CHAPTER IV

RESEARCH FINDINGS

A. Findings

The writer has done the research from 14th May to 13th June 2014 and has gotten the data from the techniques mentioned in chapter III. They are documentation and observation. To obtain the objectives of this research, the writer has analyzed the data collected systematically. In this stage, the data was analyzed to give meaningful interpretation about the result of the research. Then, the writer reports the result of the data based on the topic in the research problem. They are: how the questioning skill of pre-service teachers at English teacher education department of Sunan Ampel State Islamic University Surabaya is, and what the faults made by pre-service teachers at English teacher education department of Sunan Ampel State Islamic University Surabaya in questioning are. They are specified as follow:

1. The Questioning Skill of Pre-service Teachers at English Teacher Education Department of Sunan Ampel State Islamic University Surabaya

In the first research problem, the writer used the documentation and observation technique to get the data. The writer used documentation technique to analyze pre-service teachers' lesson plan and used the observation to analyze pre-service teachers' teaching practice process. In this study, the writer got twelve pre-service teachers only, since the

observation was held when a half of the pre-service teachers already done their teaching practice.

Having prepared the research, the writer asked to the lecturer to get the permission on doing the research in the class. After that, after having the permission, the writer came to the class, told the students about the aim of the research, and asked their permission to record the whole process of their teaching practice. Then, the writer asked the pre-service teachers' cooperation to collect their lesson plan to be analyzed.

From the data, the writer describes the detailed finding about the questioning skill of the pre-service teachers as follows:

a. **Skills of Preparing Questions**

  1) Deciding on the purpose for questioning

Table 4.1 Frequency of Questions Based on the Purpose for Questioning

Pre-Service Teacher (PT)	Questions to Lead Students into the Topic	Checking Understanding	Total
PT 1	1	3	5
PT 2	5	3	12
PT 3	-	5	5
PT 4	2	7	11
PT 5	5	5	9
PT 6	7	1	8
PT 7	2	2	4
PT 8	5	3	11
PT 9	2	4	7
PT10	2	4	6

PT11	3	4	7
PT 12	1	5	9
Frequency	35	46	94
%	37.23	48.94	100

Percentages of Questions Based on the Purpose for Questioning

Unclassified 13.83%

Leading Students into the Topic 37.23%

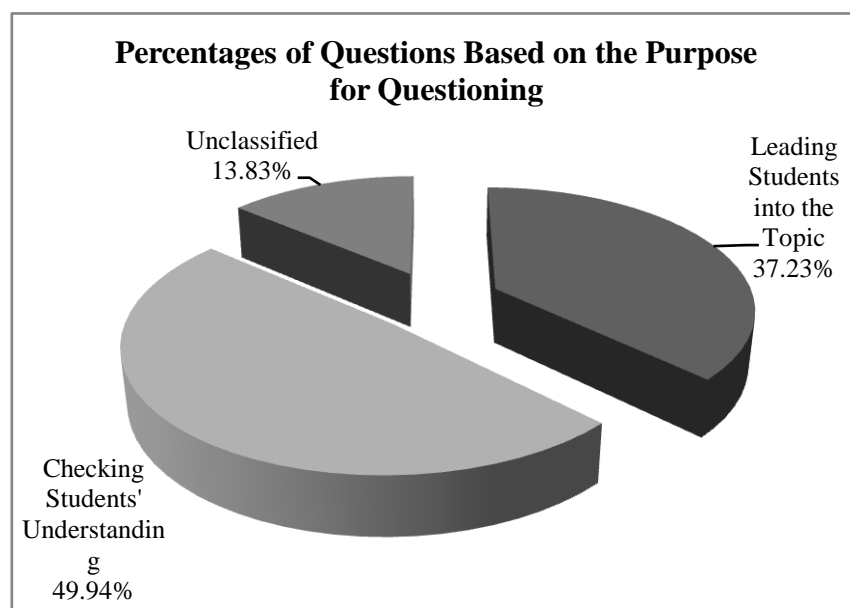Checking Students' Understanding 49.94%

Chart 4.1 Percentages of Questions Based on the Purpose for Questioning

a) Leading students into the topic

From the data above, it can be seen that eleven from twelve pre-service teachers prepared questions to lead students into the topic. Among 94 questions prepared in lesson plan, 37.23% of them or 35 questions are to lead students into the topic.

Here are some questions prepared in the lesson plan to lead students into the topic: PT 1 taught about direct and indirect speech. In the lesson plan, she prepared this question to lead her students into the topic "What your mother or

father say before you went to this school?" (Appendix A1). Then, PT 2 taught about physical appearance. She prepared these questions in her lesson plan "Do you have favorite figure?' 'How is his or her appearance?" (Appendix A2). Next, PT 5 taught about the expressions in making a call. She prepared these questions in her lesson plan 'Whom do you usually call?' 'What is the expression that you usually use in calling? (Appendix A5).

Almost all questions prepared to lead students into the topic are academic opinion (thought-provoking questions) because those let students to share their personal experience, so those built students' interest.

b) Checking understanding

From the data above, it can be seen that all of pre-service teachers prepared questions to check students' understanding on the materials that would e learned. Among 94 questions prepared in lesson plan, 48.94% of them are to check students' understanding. Such questions were used to measure how well the students grasped the materials being explained.

Here are some questions prepared in the lesson plan to check students' understanding: PT 4 taught about descriptive text. She asked these questions "What do you know about

descriptive text?", "What is the purpose?" (Appendix A4). Then, PT 9 taught about simple past. She prepared this question "What is the tense to make recount text?" (Appendix A9).

Most of the questions prepared to check students' understanding are convergent or display questions. Those questions are focused on recall fact or materials being explained in order to evaluate how far the materials being understood by the students.

2) Selecting content for questioning

Table 4.2 Frequency of Questions Based on the Content of the Questions

Pre-Service Teacher (PT)	Content for Questioning				Total
	Key Question	Non-key Question	Clear Worded	Unclear Worded	
PT 1	3	2	5	-	5
PT 2	9	3	12	-	12
PT 3	5	-	5	-	5
PT 4	9	2	11	-	11
PT 5	9	-	9	-	9
PT 6	8	-	8	-	8
PT 7	4	-	4	-	4
PT 8	8	3	10	1	11
PT 9	5	2	7	-	7
PT10	4	2	4	2	6
PT11	7	-	7	-	7
PT 12	5	4	9	-	9

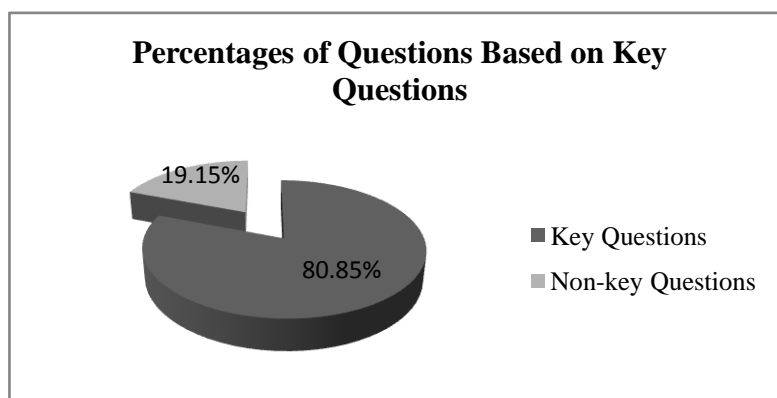| Freque ncy	76	18	91	3	94
%	80.85	19.15	96,81	3,19	100

a) Key questions

Chart 4.2 Percentages of Questions Based on Key Questions

From the data above, it can be seen that all pre-service teachers prepared key questions. Among 94 questions prepared in the lesson plan, 80.85% or 76 questions are based on key question. It means the questions prepared were designed based on the objective of the lesson. At it is suggested in the theoretical framework that teachers prepared minimally one question for one objective of the lesson. This will lead students to see the content that pre-service teachers view as important.

For example, PT 1 stated in the lesson plan that one of the objective of her lesson is students understand the changing tenses from direct to indirect speech, the key question is "Which tenses should you use to make indirect

speech?" (Appendix A1). Then, PT 4 stated in the lesson plan that one of the objective of her lesson is students understand the characteristic of descriptive text, the key question is "What is the characteristic of descriptive text?" (Appendix A4). Then, PT 5 stated in the lesson plan that one of the objective of her lesson is students understand the expression used in making telephone calls, the key question is "What expressions do you used in making telephone calls?" (Appendix A5).

On the other hand, 19.15% or 18 questions are non-key questions. These kinds of questions are used to stimulate interaction and classroom management. For example, PT 1 stated in the lesson plan that one of the objective of her lesson is students understand the changing tenses from direct to indirect speech, yet she wrote some questions as follow "What are you going to do?", "Any question so far?" (Appendix A1). Then, PT 2 stated in the lesson plan that one of the objectives of her lesson is to develop students' ability in mentioning vocabularies that relate to describing people, yet she wrote some questions as follow "Do you get it?", "Are you ready?", "Have done students?" (Appendix A2).

