga yaitu procedural, convergent dan divergent. Untuk reaksi Guru terhadap respon siswa, peneliti menggunakan dua teori. Peneliti menggunakan teori dari Chaudron untuk mengklasifikasikan reaksi Guru terhadap respon siswa yang menjawab salah, dan menggunakan teori dari Clark & Star untuk mengklasifikasikan reaksi Guru terhadap respon siswa yang menjawab benar. Penelitian ini diselenggarakan di MAN Mojokerto, terutama di kelas 11 unggulan. Penelitian ini dilakukan dengan mengobservasi (rekaman video) baik Guru maupun siswa dan mewawancarai Gurunya. Penelitian ini dilaksanakan dalam waktu dua bulan. Hasil dari penelitian ini menunjukkan bahwa pertanyaan dengan tipe convergent adalah yang paling sering digunakan oleh Guru dalam kelas (60%) dibandingkan dengan pertanyaan bertipe procedural (13,3%) dan divergent (26,7%). Guru sering menggunakan convergent karena untuk mendorong siswa untuk selalu menjawab berdasarkan materi yang diajarkan. Kemudian untuk reaksi Guru terhadap respon siswa yang menjawab benar, reaksi yang sering digunakan adalah memberi penghargaan dan mendorong siswa lain untuk memberikan jawaban lain. Sedangkan untuk reaksi Guru terhadap respon siswa yang menjawab salah, Guru memberikan waktu tambahan untuk siswa memikirkan

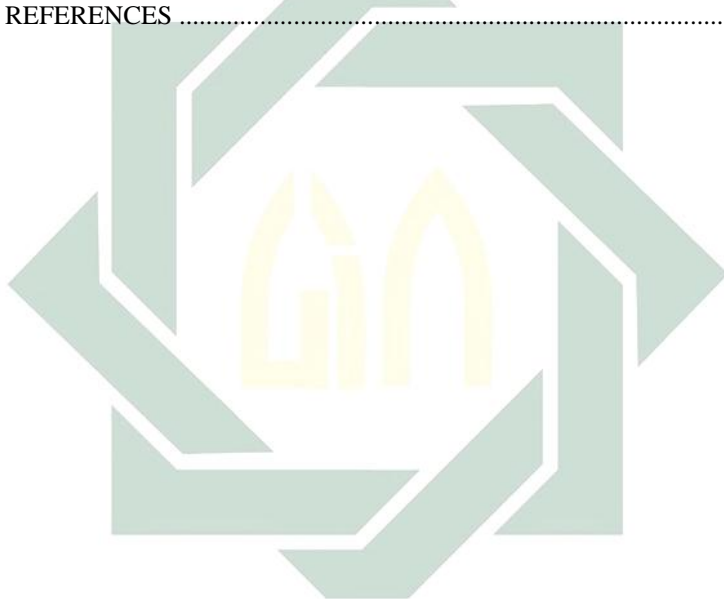
jawaban yang benar dan terkadang Guru langsung mengartikan pertanyaannya kedalam Bahasa Indonesia agar siswa dapat langsung memahami pertanyaan dengan jelas. Penelitian ini sangat berguna untuk Guru maupun siswa dalam kelas pembelajaran Bahasa Inggris. Sesi tanya jawab dapat melatih siswa untuk berbicara menggunakan Bahasa Inggris meskipun hanya kalimat pendek. Penelitian ini juga bermanfaat untuk Guru untuk memikirkan tipe-tipe pertanyaan dan memikirkan kegunaan dari pertanyaan tersebut. Sehingga ketika Guru memberikan satu pertanyaan, itu dapat dikembangkan menjadi beberapa pertanyaan lain yang dapat mendorong siswa untuk berbicara menggunakan target Bahasa.



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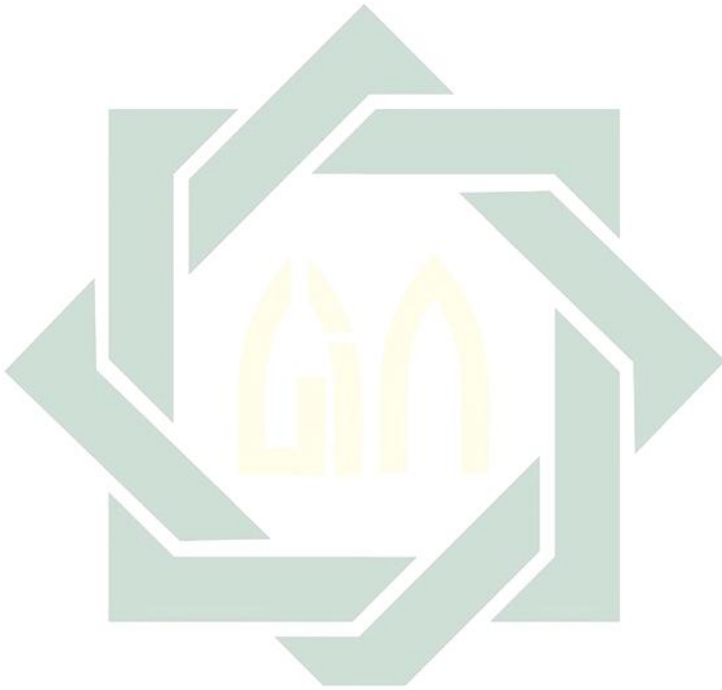
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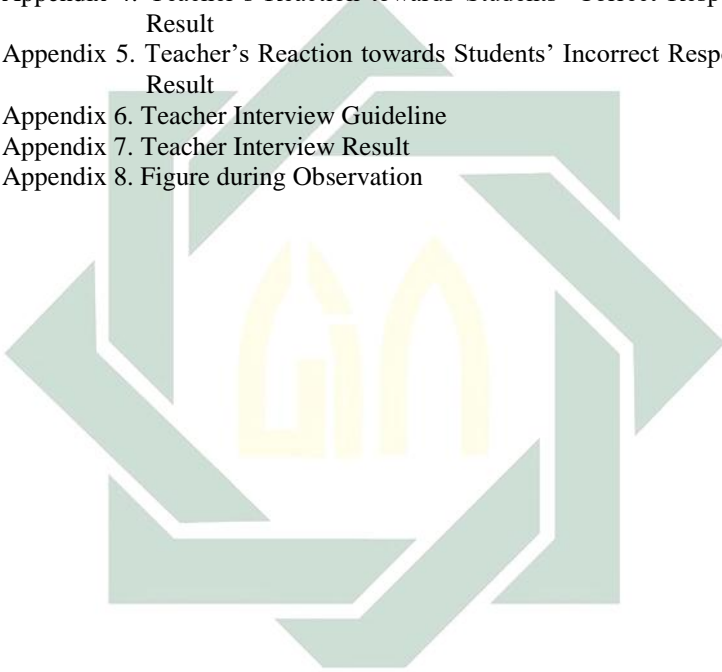
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CHAPTER I INTRODUCTION

A. Background of the Study

Classroom interaction is one of the primary factors by which learning is accomplished in classroom.¹ Classroom interaction also is a process of giving information from the professional teacher, who has been trained, to the learner. It means that teacher should give the learners' mind with information as the fountain of knowledge.² According to Gosh, there are fundamental objectives of classroom interaction, they are: first, helping the learners to identify their own appropriate learning mode is must be the aim of classroom interaction. Second, guiding the learners to communicate with their peers easily and giving them an explanation to the genres of language. Third, classroom interaction should aim to analyze into the learners' prior learning abilities and his or her way of conceptualizing facts and ideas.³ During classroom interaction, teacher also can monitor students' language and proficiency of the target language mastery. Thus, interaction is the significant element of teaching-learning process. As Chaudron said that the learners can analyze the teaching learning structure and get the meaning from classroom events through interaction.⁴

One of some interactions in classroom is questioning. Questioning is considered as one of the most influential teaching strategies. Academic research confirms that facilitating questions is teachers' way for students to develop their critical thinking skills. As Ennis said that the purpose of asking students questions is to build their complex conceptualizations and foster critical thinking.⁵ The questioning process is an important part of instruction that allows teacher to monitor students' competence and understanding as well as increase thought-provoking discussion. It will be more effective

¹J.K. Hall and M. Walsh, "Teacher-Student Interaction and Language Learning". *Annual Review of Applied Linguistics*. 22, 188-190. 2002

²M.T. Chi, *Active Constructive Interaction* (London: Heinemann, 2009)

³A. Gosh, *Classroom Interaction* (New York: Longman, 2010)

⁴Craig Chaudron, *Second Language Classroom: Research on Teaching and Learning* (Cambridge: Cambridge University Press, 1988), 10.

⁵Robert H. Ennis, "Critical Thinking Disposition: Their Nature and Assesibility". *Informal Logic*. Vol. 18, Nos. 2 & 3. 1996. 165-182.

for present students with questions that encourage reasoning and answer those questions based on their prior knowledge rather than accepting “yes or no” responses. Through encouraging students to respond by their prior knowledge and express their opinions, teacher will know how familiar or interested they are in the material.⁶ However, sometimes teacher’s talk is more dominant than learners’ talk. As Nunan said that the percentage of teacher talk is 89 percent of available time.⁷ Chaudron also said that a lot of research in language classroom show the teacher talk is about 60 percent up to 66 percent of moves.⁸ These situations can be caused of teacher’s types of questions. As Brown said that the two common question types are display and referential questions. When the teacher asks display questions, in which the teacher knows the answer, the students are demanded to single or short answer. By contrast, referential questions demand more thought and generate longer answer. Based on a lot of research, referential questions make more interaction and meaningful negotiation.⁹ According to Sujariati, Rahman and Mahmud, in Indonesia, teachers applied more than one types of questions in mostly session in the teaching. There are some types of questions were applied frequently in teaching, but the common used are open/closed and display questions.¹⁰

Based on the phenomenon above, it means that there are some kinds of types of questions that commonly used in different schools. In this research, the researcher focuses on teacher’s types of questions based on Richard and Lockhart theory. Richard and Lockhart divided teacher questioning into three types: 1. Procedural question (e.g. “Did everyone bring their homework?”), 2. Convergent or display question (e.g. “Who is the main character of this story?”), and 3. Divergent or

⁶Alyssa Critelli and Tritapoe Brittany, “Effective Questioning Techniques to Increase Class Participation”. *E-Journal of Student Research*. Vol. 2, No. 1. Department of Teacher Education, Shippensburg University. Retrieved on September 5th, 2013.

