

TEACHER'S QUESTION IN TEACHING READING NARRATIVE TEXT

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ABSTRACT

Teacher's questions play an important role in the classroom interaction. This study was conducted to investigate the levels of question that English teacher used while teaching narrative text. The subject of this study was an English teacher of SMA Gajah Mada. The data were collected by observing and recording while the teacher was teaching in two different meetings and also by interviewing the teacher. The research design of this study was qualitative research. The study reveals that the total number of the question was 63 questions that asked by the teacher. There were Low Cognitive Questions (LCQ); 48 (76%) remembering questions, 13 (21%) understanding questions, 0 (0%) applying questions and High Cognitive Question (HCQ); 0 (0%) analyzing questions; 2 (3%) evaluating questions, and 0 (0%) creating questions. LCQ questions are dominantly used by the teacher.

Keywords: *Reading Narrative Text, Teacher's Question.*

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INTRODUCTION

Background of the Study

Reading is an important skill which has an important contribution to the success of learning language. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a globalized society.

Reading for comprehension is the primary purpose for reading as argued by Richard and Renandya (2002: 227). Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently. The reading texts types that the first year students of Senior High School need to learn are: descriptive, narrative, and recount. The students are expected to be able to understand the text and are also capable of creating new text. In this paper the writer focuses the discussion on narrative text. Leinhardt etl (2009: 70) state that students appear to have difficulty in identifying the main story of the text and are limited in their ability to connect events into causal chains.

The ability to comprehend something from reading materials for students needs to be improved in order to make them easier in reading process so the teacher have to arrange a suitable and interesting strategy related to students' condition. This strategy was expected to motivate in lesson and comprehend in reading. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purposes (Watkins et al, 2002). As argued by Ozcan (2010), students' participation can be provoked if the students are productive rather than purely receptive. Therefore, one popular strategy of facilitating students' participation used by many language teachers is questioning. They consider that it is an effective tool to build students' understanding and to stimulate them to participate in learning. Appropriate questions help teachers and students learn from one another. Review of research findings on questioning

reveal that it is an effective skill to stimulate student interaction, thinking, and learning (Wood; Carol, 2001).

Questioning becomes a powerful teaching tool when employed thoughtfully, but it can be less helpful for the language learning process when poorly employed. It means that when teachers use questioning effectively in English classes, it can make a significant contribution, such as focusing attention, exercising disciplinary control in the course or an instruction, encouraging students' participation to practice their English proficiency, and evaluating students' progress. Yet, when the questions are not used effectively by the teachers, they can confuse students and they are less likely to be engaged in English teaching-learning process. As a result, students never take participation in the class.

Brown (2001: 169) states that one of the best ways to develop your role as an initiator and sustainer of interaction is to develop a repertoire of questioning strategies. Therefore, what kind of and how questions are used in the class is important to provide an effective interaction. The problem is teachers usually ask questions that require low level thinking. Studies found that some teachers are not aware of the importance of applying appropriate questioning types and strategy and that their questions will have consequences for students' learning (Yanfen & Yuqin, 2010). Those caused students being confused and tended to not willing to answer the questions.

Based on the phenomenon of teacher's questioning above, the researcher realize that it is very important to the teachers to understand about the study of asking question because question helps either teacher and student to conduct classroom interaction. With all of these backgrounds, the study on levels of teacher's question especially in teaching reading narrative text at SMA GAJAH MADA Medan in academic year 2018/2019 is needed to be conducted.

REVIEW OF LITERATURE

1. Reading

Reading is a process when readers learn something from what they read and involve it in academic context as a part of education (Grebe, 2009: 5). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab the information in order that they could understand the material.

2. Narrative Text

Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories.

Teaching narrative is important to the students. As Nathanson (2006, p. 1) states that stories help to focus the reader's attention and build personal connection. Stories, as a literary type, are able to help students to develop their interpretative abilities in language awareness. Additionally, Pathan (2012, p. 29-30) states that stories also attract the students' attention more than any other normal passage and stories can develop students' interpretative abilities and expand their language awareness.

3. Teacher's Question

Ur (1996, p.229) defines a question in the context of teaching is “teacher utterance which has the objective of eliciting an oral response from the learner(s). In conclusion teachers question is sentence or phrase that used by the teacher to make interactive teaching and learning. Gall in

Richard and Lockhard (1994) state that there are some reasons teacher asks questions in the classroom, they are:

- 1) To stimulate and maintain students' interest.
- 2) To encourage students to think and focus on the content of the lesson.
- 3) To clarify what a student has said.
- 4) To elicit particular structures or vocabulary items.
- 5) To check students' understanding.
- 6) To encourage student participation in a lesson.

Questions are an important part of instruction, they give meaningful feedback to the teacher, and they engage students and they create a dynamic learning environment when used correctly. Questions can be categorized in a variety of ways, each of which is important. The researcher categorize level of questions according to Bloom's Taxonomy, based on Anderson's revision. In 2001 Anderson's published a revised version of Bloom's taxonomy. The revised version's classes are: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.

Lower cognitive questions are those that require "brief thought" and basic amount of understanding of an already learned subject or area. These kinds of questions are meant to encourage students to recall or remember basic information. For instance, remembering questions expect students to exhibit memory of previously learned materials by recalling facts, terms, basic concepts and answer; understanding questions require students to demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas; and applying questions expect students to solve problems, apply to new situations by applying acquired knowledge, facts, techniques and rules in a different rules.

Higher cognitive questions promote critical thinking skills because these types of questions expect students to analyze, evaluate, and creating something instead of simply recalling facts. For instance, analysis questions expect students to break the whole into component parts such as analyze mood, setting, characters, express opinions, make inferences, and draw conclusion; evaluating question require students to make judgments, explain reasons for judgments, compare and contrast information, and developing reasoning using evidence from the text; and creating questions have students use old ideas to create new ones using information from a variety of sources.

