

**TYPES OF QUESTIONS USED BY THE TEACHERS AND STUDENTS’  
RESPONSES IN ENGLISH TEACHING LEARNING PROCESS OF GRADE XI  
AT SMA FREE METHODIST 2 MEDAN**

**\*Widya Kristina Manalu**

**\*\* Nora Ronita Dewi, S.Pd., S.S., M.Hum**

**ABSTRACT**

This research aims to answer the three problem questions of this research, they are about types of questions are used by English teachers in teaching reading skill, teachers’ purposes in asking questions and students’ responses to the teachers’ questions. This research was conducted at SMA Free Methodist 2 Medan. The method of the study is qualitative descriptive, the subjects of this study were two english teachers and two classes of Grade XI at SMA Free Methodist 2 Medan. The data were collected by doing observation to the classroom, interview to the two English teachers, and record English teaching learning process. The result of this study showed that the two English Teachers in SMA Free Methodist 2 Medan commonly used all types of question in teaching reading skill, they are Question of Literal Comprehension, Question of Involving Reorganization or Interpretation, Question of Inference, Question of Evaluation, Question of Personal Response. After the reseacher analyzed the both teachers mostly used Question of Inference. The researcher also collect data about teachers’ purposes in asking the question to the students. Teacher 1 said his purpose is to know students’ understanding and Teacher 2 said that his purpose is involving students in teaching learning process. The researcher also analyzed students’ responses in two classes of grade XI, they are XI IPA 2 and XI IPS 2. The way teachers asked student in giving responses is by calling students’ name, pointing students and just a little raising hand. Only some students were active in giving responses even though in English or Bahasa Indonesia, those mostly used cognitive in answering the question from teachers.

**Key words:** *Teachers’ Questions, Students’ Responses, Reading Skill*

---

\*Graduate Status

\*Lecturer Status

## **I. INTRODUCTION**

As Richard and Lockhart (1996) explain that questioning is one of the most common techniques used by teacher and by giving question teacher can take control in classroom interaction. A problem that English as a foreign language teachers faces is to deal with a passive class, whereas students mostly silent and do not give any responses. Because of this problem, the teacher must be able to stimulate students by giving appropriate questions so the classroom be productive and have good interaction. The goal of giving question is to check the students' understanding about what the students have learned, to improve students' involvement and to enhance students' creative thinking skill in classroom interaction. The teachers should be able to know which questions can be attracted students' responses.

Based on the researcher's experience in Internship III, the researcher found a problem. Whereas most of the students were unable to understand the lessons well. In dialogue below showed that in the classroom interaction, the teacher used simple question that usually asked to students. As the result the students become passive and did not improve student's thinking skill in giving response of the teachers' question.

The expectation of the researcher the teacher should understand about the types of questions, so that the teachers know what types of questions can attract students' response. The teacher should can attract students' responses to the

question well, not only about “yes” or “no” answer and nonverbal response such as gesture or action but also make the students to develop their thinking in giving some explanation or opinion.

After those explanations, the researcher is interested to conduct study about analyzing types of questions used by teacher, describing the purposes to the teacher’s questions are appear in teaching learning process and how the students respond to the questions given by the teacher. The researcher decided to conduct the study to two English teachers and two classes of Grade XI at SMA Free Methodist 2 Medan in teaching reading skill.

## **II. LITERATURE REVIEW**

### **1. Theoretical Framework**

#### **a. Reading Skill**

Reading is categorized as receptive skills. Harmer (2001: 199) states that receptive skills are how people extract meaning from the discourse they see or hear. In summary, reading is a process of constructing meaning from written text. The reading skill is an important to learn that need active process from the eye and brain to understand the meaning of text. It means that to be a good reader, students must have good thinking. Therefore, the teachers must train students to have a creative thinking ability. Students who have good thinking can get good results in reading activities because they know the purpose of the author in writing the reading text and the meaning of the text itself.

Grabe and Stoller (2002: 6) classify reading purposes with 7 main headings:

- Reading to search for simple information
- Reading to skim quickly
- Reading to learn from texts
- Reading to integrate information
- Reading to write (or search for information needed for writing)
- Reading to critique texts
- Reading for general comprehension.

Finally, according to the researcher, the main purpose of reading is to understand the meaning of the text. In reading, the reader must know the author's purpose in writing the text. If the readers can comprehend the text well, whatever their expectations of reading, they will know it and they will be successful in reading activities

#### **b. Questioning Skill**

Questioning is one of the fundamental teaching skills which will facilitate the objective of the lesson. The questioning skill is one of important skill that teachers need to have, because by giving questions to students in classroom interaction can help students to stay focused, improve students' curiosity, increase students' creativity, encourage them to search for new knowledge and develop their level of thinking as well. Hasibuan and Moedjiono (2012) say that the questioning skill is someone's expertise in getting someone's answer in question.