Those questions are non-key question because those are not related with the objective of the lesson. Those questions are used for classroom management.

b) Clear worded Questions
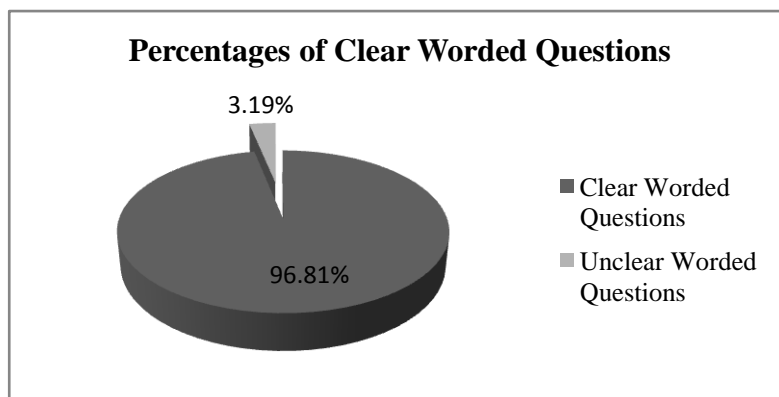
Percentages of Clear Worded Questions

Chart 4.3 Percentages of Questions Based on the Clearness of the Words

From the data above, it can be seen that ten from twelve pre-service teachers prepared all questions with clear word. Among 94 questions prepared in the lesson plan, 96.81% or 91 questions are clear worded questions. These questions give students clear indication for responses. However, 3.19% or 3 questions are unclear worded. The word choices of these questions are not suitable with the content of the question, so they are unclear, ambiguous, and imprecise. As a result, those questions confused students and they were less likely to be able to engage and be involved in the learning.

For example, PT 8 prepared this question "What is suitable small dialogue for the picture?" (Appendix A8). It would be better if the question is "Which dialog is suitable for the picture?" because the teacher had provided several dialogs and her question was intended to ask students to choose. Then, PT 10 prepared these questions "What we have you studied today?" (Appendix A10), it should be "What have you studied today?" and "What are the expressions you just mentioned, students?" (Appendix A10), it should be "What are the expressions you used to give opinion?"

3) Phrasing questions

Table 4.3 Frequency of Questions Based on the Indicators in Phrasing Questions

Pre-Service Teacher (PT)	Phrasing Questions		Total
	Understandable Vocabulary	Preparing Instructional Cues	
PT 1	5	1	5
PT 2	12	-	12
PT 3	5	-	5
PT 4	11	-	11
PT 5	9	-	9
PT 6	8	-	8
PT 7	4	-	4
PT 8	11	-	11
PT 9	7	-	7
PT10	6	-	6
PT11	7	-	7

PT 12	9	2	9
Frequency	94	3	94
%	100	3.19	100

a) Preparing questions with understandable vocabulary

From the results in the table 4.3, it can be inferred that all pre-service teachers were able to prepare questions with understandable vocabulary. All questions prepared in the lesson plan were arranged with understandable vocabulary. It shows that all of the pre-service teachers adapted the vocabulary based on the students' level. For example, PT 9 wrote in her lesson plan this question "Where did you go on your last holiday?". This question used understandable vocabulary. Hence, she actually could use the word vacation or travelling to represent the word holiday, yet she avoided it in order to her students not getting difficulties in comprehending her question.

b) Preparing questions as instructional cues

Based on the results in the table 4.3, it can be seen that only two pre-service teachers prepared questions as instructional clues. Among 94 questions planned in the lesson plan, 3.19% or only three of them are used as instructional cues. These questions help students know what they are to do in order to be ready in getting involved and following the

activities in the class. For example, PT 12 prepared this question before asking students to take a part in the activity "What will you do?" (Appendix A12). This question will help not only the students who are being asked, but also the whole students on what they should do.

4) Anticipating problems

Table 4.4 Frequency of Anticipating Problems

Pre-Service Teacher (PT)	Anticipating Problems		Total
	Predicting Students' Possible Answer	Predicting the Situations Where Students cannot Give the Answer	
PT 1	-	1	5
PT 2	-	-	12
PT 3	-	-	5
PT 4	2	-	11
PT 5	3	-	9
PT 6	-	1	8
PT 7	-	-	4
PT 8	-	-	11
PT 9	-	1	7
PT10	-	-	6
PT11	-	-	7
PT 12	-	-	9
Frequency	5	3	94
%	5.32	3.19	100

a) Predicting students' possible answer

In the table 4.4, it can be seen that only two pre-service teachers predicted students' possible answer while designing lesson plan. Among 94 questions pre-service teachers asked, 5.32% or 5 questions are followed by students' possible answer. This will help teachers to correct or to elicit students' answer. For example:

T : "Do you know what the pictures are?" (Appendix A4)

Ss : "Yes you are right, those are two kinds of the greatest temples in Java." *(Students' possible answer)*

T : "What Expressions do you used in making telephone calls?" (Appendix A5)

Ss : "Hallo,bisa saya bicara dengan?" *(Students' possible answer)*

b) Predicting the situation

In the table 4.4, it can be seen that only three pre-service teachers predicted the situation. Among 94 questions asked by pre-service teacher, 3.19% or 3 predicted situations are available when students cannot give correct answer or students refuse to answer. For example: 'Students are passive and do not respond when teacher asks some questions.' (see Appendix A1, A9, and A6).

Table 4.5 Skills of Preparing Questions

PT	The Indicators for Skills of Preparing Questions								F	%
	Leading into the topic	Checking understanding	Providing key questions	Clear worded questions	Understandable vocabulary questions	Preparing instructional cues questions	Predicting possible answer	Preparing for the situation		
PT 1	√	√	√	√	√	√	-	√	7	87.5
PT 2	√	√	√	√	√	-	-	-	5	62.5
PT 3	-	√	√	√	√	-	-	-	4	50
PT 4	√	√	√	√	√	-	√	-	6	75
PT 5	√	√	√	√	√	-	√	-	6	75
PT 6	√	√	√	√	√	-	-	√	6	75
PT 7	√	√	√	√	√	-	-	-	5	62.5
PT 8	√	√	√	-	√	-	-	-	4	50
PT 9	√	√	√	√	√	-	-	√	6	75
PT 10	√	√	√	-	√	-	-	-	4	50
PT 11	√	√	√	√	√	-	-	-	5	62.5
PT 12	√	√	√	√	√	√	-	-	6	75
Total										66.67

Percentages of Indicators Achieved in Skill of Preparing Questions
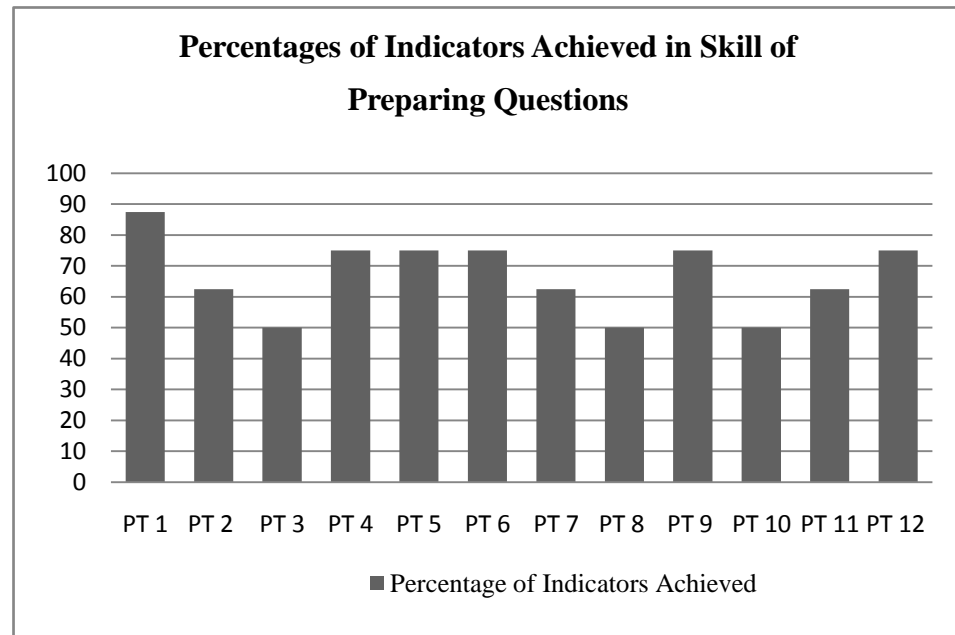
Chart 4.4 Percentages of Indicators Achieved in Skill of Preparing Questions

From the research finding in each indicator in the skill of preparing question, the writer resumed all the data in table 4.5 and drawn in chart 4.4. It can be seen that from eight indicators in skill of preparing questions, one pre-service teacher met 87.5% or 7 of them, five pre-service teachers met around 75% or 6 of them, three pre-service teachers met around 62.5% or 5 of them, and three pre-service teachers met 50% or 4 of them. It means that in skill of preparing questions, only one pre-service teacher has high ability, eight pre-service teachers have moderate ability, and three pre-service teachers have low ability. Thus, it can be inferred that the pre-service teachers' skill in preparing questions is moderate (66.67%).

b. Skills of Designing Questions

1) Structuring

Table 4.6 Frequency of Structuring

Pre-Service Teacher (PT)	Structuring	Total
PT 1	1	30
PT 2	1	36
PT 3	-	27
PT 4	-	26
PT 5	-	23
PT 6	1	24
PT 7	-	20
PT 8	-	20
PT 9	1	42
PT10	-	13
PT11	-	18
PT 12	-	14
Frequency	4	293
%	1.37	100

According to the table 4.6 above, 1.37% or four of the total questions were phrased through structuring. It was observed that four pre-service teachers did structuring. By doing this technique, they were able to activate students' thinking and to direct students in giving correct answer. For example:

T   : "*Pourquoi* tales is kind of narrative text describe

about the legend of something. It's often started in

the past. It concerned about animal and natural

thing.