⁷D. Nunan, *Understanding Language Classroom: A Guide for Teacher Initiated Action* (London: Prentice Hall International (UK) Ltd., 1989).

⁸Craig Chaudron, op.cit.

⁹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001).

¹⁰ Sujariati, Rahman and Mahmud, “English Teacher’s Questioning Strategies in EFL Classroom at SMAN 1 Brontomaranu” (Makassar: State University of Makassar, 2016).

referential question (e.g. “What should the main character does to solve her problem?”).¹¹

The researcher conducted the research in MAN Mojokerto. Based on the interview done by the researcher to some students and teachers, this school has been joining overseas institutions. Sometimes, MAN Mojokerto is doing a study tour abroad, last time is in Singapore. This school still in progress of upgrading the facilities and qualities not only the school but also the students. MAN Mojokerto has a program for new students every year, it is called Excellent Class. All new students should attend placement test for deciding which students who will enter that excellent class. That class is a special class, because since at 10th grade, students who are success entering this class will immediately become science class students. In excellent class, students will get special treatment and they also get different teacher from the other classes, especially in English learning process. From joining overseas institution, sometimes MAN Mojokerto invite a native speaker to teach English in an excellent class. Usually the native speaker teaches in excellent class in two years. It means that excellent class students get more experience to speak directly with the native speaker than the other students in regular class. Thus, those students should be more proficient in English. From the reason above, the researcher is interested in doing a research at MAN Mojokerto, especially in an excellent class.

The researcher conducted a preliminary study and the researcher did interview one of the English teacher in excellent class to know the problems in class during teaching-learning process. The teacher said that the students often lost focus during teaching-learning process. He said that difficult to control students’ focus on the material, especially in senior high school. It means that classroom interaction in this class should be paid more attention. That is why the researcher decided to read more about classroom interaction. Then, the researcher found questioning as the significant way in teaching-learning process. The researcher read more about questioning, finally the researcher found about types of questions that can be used by the teacher to control students’ focus.

¹¹ J.C. Richard & C. Lockhart, *Reflecting Teaching in Second Language Classroom* (Cambridge: Cambridge University Press, 1994).

Several researches regarding to this issue have been widely conducted. Sungho Kim through his research entitled *An Analysis of Teacher Question Types in Inquiry-Based Classroom and Traditional Classroom Setting*. Sungho Kim focused on teacher talk time, structure of questions (question types) and student responses. He found that three of those categories has clear different pattern;¹² Keilani Stolk through her research entitled *Types of Questions that Comprise a Teacher's Questioning Discourse in a Conceptually-Oriented Classroom*. Keilani Stolk focused on identifying what types of mathematical questions are being modeled by the teacher. She found that 5 categories consist of 21 subcategories of the question types that comprise the mathematical questioning Discourse of a teacher with a conceptually-oriented Discourse;¹³ As the result from previous study with the current study, there is still no researcher who did a research on excellent class and found the most types of questions that tend to use by the teacher for students to make it easy answered by them.

In short, based on the preliminary research above, this research would identify teacher's types of questions that commonly used in excellent class at MAN Mojokerto and the researcher wants to know the teacher's reaction toward students' response while he/she teach English in class. The main subject of this research is the teacher. Therefore, the researcher conducted this research is to improve teachers' abilities to understand their students' abilities through giving students more questions related with the material, teachers also will be easier to control their students while asking questions and they will easier to attract students' attention when they know how to ask question which is easier answered by the students.

B. Research Questions

Based on the background of the study above, questions of this study are formulated below.

¹² Sungho Kim, "An Analysis of Teacher Question Types in Inquiry-Based Classroom and Traditional Classroom Setting". PhD (Doctor of Philosophy), (University of Iowa, 2015).

¹³ Keilani Stolk, "Types of Questions that Comprise a Teacher's Questioning Discourse in a Conceptually-Oriented Classroom". All Theses and Dissertations. Paper 3716. Brigham Young University, 2013

1. What are the common types of question used by the teacher in excellent class at MAN Mojokerto?
2. What are the teacher's reaction towards students' responses in excellent class at MAN Mojokerto?

C. Objectives of the Study

According to the questions mentioned above, the objectives of this study are as follows.

1. To know which types of questions that commonly used by the teacher while he teaches English in Excellent Class at MAN Mojokerto.
2. To know the teacher's reaction towards students' responses while he teaches English in Excellent Class at MAN Mojokerto.

D. Significance of the Study

This study will be advantageous for the teachers and further researchers.

1. For the teachers:
 - a. To give information for the teacher that questioning has various functions and it can help students to create their level of thinking.
 - b. To give deeper information that teacher need to prepare a lesson well, materials and the questions related with the objectives of the lesson because it can engage students in active interactions during classroom participation.
2. For the further researchers:
 - a. Hopefully this research can be a reference to other researchers who wants to analyze about teacher's types of questions.

E. Scope and Limitation of the Study

- a. Scope of the Study

This research focused on analyzing teacher's questioning in a special class in MAN Mojokerto named Excellent Class. This research analyzes types of questions that commonly used by the teacher and the teacher's reaction towards students' responses during English teaching-learning processes in Excellent Class. The researcher uses Richard & Lockhart theory and Chaudron theory to analyze the data.

b. Limitation of the Study

This research has been done in 11th grade students of excellent class at MAN Mojokerto during academic year 2017-2018. The researcher used classroom observation and interview to get the data from the teacher. In some problems which have been identified, the researcher limits the problem to focus on types of questions that commonly used by the teacher during teacher-learning process (Based on Richard & Lockhart Theory) and his reaction towards students' correct and incorrect responses (Based on Chaudron theory and Clark & Star Theory).

F. Definition of Key Terms

To avoid misunderstanding and gain the same perception, the researcher provides the following key term.

1. *Types of questions* : These types of questions are questions that used by the teacher in class to draw information from students. There are three types of questions that used by the researcher based on Richard & Lockhart theory.¹⁴ The researcher uses the questions to find out the categorization of types of questions and which one of them that mostly used by the teacher in class.
2. *Teacher's reaction* : According to Amdeselasse, sometimes students can answer teacher's question correctly, but sometimes they also cannot answer it. Teacher should react toward those both correct and wrong answer with the appropriate reaction.¹⁵ The researcher wants to know what the teacher does when students can answer correctly or not. The researcher also wants to know if the teacher gives the students time to think or teacher gives them chance to ask about the questions back to the teacher.
3. *Students' Responses* : In this research, the researcher used two students' responses which are students correct and incorrect answer based on Doug Lemov theory¹⁶ and Ryan J. Wessel

¹⁴ J.C. Richard & C. Lockhart, op.cit.

¹⁵ Gebregiourgis Amdeselasse, "Procedural Principles of Questioning". *Educational Journal*. Vol.4, 1999.

¹⁶ Doug Lemov, *Teach Like a Champion: 49 Techniques that Put Students on the Path to College* (San Francisco: John Wiley & Sons, 2010), 35.

theory¹⁷. The researcher used students' responses to find out the teacher's reaction when his students cannot answer the questions or answer his questions correctly.

4. *Excellent class* : According to the Department of Education and Culture, excellent class is a class that developed for achieving excellence in educational processes and outcomes.¹⁸ Excellent class in this research is a class that get special treatment from school because this class included of talented students than the regular class. This excellent class also get more treatment like sometimes the students taught by a native speaker and the regular class is not.

¹⁷ Ryan J. Wessel, "Responding to Wrong Answers". *Religious Educator: Perspective on the Restored Gospel*. Vol. 16, No. 2. 2016. 174-183.

¹⁸ Agus Supriyono, "*Penyelenggaraan Kelas Unggulan di SMA Negeri 2 Ngawi*" (Surakarta: Universitas Sebelas Maret, 2009).

CHAPTER II LITERATURE REVIEW

A. Review of Related Literature

1. The Meaning of Question

Questioning is considered as one of the most influential teaching strategies.¹ Questions are great conversation starters. Good questions invite people to open up about themselves and share their thoughts and feelings on a wide variety of topics. Questions also has great function in the context of discussion groups. Drawing participants to be more talkative out of their shells and focus on the issue at hand. Thus, asking good questions in a group setting is the quickest and easiest way to spark stimulating discussions.² According to Azerefegen, a question is any sentence which has an interrogative form or function. It refers to a problem which is presented to the learners to give answers, to tell his/her wishes, and the like.³ In classroom setting, question is an essential element of instruction that teacher can use it as a tool to monitor student competence and understanding, also for provoking discussion. It allows teacher to analyze the students' understanding of the material during teaching-learning process.⁴

Questions must become a tool for gaining information from students not only based on the material but also based on their experience or knowledge. Teacher should ensure students to stay focus on the lesson by using interesting questions and easy to answer. As Stiggins said that giving students with questions that provide some reasons, it is better than giving them “yes or no” questions because it encourages students to be more expressive to share their opinions. Thus, teacher will know how

¹ Robert H. Ennis, “Critical Thinking Disposition: Their Nature and Assesibility”. *Informal Logic*. Vol. 18, Nos. 2 & 3. 1996. 165-182.

² Garry Poole, *The Complete Book of Questions* (Grand Rapids, Michigan: Zondervan, Willow Creek Association, 2003), 9.

³ Kifle Azerefegen, “*A Study on the Types of Teacher Questions and Questioning Strategies: The Case of Two Private Secondary Schools in Addis Ababa*” (Addis Ababa University: Institute of Language Studies, 2008), 11.