Giving questions in classroom interaction to students is not only for testing

whether the students understand the lessons or not, but it is also used to control the interaction. It means by the questions, the teacher can manage all interaction in the classroom, by the time the students respond to the teachers' question, the interaction will occur in the classroom.

### 1. The Importance of Questions

Questions are part of communication. Richard and Lockharts (1994) claim the following as justifications for the importance of questioning in teaching:

1. They stimulate and maintain students' interest
2. They encourage students to think and focus on the content of the lesson
3. They enable teachers to check students' understanding
4. They enable teacher to elicit particular structures or vocabulary items
5. They encourage students participate in a lesson

### 2. Types of Question in Reading Skill

Nuttall (1982) classifies types of questions of reading skill into five types, namely question of literal comprehension, question involving reorganization or reinterpretation, question of inference, question of evaluation and question of personal response.

#### a. Question of Literal Comprehension

These questions can be answered directly and explicitly from the text, such as facts, vocabulary, dates, times, and locations. Literal comprehension questions

often begin with words such as who, what, where, when, why and how.

for example:

- What is name of the naughty boy?
- When did his wife have an accident?

b. Question of Involving Reorganization or Reinterpretation

In this type, the question requires the student's ability to comprehend information from the text and combine with their additional understanding. Such questions are valuable in making the students consider the text as a whole rather than thinking each sentence on its own.

for example:

- Why did the father get angry to his daughter?
- Which lion tried to kill the deer?

c. Question of Inference

Question of inference requires the reader to make inference based on material but not explicitly stated. These questions measure the student's ability to go beyond the author's explicit statements. By asking this question the students have to carry statements made by the author one step beyond their literal meaning.

for example:

- What is the complication of the text?

- In the second paragraph, we can conclude that....

#### d. Question of Evaluation

Question of evaluation requires the reader to make decision about text. Evaluative question involve the student in making a considered judgment about the text in terms of what the writer is trying to do, and how far the writer has achieved it.

for example:

- What do you think about the text? Is it difficult or not?
- If you are that King what are you going to do to that renegade?

#### e. Question of Personal Response

Question of personal response requires readers to respond with their feeling about the text based on correct understanding of the text. The answers of this question are not found in the text. They come strictly and there is no personal responses are incorrect.

for example:

- What is the moral value of the “Malin Kundang” story?
- What do you think about the attitude of Malin Kundang?

### 3. Purposes of Teacher’s Questions

According to Xiaoyan Ma (2008) says that questioning serves two

purposes, those are to introduce students into a topic and to check or test the students' ability of understanding, or practical skills of language. Furthermore, Willan (1991) argues that questions are used to stimulate students' participation, to conduct review material previously read or studied, to stimulate discussion of a topic, issue, or problem, to arouse students' interest, and to support students' contributions in class. Additionally, Cotton (1988) argues that teacher pose question to their students in the classroom have many purposes, they are to develop interest and motivate students to become actively involved in lessons, to evaluate students' preparation and check on homework, to develop critical thinking skills and inquiring attitudes, to review and summarize previous lessons, to assess achievement of instructional goals and objectives, and also to stimulate students to pursue knowledge on their own.

### **c. Teachers' Behavior**

Teacher-student relationships are crucial for the success of both teachers and students. The influence of teacher's behavior plays an important role in the academic achievement of students. A teacher must have exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers also need to be thoughtful giving feedback to students' responses. Generally, teachers react by using praise, acceptance, remediation, or criticism in responding to students (Derk, 1974).

Behavior is a response, which an individual shows to his environment at different times. Behavior can be positive or negative, effective or ineffective,



conscious or unconscious, overt or covert, and voluntary or involuntary. The meaning of behavior is to conduct or carry oneself or behavior in what we do, especially in response to outside stimuli (UNESCO 1986). Effective teachers are able to sustain the interaction with the original respondent by rephrasing the question or giving clues to its meaning, rather than terminating the interaction by providing the student with the answer or calling on another student to respond

#### **d. Students' Responses**

##### **a. Definition of Response**

According to Ahmadi (2009), response is main functions of the soul can be interpreted as a memory image of observation. According to Suherdi (2010), the students' response is an action from the students during interaction process in the classroom. In this study, student responses mean students action toward English teaching and learning process in the class.

##### **b. Types of Response**

According to Rosenberg and Hovland (1982), the response is divided into three types, namely:

- a. **Cognitive**, is a response closely related to knowledge skills and information about something. This response appears students opinion or their perception to a material
- b. **Affective**, is a response related to emotions. Emotion is a conscious mental reaction. This response applied when it exist a change in what

the audience liked about something.

- c. **Conative (psychomotor)**, is a response related to real behaviors, include action or habit of someone. It is suggested that this psychological response is more predictive of actual consumer behaviors than cognition or affect (Ajzen, 1989)

Hamer (2007) suggests that teacher must encourage the students to respond to texts and situations with their own thoughts and experiences, rather than just by answering questions and doing abstracts learning activities. Hence, the teachers need to evoke students' responses since responses are essential in teaching and learning process.