Structuring

Does *pourquoi* tales use past tense?" (Appendix B6)

2) Simplifying

Table 4.7 Frequency of Simplifying

Pre-Service Teacher (PT)	Simplifying	Total
PT 1	-	30
PT 2	1	36
PT 3	-	27
PT 4	-	26
PT 5	-	23
PT 6	-	24
PT 7	1	20
PT 8	-	20
PT 9	1	42
PT10	-	13
PT11	-	18
PT 12	-	14
Frequency	3	293
%	1.02	100

Based on the table 4.7 above, 1.02% or three of the total

questions were simplified. Three pre-service teachers did simplifying

during their teaching practice. They did it when the students got

confused because the questions that they asked was too general, so

they need focusing students on what the teacher intends to ask. For

example:

T : What do you think about this picture? (Appendix B7)

Ss: (*No response)*

T : Do you agree or disagree? *(Teacher simplified the question)*

3) Asking Thought-Provoking Questions

Table 4.8 Frequency of Thought-Provoking Questions

Pre-Service Teacher (PT)	Types of Questions			Total
	Managerial Questions	Recall Fact Questions	Thought-Provoking Questions	
PT 1	10	15	5	30
PT 2	3	26	7	36
PT 3	3	24	-	27
PT 4	2	20	4	26
PT 5	2	17	4	23
PT 6	2	22	-	24
PT 7	3	13	4	20
PT 8	5	10	5	20
PT 9	2	39	1	42
PT10	2	8	3	13
PT11	4	14	-	18
PT 12	4	10	-	14
Frequency	42	218	33	293

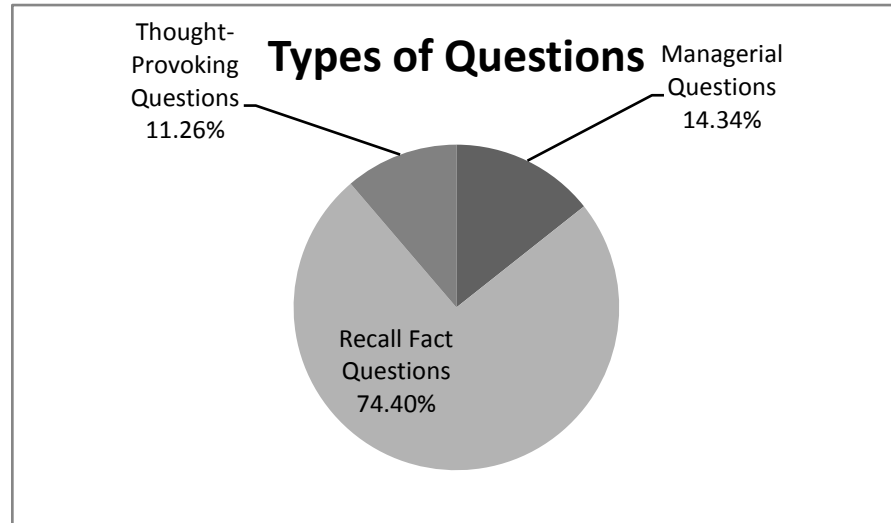| %	14.34	74.40	11.26	100

Chart 4.5 Percentages of Types of Questions

From the data above, it can be seen that nine from twelve pre-service teachers asked thought-provoking questions. These questions encourage student responses which require students to engage in higher level thinking by providing their own information rather than to recall previously presented information. According to this study, 11.26 per cent of the total questions are thought-provoking questions. These questions are also classified as referential question and divergent questions. These questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes. For example, 'What did your mother said before you come to this school?' (Appendix B1) 'What will you tell to your friend about your favorite figure's appearance?' (Appendix

B2) 'What do you usually use mobile phone for?' (Appendix B5) 'Why do you disagree with the picture?' (Appendix B7) 'What do you think about this class?' (Appendix B8) 'What do you think about dancing?' (Appendix B9).

Whereas, 74.4 per cent of the total questions are recall fact or display questions or convergent questions. These questions are crucial to recall meanings of words, to practice a new form of language, and to recall previous information. These questions encourage similar student responses which are often short answers, such as "yes" or "no" or short statements. This means they do not usually require students to engage in higher level thinking but often focus on the recall of previously presented information. For example, to recall meaning of words such as 'what is the meaning of straw' (Appendix B3), 'what is the meaning of fond of?' (Appendix B10), 'Do you know the meaning of pumbler?' (Appendix B12), to practice a new form of language such as'' If I give you simple past and I asked you to change it indirectly, which tenses should you use?' (Appendix B1), 'Can you give me the pattern of simple past?'(Appendix B1) 'What is to be of past tense?' (Appendix B11) 'What is the characteristic of irregular verb?' (Appendix B9) to recall previous information such as 'What is the conversation talking about?' (Appendix B5), 'Is pourquoi tales use past tense? (Appendix

B6), 'Have you known about agree and disagree?' (Appendix B7) 'What do you say if you are asking opinion? (Appendix B8) 'What do you know about descriptive? (Appendix B4).

In addition, 42 or 14.34 per cent of the questions are procedural questions which are meant dealing with classroom procedures, routines, and management to engage students in the content of the lesson to promote classroom interaction. These following questions occurred in classrooms while teachers were checking that assignments had been completed, that instructions for a task were clear, and that students were ready for a new task. For example: 'Can you read the text, Evi!' (Appendix B1) 'Who wants to perform?' (Appendix B5) 'Do you understand?' (Appendix B6) 'Have you done?' (Appendix B7) 'Are you sleepy?' (Appendix B8) 'Anyone is absent today?' (Appendix B9) 'Have you had breakfast?' (Appendix B10) 'Can you help me to correct it?' (Appendix B12).

Table 4.9 Frequency of Questions Based on the Indicators in Skills of Designing Questions

| Pre-Service Teacher (PT) | Skill of Designing Questions | | | F | % |
	Structuring	Simplifying	Asking Thought-Provoking Questions		
PT 1	√	-	√	2	66.67
PT 2	√	√	√	3	100

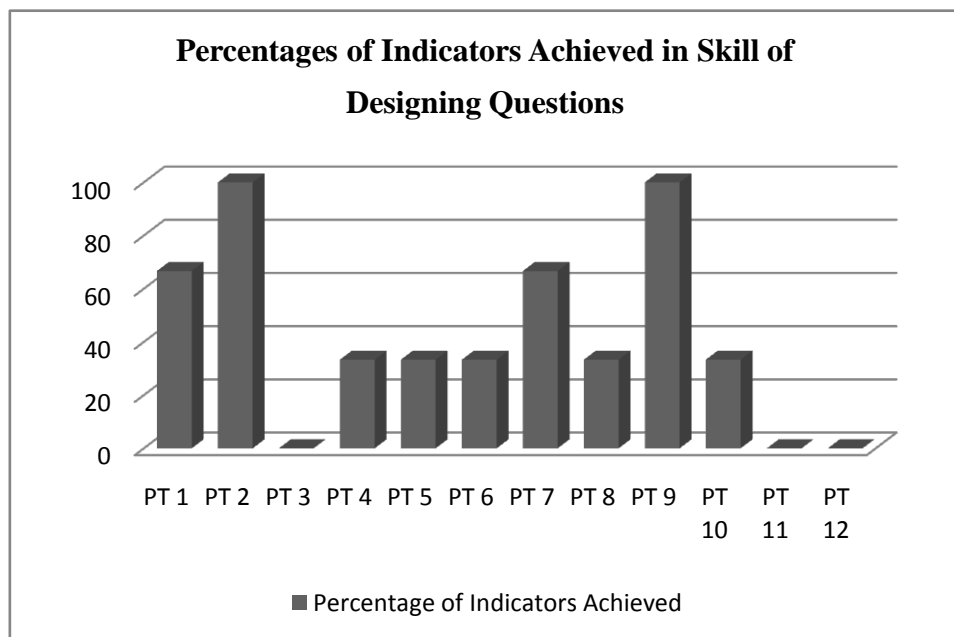|					
PT 3	-	-	-	0	0
PT 4	-	-	√	1	33.33
PT 5	-	-	√	1	33.33
PT 6	√	-	-	1	33.33
PT 7	-	√	√	2	66.67
PT 8	-	-	√	1	33.33
PT 9	√	√	√	3	100
PT10	-	-	√	1	33.33
PT11	-	-	-	0	0
PT 12	-	-	-	0	0
Total					41.67

Chart 4.6 Percentages of Indicators Achieved in Skill of Designing Questions

From the research finding, it can be seen that from three indicators in skill of designing questions, two pre-service teachers met 100% or all of them, two pre-service teachers met 66.67% or two of them, five pre-

service teachers met 33.33% or one of them, and three pre-service teachers met 0% or none of the indicators. It means that in the skill of designing questions, two pre-service teachers have high ability, two pre-service teachers have moderate ability, five pre-service teachers have low ability, and three pre-service teachers have poor ability. Thus, it can be inferred that the pre-service teachers' skill in designing questions is low (41.67%).

c. Skill of Controlling Questions

1) Nominating

Teachers in EFL classes make use of various ways of nominating students to answer their questions. The observed English teachers employed some of the nomination strategies in asking questions.