⁴ Alyssa Critelli and Tritapoe Brittany, “Effective Questioning Techniques to Increase Class Participation”. *E-Journal of Student Research*. Vol. 2, No. 1. Department of Teacher Education, Shippensburg University. Retrieved on September 5th, 2013.

familiar or interest they are in the material and its need teacher feedback to promote progressive learning.⁵

2. The Importance of Questioning in English Classes

Asking questions to one another to know something about unknown things is usually what people do. As Nuru said that questions and responses are the things that people usually do in sharing ideas and negotiating meanings. They are the essential tools to enhance education in general and language teaching.⁶ Classroom questioning is the main part of classroom teaching and is one of the teaching methods to achieve the aim of classroom teaching. The aim is to check how deep students understand about what they have been taught, to enhance students' participation and to promote students' creative thinking in classroom interaction. It is acknowledged that questioning is one kind of teaching active procedure. It is one teaching behavior way through teachers and students' interaction, checking learning, promoting thought, consolidating knowledge, using knowledge and achieving teaching goals. It has been widely used in teaching that teachers usually use questioning to exchange skills with the students till now.⁷ Freeman and Larsen also stated that true communication is purposeful. It means that a teacher can evaluate whether his/her purpose has been achieved or not based on the information he/she receives from the students. The goal of giving questions for students is to make them learn how to communicate using target language.⁸

Richards and Lockhart have stated the importance of questions in teaching:

- a. They stimulate and maintain students' interest
- b. They encourage students to think and focus on the content of the lesson

⁵R. Stiggins, *An Introduction to Student Involved Assessment for Learning*, (5th ed.) (New Jersey: Pearson Education, Inc. 2008).

⁶Mohammed Nuru, "Levels of Questions. A Description of Text Book and Examination Questions in Higher Secondary Schools". A.A.U MA Thesis. 1992.

⁷Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes". *International Education Studies*. Vol. 1, No. 4. School of Foreign Language, Yangtze Normal University, China. 2008.

⁸Freeman & D. Larsen, *Techniques and Principles in Language Teaching* (Oxford University Press, 2000).

- c. They enable teachers to check students understanding
- d. They enable a teacher to elicit particular structures or vocabulary items
- e. They encourage student participation in a lesson

This acknowledged that questions are the main point in teaching-learning process by which all communication between teacher and student takes place.⁹ Question in language classroom play a significant role in promoting learners' language proficiency. They are employed to check student's comprehension to see how interest and understand they are in the material, to make students stay focus and pay attention to the lesson and encourage students to use the target language for communication.¹⁰ Students' activeness should be the part of an effective learning particularly in language learning. As Klipple said that the effectiveness of learning is if students are actively involved in the process.¹¹

3. Types of Questions

Enhancing students' proficiency in the target language, teacher use different types of questions to make teaching effective. There are three types of questions based on Richard and Lockharts. They are procedural, convergent and divergent questions.¹²

a. Procedural Questions

Procedural questions have to do with what is going on in the classroom, i.e. classroom management. Procedural questions are questions that used by the teacher to check students' assignment that had been completed, instructions for a task are clear, and students are ready for a new task. This type of question is for enhancing students in the content of the lesson, to facilitate their comprehension and to promote

⁹ J.C. Richard & C. Lockhart, *Reflecting Teaching in Second Language Classroom* (Cambridge: Cambridge University Press, 1994).

¹⁰ Ayalew Elizabeth, "Faculty Gender and Classroom Interaction in EFL Classes". *The Ethiopian Journal of Education*. Vol. XXIII, No.2, 2003.

¹¹ F. Klipple, *Keep Talking: Communicative Fluency Activities for Language Teaching* (Great Britain: Cambridge University Press, 1984).

¹² J.C. Richard & C. Lockhart, op.cit., 185 – 187.

classroom interaction. These are the examples of procedural questions:¹³

- i. Did everyone bring their homework?
- ii. Why aren't you doing the homework?
- iii. How much more time do you need?
- iv. Do you understand what I want to do?
- v. Did anyone bring a dictionary to class?

b. Convergent Questions

Convergent questions usually encourage students to response the questions which focus on a main topic. The answer of convergent questions usually based on the material that has been presented. The responses of this questions are often short answer, such as “yes” or “no” or short statement.¹⁴ Thus, this type of question is not engaging students to think in higher level but to engage students to focus on the recall of information that has been presented previously.¹⁵ The following questions are the examples of convergent questions used by a teacher:

- i. Who is the main character of this story?
- ii. What is the main character's coat?
- iii. How many adverbs in these sentences?

c. Divergent Questions

Divergent questions are the questions that encourage students to answer the questions in higher level thinking. They encourage students to answer the questions based on their knowledge, experience and information rather than based on the material that has been presented. It means that the students require to answer with a longer answer and more complex answer. Divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes. Teacher usually ask divergent questions after asking the convergent questions such as the following (continuation of convergent questions above):¹⁶

¹³ Ibid., 185 – 187.

¹⁴ Ibid., 185 – 187.

¹⁵ Ibid., 185 – 187.

¹⁶ Ibid., 185 – 187.

- i. What do you predict will happen to the main character?
- ii. What should the main character do to solve his problem?

There are also other scholars who have explained the types of questions. For instance, Erickson stated that there are three types of questions which are factual, conceptual, and provocative. These types of questions are similar with the ones that have been discussed earlier. Factual questions are questions that are easily answered with simple answers. Conceptual questions might be ones that are convergent, divergent, or evaluative in construction. Provocative questions are ones that need complex answers.¹⁷

Long and Sato also has their own classification. They said there are two sections of questions which are display and referential questions.¹⁸ Nunan also indicated the same types of questions as Long and Sato classification. He stated that display question is one to which the questioner knows the answer, whereas referential question is one to which the person asking the question does not know the answer.¹⁹ It is similar with the definition of Brown, he stated that display questions refer to ones that teacher know the answer, the students are demanded to single or short answer. In contrast, referential questions refer to questions that both teacher and students do not know the answer, it demands more thought and generate longer answer. Based on a lot of research, referential questions make more interaction and meaningful negotiation.²⁰

It can be concluded that display questions are easier than referential questions. It is because display questions are based on the material and students can answer with short answer,

¹⁷H.L. Erickson, *Concept – Based Curriculum and Instruction for the Thinking Classroom* (Thousand Oaks: Corwin Press, 2007).

¹⁸M.H. Long - C.J. Sato, "Classroom Foreigner Talk Discourse: Forms and Functions of Teacher's Questions". *TESOL Quarterly* 15. 1983.

¹⁹D. Nunan, *Understanding Language Classroom: A Guide for Teacher Initiated Action* (London: Prentice Hall International (UK) Ltd., 1989).

²⁰H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001).

similar with procedural and convergent. It is supported by Freeman and Larsen, they said that by asking display questions, students can answer the questions correctly because students can find the answer on the previous material that has been presented although it is only provide short answer.²¹ It can improve students' interest to more focus on the material and always trying to answer the questions because they already know the answer from the material that has been discussed. As Barkley said that students have great motivation in learning English through the topic being discussed.²²

Whereas referential questions are providing students' high order thinking and encourage students to answer with the complex answer, it is similar with divergent questions. Sometimes, students do not know how to answer it because they do not know how to say it. As Chuska said that when referential questions are asked, students often not know how to respond and may answer incorrectly. Thus, it can make them feel hesitant to participate in class.²³

4. Students Response

a. Students Correct Response

According to Doug Lemov, usually students answer the teacher's questions correctly when the teacher asks questions related to the material. He also said that type of the answer is a short answer question, the answer could be a word or a phrase, but it must match one of teacher's acceptable answers exactly. Doug Lemov suggested that teacher should affirm the students' answer and repeat it, adding some detail of their own to make it fully correct even though the student didn't provide (and may not recognize) the differential meaning.²⁴

²¹ Freeman & D. Larsen, op.cit.

²² E.F. Barkley, *Students Engagement Technique* (San Francisco: Jossey Bass, 2010).

²³ K.R. Chuska, *Improving Classroom Questions* (Phi Delta: Kappa Educational Foundation, 1995).

²⁴ Doug Lemov, *Teach Like a Champion: 49 Techniques that Put Students on the Path to College* (San Francisco: John Wiley & Sons, 2010), 35.

b. Students Incorrect Response

According to Chaudron, teacher's questioning is not always easy to understand for students, sometimes they think that the questions are ambiguous, and they cannot answer those questions.²⁵ There are three types of students' incorrect answer based on Ryan J. Wessel:

1. *Partially correct answer*: Some teachers may be tempted to accept a partially correct answer as wholly correct. For example, when the teacher asks, "What are the keys of success?", the students answer by explaining the definition of success, they missed a crucial element of the definition of *keys*. The teacher might respond by saying, "You have correctly identified what the success is. Good! But I asked for a definition of the *keys* of success." Instead of settling for partial understanding, a teacher can help students obtain a full understanding.
2. *Correct answer at the wrong times*: A correct answer given at the wrong time may be incorrect. This is especially relevant with questions that invite students to search for information or analyze for understanding.
3. *Incorrect answer for correct principles*: an answer that is wrong but applies correct principles may necessitate correction. This can come from a misunderstanding of the context or content of the conscious effort by a student to disguise his or her lack of understanding in front of the class.²⁶

5. Teacher's Reaction towards Students' Response

a. Teacher's Reaction towards Students' Incorrect Responses

In English classroom, most of teaching-learning process is dominant with question and answer in order to improve students' target language and material comprehension. Teacher's questioning is one of the ways to increase students'

²⁵ Craig Chaudron, *Second Language Classroom: research on teaching and learning* (Cambridge: Cambridge University Press, 1988).

²⁶ Ryan J. Wessel, "Responding to Wrong Answers". *Religious Educator: Perspective on the Restored Gospel*. Vol. 16, No. 2. 2016. 174-183.

productive skills. However, teacher's questioning is not always easy to understand for students, sometimes they think that the questions are ambiguous, and they cannot answer the questions. Thus, the teacher should modify his/her questions to avoid ambiguity and encourage students to participate in the classroom discussion. As Chaudron said that teacher should modify a question when the students are not understanding and cannot answer the question by rephrasing it with alternative or choice questions, like "what coffee, tea, or milk".²⁷ Tsui also support that the teacher is fairly common to simplify or repeat the questions when teacher does not get a response from students.²⁸

Tsui explain the importance of questions modification technique. It is important for teacher to remember that when the response is not coming after the questions, teacher should repeat the questions, but when a response is not coming even after its repetition, the teacher needs to be modified the questions. It is helping students to process the questions, particularly for those with low proficiency.²⁹ Chaudron points out, providing the right sort of modification of questions at the beginning or in the subsequent, rephrasing is required to make it appropriately comprehensible and answerable with in the student's subjects matter and L2 comprehension.³⁰ But Richard & Lockhart said one of many strategies that teachers use to make their directions and instruction understandable to the learners is repetition.³¹

Chaudron strengthen the above strategies of modifying teacher's question by adding the following essential points:

- a. *Simply Repeated*: Repetition is aimed to give students more chances to process the input by providing another opportunity to comprehend words they didn't catch the first time.
- b. *Rephrased*: Rephrasing is a way to change a difficult word with the simpler or more common word. Its aim is same with

²⁷ Craig Chaudron, *Second Language Classroom: Research on Teaching and Learning* (Cambridge: Cambridge University Press, 1988).