#### **e. Classroom Interaction**

Classroom interaction is about students and teachers have discussion or communication in the classroom. Classroom interaction can be defined such as turn taking, questioning and answering, negotiation of meaning and feedback. Chaudron (1988) states that interaction between students and teacher is fundamental to the learning process. A good interaction in the classroom will make the class be productive and alive, so the students' achievement in engaging in classroom activities can be increased. The teacher should give opportunity to student in giving their responses, teacher is not be directed and dominated in the classroom because the interaction can't be one-way, but two-way, three-way or four-way. Classroom interaction has a certain pattern one of them is IRF pattern. This pattern stands for initiation-response-feedback, is a pattern of discussion

between the teacher and learners. The teacher initiates, the learner responds, the teacher gives feedback (Sinclair & Coulthard, 1975). The definition of three patterns can be traced through the following explanation.

- 1) **Initiation (I)**, initiation is the teacher asks questions to students or actions to do interaction in classroom. It is the effort of the teacher in pushing the students to drop themselves in classroom interaction.
- 2) **Response moves (R)**, the teacher initiates in responses by participants. It means that the students asked to do interact or to response the teacher stimuli.
- 3) **Feedback/follow up (F)**, the last exchange of a turn which aims to give feedback to students' responses. In feedback, the students get immediately the correction or evaluation for their responses.

Some studies that relevant to IRF and classroom interaction have been investigated that IRF can build active interaction between teacher and students in the classroom interaction.

### **III. RESEARCH METHODOLOGY**

This research was conducted by using a descriptive qualitative method. According to Best and Kahn (1993), qualitative methods as the name indicates are methods that do not involve measurement or statistics. In addition, qualitative research usually take place in naturally occurring situations, as contrasted with exhibits control and manipulation of behaviors and setting (McMilan,1992 ). The

qualitative method is used to describe, analyze and interpret teacher questioning types, and investigate the teachers' question in delivering material Narrative Text in SMA Free Methodist 2 Medan. The subject of this study is two English teachers and two classes the grade Eleventh students at SMA Free Methodist 2 Medan, they are XI IPA 2 and XI IPS 2.

The data of this research obtained by using video-recording, and interview guideline – audio recorder. The data were collected in the form of qualitative which is from the observation and the interview. The researcher will interview two English teachers at SMA Free Methodist 2 Medan in order to get more data which help the researcher to answer problems question of this study. The questions given to the teacher are about what questions that teacher use in teaching reading skill, teachers' purposes in asking question and how their students respond to their question. These instruments are used to gather the information from the teacher as a participant in knowing the teacher's feeling, opinion and belief to ask the question in teaching and learning process which implemented scientific, approach so that the second objective studies could be achieved. In this study, the researcher used technique of data analysis based on Miles, Huberman and Saldana (2014), there are three steps: data condensation, data display, and conclusion.

#### **IV. RESEARCH FINDINGS AND DISCUSSION**

##### **A. Findings**

The findings of this research are to identify the answer from the research questions which aims to find out the types of questions are used by English Teachers, to find out teacher's purposes in asking questions and analyze the students' responses to teachers' questions in teaching reading skill. The research conducted the research at SMA Free Methodist 2 Medan on 12 January 2022. The instruments of collecting data that researcher used were Video Recording and Interview Guideline. The data were collected from the observation transcribed by video recording and the interview transcribed by audio recording.

Two teachers are used in this study to show comparisons between one teacher and another. Whether there is a difference between the two teachers in asking students about the same topic, namely narrative text or not. If their ways are different, what the factors that cause the difference between the two teachers in asking questions to students are. The researcher found the difference of them in terms their attribute are their education background, age and experience. The researcher found the teacher 1 has magister's degree, he is also younger than teacher 2 and his experience in teaching only in schools, meanwhile the teacher 2 had beachelor's degree, older that teacher 1 and he said his experience in some colleges. The researcher observed two English teachers, Mr.Surya S. Tarigan as Teacher 1 and Mr.Agarsa Munthe as Teacher 2 and two classes of grade XI who handled by the both English teachers.

The researcher only focused on research questions and then interpreted the

result of the data in descriptive. The material that teachers used in teaching reading skill at grade XI is Narrative Text. The examples of story of narrative text that teacher 1 used in XI IPA 2 is “Crying Stone” and teacher 2 used in XI IPS 2 is “The Ugly Duckling”.

### **1. The Types of Teachers’ Questions used by the English Teacher in Teaching Reading Skill**

In this analysis, the researcher used theory from Nuttall (1982) which consists of 5 types of questions of reading skill; question of literal comprehension, question involving reorganization or reinterpretation, question of inference, question of evaluation, and question of personal response.

