The Analysis of Teachers' Written and Oral Questions in the Efl Classroom at Junior High School in Padang

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Abstract

Teachers primarily ask questions in an EFL classroom to measure their students' comprehension and stimulate their curiosity. Teachers can ask a wide variety of questions. Every question has a unique impact on the degree of thinking of the students. The goal of this study was to examine the most common questions that teachers in SMPN Kota Padang's EFL classroom asked. This study is descriptive in design. It involved observing a subject and documenting their behavior, as well as using textual material from Geschool that was unchanged in any approach. The 18 teachers who were chosen for this study's subjects were drawn at random from six different schools. Written questionnaires from Geschool and video recordings of classroom observations served as the data gathering methods. The study's conclusions show that remembering (C1), which accounts for 155 questions (or 40.15 percent of all questions) and represents the lowest level of thinking in the cognitive domain, is the most frequently asked type of question by teachers in EFL classroom activities in SMPN Kota Padang.

Keywords: Teacher's Questions, Type of question, Level of question, HOTS.

Introduction

The 2013 curriculum is the new curriculum that is being used in all Indonesian schools. According to Suyanto (2018), the 2013 curriculum's learning process uses a scientific methodology. Using a scientific method is an effective strategy to improve learning results for children. It facilitates the construction of knowledge concepts by students, which they acquire through cognitive processes. Sarwanti (2016) asserts that a scientific approach also seeks to: (a) enhance intellectual capacity, particularly high-level thinking skills; (b) cultivate students' capacity for methodical problem-solving; (c) enhance accomplishment; (d) instruct students in idea communication; and (e) broaden students' character. communication in EFL contexts. Additionally, asking questions in the classroom helps foster student participation because it allows them to express themselves and piques their curiosity.

It is anticipated that the learning process that educators design would boost students' critical thinking skills, foster greater creativity, and give them more autonomy in problem-solving. According to Ennis's research published in Ndun (2015), teachers should pose questions for their students to help them develop complex conceptualizations and critical thinking skills.

According to Farahiana (2012), the purpose of showcase questions is to assess students' understanding of a vocabulary word or grammatical concept. Referential questions can be utilized either

before or after the text is read. Referential questions give pupils the opportunity to express themselves and their thoughts.A comparison between referential and display questions is made by.

Dalton-Puffer (2007). He argues that referential questions are designed to produce student answers that are qualitatively superior, authentic, relevant, lengthy, and complicated than the answers and are frequently perceived as more 'natural'. In addition, he asserts that display questions are the opposite of referential questions, the answers to which will almost certainly regurgitate already published data.

Regarding instructors' questioning, several recent research have been done. First, a study by Wangru (2016) examined students' engagement in class discussions and the questioning techniques used by teachers. This study focuses on how teachers ask questions and how students participate in class discussions. Second, a study titled "Teacher's knowledge of Higher Order Thinking and Questioning Skills: A Case Study at a Primary School in Terengganu, Malaysia" was carried out by Yusoff (2018). The purpose of this study is to determine how well teachers comprehend higher-order thinking skills and thinking concepts. Third, the research that Sujiarti (2016) carried out to accomplish the purpose of teaching, a teacher's questioning technique needs to be considered and used to create a successful learning process. Using strategies that might encourage student participation in the learning process, this research seeks to accomplish the goal of teaching.

But there hasn't yet been any research done on the kinds of questions teachers ask in EFL classes. As a result, it motivates the researcher to carry out additional research to determine the kinds and difficulty levels of questions teachers ask in EFL classes.

Methods

Descriptive research is utilized in this methodology to examine the kinds of questions that are used and at what level in EFL classrooms. The primary information is from a teacher and Geschool video clip. The data comprises written questions in Gechool and a copy of teachers' conversations that includes the questions the teachers ask during the teaching and learning process.

The study's participants are the English teachers of Kota Padang's SMP Negeri. Six schools were selected at random by the researchers to represent every SMP Negeri in Kota Padang. English teachers at the selected school who instruct students in all grade levels make up the research sample. There are three or more English teachers each school. Thus, the researcher made the decision to watch one instructor each grade. Random sampling is the technique of sampling that was employed in this study.

Analysis was done on the transcribed data. All the questions and answers from Geschool and classroom interactions were obtained through transcriptions. Every question that was gathered was categorized according to the HOTS category. The researcher was able to categorize every question that professors asked during in-class interactions with the aid of the following table.

Table 2. Indicators of Cognitive Domain in Taxonomy Bloom Revision

C1 (Remember)	C2 (Understand)	C3 (Apply)	C4 (Analyze)	C5 (Evaluate)	C6 (Create)
Mention	Classify	Choose	Examine	Summarize	Assemble
Imitate	Describe	Demonstrate	Contrast	Criticize	Change
List	Explain	Arrange	Distinguish	Validate	Facilitate
Find	Compare	Illustrate	Separate	Enclose	Create
Repeat	Translate	Interpret	Test	Determine	Design
Pronounce	Paraphrased	Use	Edit	Clarify	Establish
State	Elaborate	Modify	Detail	Assess	Write

Sign	Match	Valuated	Select	Defend	Formulate

(Adapted by : Anderson, L.W & Krathwohl, D.R.:2001)

Furthermore, the researcher will find the percentage of the types and of questions asked by teachers in EFL classroom in SMPN Kota Padang. HOTS questions are calculated based on the following formula to help to present the data in forms of numbers as mentioned in Sudjana &Ibrahim (2001: 129):

P = n x 100%

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  N

Notes:

P : Percentage

n : Number of questions based on the types or levels criterion found in the questions

N : The total number

Moreover, the researcher will analyze the data from the video recording and Geschool to investigate the frequently questions asked in classroom. Then, the data will be analyzed relate to the data from transcriptions.