²⁸ A.B.M. Tsui, *Introducing Classroom Interaction* (London: Penguin Books, 1995).

²⁹ *Ibid.*, 56.

³⁰ Craig Chaudron, *op.cit.*

³¹ J.C. Richard & C. Lockhart, *op.cit.*

repetition, to give students more chance to re-think what they didn't catch of question.

- c. *Using pause*: teachers tend to pause more and to use longer pauses when teaching language learners. These pauses give learners time to think of what he/she said and give them time to comprehend it, particularly lower-level students.
- d. *Using native language*: Using L1 in English classes still has advantage, it helps students to understand the meaning of teacher's questions, but in terms of translating the questions into mother tongue (L1), teacher should be more aware to use it because it's leading to students' wrong habits of word-to-word translation. Thus, teacher should reduce to use this modification technique.³²

As it has been stated earlier, modifying questions may serve two purposes. It ensures that all the students hear the questions. More importantly, it ensures the students' understanding of his or her questions. When the students have not completely understood, they may come to think or rephrase the questions as their own conclusion without further help. This process also gives the other students time to think above the questions and possible answers to it.³³

b. Teacher's Reaction towards Students' Correct Responses

Besides encouraging students in asking more and more questions, teachers are expected to treat student's responses appropriately. Amdeselasse suggested that students may not answers the questions at all, or they can answer partly correct or incorrect answers. In this case, teacher should give a reaction that is appropriate with the response and situation in which it is presented.³⁴ According to Nunan, reacting positively plays an important role in transforming student attitude towards the lesson and engage learners in the discussion.³⁵

³² Crig Chaudron, op.cit.

³³ Kifle Azerefeqn, op.cit.

³⁴ Gebregiourgis Amdeselasse, "Procedural Principles of Questioning". *Educational Journal*. Vol.4, 1999.

³⁵ D. Nunan, op.cit.

Clark and Star suggest that there are some ways teachers can react to student responses.

- a. Consider the response of any pupil and reinforce his ideas by rephrasing or rewording the answer.
- b. Make pupil ideas clear by expanding on them or comparing them with other answers that have been presented.
- c. Encourage another student to respond, to rephrase, expand on, or evaluate the answer given by classmate.
- d. Give recognition (reward) for correct responses and correct wrong answer in ways that fit the need of the student and setting in which the class is working.
- e. Use the response of one pupils as the basis for further questions.
- f. Give pupils time to think through the question and their answer before sharing it with the class.³⁶

Richard & Lockharts also state some techniques for reacting student responses. Teacher can praise student who answer correctly by saying “Good”, “Yes, that is right” or “Yes, an excellent answer”. Indicating an incorrect answer, teacher can response by saying “No, that is not quite right”, or “Mmm”.³⁷

6. Excellent Class

a. The Definition of Excellent Class

According to the Department of Education and Culture, excellent class is a class that developed for achieving excellence in educational processes and outcomes.³⁸ Directorate of Elementary Education also said in guidebooks for the provision of excellent class, excellent class is students who get teaching program that appropriate with the curriculum development and extra material in some particular subjects because of their

³⁶ H.L. Clark - S.I. Star, *Secondary and Middle School Teaching Methods* (New York: Macmillan Publishing Company, 1986).

³⁷ J.C. Richard & C. Lockhart, op.cit.

³⁸ Agus Supriyono, “*Penyelenggaraan Kelas Unggulan di SMA Negeri 2 Ngawi*” (Surakarta: Universitas Sebelas Maret, 2009).

achievement.³⁹ This class can make students improve their cleverness quality and creativity through its resource to encourage student achievement optimally. In the current development of excellent class, to achieve high students' achievement, it needs appropriate curriculum that taught by the great teacher by using school's resources optimally. Thus, not only academic achievement which is highlighted but also the potential of psychology, ethically, morally, religiously, emotionally, spiritually, creativity and intelligently.⁴⁰

b. The Component of Implementation of Excellent Class

i. Excellent Class Input

As has been described, excellent class is a special class included of students who have special talent and intelligence. It acknowledges that for inputting students to excellent class, school should have standards to meet the criteria of student who has special talent and intelligence.⁴¹ According to Utami Munandar, to design a special program like excellent class, it needs an important basic guidance for talented student and also students' selection procedures for identifying students' level.⁴² There are two methods to identify talented students, they are:

1. Identifying through the test of intelligence and students' achievement both individual or group.
2. Identifying of the study group for getting information of talented students through teacher, parents and peers.⁴³

According to the guidebook for the implementation of the students in the excellent classes of elementary, junior and senior high school in 2003 published by Ministry of Education said that academic standards for entering excellent class in the first year

³⁹Depdikbud. *Pedoman Penyelenggaraan Kelas Unggulan* (Jakarta: Direktorat Pendidikan Dasar, 1996).

⁴⁰Agus Supriyono, op.cit., 13-14.

⁴¹Agus Supriyono, op.cit., 19-20.

⁴²S.C. Utami Munandar, *Pemaduan Anak Berbakat* (Jakarta: Penerbit Rajawali, 1982), 9.

⁴³Agus Supriyono, op.cit., 20.

is based on the score in elementary or junior high school that showed when entering junior or senior high school. There are general requirements to be accepted in excellent class, students should qualify the following standards below:

1. Academic score:
 - a. For the first year based on the elementary or junior high school report card in the average of 8.
 - b. Academic potential test with the average score of 8.
2. Students psychological test based on the results psychological examination including general intelligence and creativity test.
3. Physical health indicated by a certificate from a doctor.⁴⁴

Thus, the input of excellent class is students who have potential of intelligence based on their academic achievement and special talent.

ii. Excellent Class Teacher

Teacher role in learning process is as a planner of the course of learning activities, trying to make effective condition so the plan can achieve the goal. Teacher as a facilitator should be more emphasize on development and students' psychological condition, thus it will achieve the expected goal. Teacher is not a dominant factor, but the position is important in learning process. Teacher who is needed for teaching-learning process is a teacher who can help students to see their special ability and talent. That teacher should help students to develop their ability in methodology, training them to learn about process, be able to create a product and be able to give feedback continuously and appropriately, the last is teacher should help students to find out the way out for getting the result of their

⁴⁴ Buku Pedoman Penyelenggaraan Peserta Didik Kelas Unggulan SD, SMP dan SMA, op.cit. 2003.

creativity. Teacher also should be able to engage students to use what they already have such as knowledge or experience, thus they can understand and interpret new both knowledge and experience.⁴⁵

According to the guidebook for the implementation of the students in the excellent classes of elementary, junior and senior high school in 2003 published by Ministry of Education, there are standards that should be qualified by the teacher, they are:

- a. Teacher should in a level of education that appropriate with the school requirement, at least Bachelor Degree.
- b. Teacher should teach according to his or her educational background.
- c. Teacher should have teaching experience in regular class at least in 3 years with good achievement.
- d. Teacher should have knowledge and understanding about students' characteristics who have special talent and intelligence in general and students in excellent class particularly.
- e. Teacher should have these characteristics: 1. Fair, 2. Democratic, 3. Flexible, 4. Humorist, 5. Giving appreciation easily, 6. Broad interests, 7. Caring of students' problem, and 8. Having attractive appearance.
- f. Teacher should qualify the following standards below:
 1. Understand about students' need as talented students and their characteristics.
 2. Having an ability to develop students' high critical thinking.
 3. Understand about talented students' need in affective and cognitive.
 4. Having ability to solve the problem creatively.
 5. Having ability to improve the material.
 6. Having ability to use teaching strategies.

⁴⁵ Agus Supriyono, *op.cit.*, pg. 28-29.

7. Having ability to use appropriate teaching techniques.
8. Having ability to give guidance and counseling.
9. And having ability to analyze or doing a research in class.⁴⁶

B. Previous Studies

There are some previous researches related to this research, a research conducted by Sungho Kim entitled “*An Analysis of Teacher Question Types in Inquiry-Based Classroom and Traditional Classroom Setting*”. This study examined the differences and patterns for three categories between an argument-based inquiry group and a traditional group over the period of the SWH (Science Writing Heuristic) project: 1. Teacher talk time, 2. Structure of questions (question types), and 3. Student responses. The researcher chose the teacher randomly by a convenient sampling method based on the data were collected from the SWH project before. Sixty teachers participated in this study and thirty teachers in each group. In this study, teachers should send four recorded video clips of their class in two seasons (spring and fall). The question types that used by the researcher in this study are two question types (open-ended and close-ended). The researcher also examined student responses, it consisted of higher-order thinking and lower-order thinking. This study used quantitative and qualitative method to analyze the data. The result showed that there were clear differences for teacher talk time, the structure of questions, and student responses between the treatment and control group over the period of the project and at each time point.⁴⁷ This previous study is similar with the current study, it is about teacher’s types of questions that mostly used by the teacher in classroom. But still there are some differences with the current study. The current study uses Richard and Lockhart theory (Display, Convergent and Divergent Questions) and the researcher also wants

⁴⁶ Buku Pedoman Penyelenggaraan Peserta Didik Kelas Unggulan SD, SMP dan SMA, 2003, 48.

⁴⁷ Sungho Kim, “*An Analysis of Teacher Question Types in Inquiry-Based Classroom and Traditional Classroom Setting*”. PhD (Doctor of Philosophy), (University of Iowa, 2015).

to know the reaction of teacher when his/her questions are not answered by the students.