#### **a. Question of Literal Comprehension**

Based on the classroom observation that conducted by the researcher this question is used by the both teachers in delivering the lesson, there are some questions of literal comprehension showed.

**Table 4.1 Question of Literal Comprehension**

Teacher	Questions
Teacher 1	<ul style="list-style-type: none"> <li>• What is the title about?</li> <li>• What is the characteristic of the daughter?</li> <li>• what did she say about the mother to people ?</li> </ul>
Teacher 2	<ul style="list-style-type: none"> <li>• Who are the characters of the story?</li> <li>• where did the story happen?</li> </ul>

The table describes the both teachers used questions of literal comprehension in their classroom. But the teacher 1 frequently used this type in teaching reading skill than teacher 2. Question of Literal Comprehension is a question which refers to an understanding of the straight forward meaning of the text, such as facts, vocabulary, dates, times, and locations. This is example of dialogue between teacher 1 and students of XI IPA 2 in asking Teachers' Question of Literal Comprehension.

*T : what is characters of the daughter in the text? Apa karakternya ?*

*S<sub>1</sub> : (raising hand) The characteristic of the daughter was bad character, arrogant and lazy. (read the text)*

This is the example of dialogue between teacher 2 and students at grade XI IPS 2 :

*T : yes, the ugly duckling. Who are the characters of the story? (in Bahasa Indonesia.*

*S<sub>1</sub> : the duck*

Based on the dialogue above The teachers mostly used Bahasa Indonesia in asking question in this type, the student would understand to questions when teacher used Bahasa Indonesia. The researcher found that the students at the class get the meaning of the text, it is proven when the teacher asked question they could answer based on the text.

b. Question of Involving Reorganization or Reinterpretation

This is a question that need student's ability to get some information from the text and combine the information with students' additional understanding. The table below shows questions of involving reorganization or reinterpretation that teachers used.

**Table 4.2 Question of Involving Reorganization or Reinterpretation**

Teachers	Questions
Teacher 1	<ul style="list-style-type: none"> <li>• Why her mother cursed her?</li> <li>• Why the title is Crying Stone?</li> <li>• What did the daughter do so she is called a daughter disobedience?</li> </ul>
Teacher 2	<ul style="list-style-type: none"> <li>• what do you think about the characters?</li> </ul>

The table above showed that Question of Involving Reorganization or Reinterpretation is used by the two teachers in teaching reading skill to the students, the questions appeared when the teachers and student already read the



text. The researcher found that teacher 1 is still dominant in this type, meanwhile the teacher 2 rarely asked students using this type.

This is dialogue between teacher 1 and students in asking this type.

*T : Okay, it is from Arya. a daughter rebelled to her mother. Any else? What did the daughter do so she is called a daughter disobedience? Come on. (in bahasa indonesia)*

*S<sub>8</sub> : (raising hand) Because she is lazy and arrogant sir and does not want to work. (in bahasa indonesia)*

Same with other types, the teacher 1 usually translated to Indonesia in this question. Students gave their respond based on their comprehension from the text. Meanwhile the teacher 2 asked:

*T : what do you think about the characters?*

*S<sub>1</sub> : he was sad*

*T : sad or two-faced ?. okay lets read together. You read first (point one student)*

The researcher found that the question that teacher gave to students not specifically, the teachers did not mention clearly. This question is too general, there are some characters in the story who have different characters. In this type the questions are used to know students' comprehension based on the material.

### c. Question of Inference

Based on the classroom observation, this type is the most teachers used in delivering the lesson. These questions ask students to consider what is the

implied meaning, it is not explicitly stated in the text. The questions usually asked to know how far students' knowledge about the materials.

**Table 4.3 Question of Inference**

Teachers	Questions
Teacher 1	<ul style="list-style-type: none"> <li>• What do you know about Narrative</li> <li>• Do you know what is the meaning of purpose?</li> <li>• Anyone tell other example of Legenda?</li> <li>• Fable is story about animals, example?</li> <li>• What are you going to tell in orientation?</li> <li>• How about complication?</li> <li>• What are you going to talk in complication?</li> <li>• And then the last is Reorientation. What is that?</li> <li>• Can we skip one of the generic structure?</li> <li>• What tense will we use?</li> <li>• “Once upon a time”, “a long time ago”. It is called?</li> <li>• Do you know the meaning of slave or maid?</li> </ul>
	<ul style="list-style-type: none"> <li>• So what does mean the orientation?</li> <li>• So what will be introduced in the</li> </ul>

Teacher 2	<p>orientation? who knows?</p> <ul style="list-style-type: none"> <li>• What are being discussed in this part?</li> <li>• what is the meaning of complicated?</li> <li>• Now in complication what happened?</li> <li>• Okay any question support? any questions ?</li> </ul>
-----------	--

The table above showed that these questions is mostly used by the teacher1 than teacher 2 in teaching learning process, the questions appeared while delivering the material “Narrative Text”. These questions did not come based on the example of text, but came from material of “Narrative Text” that teacher gave. In this question, teachers tried to know how far students’ knowledge about the material. Although the questions beyond the text, but according to Nutall (1982) this question is one of questions that teachers can use in teaching reading skill. The teachers train student thinking skill in comprehending the text that they were discussing.