Table 4.10 Frequency of Nominating

Pre-Service Teacher (PT)	Nominating			Total
	Asking question, then Nominating	Nominating, then asking question	Asking questions, then asking for chorus response	
PT 1	10	8	12	30
PT 2	8	1	27	36
PT 3	8	3	16	27
PT 4	-	2	24	26
PT 5	4	1	18	23

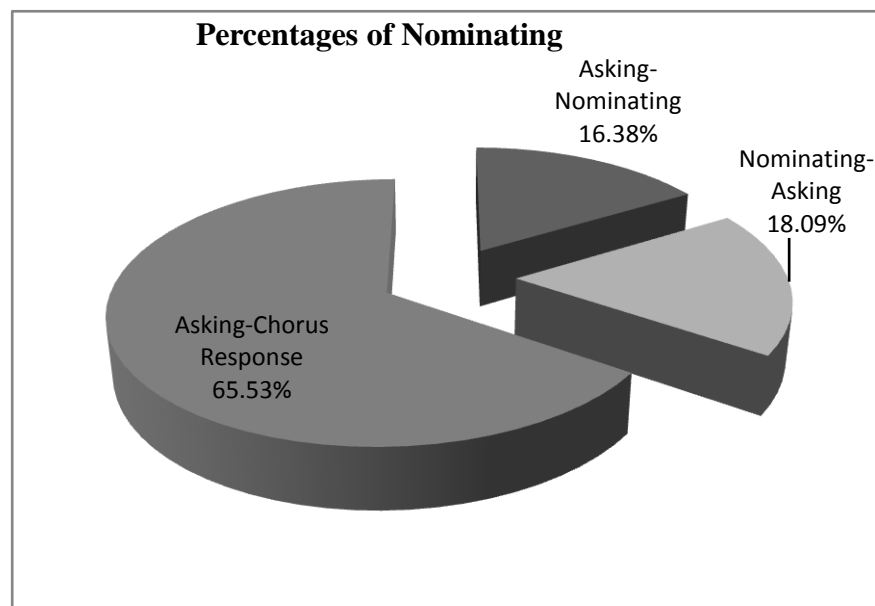| PT 6	1	-	23	24
PT 7	-	13	7	20
PT 8	2	5	13	20
PT 9	8	13	21	42
PT10	2	2	9	13
PT11	3	1	14	18
PT 12	2	4	8	14
Freque ncy	48	53	192	293
%	16,38	18,09	65,53	100

Chart 4.7 Percentages of Nominating

In the table 4.10, it shows that ten from twelve pre-service teachers nominated students after asking questions. As indicated in the chart above, out of the total 48 or 16.38% of the questions were posed first then the pre-service teachers called on students to answer

the question. This strategy helps to hold the attention of the whole class and to avoid repeating questions in the classroom. Furthermore, as it is shown in the table, 53 or 18.09% of the total nomination, pre-service teachers nominated students first, then they asked the questions. Regarding chorus responses, it constitute about 192 or 65.53% of the total nomination, pre-service teachers asked questions first and chorus response followed. Despite the fact that chorus response facilitate teachers to check whether their students have understood the lesson or not, it cannot be taken as testifying device of their lessons.

2) Distributing

Table 4.11 Frequency of Distributing Questions

Pre-Service Teacher (PT)	Distributing				Total
	Random-ly Asked Students	Volunteer	The Class as Whole	The Teachers Them Selves	
PT 1	18	-	12	-	30
PT 2	2	6	25	3	36
PT 3	4	7	16	-	27
PT 4	2	-	22	2	26
PT 5	-	4	17	2	23
PT 6	1	-	23	-	24
PT 7	13	-	7	-	20
PT 8	7	-	13	-	20

PT 9	21	-	21	-	42
PT10	4	-	8	1	13
PT11	3	1	14	-	18
PT 12	4	1	8	1	14
Freque ncy	79	19	186	9	293
%	26,96	6,49	63,48	3,07	100

Percentages of Distributing Questions

The Teachers Them Selves 3.07%

Randomly Asked Students 26.96%

The Class As Whole 63.48%

Volunteer 6.49%
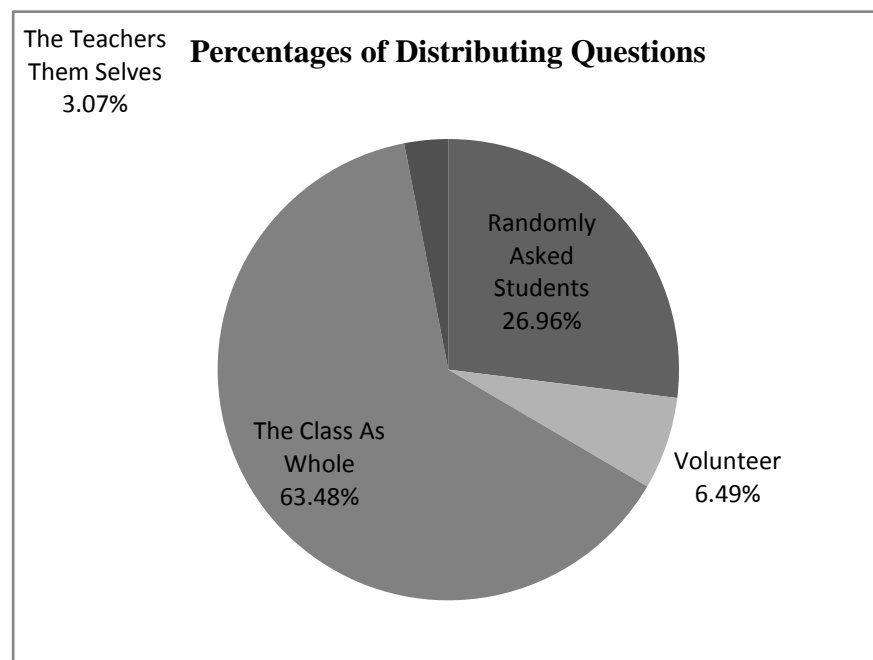
Chart 4.8 Percentages of Distributing Questions

a) Questions answered by randomly asked students

As it shows in the data above, eleven from twelve pre-service teachers distributed the questions to randomly asked students. From the total 293 questions asked during the teaching practice, 79 questions or 26.96% of the total questions were answered by randomly asked students. This method of

distributing questions in the classroom is good since it helps to hold the attention of the whole class. If students know that their teacher asks questions randomly, the students will be alert and attentive.

b) Questions answered by volunteers

In this study, it was found that 19 or 6.49% of the total questions were answered by volunteers. Giving chances for volunteers can be taken as one variety of distributing questions. Sometimes, if the questions are challenging, it is preferable to allow only volunteer students to give responses. However, if teachers give opportunities for volunteers, shy students may not get the chance to practice or use the language. Therefore, this method should not be over used in the classroom since it doesn't allow the teacher to give chances for all students to participate in the classroom, such as shy students and those who do not want to speak in the class may not answer voluntarily. This can affect language learning in that some students may pay no attention to what is being done in the classroom and will have slim chance to improve the target language. On the surface, it is a good phenomenon, but because the volunteers are those who are active or with better English proficiency, it will hinder other students' development.

Since language learning requires practice, teachers are required to prepare their questions in such a way that they involve all students to provide responses. It is advisable to give volunteers chances to answer teacher's questions but providing more chances to non-volunteers in order to encourage the whole students to participate in the language teaching and learning process.

c) Questions answered by the class as a whole

Even though the distribution of questions can be affected by the purposes of questioning, the pre-service teachers can allow the whole class to give responses together. According to this study, the questions which were answered by the whole class was 186 or 63.48% of the total questions asked. It is clearly seen from the data that pre-service teachers used this way when they wanted students to practice a new form of language. They tried to evaluate the understanding of their students as quickly as they could.

Allowing the whole class to give responses is taken as a fast means of checking students' understanding. Nevertheless, if they design questions to evaluate their understanding, this method doesn't help them to identify their students' problems.

d) Questions answered by the teachers themselves

Sometimes, teachers gave responses to their own questions. It is shown on Table 5 above that 9 questions or 3.07% of all questions were answered by the teachers themselves. This could have been due to lack of patience, i.e., they didn't allow all their students enough time to think over their questions.

3) Wait-time

As literature proves, wait time enables students to think and to participate in EFL classrooms. According to this study, students were not given more seconds to think and answer the question of their teachers. The following table shows how much second was given to answer most of the questions.