Another research conducted by Keilani Stolk through her research entitled “*Types of Questions that Comprise a Teacher’s Questioning Discourse in a Conceptually-Oriented Classroom*”. This study examined teacher questioning with the purpose of identifying what types of mathematical questions are being modeled by the teacher. This study focused on the types of questions consist of the mathematical questioning discourse of a university teacher in a conceptually-oriented mathematics classroom for preservice elementary teachers. The researcher analyzed the data by transcribing and coding from the video recording. This study used 2 methods to help the researcher analyze the data, external and internal codes. The researcher categorized each types of questions into 5 different categories and 21 subcategories, and the result of this study is there are two categories of questions were added as the existing literature on the types of mathematical questions used by the teacher in the classroom.⁴⁸ This previous study is quite different with the current study. This previous study conducted the research in math classroom. Keilani used many categories to analyze the types of questions but the current study only uses three types of questions based on Richard and Lockhart theory, and this previous study was not analyzed about the teacher’s reaction. The location of the research also different, the current study will be conducted in excellent class that get special treatment from the school.

Next research is “*The Impact of Teacher Questions on Student Learning in EFL*” conducted by Assisst. Prof. Dr. Kamile Hamiloglu. This study explored the types of questions which are used by teachers in class, find out the aims of the questions asked by the teacher, and the frequency of different types of questions in EFL classes. The researcher did the research in two schools: a private school and a primary state school. This research employs both quantitative and qualitative techniques. The result shows that Yes/No question become the most types of questions that tend to use by teachers in both private and primary state school. For the question 2 about the

⁴⁸ Keilani Stolk, “*Types of Questions that Comprise a Teacher’s Questioning Discourse in a Conceptually-Oriented Classroom*”. All Theses and Dissertations. Paper 3716. Brigham Young University, 2013.

purpose of the question, convergent questions are the most preferred questions. And for the third question about the frequency of different types of questions, display questions are much applied in both school.⁴⁹ This previous study is similar with the current study. It was examined teachers' types of questions, but this previous study examined in two schools and the researcher also analyzed the frequency of both schools, but this previous study was not analyzed teacher's reaction toward students' response. Thus, it is different with the current study.

A research conducted by Majid Farahain and Mehrdad Rezaee entitled "*A Case Study of an EFL Teacher's Type of Questions: An Investigation into Classroom Interaction*". This research aims of this study are to find out the kind of questions teacher asked, the purpose of asking such questions and the kind of answer and participations they provoked. There are types of questions used by the researcher: open and closed questions, display and referential questions, and yes/no questions. The participant of this study is an EFL teacher and 15 pre-intermediate students. The researcher used documentation to get the data. The result of the research is display questions and yes/no questions become the most questions used by the teacher, and students' responses were generally made up of single words or simple phrases.⁵⁰ This previous study is similar with the current study. But there are still differences with the current research. The current research focuses on types of questions based on Richard and Lockhart theory and it is also focuses on an excellent class that get special treatment from the school. The current researcher also focuses on teacher's reaction towards students' response when they cannot answer or not understand with teacher's questions.

Another research related with types of questions by Hani Haliani entitled "*Teacher's Questioning Strategies and Students' Responses in Young Learners' Classroom Interaction*". This study aimed to investigate the teacher's questioning strategies that were used by a teacher in young learners' classroom interaction and the

⁴⁹ Assisnt. Prof. Dr. Kamile Hamiloglu, "The Impact of Teacher Questions on Student Learning in EFL". *Journal of Educational and Instructional Studies in the World*. Vol. 2, Issue 2, Article 01, ISSN: 2146-7463. 2012.

⁵⁰ Majid Farahain - Mehrdad Rezaee, "A Case Study of an EFL Teacher's Type of Questions: An Investigation into Classroom Interaction". *Procedia-Social and Behavioral Sciences* 47. Elsevier, 2012.

effect of teacher's questioning strategies towards students' responses. This study used qualitative method. The similarity of this study with the current study is the researcher wants to know the modification techniques that used by the teacher whereas the different is this study focused on the influence of teacher's strategies towards students' responses, but the current study is focused on using students' responses to know which modification techniques that will used by the teacher while the students cannot answer her/his questions.⁵¹

Another research related with types of questions by Dyah Sunggingwati and Hoa Thi Mai Nguyen entitled "*Teachers' Questioning in Reading Lessons: A Case Study in Indonesia*". In this study, the researchers investigated the practice of teacher questioning and teaching reading in secondary schools in Indonesia. They investigated three teachers from three grades 11 classes from three different senior secondary schools participated. Data were gathered from the teachers in the form of observations, interviews, and textbook analysis. The findings from this study show that the teachers relied on the textbooks for pedagogies for teaching reading and for the kinds of questions they asked to assist in reading comprehension. In this study, the researchers used two major stages of data analysis in a multiple-site study: within-site analysis and across-site analysis. This research is different with the current study, it was researched only in reading skill and the method of data analysis is different. This research also conducted in three senior secondary schools and three teachers, so it is more complicated study than the current study.⁵²

Another research related with types of questions by Supriusman, Melor MD Yunus, Mohd Hanafi and Mohd Yassin entitled "*Teachers' Competences in Multiple Questioning Strategies in English Language Learning*". This research discusses findings on the levels of teachers' competence in multiple questioning strategies in English language learning. Three aspects of teacher's competences in this study including teachers' knowledge on questioning strategies, their preparation prior to the lesson, and teachers' questioning skills. The data were collected from a survey using questionnaire of 300

⁵¹ Hani Haliani, "*Teacher's Questioning Strategies and Students' Responses in Young Learners' Classroom Interaction*" (Indonesia University of Education, 2013).

⁵² Dyah Sunggingwati - Hoa Thi Mai Nguyen, "Teachers' Questioning in Reading Lessons: A Case Study in Indonesia". *Electric Journal of Foreign Language Teaching*. Vol. 10, No.1. National University of Singapore, 2013.

English teachers of the state secondary school in Riau, Indonesia. The result of this study is the majority of teachers perceived that they have a moderate level knowledge on multiple questioning strategies and questioning skills. Teachers believe that they have frequently practiced of preparing question prior to English lessons. The teachers also revealed that teachers have lacks knowledge and skills in multiple questioning strategies. This study is different with the current study, this study focused on questioning strategies in general, but the current study is more specific about types of questions (part of questioning strategies).⁵³

The next research is related with teacher's reaction towards students' responses by Rose-Marie Weber entitled "*Teachers' Rejoinders to Students' Responses in Reading Lessons*". This study examined the responses that teachers give to students' answers in the questioning phase of reading lessons. The researcher videotaped the teaching-learning process for 3 days during the spring semester. The result of this study is in 37 lessons, there are 990 questions asked by the teacher. Students answered nearly three-quarters (72,2%) the questions posed by the teacher and 27,2% for not answered questions. A handful of the students' answers were incorrect in terms of the story, but teachers accepted them in these ways. The teachers rejected of the answers as incorrect by evaluating them negatively, expressing doubt, or instructing the students to read in their books for preferable answer. The different types of rejoinders given by the teachers to the students' acceptable answers which are the null rejoinders, evaluation, repetition and elaboration. The teachers often gave responses by saying "Ok", "Good", "Correct", and "Right".⁵⁴

Another research related with teacher's reaction towards students' responses is "*Teacher's Verbal Feedback on Students' Response: A Malaysian ESL Classroom Discourse Analysis*" by Noorizah Mohd. Noor, Idris Aman, Rosniah Mustaffa and Teo Kok Seong. This study explored the verbal feedbacks utilized by a group of primary school teacher. Data was gathered through classroom

⁵³ Supriusman, Melor MD Yunus, Mohd Hanafi and Mohd Yassin, "Teachers' Competences in Multiple Questioning Strategies in English Language Learning". The National of Malaysia, 2017.

⁵⁴ Rose-Marie Weber. "Teachers' Rejoinders to Students' Responses in Reading Lessons". *Journal of Reading Behavior*. Vol. XX, No.4. State University of New York at Albany, 1988.

observation. All lessons were audio taped and transcribed. The result of this study is when the students' responses correctly, the teacher said "Good", "Very Good", "Yes", "Correct", and "Ok", then the teacher would follow repeating the answers given by the students and praising the students after giving a correct response. While for students' incorrect answer, the teacher indicated the error, provided the correct form of error committed and extended information about the error such as nature of error.⁵⁵

Those all previous studies are concerned with types of questions that used by the teacher in classroom and teacher's reaction towards students' responses. This current research will examine which one of types of questions that commonly used by the teacher in classroom and teacher's reaction towards students' response when they can answer or cannot answer his/her questions. The current research used different theories with the previous studies, it means that this current research used different classification from the theories. This research also used different class with the previous studies, this research focused on an excellent class in MAN Mojokerto. The excellent class is a special class in MAN Mojokerto that get special treatment than the regular classes. The school usually invite a native speaker to teach students in excellent class. That is why this current research is different with the previous studies.

⁵⁵ Mohd. Noor Noorizah, Idris Aman, Rosniah Mustaffa and Teo Kok Seong. "Teacher's Verbal Feedback on Students' Response: A Malaysian ESL Classroom Discourse Analysis". *Procedia-School and Behavioral Sciences* 7. School of Language and Linguistics, Faculty of Social Science and Humanities University Kebangsaan Malaysia, 2010.

CHAPTER III RESEARCH METHOD

This chapter describes some aspects that are used to do the study. They consist of research design, subject of the study, data collection technique, and data analysis technique.

A. Research Design

This research employed a qualitative research methodology to know the real phenomena happened in excellent classroom about the teacher's types of questions and teacher's reaction towards students' responses. The researcher analyzed the data based on the real situation and condition in the field. According to Fraenkel and Wallen, qualitative research methodology is the suitable method to analyze data for this current research because it would explain all of the details of what goes on in a particular activity or situation rather than on comparing the effects of a particular treatment or it can have called on describing the attitudes or behaviors of people.¹ Based on the theory above, the researcher used narrative descriptive to analyze the data. The researcher recorded the teaching-learning process to help researcher know about the types of questions that commonly used by the teacher in class and teacher's reaction towards students' responses. The researcher also transcribed the video recording and the audio recording to help researcher analyze and categorize the types of questions and teacher's reaction. The researcher also used interview to get additional data from the teacher.

B. Subject of the Study

This research took place in MAN Mojokerto which the data were collected from an excellent class which is in 11th grade. The subjects of this research were the teacher and the students of an excellent class in 11th grade. The teacher's name is Mr. Hendra. The total of the students are 32 students including 12 male students and 20 female students. The researcher used the video recorder and interview to get the data from the teaching and learning process.