For example, in discussing about text “Crying Stone” the teacher 1 asked students “*and then the last is Reorientation. What is that?*”. Hana, one of the student raised her hand and answered the question “*Penegasan Ulang sir*” Then the teacher 1 completed the answer “*yeah or you can say the conclusion of the story*”. Meanwhile in class XI IPS 2 who handled by the teacher 2, the teacher 2 asked six questions in this type. Based on the classroom observation the teacher 2 mostly used this question than other types of question. For example, ‘*So what will be introduced in the orientation ? who knows?*. Then Maria, one of student

answered the question “*tokoh-tokoh sir*”. The researcher observed not all student can answer the questions, they often silent than answer the teachers questions. The teacher 2 also did the same thing in giving space to students who want to deliver their opinion in Bahasa Indonesia.

d. Question of Evaluation

This question is used for teacher to involve the student in making a considered judgment about the text in terms of what the writer is trying to do, and how far the writer has achieved it.

**Table 4.4 Question of Evaluation**

Teachers	Questions
Teacher 1	<ul style="list-style-type: none"> <li>• Do you get the point what story means?</li> <li>• anybody can tell me what story means ?</li> <li>• What do you get from the story?</li> </ul>
Teacher 2	<ul style="list-style-type: none"> <li>• when you read the story what do you get from that ?</li> </ul>

The table above showed that Question of Evaluation is used by both of the teachers in teaching students, the questions from the teacher 1 appeared after the teacher and student read the text together, meanwhile the teacher 2 gave 5 minutes to students to read individually the text and asked the question. This question is asked to know how student make considered judgement or how student conclude

their understanding from the text. Based on classroom observation, this is example of dialog between teacher 1 and his student:

*T : Okay, anybody can tell me what story means ? why the title is Crying Stone?*

*Anybody want to share ?*

*S : Silent*

*T : Okay, because no one want to talk. Im going to*

*point you. Okay you Ester. What do you get from the story ? open your mask*

*please ?*

*S<sub>7</sub>: Silent*

*T : other please prepare your answer*

*T : Come on Ester.. anyone can help Ester ? Come on.*

*S<sub>10</sub>: Ceritanya tentang anak yang durhaka pada ibu nya*

The dialog above proves that some students of XI IPA 2 after they read the story together they got the point of the story. Even though they answered in Bahasa Indonesia, they already known what the writer talks about in the story.

Then this is example of dialog between teacher 2 and his students:

*T : okay, when you read the story what do you get from that ?*

*S : The structure sir*

*T : Not the structure, i mean the meaning of "narrative text".*

*S : Silent*

The question of teachers above appeared after the teacher 2 asked student to read individually, when the teacher 2 asked the students, one of students

answered, but she did not get the point of the question that teacher used. When the teacher 2 repeat his question clearly, the students of XI IPS 2 only silent it proves the students did not get the meaning after read the text individually. Because the students still did not understand, the teacher 2 pointed some students to read the text and discussed the meaning of the text.

e. Question of Personal Response

These questions require the reader's opinion about the text based on correct understanding of the text. The teachers ask students about their opinion depend on what they feel based on the text.

**Table 4.5 Question of Personal Response**

Teachers	Questions
Teacher 1	<ul style="list-style-type: none"> <li>• what will you do if you has a bad daughter or son like the daughter in the story ?</li> <li>• So what must you do? as a son or a daughter what should you do after reading the text ?</li> <li>• what moral value from the text?</li> </ul>
Teacher 2	<ul style="list-style-type: none"> <li>• what do you think about the ending?</li> <li>• What is the moral value of the text?</li> </ul>

The table describes the both teachers used questions of Personal Response in their classroom. According to the observation the question appeared at the end of the lesson. After delivering the material teacher ask their opinion or feeling about the story. Based on the table above the teacher 1 is still dominant.

This is example of dialog between teacher 1 used Question of Personal Response and students at XI IPA 2

*T : So what will you do if you has a bad daughter or son like the daughter in the story ?*

*S<sub>5</sub> : Advise her*

*T : oh, you only advise her ? okay. Anyone ?*

*S<sub>9</sub> : I will get mad at her*

*T : Yeah you will get mad at her. Any else ?*

Meanwhile, the dialog between teacher 2 in asking this type to students at XI IPS 2:

*T : What is the moral value of the text ?*

*S : silent*

*T : okay, the moral value is we do not need to blame ourselves, we need to receive as what we are being. for example, pop star "Michael Jackson" he can not receive himself and then do surgery then he dead in his young age.*

The question above did not have an answer from students. When teacher asked the questions, all students were silent and did not answer the question then the teacher 2 told the answer.