Result and Discussion

Transcripts of classroom conversations and student homework questions (both written and spoken) from the Geschool website served as the research's primary source of data. The information from the Geschool website and video recordings served as the basis for all transcriptions. The researcher collected all questions, both in Indonesian and English, based on the transcriptions. Subsequently, the questions extracted from the transcriptions were divided into two categories by the researchers: LOTS questions and HOTS questions.

Three teachers per grade participated in this study, which included 18 teachers from all grade levels. A total of 386 questions had been gathered from all teachers. Of the total number of questions, 155 were classified as C1 questions and 112 as C4 questions.

It follows that most questions asked by teachers during EFL classroom activities were C1 (LOTS) questions, accounting for 40,15% of the 386 total questions. As a result, 29.01 percent of the 386 questions were C4 (HOTS) questions, the kind of questions that instructors hardly ever asked during EFL class activities. The graphic below displays the data percentages:
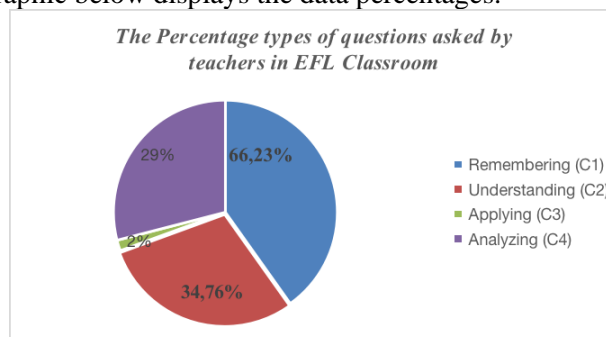

Figure 4.1 The Percentages of Types of Questions

Furthermore, the researcher classified all student's answers into correct and incorrect responses that related to the types of questions (LOTS and HOTS). Based on students' responses, it was found that

the common students' responses based on the LOTS questions which correct responses with number 35 answers of 36 the total questions. Then, incorrect answer with 1 answer of 36 total answers. The data percentages can be seen in the pie chart below:
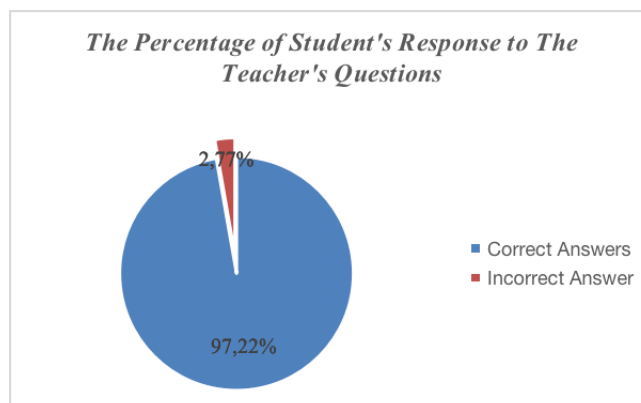

Figure 4.2 the Percentage Levels of Questions

Different conclusions were drawn from Yusoff and Seman's (2018) research. The goal of their research findings is the quantity of teachers posing questions to prepare students for HOTS during classroom activities. Their research could reveal the level of questions that teachers in English classes typically ask, as it focuses on the quantity of teachers who ask these kinds of inquiries.

Subsequently, it was discovered that most educators utilized lower-order thinking questions to assess pupils' retention of information and understanding. Nine educators consistently asked a lot of questions, five educators asked HOTS questions, and four educators occasionally asked HOTS questions. As a result, it can be claimed that throughout a class activity, teachers ask LOTS of questions. Subsequently, it was discovered that the typical student's response in an EFL classroom exercise was predicated on many questions. Students actively respond to many questions because they are not encouraged to utilize critical thinking in their responses. Because they are accustomed to answering questions of this nature, students respond to the LOTS inquiry with ease. Out of 36 total responses, the correct response came in at number 35. Then, only one out of the 36 responses in the EFL classroom activity were inaccurate. This indicates that 97,22% of the total responses were accurate answers to LOTS questions, which are frequently provided by students in EFL class exercises.

Conclusion

Recalling (C1) is the most prevalent question type posed by teachers in EFL classroom activities, accounting for 155 out of 385 total questions, according to the statistics and discussion above. Next, in an EFL classroom exercise, the levels of questions that teachers rarely addressed were applying (C3), which has just 6 questions out of a total of 385 questions, and creating (C6), which has 0 questions out of a total of 385 questions. This indicates that the memorizing (C1) category accounted for 40,15% of the total questions, which is the level of questions that instructors typically ask during EFL class activities.

Some recommendations are made in light of the research's conclusions and findings. First, it is recommended that teachers of English in all courses become more proficient in the use of questioning techniques. Additionally, posing questions to the class might encourage critical thinking. In order to keep students' attention on the subject matter, the teacher should continue engaging with them by drawing their attention. Observing different question kinds and students' responses based on alternative theories would be a better recommendation for the next researcher who wishes to carry out this research.

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