¹Jack R. Fraenkel - Norman E. Wallen, *How to Design and Evaluate Research in Education. Seventh Edition* (New York: McGraw-Hill, 2009), 422.

C. Research Location

This research held on one of the excellent class of 11th grade students in MAN Mojokerto, Jl. RA. Basuni No. 306 Sooko, Japan, Sooko, Mojokerto, Jawa Timur 61361, and Indonesia. The researcher chooses this excellent class in this school because this school really considered its excellent class as special. This school usually invite a native speaker to teach the students in excellent class but not in regular class. Thus, this excellent class get more treatment than the regular class and it means that students in this class have more experience and understanding about English. The researcher observed the whole activities of the class and recorded it.

D. Data and Source of Data

1. Data

Primary data used by the researcher to answer the research problems. The data will be explained in detail below:

The primary data of this research is the data from the classroom observation of teaching-learning process in excellent class, it is video recordings. Those video recordings were used to find out all of those two research questions. The researcher also used interview to get additional information from the teacher, the researcher recorded the interview. Thus, the researcher transcribed it into written report and analyze it to find out the answer.

2. Source of Data

The sources of data collected from teacher and students who encounter 11th grade excellent class in MAN Mojokerto. The primary data obtained by recording the teaching-learning process in excellent class in 11th grade in MAN Mojokerto and the researcher did interview to the teacher as an additional information from the teacher's types of questions and teacher's reaction towards students' responses.

E. Data Collection Technique

According to Creswell, there are four techniques of qualitative data collection. They are observations, interviews, documentations

and questionnaire.² In this study, the data were collected by observations and interview. The observation conducted to observe both teacher and students for knowing which types of question that are commonly used by the teacher, and the interview conducted only for the teacher to get additional information of his types of questions used in class and his reaction towards students' responses. The data were collected from video recording of teaching-learning processes of English subject in excellent class of 11th grade in MAN Mojokerto and audio recording of the teacher's interview. The researcher took the data in two months. After recording the teaching-learning processes and the interview, the researcher transcribed it into written report to help the researcher analyze the data easier than just listening to the video and audio. After transcribing, the researcher categorized the data to find out which one of the teacher's types of questions that commonly used by the teacher and to know teacher's reaction towards students' responses.

F. Research Instrument

In this research, the instruments that were used by the researcher are observation checklist and interview guideline. For further information, those instruments will be explained below:

a. Observation Checklist

The purpose of using observation checklist in this research is to observe which types of questions that commonly used by the teacher and to observe teacher's reaction toward students' responses. After the researcher recorded the teaching-learning processes in excellent class and transcribed it, the researcher used observation checklist to categorize and analyze the data to find out the answer of the first and second research questions. There are three checklists for this research. The first checklist is used for answering types of questions that mostly used by teacher in classroom based on Richard and Lockhart theory (*see appendix 2*). The second checklist is used for answering

² John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition* (Boston: Pearson Education, Inc., 2010).

teacher's reaction towards students' response based on Chaudron theory and Clark & Star Theory (*see appendix 2*).

b. Interview

Interview is equally popular to observation in qualitative research. Using interview will get some advantages, one of those is the researcher can provide useful information when he/she cannot directly observe participant.³ In this research, the researcher used interview as triangulation for validating data from classroom observation (video recording). The subject of the interview is only the teacher. The researcher asked open-ended questions to the teacher and recorded it. Then, the researcher transcribed it for analyzing the data (*see appendix 7*).

G. Data Analysis Technique

This research is used qualitative method. According to Creswell, there are six steps to analyze the qualitative data.⁴ The six steps will be shown in the following diagram:⁵

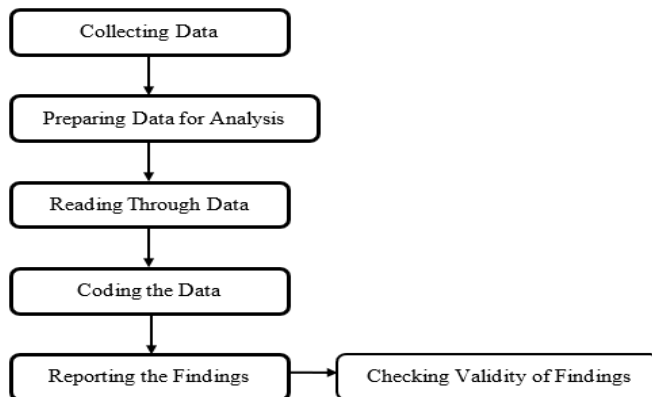


Figure 3.1 Diagram of Data Analysis Technique

³ Ibid, 217.

⁴ Ibid, 237.

⁵ Ibid, 237.

Step 1: Collecting Data

In this first step, the data were collected. The researcher did classroom observation, the researcher recorded the teaching-learning processes to get the data.

Step 2: Preparing Data for Analysis

After getting the data from video recording, the researcher transcribed the video recording into written report as a preparation for analyzing the data in the next step.

Step 3: Reading Through Data

After preparing the data, the researcher read all the data (the transcription of video recordings) and compared it with the video recording. Then, took some notes to correct it if there is still mistake of the data.

Step 4: Coding the Data

In this fourth step, after transcribed the video recording, the researcher categorized the transcription (list of questions) of video recordings into the checklist table. The researcher started to categorize the types of questions and teacher's reaction based on the video recordings. Then, the researcher reduced the data that are not necessary for the research. Finally, the researcher calculated the data into percentage.

Step 5: Reporting the Findings

From the steps above, here is the report of the analyzed data. The data were explained in this step. And the whole research was concluded in this step.

Step 6: Checking Validity of Findings

The last step is checking the validity of the findings. The researcher used triangulation to validate her findings. As Creswell said that there are three ways to validate the findings, they are triangulation, member checking and auditing. Triangulation is a way to support the evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational fieldnotes and interviews), or methods of data collection (e.g., documents and interviews) in description and themes in qualitative research.⁶ The researcher used interview as a validator of the findings. The researcher will compare the interview that answered by the teacher and the data from video recordings. Moreover, the researcher helped

⁶ Ibid, 259.

by the advisor to check the validation of the data. So, the researcher knew the accuracy of the finding through this triangulation.

H. Research Stages

This study is structurally conducted as the following stages:

1. Doing Preliminary research

The researcher did an observation to the school in order to know the situation and condition of the school, especially in three excellent classes. The researcher also did interview to some English teachers who taught in excellent classes about their way to teach in excellent classes. Based on that preliminary research, the researcher knew that in 11th grade excellent class there are some problems. In 11th grade excellent class, the students are experiencing transformation to the higher-level students from 10th grade into 11th grade. So, they are still get some side-effects of transformation, they still do not know how to act to be better students, they are still wants to play and still doesn't serious with studying. Therefore, the researcher decided to choose 11th grade excellent class as a subject of this research. The researcher wants to know the teacher way to engage them into study especially English through his/her questions and reaction towards students' responses.

2. Designing Research

First, the researcher decided the title of the research and the research problems. After deciding the title and research problems, the researcher described what she wants to know and analyze in this research by explaining the phenomenon, limitation, and theory. After that, the researcher decided the research design in the proposal.

3. Conducting the Research

a. Collecting data

The researcher recorded the teaching-learning processes in two months. After getting the video recording, the researcher transcribed it into written report to make it easier when the researcher analyzed it.

b. Analyzing the data

After all of the video recording has been transcribed, the researcher started to categorize the transcription (list of questions) into observation checklist table. The researcher

analyzed it based on Richard and Lockhart theory, Chaudron theory, and Clark & Star theory. Then, after putting the list of questions into the observation checklist table and analyze it based on the theories, the researcher calculated the data into percentage.

c. Interviewing the subject

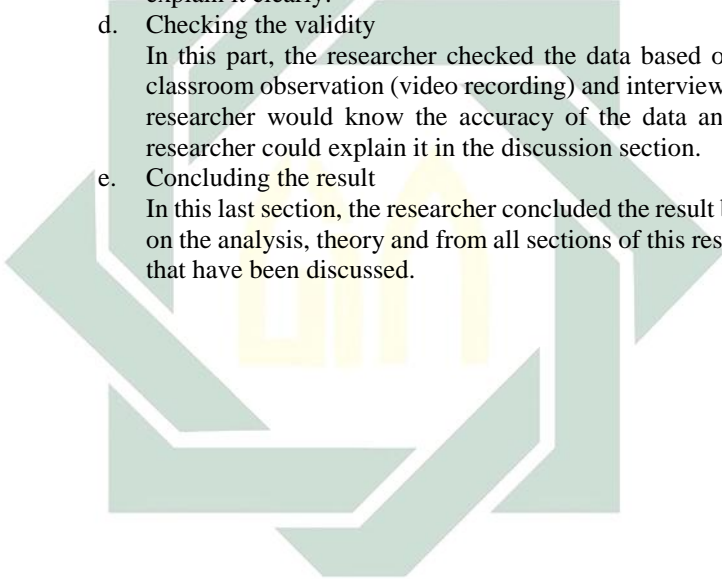
The researcher also gave the subject interview to get additional data to support the previous data. The subject of the interview is only the teacher. So, the researcher could explain it clearly.

d. Checking the validity

In this part, the researcher checked the data based on the classroom observation (video recording) and interview. The researcher would know the accuracy of the data and the researcher could explain it in the discussion section.

e. Concluding the result

In this last section, the researcher concluded the result based on the analysis, theory and from all sections of this research that have been discussed.



CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion on the study. The research describes the data result in findings part. The data obtained from the classroom observation, documentation and questionnaire be analyzed and elaborated to answer the research questions mentioned in chapter 1. While in discussion, the research deduces the findings about teacher's types of questions used and teacher's reaction toward students' response in English teaching-learning process of 11th grade students of MAN Mojokerto academic year 2017/2018.

A. Research Findings

1. The Types of Questions

Teacher types of questions are classified into three parts, which are procedural questions, convergent questions and divergent questions.¹ Based on the classification, the researcher found out which types of questions used the most. Each types of questions are presented in the table of questions' list (*See Appendix 3*) and followed by an explanation about the result of analysis.

a. Procedural Questions

The results from the observations and transcription of the video show that overall there were only 4 (13,3%) procedural questions asked in class by the teacher in two months observations, and this type of questions is the lowest one than the others. The questions in the table served the function of procedural questions, they are controlling classroom management, checking assignment, checking whether the task is clear, and checking students' readiness. Asking such questions, the teacher is trying to keep the instruction clear and trying to control students to keep focus on the teaching-learning process.