Based on the interview the teacher 1 told, He actually uses the teacher question in variety. Sometimes, he asks them about general question sometimes asks them about information from the text. But in classroom observation is proven that the teacher 1 mostly used Question of Inference, whereas the questions come from beyond the text. The question talks about students' knowledge of the material.

Meanwhile in interviewing the teacher 2, the reseacher asked what type of question that usually teacher used in teaching reading skill. Based on what teacher 2 explained in interview, he usually asked students general questions such as "have you got it?", "Do you understand? Or "any question?", but in classroom he often used question of inference. He used question of inference four times while delivering material but the general question only he asked at the end of the lesson.

*T : Okay, lets read the last sentence "They were ducklings but I used to be a baby swan!" he said to himself. He married the gorgeous swan and lived happily ever once" okay the ending is happy ending. **Okay any question support? any questions ?***

*S : no sir.*

According to data from transcription of teachers' interview and transcription of teaching learning process video, the researcher found that the both teachers do not understand well types of question in teaching reading skill spesifically. Their answer in interview is different with in what they applied in the classroom.



## **1.2 Teachers' Purposes in Asking Questions in Teaching Reading Skill**

The researcher had observed the two English teachers' classes with the different English teachers at SMA Free Methodist 2 Medan. The data of collecting data in these findings of the teacher's purposes is collected by using interview guideline. The researcher recorded the interviews than transcribed the audio-recording, it is showed in appendix B. The findings of the purpose below can be proved by the teachers' arguments in the interview.

### **a. Teacher 1**

In the interview, the teacher explained the importance of question in the classroom. According to the interview the teacher said because when we are going to give the question to the students, it means that we are going to encourage the students' ability they have already got or not. The teacher said that he used types of question in variety. He clearly classified his purpose in asking this question is he really want to know that his students ability, for example if he teaches them about narrative. Not only the material the students will get but he really want to know the example that he have already given, the students already get point or not. For example like in narrative, Crying stone story. He really wanted to know they have already known the story or not like that. He thinks it is very important to know whether the students get the moral value or not, so there is something that they can get do in their life. The teacher also said that he asked the students to know how far student understand about the materials.

#### b. Teacher 2

Based on the interview, the teacher explained his purposes in asking question. Actually, when the researcher asked about teacher purpose, he answered “*giving question, it means that “do the students involve in our material?” I mean when raising question, “do the student involve together with us?”. i think that is the message.*” It means that the goals of this teacher is involving of students. He stated that “*when raising question, “do the student involve together with us?”.* It means by giving question the teacher can involve his student to involve the classroom activities. But based on classroom observation, what the teacher 2 said in interview that his goal is involving students, it did not happen in classroom. When teacher 2 raised the question, the students more often silent and did not involve the students. The researcher found that his goal is not achieved at classroom.

### **1.3 Students' Responses to Teachers' Questions**

The teacher managed the classroom well, all students listened to what teachers were saying but the not all students can participate well in giving responses. Sometimes of students, raise their hand to answer the question and sometimes the two teachers asked student by calling students' name or pointing students to answer the questions. Based on the classroom observation and interview, not all students can give response well. Most students were silent, they bowed their heads and seem did not want to answer. Then teachers said “*is it hard to say?*”, they were still silent. Based on the classroom observation the students at this class prefer used Bahasa Indonesia in answering teachers' question. Because the teacher 1 already knew his students ability in English, he also used Bahasa

Indonesia while delivering material, so the student can understand the material. The researcher found that the students can respond to the teachers question in Bahasa Indonesia, so the goal of reading skill is achieved at this class because when the teacher asked student last question, it is type of Personal Response Question the students get the meaning from the text. for example, “*what is moral value from the text?*”. Hana, a student at the class raised her hand, then said “*Dont feel ashamed to acknowledge our mother (she answered in Bahasa Indonesia)*”, and another answers from their friends.

The teacher 1 also added in the interview that, his students in giving responses sometimes they used cognitive and sometimes psychomotor while the teacher 2 said he used the same too.

## **B. Discussion**

The discussion of this study is based on the interpretation of the findings above. According to the findings of the classroom observation and interview above the researcher describes three points to answer the research questions of this study.

The first research question is about the types of the teachers’ questions mostly used by English teachers in teaching Reading Skill at SMA Free Methodist 2 Medan. Based on the analysis of the researcher, it showed that the teachers used all types of questions in teaching and learning activity. Both teachers used five types of Teachers’ Questions of Reading Skill by Nutall (1982), Question of

Literal Comprehension, Question of Inference, Question of Reorganization and Reinterpretation, Question of Evaluation and the last is Question of Personal Response. Based on the classroom observation, it showed that English teachers in SMA Free Methodist 2 Medan used all types of question but mostly used Question of Inference than any other types. In interview session the teacher 1 said, he used variant types and the teacher 2 said that usually he used "*have you got it?, any question?*". But in classroom observation they mostly used Question of Inference too, overall the teacher 1 asked more than teacher 2.