Table 4.12 Pre-service Teachers' Skills in Giving Wait-time

Pre-Service Teacher (PT)	Wait-time			Total
	$\leq$ 1 second	2 – 4 seconds	Unlimited	
PT 1	28	-	2	30
PT 2	34	1	1	36
PT 3	21	3	3	27
PT 4	26	-	-	26
PT 5	17	4	2	23
PT 6	23	1	-	24
PT 7	19	-	1	20

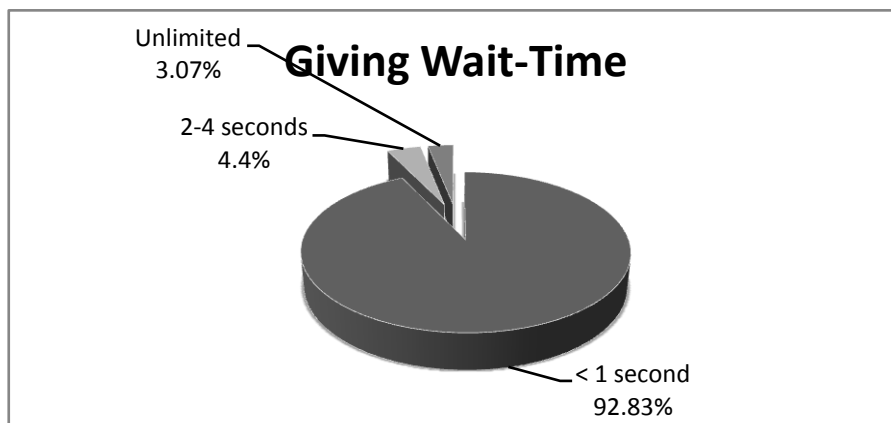|				
PT 8	18	2	-	20
PT 9	42	-	-	42
PT10	13	-	-	13
PT11	18	-	-	18
PT 12	13	1	-	14
Frequency	272	12	9	293
%	92.83	4.1	3.07	100

Chart 4.9 Percentages of Giving Wait-Time

From the data above, it can be seen that a half of the total pre-service teachers gave adequate wait-time 2-4 seconds for the students to think about the answers. From the total number questions asked, 272 or 92.83% of the questions were given one second to be answered by the students. Then, 12 or 4.1% of the observed questions were given two to four seconds. Moreover 9 or 3.07% of the questions were given unlimited time. It is happened when the waited until students answered the questions, yet none of them did not know the answer.

4) Prompting

Table 4.13 Frequency of Prompting

Pre-Service Teacher (PT)	Prompting	Total
PT 1	1	30
PT 2	1	36
PT 3	-	27
PT 4	-	26
PT 5	1	23
PT 6	-	24
PT 7	-	20
PT 8	1	20
PT 9	-	42
PT10	-	13
PT11	-	18
PT 12	-	14
Frequency	4	293
%	1.37	100

From the results of the table above, it can be stated that four pre-service teachers prompted students' answer. Among 293 questions asked during teaching practice, only 1.37% or 4 of them are corrected through prompting. For example: The teacher asked "Do you know any kind types of hair?" and the students answered "Blond". Then the teacher prompted "Type? That's the colour." The students then answered "Wave, curly." (Appendix B2)

5) Probing

Table 4.14 Frequency of Probing Questions

Pre-Service Teacher (PT)	Probing	Total
PT 1	2	30
PT 2	5	36
PT 3	-	27
PT 4	-	26
PT 5	4	23
PT 6	2	24
PT 7	5	20
PT 8	2	20
PT 9	-	42
PT10	1	13
PT11	1	18
PT 12	-	14
Frequency	22	293
%	7,51	100

From the data above, it shows that eight pre-service teachers were able to probe students' answer. The teachers used probing questions 7.51% among all questions. They used it to help the students in getting proper answers and she also used it to make the students more understood about their questions by following questions. Example: "Can you make it in full sentence like I said before?" (Appendix B1).

Table 4.15 Pre-service Teachers' Skill in Controlling Questions

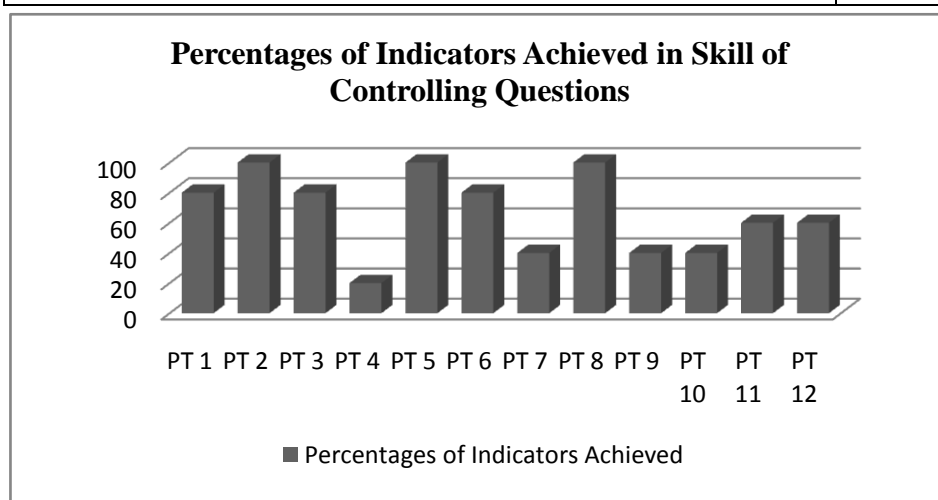| Pre-Service Teacher (PT)	Skill of Controlling Questions					F	%
	Nomi nating	Distri buting	Giving Wait-Time	Prompti ng	Probing		
PT 1	√	√	-	√	√	4	80
PT 2	√	√	√	√	√	5	100
PT 3	√	√	√	√	-	4	80
PT 4	√	-	-	-	-	1	20
PT 5	√	√	√	√	√	5	100
PT 6	√	√	√	-	√	4	80
PT 7	-	√	-	-	√	2	40
PT 8	√	√	√	√	√	5	100
PT 9	√	√	-	-	-	2	40
PT10	-	√	-	-	√	2	40
PT11	√	√	-	-	√	3	60
PT 12	√	√	√	-	-	3	60
Total							66.67

Chart 4.10 Percentages of Indicators Achieved in Skill of Controlling Questions

From the research finding, it can be seen that from five indicators in skill of controlling questions, three pre-service teachers met 100% or all of them, three pre-service teachers met 80% or four of them, two pre-service teachers met 60% or three of them, three pre-service teachers met 40% or three of them and one pre-service teachers met 20% or one of the indicators. It means that three of them have high ability, five of them have moderate ability, and four of them have low ability. Thus, it can be inferred that the pre-service teachers' skill in controlling questions is moderate (66.67%).

d. Skill of Evaluating for Questioning

Table 4.16 Frequency of Evaluating for Questioning

Pre-Service Teacher (PT)	Evaluating for Questioning		
	Praising	Encouraging	Quoting
PT 1	8	-	-
PT 2	14	-	-
PT 3	9	-	-
PT 4	4	-	1
PT 5	7	-	1
PT 6	4	-	-
PT 7	6	-	-
PT 8	1	-	-
PT 9	2	-	-
PT10	2	-	1
PT11	5	-	1
PT 12	3	-	1

Frequency	65	-	5
Percentage	22.18	0	1.71

From the table above, it can be inferred that all pre-service teachers were able to praise their students. Moreover, most of the responses were given by praising with the percentage 22.18% from the total questions asked. Teachers tried praised the responses using expressions that showed approval. For example, Yes, it is correct', 'Very good, you get the idea'. 'Yes, right'(see Appendix B1). 'That is correct.' 'Yes, correct.' 'Good, yes' (see Appendix B2). Very good (see Appendix B3). 'Very good.' 'Yes, you are right_' 'Correct.' 'Good.' (see Appendix B4).

The wrong responses were treated positively. Instead of saying 'You are wrong, such as "Useless explanation", "Bad expression", and so on. The pre-service teachers tried to show the wrong responses by using other questions. For example, "Do you agree?" "Any other for number seven?", "Any correction?", "Anybody who is to say not correct?". These questions were used as a means of probing for other responses. Students' responses can be used for many other purposes in the classroom. Classroom discussion can be redirected using students' responses or classroom discussions can be formed from the responses. Furthermore, .another kind of feedback is applied, it is quoting. Teacher quoted students' correct answer by giving the students the standard answer. It

can encourage more than praised or encouraged words. For example: "What is symbol?" (Appendix B4), the students answer "Sign", then the pre-service teacher quoted the students answer by saying "Yes, a mark or character used as representative of something".

Generally, the pre-service teachers treated students' responses appropriately. It implied that they were aware of expressions that affect students' feelings.