¹ J.C. Richard & C. Lockhart, *Reflecting Teaching in Second Language Classroom* (Cambridge: Cambridge University Press, 1994).

b. Convergent Questions

The table (*See Appendix 3*) shows that from 28 questions, there are 18 (60%) convergent questions asked by the teacher in classroom in two months observation. This type of questions is the commonly used by the teacher. There are 10 questions show one of convergent question's function, it is encouraging students to answer based on the material; 6 questions show function of Yes or No question; and 2 questions show function of encouraging students to answer with short statement. Teacher used those questions for engaging students to focus on the recall of information that has been presented previously.

c. Divergent Questions

The table (*See Appendix 3*) shows that there are 8 (26,7%) divergent questions asked by the teacher during observation in two months. It is the medium one. There are 2 questions show the function of encouraging students to answer based on their knowledge and information; 1 question shows function of requiring students to analyze; 3 questions show function of requiring students to synthesize; 2 questions show function of encouraging students to answer with the complex answer and their high order thinking. By asking those questions, teacher wants to know and to train students' high order thinking level.

For additional information, the researcher did interview to the teacher about types of questions. The result of the interview used by the researcher to validate the data. The result of interview also same with the classroom observation that has been explained above about procedural, convergent and divergent questions. The teacher said that he often used procedural and convergent questions to check students' attention in his classroom during teaching-learning processes and to check students' understanding, how deep they understand the material.

2. Teacher's Reaction towards Students' Responses

This analysis is based on the video recording and interview that the researcher did to the teacher. According to the video recording and interview result, the teacher stated that during question and answer session, students often give wrong or silly answers. It can happen because the students do not understand the questions, lack of vocabularies and unrecognize the pronunciation. Based on the video recording, students gave responses to teacher's questions using words, phrases and simple sentences. Most of the responses were given correctly, but there are still some answers were given incorrectly. The analysis about teacher's reaction toward students' correct responses and incorrect responses will be explained below.

a. Teacher's reaction towards students' correct answer

According to Clark and Star theory, there are six ways teachers can react towards students. There are rephrasing or rewording answer, comparing the answer with another student, encouraging others (students) for giving another answer, rewarding students' answer, giving further questions from the answer before, and giving students time to think further.² Based on teacher's interview result in this research, there are two ways that are used by the teacher to react towards students' correct answer, they are encouraging others (students) for giving another answer and rewarding students' answer.

The teacher said that when his students answer the questions correctly, he often gives them reward by saying "thanks" or "good". It is also showed on the video recording, there are three reactions of students' correct answer which are "And you?", "What else?" and "That's really good".³ "And you?" and "What else?" are included in encouraging others (students) for giving another answer, and "That's really good" is included in rewarding students' answer. The purpose is to motivate the students and he

² H.L. Clark - S.I. Star, *Secondary and Middle School Teaching Methods* (New York: Macmillan Publishing Company, 1986).

³ See Appendix 4.

hopes that the students won't be afraid of answering the questions. Besides rewarding, the teacher also encourages other students for giving another answer. It is also for motivating students to complete the previous answer become a truly correct answer. It is indicating that motivate the students is important, especially when the students answer with the correct answer. It can increase students' motivation to answer the next questions and more focus in teaching-learning process.

b. Teacher's reaction towards students' incorrect answer

Modifying questions play a significant role to help students understand teacher's questions and answer them. In this research, the researcher found some teacher's reaction in observation class and interview result after asking questions in English, and the students cannot answer or do not understand with the questions.

The teacher said that when his students do not understand or cannot answer the questions, he often used three of four modification techniques, they are repeat the question, give students more time to think the answer, and use native language. The teacher has his own reason why he used those three-modification techniques. First is repeating the questions, the teacher wants to make students remember the words mean. Second is giving students more time to think the answer, he wants to let the students train their thought to answer using English and improve their speaking and arranging the words. The last is using native language, the teacher said that sometimes he uses native language to make the students easy to understand and memorize the words. Besides, he still stresses the students to memorize the expression. He believes that by translating the question can improve students understanding about the words and the pattern of the sentences.

It is indicating that the teacher often uses native language after repeating the questions and giving more time to think. The result of interview is similar with the modifying technique checklist below. This implies that Bahasa is still often use in English teaching-learning

processes. Using other language such as Bahasa when students do not understand questions, maybe necessary in teaching English. But if it is used whenever students do not understand the teacher's questions, it may encourage students to expect questions asked in Bahasa. This may affect language learning purpose cannot be achieved.

As table in appendix 3 reveal, all the modifying techniques are used by the teacher in class, they are Simply repeated, Rephrased, Wait-time (pause) and Use native language.

a. Simply Repeated

During observation in class, the researcher only found 6 (21,4%) of simply repeated technique that are used by the teacher. Based on the video recording, after asking questions, the teacher often waited students for answering the questions and then he repeated the question again until there is student answered the question, but if there is no student answering the question, the teacher move to the other modification technique.

b. Rephrased

Based on the table (*See Appendix 5*) shows that there is only 1 (3,6%) of rephrased technique that is used by the teacher. The teacher rarely rephrased the questions during teaching-learning processes. If there is no student answer the question, the teacher directly repeated or translated it into Bahasa to make the questions clear, then the students can answer it correctly.

c. Wait Time (Pause)

This modification technique is the commonly used by the teacher in class during observation. As table (*See Appendix 5*) reveal that there are 11 (39,3%) of wait-time (pause) used by the teacher in class during observation. Based on the video recording, after giving question to the students, teacher gave 1 until 5 seconds

for students to answer the question. If there is no student answering the question, teacher moved to the other modification techniques. This research conducted in excellent class that has excellent students, so the teacher might not require more than 5 seconds. However, more time may be given to low proficient students to think and answer the questions.

d. Use Native Language

As table in appendix 5 reveal that there are 10 (35,7%) of native language used by the teacher in class. The teacher used this modification technique is to make the questions clear. During observation, after asking questions, the teacher often directly translate it into Bahasa, so the students can directly answer the questions without thinking the meaning of the questions.

B. Discussion

It is not surprising to see the big number of questions asked by the teachers during teaching-learning process, since questioning is considered as one of the most influential teaching strategies.⁴ It is supported by Critelli and Tritapoe who said that questioning process is an important part of instruction that allows teacher to monitor students' competence and understanding as well as increase discussion.⁵ Questioning is the essential tools to enhance education in general and language teaching. Question in language classroom play a significant role in promoting learners' language proficiency. Enhancing students' language proficiency by questioning, teacher use different types of questions to make teaching effective, and the effectiveness of learning is if students are actively involved in the process.⁶

⁴Robert H. Ennis, "Critical Thinking Disposition: Their Nature and Assesibility". *Informal Logic*. Vol. 18, Nos. 2 & 3, 1996. 165-182.

⁵Alyssa Critelli and Tritapoe Brittany, "Effective Questioning Techniques to Increase Class Participation". *E-Journal of Student Research*. Vol. 2, No. 1. Department of Teacher Education, Shippensburg University. Retrieved on September 5th, 2013.

⁶F. Klipple, *Keep Talking: Communicative Fluency Activities for Language Teaching* (Great Britain: Cambridge University Press, 1984).

1. Types of Questions

According to Long and Sato's classification of questions, types of questions consist of two main sections which are display and referential questions.⁷ Display questions refer to ones that teacher know the answer, the students are demanded to single or short answer. In contrast, referential questions refer to questions that both teacher and students do not know the answer, it demands more thought and generate longer answer. Based on a lot of research, referential questions make more interaction and meaningful negotiation.⁸ Based on the theory above, it can be concluded that procedural and convergent questions included into display questions while divergent questions included into referential questions.

a. Display Questions (Procedural and Convergent Questions)

Research question number 1 reveals that in the teaching-learning process observed in this research, there are more display questions (73,3%) used by the teacher than referential questions (26,7%). The findings support the conclusion of Long and Sato, they found that display questions are mostly used by the teacher than referential questions in second language classroom. They concluded that it can offers very few opportunities for the learner to practice genuine communicative uses of the target language.⁹ It means that if the teacher more asked using display questions, there will be less interaction and meaningful negotiation in classroom settings and as a result, there will be less target language output. The finding of this current study is similar with the previous study by Dr. Kamile Hamiloglu. He found that display questions

⁷M.H. Long - C.J. Sato, "Classroom Foreigner Talk Discourse: Forms and Functions of Teacher's Questions". *TESOL Quarterly* 15. 1983.

⁸ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001).

⁹ M.H. Long & C.J. Sato, op.cit.

(Yes/No questions) is the most type of question that tend to use by teachers in both private and primary state school.¹⁰

Freeman and Larsen stated true communication is purposeful. It means that teacher can evaluate whether his/her purpose has been achieved or not based on the information he/she receives from the students. The goal of giving questions for students is to make them learn how to communicate using target language. Students may produce sentences in English correctly during teaching-learning process, but they may cannot use them appropriately when communicating outside classroom. By asking display questions, students can answer the questions correctly because students can find the answer on the previous material that has been presented although it is only provide short answer.¹¹ It is found in the data that the teachers commonly asked Yes/No questions or asked questions based on the material. Sometimes, the answers are not really reveal communication. The teacher often continues with the explanation, but it is not draw a question from students.

b. Referential Questions (Divergent Questions)

It is generally believed that referential questions tend to generate longer responses from students than display questions.¹² In this current research, there are 26,7% of referential questions asked by the teacher. Based on the video recording, when teacher asked using referential questions, students are more produce complex answer although it is only one or two questions. Therefore, teachers are expected to employ more referential questions. However, in this current study, referential question is the lowest one than display question. It can happen because the students want to answer correctly, that is why students are used to answering display questions. Meanwhile, referential

¹⁰ Assisst. Prof. Dr. Kamile Hamiloglu, "The Impact of Teacher Questions on Student Learning in EFL". *Journal of Educational and Instructional Studies in the World*. Vol. 2, Issue 2, Article 01, ISSN: 2146-7463. 2012.