The second research question is about teachers' purposes in asking question. Based on the data from interview session, the teacher 1 classified his purpose in asking the questions is to know his students ability. Not only the material the students will get but he really wants to know what the students already got. Meanwhile the teacher 2 said that the purpose of this teacher is involving of students in learning process. It means by giving question student can involve to the classroom activities. After done classroom observation, the researcher found that teacher 1 achieved his purpose, his students understand about the meaning of the text when the teacher 1 asked them about what the moral value of the text, even they answered in bahasa indonesia. Meanwhile in classroom who handled by teacher 2, when the teacher 2 asked the moral value, all students were silent.. In short, at the class the purpose of the teacher 2 is not achieved. The researcher did this analyze about teachers' purposes to find out the comparison between teachers' purposes and the types of questions they mostly used by both teachers.

The researcher found after analyzed the data, the teacher 1 stated his purpose to know students' ability then the researcher compared to classroom observation, the researcher found the teacher's purpose and types of question mostly he used have relation, it is Question of Inference. Whereas this questions require students' understanding. Meanwhile the teacher 2 mentioned his purpose is involving students in classroom activities. The researcher found that his purpose and what he did in classroom is not relevan. When teacher 2 asked the students and they could not answer, the teacher 2 directly give the answer. He did not ask other students or point or call student's name.

The third research question is about students' responses to teachers' question in teaching reading skill. Based on interview with the teacher 1, the the teacher 1 said that the students used their cognitive to respond the teachers question. It is proven when the teacher asked questions to students and they can answer the questions well based on their understanding even though used bahasa Indonesia.

*T<sub>1</sub> : So, I write the title is about Narrative, right ? so what do you know about Narrative ? raise your hand please ?apa itu narative text ?*

*S<sub>2</sub> : raising hand*

*T : yes Desman, please*

*S<sub>2</sub> : Narrative adalah teks tentang peristiwa.*

Dialogue above showed that in giving response, the student raised his hand and answer the teachers question used bahasa indonesia.

Another example of students' responses to teacher's question :

*T<sub>1</sub> : (giving students paper contains example story of narrative text). Okay we are going to the example of narrative text. the title is about ?*

*S : Crying Stone (read the title of the story).*

Based on the utterances above, the all students answer well and correctly to teachers' question according to text that teacher given. But as explanation in findings the students often silent while teacher 1 asked them questions. This is example of their dialogue :

*T<sub>1</sub> : Anybody can tell me what story means ? why the title is crying stone ? anybody want to share ?*

*S : Silent*

*T<sub>1</sub> : Okay, because no one want to talk, im going to point you, okay you Ester, what do you get from the story ?open your mask please ?*

*S<sub>1</sub> : Silent*

The dialogue above showed that the students often silent too, and when they did not give answer to the question, the teacher 1 pointed the to answer the questions. The researcher also found the students did not give answer or silent eight times while the teacher 1 asked them.

The same thing also happened at class XI IPS 2, the students did not answer the teachers question if the teachers asked them in English, that's why the teacher 2 mostly used bahasa Indonesia asked his student.

*T<sub>2</sub> : what does mean the orientation ? apa saja yang terdapat dalam orientasi ?*

*S<sub>1</sub> : Pengenalan Cerita*

*T<sub>2</sub> : Yes, alright. So what will be introduced in the orientation? Who knows ? apa saja yang dikenalkan dalam orientasi ?*

*S<sub>2</sub> : Penokohan.*

Based on the dialogue above in between teacher 2 and his students, the researcher found that using bahasa indonesia made his students more understand and active in giving response. The students also used cognitive responses in answering questions same with students in teacher 1 too. Sometimes the students in this class also silent :

*T<sub>2</sub> : What is moral value of the text ?*

*S : Silent*

*T : Okay, the moral value is we dont need to blame ourselves, we need to receive what we are being. For example, popstar "Michael Jackson", He can't receive himself and then do surgery then he dead in his young age.*

*T<sub>2</sub> : What do you think about the ending ?*

*S : Silent*

The dialogue above showed that sometimes the students also silent, then the teacher 1 directly give the answer of his questions. Overall, the teacher 1 asked more than teacher 2. All students used their cognitive and also used bahasa indonesia in giving responses. In interview session the teachers told that their students are afraid to express their opinion in english and during online learning

the teachers felt there is a decrease of students ability and it is proven when teaching learning process were running they often silent.