Table 4.17 Pre-service Teachers' Skill in Evaluating for Questioning

Pre-Service Teacher (PT)	Evaluating for Questioning			F	%
	Praising	Encouraging	Quoting		
PT 1	√	-	-	1	33.33
PT 2	√	-	-	1	33.33
PT 3	√	-	-	1	33.33
PT 4	√	-	√	2	66.67
PT 5	√	-	√	2	66.67
PT 6	√	-	-	1	33.33
PT 7	√	-	-	1	33.33
PT 8	√	-	-	1	33.33
PT 9	√	-	-	1	33.33
PT10	√	-	√	2	66.67
PT11	√	-	√	2	66.67
PT 12	√	-	√	2	66.67
Total					47.22

Percentages of Indicators Achieved in Skill of Evaluating for Questioning
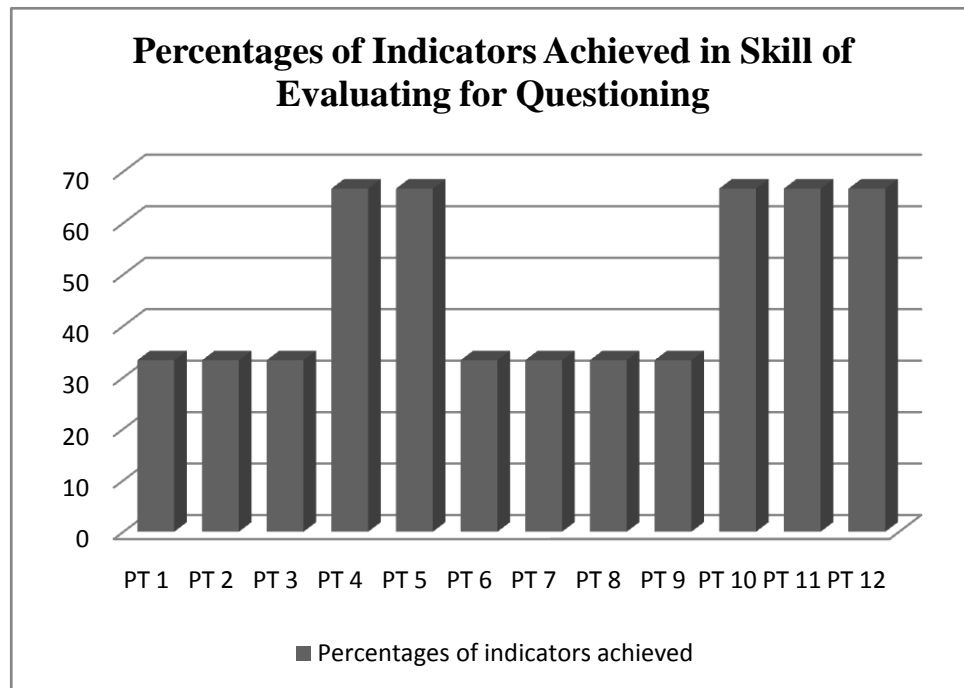

Chart 4.11 Percentages of Indicators Achieved in Skill of Evaluating for Questioning

From the research finding, it can be seen that from three indicators in skill of evaluating questions, five pre-service teachers met 66.67% or two of them and seven pre-service teachers met 33.33% or one of them. It means that in skill of evaluating for questioning, five pre-service teachers have moderate ability and seven pre-service teachers have low ability. Thus, it can be inferred that the pre-service teachers' skill in evaluating questions is low (47.22%).

Table 4.18 Pre-service Teachers' Questioning Skill

PT	The Indicators for Questioning Skill																			F	%
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
PT 1	√	√	√	√	√	√	-	√	√	-	√	√	√	-	√	√	√	-	-	14	73.68
PT 2	√	√	√	√	√	-	-	-	√	√	√	√	√	√	√	√	√	-	-	14	73.68
PT 3	√	√	-	√	√	-	-	-	-	-	-	√	√	√	√	-	√	-	-	9	47.37
PT 4	√	√	√	√	√	-	√	-	-	-	√	√	-	-	-	-	√	-	√	10	52.63
PT 5	√	√	√	√	√	-	√	-	-	-	√	√	√	√	√	√	√	-	√	14	73.68
PT 6	√	√	√	√	√	-	-	√	√	-	-	√	√	√	-	√	√	-	-	12	63.16
PT 7	√	√	√	√	√	-	-	-	-	√	√	-	√	-	-	√	√	-	-	10	52.63
PT 8	√	√	√	-	√	-	-	-	-	-	√	√	√	√	√	√	√	-	-	11	57.90
PT 9	√	√	√	√	√	-	-	√	√	√	√	√	√	-	-	-	√	-	-	12	63.16
PT 10	√	√	√	-	√	-	-	-	-	-	√	-	√	-	-	√	√	-	√	9	47.37
PT 11	√	√	√	√	√	-	-	-	-	-	-	√	√	-	-	√	√	-	√	10	52.63
PT 12	√	√	√	√	√	√	-	-	-	-	-	√	√	√	-	-	√	-	√	11	51.90
Total																					59.65

PT   = Pre-service Teacher   F   = Frequency of skills observed
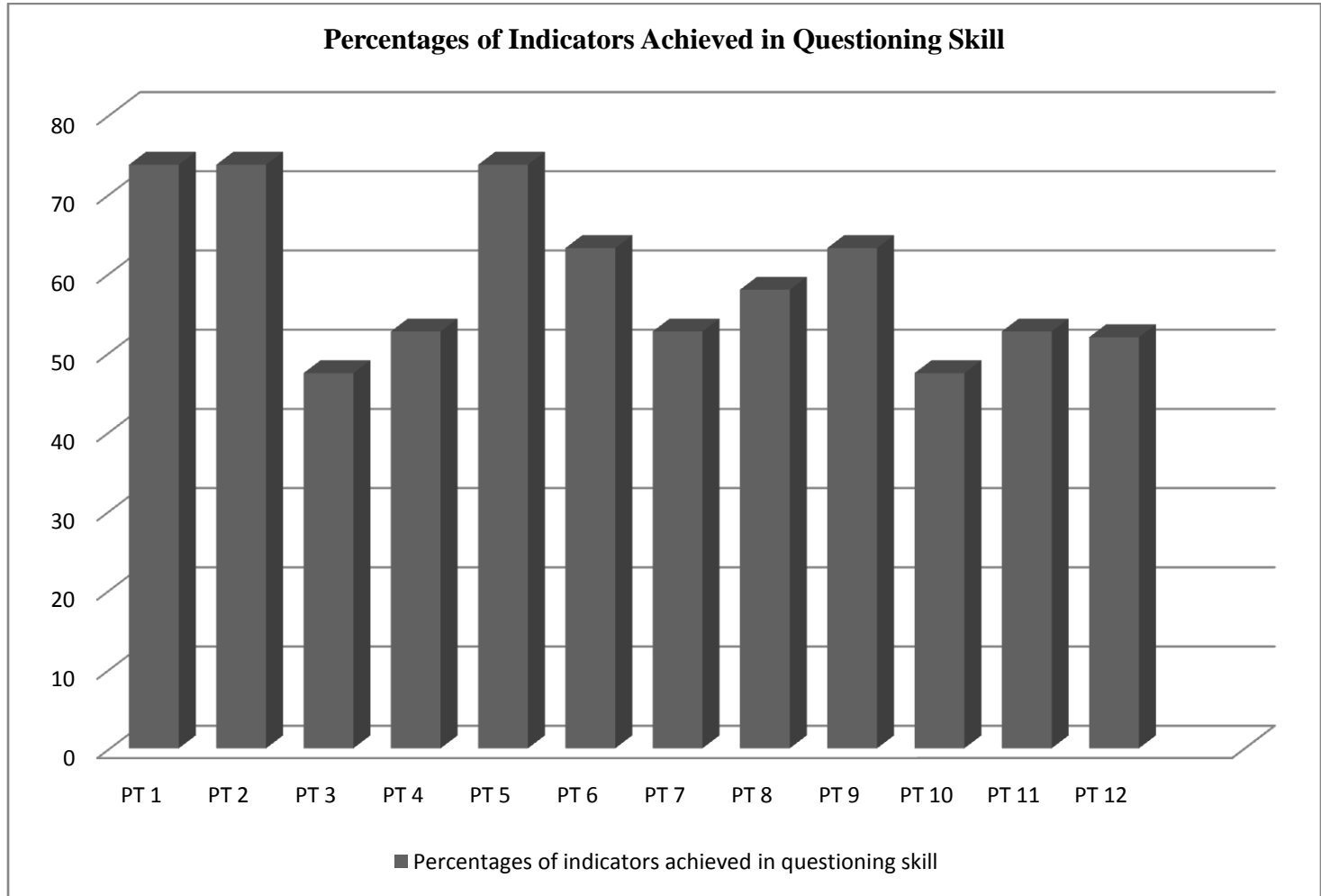
Chart 4.12 Percentages of Indicators Achieved in Questioning Skill

4.19 Faults in Formulating Questions

Pre-service Teachers (PT)	Faults in Formulating Questions						Total
	Ambiguous	Multiple	Post-script	Rhetorical	Loosely Worded	Elliptical	
PT 1	1	-	-	1	1	2	30
PT 2	3	2	-	1	-	-	36
PT 3	-	-	1	-	-	2	27
PT 4	-	-	2	-	-	-	26
PT 5	-	-	-	-	-	2	23
PT 6	-	-	-	-	-	-	24
PT 7	4	-	-	-	-	-	20
PT 8	-	-	-	-	-	-	20
PT 9	5	1	-	-	9	8	42
PT 10	-	-	1	1	-	-	13
PT 11	-	-	-	-	-	-	18
PT 12	2	-	-	-	-	-	14
Frequency	15	3	3	3	10	14	293
%	5.12	1.02	1.02	1.02	3.41	4.78	100

2. **Faults Made By Pre-service Teachers at English Teacher Education Department of Sunan Ampel State Islamic University Surabaya in Formulating Questions**

a. **Ambiguous Questions**

In this study, ambiguous questions refer to the kind of questions that may have many possible answers or may be no answers at all. Table 4.19 shows that 5.12% of the total questions were ambiguous questions. These questions did not allow the students to give precise responses. For example, "We used the verb is?" (Appendix B9)

b. **Multiple Questions**

From table, we can see that multiple questions formed about 1.02% of the total questions asked. These questions were used when teachers did not think about their questions beforehand. They asked many questions at a time. These questions did not refer to a single idea. They mixed up a lot of things. "What will you say? What will you tell to your friend" (Appendix B2)

If a number of questions are presented together, they tend to confuse students. Therefore, we should ask only one question at a time.

c. **Post-script Questions**

These questions often happened when the pre-service teachers gave explanation on something and then asked the students to answer what they had just explained. Actually, these questions did not test

students' understanding, but they were functioned for checking whether the students were following teacher's explanation.