¹¹ Freeman & D. Larsen, *Techniques and Principles in Language Teaching* (Oxford University Press, 2000).

¹² H. Douglas Brown, op.cit.

questions do not have an exact answer, which will take more time to think and discuss. Students maybe lazy to think the complex answer. As Chuska said that when referential questions are asked, students often not know how to respond and may answer incorrectly. Thus, it can make them feel hesitant to participate in class.¹³

According to Barkley, students have great motivation in learning English through the topic being discussed.¹⁴ In this case, based on the research findings, this study suggest that teacher should use more display questions to encourage students to speak in English and use display questions to draw the students into referential questions, so the students will produce more target language.

In this current research finding also show some functions in each question asked by the teacher. It means that thinking the function of questions is important too. There are some differences from each function. For example, divergent or referential questions cannot be used for controlling classroom. This is because divergent or referential questions ask for information with the complex answer. It is different with procedural and convergent questions which can used for controlling classroom, because it does not need a high order thinking question. This specific function of teacher questions is simply for organizing and controlling the class to enable the teaching to be conducted smoothly.

2. Teacher's reaction towards students' responses

a. Teacher's reaction towards students' incorrect answer

Teacher's questioning is one of the ways to increase students' productive skills. However, teacher's questions are not always clear and sometimes make students confuse and make them think that the questions are ambiguous. Thus, the teacher should modify the questions to make it clear. As Chaudron said that teacher should modify the

¹³ K.R. Chuska, *Improving Classroom Questions* (Phi Delta: Kappa Educational Foundation, 1995).

¹⁴ E.F. Barkley, *Students Engagement Technique* (San Francisco: Jossey Bass, 2010).

questions when students do not understand the questions by rephrasing or rewording the questions.¹⁵

Tsui explained that teacher should remember when students cannot answer the questions, he/she should repeat the questions, but when the answer or response is not coming even after repetition, teacher should modify the questions.¹⁶ This is supporting the finding of the current research for research question number 2. Based on table in appendix 3, there are some questions that shows after teacher asked questions in English, he gave students 1 until 5 seconds to think the answer, and the students keep silence. Then, teacher repeated the question one more time, but still there is no answer from the students. Finally, the teacher modified the question using native language. It is different with the previous study by Rose-Marie Weber, she found that when the students cannot answer the questions or give incorrect answer, the teacher rejected the answers by evaluating them negatively expressing doubt or instructing the students to read un their books for preferable answer.¹⁷

Modifying teacher's questions is providing students' essential support to facilitate language comprehension. Therefore, the forth of modification techniques which are simply repeating, rephrasing, using wait-time (pauses) and using native language may serve some purposes. It ensures students hear and understand the questions and it also gives the other students to think above the questions and possible answer to it.¹⁸

b. Teacher's Reaction towards Students' Correct Answer

According to Amdeselasse, students may answer partly correct or incorrect answer. In this case, teacher should give

¹⁵ Craig Chaudron, *Second Language Classroom: Research on Teaching and Learning* (Cambridge: Cambridge University Press, 1988).

¹⁶ A.B.M. Tsui, *Introducing Classroom Interaction* (London: Penguin Books, 1995).

¹⁷ Rose-Marie Weber. "Teachers' Rejoinders to Students' Responses in Reading Lessons". *Journal of Reading Behavior*. Vol. XX, No.4. State University of New York at Albany, 1988.

¹⁸ Kifle Azerefegegn, "A Study on the Types of Teacher Questions and Questioning Strategies: The Case of Two Private Secondary Schools in Addis Ababa" (Addis Ababa University: Institute of Language Studies, 2008).

a reaction that is appropriate with the responses and situation in which it is presented.¹⁹ Based on the interview result, the teacher usually praises the students' correct answer by saying "thanks" or "good", but when the students give incorrect answer, the teacher usually repeat the question and give students more time to think the answer. If the students are still cannot answer the questions, he modifies the questions into Bahasa, so the students can understand the questions clearly. As Richard & Lockhart stated that teacher can praise student who answer correctly by saying "Good", "Yes, that is right" or "Yes, an excellent answer". Indicating an incorrect answer, teacher can responses by saying "No, that is not quite right" or "Mmm".²⁰ The finding of teacher's reaction towards students' correct responses in this research is similar with the previous studies by Noorizah Mohd. Noor, he found that the teacher said "Good", "Very Good", "Yes", "Correct", and "Ok" when the students gave correct answer. The teacher also praising the students after giving a correct answer.²¹ Rose-Marie also found in her research that the teacher often gave responses by saying "Ok", "Good", "Correct", and "Right" to the students who gave correct answer.²²

It is important for teacher know the impact of using native language as a habit after asking questions. It can make students to expect the question in Bahasa. Based on the video recording, sometimes after asking questions in English, without giving students time to answer, teacher translated it into Bahasa directly. Maybe it can make students understand the questions directly, but it has also encouraged them to answer using Bahasa not English. In

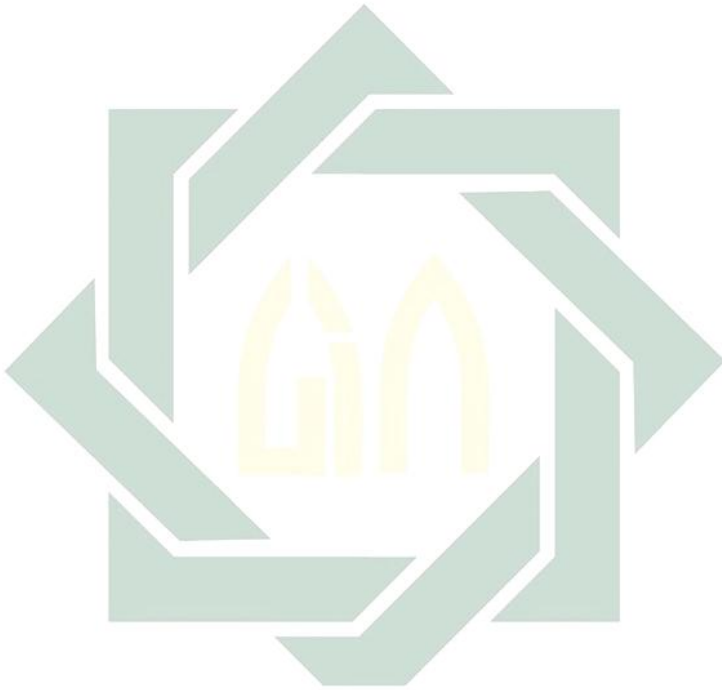
¹⁹ Gebregiourgis Amdeselasse, "Procedural Principles of Questioning". *Educational Journal*. Vol.4, 1999.

²⁰ J.C. Richard & C. Lockhart, op.cit.

²¹ Mohd. Noor Noorizah, Idris Aman, Rosniah Mustaffa and Teo Kok Seong. "Teacher's Verbal Feedback on Students' Response: A Malaysian ESL Classroom Discourse Analysis". *Procedia-School and Behavioral Sciences* 7. School of Language and Linguistics, Faculty of Social Science and Humanities University Kebangsaan Malaysia, 2010.

²² Rose-Marie Weber, op.cit.

this case, this research suggest that teacher should try to use English although react towards students' incorrect answer. It can train them to think the meaning of the questions and memorize it.



CHAPTER V CONCLUSION AND SUGGESTION

This chapter is divided into two parts, namely conclusion and suggestion. Based on the findings and the discussion in previous chapter, the researcher makes some conclusion of types of questions used by the teacher in teaching-learning process and teacher's reaction towards students' responses and the suggestion are presented in order as follow:

A. Conclusion

1. There are three types of questions which are procedural, convergent and divergent questions. In this current research, the researcher classified those three types of questions into two types of questions which are display and referential questions. Procedural and Convergent questions included into Display questions, and Divergent questions included into referential questions. The researcher found there are 28 questions asked by the teacher for two months observation. There are 4 (13,3%) of them included into procedural questions, 18 (60%) of them included into convergent questions, and 8 of them included into divergent questions. The type of questions that commonly used by the teacher is convergent questions. Every questions have their own function. For example, controlling classroom management, encouraging students to answer based on the material, and encouraging students to answer with the complex answer or training students' high order thinking.
2. There are two teacher's reactions towards students' responses which are reaction towards students' correct answer and incorrect answer. First is teacher's reaction towards students' incorrect responses. Modification technique is one of the important ways that teacher should do when the students do not understand or cannot answer the questions. There are four modification techniques which are simply repeating, rephrasing, giving wait-time (pauses), and using native language. Based on the video recording and observation checklist, there are 28 modification techniques that are used by the teacher for two months observation. There are 6 for simply repeating technique, 1 for rephrasing technique, 11 for giving wait-time (pauses) technique, and 10 for using native language. It means that the

commonly modification technique that is used by the teacher is giving wait-time (pauses) to the students. Second is teacher's reaction towards students' correct responses. The result show that when the students answer with the correct answer, the teacher usually praises them by saying "Thanks" or "Good". But when the students answer incorrectly, the teacher usually repeat the question, give more time to the students to think the answer and translate the question into Bahasa.

B. Suggestion

After doing the research, interpreting the data and discussing the result, the researcher would like to give suggestion towards her experiences in conducting this research. It is expected that the result of the study gives useful contribution for teaching-learning process, especially in teaching and speaking skill for English teacher and other researchers.

First, suggestion for English teacher in all classroom level is the teacher should more aware of using questioning strategies. Because by asking questions to the students, it can help students to create their level of thinking. It is also important to think about how to use appropriate vocabularies in every questions, so the students will not confuse or miss understanding with the questions. Making sure when you want to modify your questions, it is clear enough for students to understand it. The teacher should keep trying to draw students' attention and trying to keep interact with them for controlling their focus on the material.

Second, suggestion for the next researcher who wants to conduct the same research that the present research discuss about types of questions that commonly used by the teacher and teacher's reactions towards students' responses. For the other researcher who wants to conduct this research, it would be better to observe the other types of questions based on the other theory and compare it with another theory. The next researcher also can conduct the research in more than one classroom and more than one teacher, so it will get more data in short time and in hopes that it can minimize the process of taking the data, because this research took two months for observation.

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