## **V. CONCLUSION AND SUGGESTIONS**

### **A. Conclusion**

After analyzing the data, the researcher conclude that the types of teachers' questions mostly used by the two English teachers at SMA Free Methodist 2 Medan in teaching Reading Skills is Question of Inference. It is proven when in teaching learning process teacher 1 asked twelve questions and teacher 2 asked six questions. The teacher 1 is dominant in asking question to students in all types of questions. The teachers' purposes in asking question is to know how far students' knowledge and their ability in teaching learning process. Teacher 1 said, he does not only give the material to the students but he also wants to know what student get. The teacher 2 said that his purpose of this teacher is to involve students in learning process. Mostly of the students' responses the question by using in Bahasa Indonesia, they answered based on their understanding it is called cognitive. The teachers said that students are afraid to respond the questions from teacher if used English.

### **B. Suggestion**

After conclude tha main points of this study above, there are some



suggestions and implications for teachers, students and other researchers. These suggestions as follows: To Teachers, the researcher suggests to the teacher to understand about types of teachers question in reading skill, in order to the teachers can use appropriate questions so the question is be variety and not flat to engage more students' responses. And for students, students should be active giving responses to achieve the goal of learning. The student also should be aware that giving responses in one important way to develop their knowledge.

## REFERENCES

- Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy Of Educational Objectives: The classification of educational goals*. Handbook I: Cognitive domain. New York, Toronto: Longmans, Green.
- Blosser, P.E. (2000). *Ask The Right Questions*. USA: NSTA.
- Borich, G. D. (2000). *Effective Teaching Methods*. New Jersey: Prentice Hall.
- Brophy, J., & Good, T. L. (1986). *Teacher Behavior and Student Achievement*. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328–375). New York: Macmillan.
- Brown, H. D. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall.
- Chaudron, C. (1988). *Second Language Classrooms: research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Cotton, Kathleen. (1988) *Classroom Questioning*. North West Regional Education Laboratory. (Online).
- Ellis, R. (1994). *The Second Language Acquisition*. Oxford. Oxford University Press.
- Evertson, C. M., Anderson, C., Anderson, L., & Brophy, J. (1980). *Relationships Between Classroom Behavior and Student Outcomes in Junior High Math and English Classes*. *American Educational Research Journal*, 17, 43–60.
- Gage, N. L. and Berliner, D. C. (1984). *Educational Psychology*. 3<sup>rd</sup> edn: Houghton Mifflin: Boston. b
- Hasibuan, M., Moedjiono. (2012). *Proses Belajar Mengajar*. Bandung: PT. Remaja Rosdakarya.
- Kumpulainen K, W. a. (2002). *Classroom Interaction and Social Learning*
- Lemetyinen, H. (2012). *Language Acquisition*. Available: <https://www.simplypsychology.org/language.html>
- Lestari D and Rufinus A. (2014). *W-H Question in Teaching Narrative Reading Comprehension to Junior High School Students*. FKIP Untan, Pontianak

- Long, M. H. & Sato, C.J. (1983). *Classroom Foreigner Talk Discourse: Forms And Functions of Teachers' Questions*. In H.W. Seliger and M.H. Long (Eds.). *Classroom-oriented research in second language acquisition*. Rowley, Mass.: Newbury House.
- Miles, M.B, Huberman, A.M, and Saldana, J. (2014). *Qualitative Data Analysis, A Method Sourcebook*, Edition 3. USA: Sage Publication.
- Nuttall Christine. 1982. *Teaching Reading Skill in a Foreign Language*. London: Heinemann Educational Books.
- Permendikbud No 81a/2013 tentang *Implementasi Kurikulum*.
- Prabowo A.B., Alfiyanti K.A. (2013). *An Analysis of Teachers' Questioning Strategies during Interaction the Classroom: A Case of the Grade Eighth SMP PGRI 01: Semarang*, volume 4, No 1.
- Richards. Jack C. –Charles Lockhart,(1994). *Reflective Teaching in Second Language Classroom*. Cambridge: Cambridge University Press.
- Rosenshine,B.,&Stevens,R.(1986). *Teaching Functions*. In M.C. Wittrock (Ed), *Handbook of research on Teaching* (3<sup>rd</sup> ed., pp. 376–391). New York: Macmillan
- Salvin, R. E. (2000). *Cooperative Learning Theory Reaearch and Practice*. Second Edition edn: A Simon and Schuster Company: Noedham Height.
- Suherdi, Didi. (2006). *Classroom Discourse Analysis: A Systemiotic Approach*. Bandung: UPI Press.
- Sujariati. (2016). *English Teacher's Questioning Strategies in EFL Classroom at Makassar*: English Language Education.
- Tsui, A. B.M. (2001). *Classroom Interaction in (Eds) Carter, R and Nunan, D* (2001). *The Cambridge Guide to Teaching English to Speakers of other Language*. Cambridge University Press.
- Tincani. M and Twyman. J (2016). *Enhancing Engagement through Active Student Response*. Temple University, Philadelphia
- Willen, Wiliam W. (1991) *Questioning Skills, for Teachers*. Washington, D.C: National Education Association.
- Yan, Ma Xiao. (2006). *An Analysis of the Skill of Teachers' Questioning in English Classes. China: Chongqing Normal University & Yangtze Normal University*