Again, Table 4.19 shows that 1.02% or three questions were post-script questions, such as "What is the particle in this sentence?" "Which is the verb?' What is the verb?" (Appendix B1)

d. Rhetorical Questions

These kinds of questions were mostly used by the teachers who gave long explanations or descriptions. They add some questions to their explanations when they fell that it was important to ask questions. These questions did not test anything, but they were used to check whether the students had been paying attention or not.

For example:

"It should be in past tense, right?" (Appendix B1)

From table, we can see that rhetorical questions formed about 1.02% of the total questions asked.

e. Loosely Worded Questions

Loosely worded questions had a significant place in the classroom. Since these questions were not grammatically correct, the students had to follow or understand the context to give correct responses.

For example:

"Eat verb 2 is?" (Appendix B9)

Such kinds of questions are not easily understood by students. And 3.41% or 10 questions were loosely worded-according to this study. These questions were the result of lack of preparation. That is why they were formed by interrupting explanations and discussion in the classroom.

f. **Elliptical Questions**

A number of elliptical questions could be identified while teachers were giving their lessons. They were incomplete sentences which needed replay from the students.

For example:

"The pattern of simple past is subject followed by? A student completes the sentence using' verb 2" (see Appendix B1).

These questions were not constructed by all pre-service teachers in this study. These kinds of question were few in number 4.78% or 14 questions are classified as elliptical questions.

These are simple questions to form but they are not effective in the classroom, because they do not encourage learners to use words, phrases and so on.

B. Discussion

Based on the findings above, there are several things that must be noted down. It will be arranged based on the findings on each problem.

1. In the first research problem, the findings found that the questioning skill of pre-service teachers at English Education Department of Sunan Ampel State Islamic University Surabaya is low ability (59.65% indicators achieved).

   There are nineteen indicators used for assessing pre-service teachers' questioning skill. As mentioned in the previous chapter that there are four skills required in questioning skill. Those are skill of preparing, designing, controlling, and evaluating for questioning. Those skills are assessed through pre-service teachers' lesson plan and teaching practice process. The first is skill of preparing questions. The skill of preparing questions was assessed from pre-service teachers' lesson plan. There are eight indicators that assessed in lesson planning. The first indicator is preparing leading questions into the topic. From 12 pre-service teachers, 11 of them prepared questions to lead students into the topic while 1 of them did not prepare these questions. It can be inferred that almost all of them realized on the importance of preparing questions to lead students into the topic. By preparing these questions, pre-service succeed in arousing the learning interest and curiosity of the students in the beginning of the lesson, especially engaging them in the materials that will be discussed. As stated by

Xiaoyan Ma that these questions can help teachers to arouse the learning interest.[1]

The second indicator is preparing questions to check students' understanding. All pre-service teachers prepared questions to check students' understanding. Most of the questions used in this purpose are categorized as recall fact/display/convergent question. It is related with the theory stated that those kinds of questions are usually asked for comprehension checks.[2]

The third indicator is preparing key questions. All pre-service teachers prepared key questions. It means that in each pre-service teacher's lesson plan was found questions that formulated based on the objective of the lesson. Minimally, there was one question for one objective as suggested by William.[3] From the total 94 questions prepared in the lesson plan, 86.70% are categorized as key questions. However, 13.30% are categorized as non-key questions because those questions are not based on the objective of the lesson. Although those questions are not based on the objective of the lesson, it did not mean that they were useless being prepared as those questions used to manage classroom.

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[1] Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International Education Studies*, Vol. 1, No. 4, November 2008, 94.

[2] Nematullah Shomossi, "The Effect of Teachers' Questioning Behavior on EFL Classroom Interaction: A Classroom Research Study", *The Reading Matrix*, Vol. 4, No. 2, September 2004, 97-98.

[3] William W. Willen, *Questioning Skills for Teachers* (Washington DC: National Education Association, 1991), 10.

The fourth indicator is preparing clear worded questions. Ten from twelve pre-service teachers could prepare the whole questions with clear words, yet two of them prepared questions in which several of those contained unclear words. Among 94 questions prepared in the lesson plan, 96.81% are clear worded questions. These questions give clear indication for response. While 3.19 are unclear worded questions because these questions made students confuse. As it is stated that unclear worded questions can confuse students and they were less likely to be involved in the learning.[4] Thus, while those questions were asked, students gave back the questions to the teacher because they did not clear indication for response.

The fifth indicator is preparing questions with understandable vocabulary. All pre-service teachers prepared questions with understandable vocabulary. From the total 94 questions prepared in the lesson plan, all of the questions used understandable vocabulary. It shows that all pre-service teachers could adapt the vocabulary based on the students' level. As a result, during their teaching practice, their students did not get confuse and never gave back what they were looking for. As stated by Xiaoyan Ma that when

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[4] Lila Mauigoa. "Enhancing Teacher' Questioning Skills to Improve Children's Learning and Thinking in Pacific Island Early Childhood Centres", *New Zealand Journal of Teachers' Work*, Vol. 3, Issue 1, 2006, 19

teachers ask questions with understandable vocabulary, the students may not get confuse.[5]

The sixth indicator is preparing questions as instructional cues. Only two pre-service teachers met this indicator. Although many of them did not prepare these questions, they asked these questions while conducting teaching practice. However, it is important to prepare these questions before conducting teaching practice. This will increase the number of students who participate in the class activity as these questions help students know what they are to do.

The seventh indicator is predicting students' possible answer. From twelve pre-service teachers observed, only two pre-service teachers predicted students' possible answer while ten of them did not do it. Those who predicted students' possible answers were able to organize their students answer well. They treated positively every student's response and never rejected it. Sometimes, when the students' answer closed to answer that they had prepared, they did eliciting. It is similar with what Xiaoyan Ma argued that predicting students' possible answer will help teachers to correct or to elicit students' answer.[6]

The last indicator in the skill of preparing questions is preparing the situation when the students cannot answer or the students refuse to answer.

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[5] Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International EEducation Studies*, Vol. 1, No. 4, November 2008, 94.
[6] Xiaoyan Ma, "The Skills… 94.

Among twelve pre-service teachers, only three pre-service teachers prepared this situation. Most of them tend to prepared anticipated problems about students' difficulties with class exercises, such as students might not clear enough the explanations and instructions, students may have problems with the difficult word or new vocabulary, and so on. However, it is important to prepared this situation because it can help teacher to create a strategy that stimulate students' willingness to answer.[7]

From eight indicators in the skill of preparing questions, one pre-service teacher met 87.5% of them, eight pre-service teachers met around 60% - 80% of them, and three pre-service teachers met less than 60% of them. It means that in skill of preparing questions, only one pre-service teacher has high ability, eight pre-service teachers have moderate ability, and three pre-service teachers have low ability. Thus, it can be inferred that the pre-service teachers' skill in preparing questions is moderate (66.67%).

Furthermore, in conducting teaching process, there are three skills of questioning that have been assessed. Those are skill of designing, controlling, and evaluating for questioning. The first is skill of designing questions. The first indicator in skill of designing question is structuring, 33.33% or four of the total pre-service teachers did this technique. Whereas, many of them were shown did this, but they failed to do it because they

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[7] Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International EEducation Studies*, Vol. 1, No. 4, November 2008, 95.

formulated post-script questions in which after giving signpost, they asked what they had just been stated. It did not build students' critical thinking. Actually, the essence of structuring is providing a clue to activate students' thinking and to direct students to the answer that the teacher expects.[8]

The second indicator is simplifying. Among twelve pre-service teachers, three of them showed their ability to simplify the questions. Others tend to repeat their questions several times when they did not get the correct answer.

The last indicator in skill of designing for questioning is asking thought-provoking questions (divergent questions), eight pre-service teachers designed these questions during their teaching practice. From the total 293 questions asked by all pre-service teachers during their teaching practice in microteaching, 11.26% are thought-provoking questions (divergent questions). The other questions are 14.34% managerial questions (procedural questions) and 74.40% recall fact (convergent questions). It means that they used convergent questions more intensive than divergent questions. This is caused by their actual purpose in designing questions are to check students' understanding, such as recalling meanings of words, practicing a new form of language, and recalling previous information. While, divergent questions used rarely. This kind of questions was used by

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[8] Mkandawire Chidongo, Dissertation: "*Teachers' Questioning Techniques in Mathematics at Grade 11 Level: The Case of Four Selected Secondary Schools in Petauke District*" (Lusaka: The University Of Zambia, 2013), 19.

them mostly in the beginning of the lesson to lead-in students into the topic and when they asking about students' opinion about the lesson discussed.