RESEARCH METHODOLOGY

This research used descriptive qualitative design. Fred and Perry (2005, p.75) states that qualitative research is characterized by verbal description as its data. It means that the data of the study analyzed by describing, identifying, and analyzing the texts. Descriptive research means that the data of this study are described or explained. Willig (2008, p.12) states that qualitative research can produce descriptions or explanations.

The data of this study were the sentences consisting of teacher's questions in teaching reading narrative text. The source of data was an English Teacher at SMA Gajah Mada at tenth grade and took two meetings.

The instrument for collecting data were video recorder and interview sheet. Video recorder was used to record the conversation during teaching-learning process. The interview sheet was used to interview the English Teacher to know how the questions asked by the teacher affect students' learning process.

In conducting this research the data had been analyzed by using the data analysis from Miles, Huberman, and Saldana (2014) there were 1). Data

Collection, 2). Data Condensation, 3). Data Display, and 4). Data verification/Conclusion.

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

1. The classification of question according to Bloom taxonomy in Anderson and Krathwohl (2001), they are remembering questions, understanding questions, applying questions, analyzing questions, evaluating questions, and creating questions were counted from greeting until the end the English class at the day. The total number of the question was 63 questions that asked by the teacher in 180 minutes at eleventh grade in SMA S GAJAH MADA Medan. There were Low Cognitive Questions (LCQ); 48 (76%) remembering questions, 13 (21%) understanding questions, 0 (0%) applying questions and High Cognitive Question (HCQ); 0 (0%) analyzing questions, 2 (3%) evaluating questions, 0% creating questions. LCQ questions are dominant used by the teacher.
2. The underlying reason of teacher ask question in the classroom, they are: (1) teacher believed that question as the way to have interaction with the students, by asking the question that can stimulate students' interest (2) teacher believed that question helps students to think and looking for the answer that makes students to study seriously (3) teacher believed that question has function to clarify students' statement by giving a question to make the lesson clear understood (4) teacher believed that question also elicit students' thought to find out the meaning by teacher's explanation. It helps students to think easier (5) teacher believed that question is important to check or understand students' knowledge about the lesson that has been taught (6) teacher believed that question is important to motivate the students in learning subject.

Discussion

Questions alert students to the information in a lesson, can be as principal way in which teachers control the classroom interaction. The research highlighted that asking questions was important to review previously learned material, establish a knowledge base for the new material to be learned. In classroom interaction the teacher asks question many times, it is support the obtained data from video recording that teacher asks question while teaching-learning process. It can be seen from the result of this study that there were 63 questions asked by the teacher in two meetings in 180 minutes.

The research finding of this present study revealed that Low Cognitive Question (LCQ) are dominant asked by the teacher than High Cognitive Question (HCQ). The findings in LCQ category are remembering questions 76%, understanding questions 21%, applying questions 0% and there were HCQ; 08% analyzing questions, 3% evaluating questions, 0% creating questions. LCQ questions are dominant used by the teacher. So, the frequency of question level is remembering, which is reach 76% in conclusion that LCQ dominates use by the teacher. The results revealed that the teacher used three out of six levels of questions. The teacher used two lower cognitive questions; they were remembering questions and understanding questions whereas she used evaluating questions as the higher cognitive questions in the classroom.

The last issue was about the reason why teacher asks questions. Different researcher provides various reasons why this is so. In this study the researcher found that the reasons why teacher ask question is as proposed by Gall in Richard and Lockhard (1994) state that there are some reasons teacher asks questions in the classroom, they are: to stimulate and maintain students' interest, to encourage students to think and focus on the content of the lesson, to clarify what a student has said, to elicit particular structures or vocabulary items, to check students' understanding, and to encourage student participation in a lesson.

Finally, the researcher thinks that in the cognitive level of questions, the level that is emphasized by the teacher is the lower cognitive questions. It is proven by the highest distribution that is gotten by the remembering questions while the

others only get small number of distribution. Further, the ratio between the evaluating questions and analyzing questions is not too far.

The most important thing must be concern for the teacher to vary the levels of questions asked in the classroom from lower cognitive to higher cognitive questions to assist students in the full comprehension and analysis of knowledge and allowing students to develop greater understanding. Whilst it might be necessary to ask lower cognitive questions at the start of unit study, teacher must move to discussion of higher cognitive questions allow for full potential of their students to be developed.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. Dealing with the level of teacher's questions, it was discovered that the teacher mostly used low cognitive question (97%) than high cognitive question. It was found that the teacher questions were dominated by remembering and understanding questions.
2. Teacher believed that there are some reasons teacher asks questions in the classroom, they are: (1) To stimulate and maintain students' interest. (2) To encourage students to think and focus on the content of the lesson. (3) To clarify what a student has said. (4) To elicit particular structures or vocabulary items. (5) To check students' understanding. (6) To encourage student participation in a lesson.

Suggestions

1. It is necessary for the teacher to be aware of the significance of posing questions in the classroom interaction. It is recommended for the teacher to maximize the use of higher cognitive questions to train the students thinking critically and in depth. Well formulated questions should be prepared by teacher before he begins the teaching and learning process.

The questions are also need to be synchronized with the objective of the lesson. Furthermore, questions that require only remembering of facts should be minimized because such questions limit students to explain their ideas using English in classroom.

2. The students should be daring to answer teacher's questions, because in the classroom they are allowed to do mistakes. In the other word, interaction in the classroom will provide them the chance to participate in English communication in society.
3. The finding of this research can be used as a reference to give better understanding for the future researcher; it may provide additional information.

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