From three indicators in the skill of designing questions, two pre-service teachers have high ability (more than 80% indicators achieved), two pre-service teachers have moderate ability (around 60% - 80% indicators achieved), five pre-service teachers have low ability (less than 60% indicators achieved), and three pre-service teachers have poor ability (0% indicators achieved). Thus, it can be inferred that the pre-service teachers' skill in designing questions is low (41.67%).

The second skill that has been assessed in teaching process is skill of controlling for questioning. There are five indicators in this skill. The first indicator is nominating. From twelve pre-service teachers, ten of them showed that they frequently asked question first then nominating students while two of them never did it or they frequently nominated students first then asked question. It can be inferred that the majority of them were aware of the importance in phrasing the questions first and then nominating students. This strategy may encourage other students to be inattentive in the class and they may not be alert to listen to the answers. They may also attempt to do other activities not related to the lesson. Regarding chorus responses, it constituted about 192 or 65.53% of the total nomination. Despite the fact that chorus response facilitate teachers to check whether their students have understood the lesson or not, it cannot be taken as

testifying device of their lessons. It is advisable to mention the questions before giving the opportunity to answer the questions for a student.[9] Then the students can get time to think over the question. If the questions are not given first, the students may not follow what the teacher says except the student who is given the chance to give a response.

The second indicator is distributing. Eleven from twelve pre-service teachers' majority technique in distributing was distributing questions to randomly asked students. From the total 293 questions that asked by pre-service teachers, 26.69% of the questions are answered by randomly asked students. Distributing questions to randomly asked students, both of volunteer and non-volunteer, made all students in the class fully participate during class activities. When the questions were distributed to whole class, active students dominated answering the question, while others tended to silent and listened. They would not produce the answer when they were not nominated. Thus, it is important for teachers to distribute the questions to non-volunteer. This helped holding the attention of the whole class and avoided repeating questions in the classroom. Yet, teachers must know the individual student's ability and the difficulty of their questions, so they can assign their students to answer their questions depending on their abilities. Even though there may be some students who do not like to talk in the

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[9] Xiaoyan Ma, "The Skills of Teacher's Questioning in English Classes", *International EEducation Studies*, Vol. 1, No. 4, November 2008, 94.

classroom, they gradually become familiar with the classroom situation and at last they will be eager to give responses voluntarily.

The third category is giving wait-time. Half of the pre-service teachers were able to give sufficient wait-time, 2-4 seconds. From the total 293 questions that asked by pre-service teachers, 92.83% of the questions are given less than or almost one second before the students gave respond to the questions, 4.1% of the questions are given 2 to five seconds, and the rest are 3.07% of the questions are given unlimited time. It means that the majority of questions were phrased with less than or almost one second. It is related with Rowe's argument that the average amount of time teachers wait is 1 second.[10] However, more time may be given to low proficient students to think and answer questions. On top of that, teachers may ask higher level questions as it is believed that one can learn more from having more seconds to respond to higher order questions than lower order ones. Thus, it is important to give more time to the students in order to make them think and respond to questions. Additionally, it also will improve the students' correct answers.

The fourth indicator is prompting. Five from twelve pre-service teachers were able to prompt students' incorrect or incomplete answer.

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[10] Rowe, M. B. "Wait- time: Slowing Down may be a way of Speeding up", *Journal of Teacher Education,* vol. 37, 1986, 49.

While others tended to redirect students' incorrect or incomplete answer to another students or answered by themselves.

The last indicator in skill of controlling questions is probing. Among 12 pre-service teachers, eight of them used probing questions. The most common types of probing questions used by pre-service teachers were asking students to support their answer with the reason of answer chosen. However, others tended to feel satisfy when the students could give correct answer without asking them for collaborating their answer, so they could not measure whether the students' correct answer because they were really understand the answer or they could answer coincidentally.

From five indicators in the skill of controlling questions, three pre-service teachers met 100% or all of them, three pre-service teachers met 80% or four of them, two pre-service teachers met 60% or three of them, three pre-service teachers met 40% or three of them and one pre-service teachers met 20% or one of the indicators. It means that three of them have high ability (more than 80% indicators achieved), five of them have moderate ability (around 60% - 80% indicators achieved), and four of them have low ability (less than 60% indicators achieved). Thus, it can be inferred that the pre-service teachers' skill in controlling questions is moderate (66.67%).

The last skill that has been assessed in teaching process is skill of evaluating for questioning. There are three indicators in this skill. The first indicator is praising. It was observed that all pre-service teachers gave

feedback to students' answer by praising. It means that all of them were aware of giving positive feedback as it is good to make students feel appreciated for their effort in order they feel confidence in answering questions.

The second category is encouraging. None of pre-service teachers gave encouraging to students' answer. Actually, encouraging is used when the students' answer is incomplete or wrong. Hence, the pre-service teachers tended to use redirecting when the students gave wrong answer.

The last indicator in skill of evaluating for questioning is quoting. From twelve pre-service teachers, five of them quoted students' answer. They quoted students' answer when it closed or had similar meaning with the correct answer. This technique is more effective than rejecting students' answer or directing to another student because the students felt appreciated on their effort and achievement.

From three indicators in skill of evaluating questions, five pre-service teachers met 66.67% or two of them and seven pre-service teachers met 33.33% or one of them. It means that in skill of evaluating for questioning, five pre-service teachers have moderate ability (around 60% - 80% indicators achieved) and seven pre-service teachers have low ability (less than 60% indicators achieved). Thus, it can be inferred that the pre-service teachers' skill in evaluating questions is low (47.22%).

Based on the result of the score percentage in all skills, it can be concluded that each pre-service teacher has different level of questioning skill. Five from twelve pre-service teachers met 60% - 80% indicators from the total indicators. It means that they achieved around 12 to 14 indicators from 19 indicators of questioning skills. Then, seven from twelve pre-service teachers met less than 60% indicators from the total indicators. It means that they achieved more than 12 from 19 indicators of questioning skills. Thus, it can be inferred that there are five pre-service teachers who have moderate ability in questioning skill. They are pre-service teacher 1, pre-service teacher 2, pre-service teacher 5, pre-service teacher 6, and pre-service teacher 9. Then, there are seven pre-service teachers who have low ability. They are pre-service teacher 3, pre-service teacher 4, pre-service teacher 7, pre-service teacher 8, pre-service teacher 10, pre-service teacher 11, and pre-service teacher 12. Thus, it can be concluded that overall pre-service teachers have low ability in questioning skill.

2. For the second research problem, the findings showed that the faults made by pre-service teachers in formulating questions were asking ambiguous questions, asking multiple questions, asking post-script questions, asking rhetorical questions, asking loosely worded questions, and asking elliptical questions.

The first fault is asking ambiguous questions. From the total 293 questions asked during teaching process, 5.12% of the questions are

ambiguous. These questions have many possible answers or maybe no answers at all. These made students confuse and gave back the questions to the teacher.

The second fault is asking multiple questions. From the total 293 questions asked during teaching process, 1.02% of the questions are multiple. These questions were used when teachers did not think about their questions beforehand. They asked many questions at a time. These questions did not refer to a single idea. They mixed up a lot of things. When these questions were phrased, the students frequently focused only on the last question mentioned. As a result, the teachers repeated their previous question. Thus, we should ask only one question at a time.

The third fault is asking post-script question. From the total 293 questions asked during teaching process, 1.02% or three questions were post-script questions. These questions often happened when the pre-service teachers gave explanation on something and then asked the students to answer what they had just explained. Actually, these questions did not test students' understanding, but they were functioned for checking whether the students were following teacher's explanation.

The fourth is asking rhetorical questions. From the total 293 questions asked during teaching process, 1.02% or three questions were rhetorical questions. These kinds of questions were mostly phrased after teachers gave long explanations or descriptions. They added some questions to their

explanations when they fell that it was important to ask questions. These questions did not test anything, but they were used to check whether the students had been paying attention or not.

The fifth is asking loosely worded questions. According to this study, 3.41% or 10 questions were loosely worded. These questions were not grammatically correct. The causes on formulating these questions were not caused by the teacher who did not know the correct grammatical, yet it caused because the teacher asked the question incidentally without making preparation. As a result, they translated what was in their mind, from their mother language to the target language.

The last fault done by pre-service teachers is asking elliptical questions. These kinds of question were few in number 4.78% or 14 questions. They were incomplete sentences which needed replay from the students. These are simple questions to form but they are not effective in the classroom because they do not encourage learners to use words, phrases and so on.

From six kinds of faults done by pre-service teachers, there were some factors caused that faults. The first is lack of preparation. Most of them did not plan the question orderly based on the objective of the lesson. As a result, they formulated ambiguous questions or loosely worded questions that made the students confuse. Second is the teachers' conception of the purposes or aims of questioning. Teachers mostly use questions only to

judge the understanding of their students. Actually, questions can serve a lot of other purposes in the teaching and learning process. Therefore, teachers must identify different purposes when they prepare questions. Purposeless questioning, such as asking post-script question and rhetorical questions, does not contribute anything in teaching. Instead, it is wastage of time. The third is lack of training on questioning skills. Pre-service teachers should have been trained to use specific skills, like questioning, in the classroom effectively.