



Analyzing and Describing the Oral Questionings Used by the Prospective English

Teacher in EFL Classroom

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Abstract

English teachers cannot avoid using oral questionings, in EFL classroom, that can stimulate the students to interact or communicate with their classmates or teachers during the class. This study analyzed and described the oral questionings used by a prospective English teachers in a classroom. To describe the issue of this research, the descriptive method was applied. To get the data needed, the participant of the research was a prospective English teacher who was purposively chosen. The data was the script of oral questions the teacher performed during the teaching and learning process in a classroom, and recorded by using a Tape Video Recorder (TVR). To analyze the data, five techniques were applied consisting of transcribing, codifying, classifying, analyzing and discussing. The analyses was focused on WH questions and Yes/No questions. The findings showed that there was significant frequency in using each type of WH questions and Yes/No questions. “Who” questions were dominant in oral questionings. “What and why” questions were present in an average frequency. “Which and how” questions were in low frequency. While “where and when” were never used during the EFL class. The highest frequency of Yes/No questions was “Do”, followed by “Is and Can”. While; “Are” was the lowest frequency and other forms were never used. The data indicated that the prospective



English teacher tended to use the “who” question instead of other WH questions and “do” questions during the teaching and learning process.

Keywords: *oral questionings, stimulate, students*

Introduction

Basically, oral questioning is a part of the teaching and learning process in a classroom. In teaching English as a foreign language in Indonesia, teachers cannot avoid using questions. Mutai (2012) stated that there is a need to emphasize oral questioning because it enhances mastery of the language by students; practice makes perfect. Despite the fact that there is no doubt that questions are crucial in the performance of both teachers and learners, this will depend on their types and functions in addition to skill and care in their use. Oral questioning plays a crucial role to make the students active in an EFL classroom. The students’ answers may inform the teachers that they have understood what the teachers has asked.

Questions have been used in the teaching and learning process for centuries. Normally, questions are used to stimulate and build critical thinking skills. Wilen (1987) noted that teachers used questioning strategies to review, to check on learning, to probe thought processes, to pose problems, to seek out different or alternative solutions, and to challenge students to reflect on critical issues or values that they had not previously considered. Therefore, questions have an important role in classroom. Almeida (2012) added that asking questions is a key element in the learning process. Questioning helps students direct their learning as they try to merge their prior knowledge and new information in their attempts to make sense of these ideas. The teachers ask question to measuring what has been learnt but students for students. Therefore, it is really important for teachers to ask good questions. Good questions will have clear answers from the students while poor questions can confuse, intimidate the students and limit creative thinking

from the students. For this case, Tofade, Elsner, & Haines (2013) noted that effective questions asked in a psychological learning environment support student by probing for understanding, stimulating critical thinking, encouraging creativity, and enhancing confidence.

Oral questioning is a type of formative assessment which is used during the teaching and learning process in an EFL classroom. Therefore, it is used to measure students' comprehension during and after a lesson. Effective oral questions are require to be well preparation by the teachers. It is important for teacher to have skill in asking oral questions. Incorrect oral questions will confuse the students, promote the wrong ideas and has the potential for students to give the wrong answers. The main purpose of oral questioning is to stimulate the students to think, in a very limit time, to answer the question orally or directly to the teacher. Wrong questions will lead the students the wrong way. Kamlasi (2013) believed that the quality of test items is the main cause for students' failure.

One of the goals of English language teaching, in Indonesia, is to make the students able to communicate in English. The researchers' experiences, in teaching English for years, showed that many students are passive during the English lessons. They keep silent and couldn't speak if there was no oral questions presented to them. The researchers observations, to the different students of an English study program who did teaching practice at schools in the last three years, showed that the students were active in the English lessons and they tried to answer the questions if the teachers asked them questions orally. This situation happens during the English lessons. The students just kept silent during the teaching and learning process in the EFL class. This is one of the weaknesses of teaching English in Indonesia. Therefore, teachers need to have their own ways to make their students participate and be active in their EFL classrooms. The most common way or strategy is by asking questions to the students. Questioning can stimulate the students to react and answer.

On the basis of the explanation above, this research focused on analyzing the use of oral questions; classifying and describing the types of oral questions used by the prospective English teacher in an EFL classroom.

Review of Related Literature

Materials and chemicals

Previous research on questioning, in EFL classrooms, has been conducted by (Farahian & Rezaee, 2012), (Tofade et al., 2013), (Matra, 2014) and (Sujariati, Rahman, & Mahmud, 2016). The first research conducted by Farahian & Rezaee (2012)(Farahian & Rezaee, 2012) reported that coded/display and yes/no questions outnumbered open/referential questions, and showed that the students' response to all types of questions were generally in simple phrases or single words. The second study, done by (Tofade et al., 2013) "Best Practice Strategies for Effective Use of Questions as a Teaching Tool", reported that teachers often ask lower-order, convergent questions that rely on students' factual knowledge rather than higher-order knowledge. The study pointed out that divergent questions promote deeper thinking which requires students to evaluate concepts. The third study, conducted by (Matra, 2014) for two different English teachers, indicated that the cognitive level of teacher's questions was lower order cognitive questions. The results of this study showed that teachers used 52% recall questions, 42% comprehension and 6% application. The last study, by (Sujariati et al., 2016) "the English Teacher's Questioning Strategies in EFL Classroom", reported that the teachers applied many strategies in asking questions, such as applying open and closed questions, recalling in the beginning, addressing referential questions in the beginning or at the end of teaching, or after explaining the lesson or during task working. They concluded that the objective of using questioning strategies as a teaching device is a good and appropriate method, and believe that the

questioning strategies can make the interaction and communication between students and teacher more valuable.

A question is any kind of sentence or phrase which is used to ask. A question has an interrogative form which is used to ask. (Wilén, 1991) stated that questions are generally concerned with information seeking and stimulating some kind of mental activity or thinking. Wilén stated that a question is broadly defined as any sentence having either an interrogative form or function.

The term questions refers to instruction or direction which is used to guide the students to do. Through questions, student can perform their ability in learning. (Tofade et al., 2013) noted that questions are used as a teaching tool by teachers to assess students' knowledge, promote comprehension, and stimulate critical thinking over long periods of time. Therefore, appropriate questions in classroom can fulfill different functions, such as giving the students chance to produce language and to react to their interaction among themselves. The success of teaching English in the EFL classroom depends on the application of oral questioning strategy by the teachers. Therefore, oral questioning is a key factor in EFL classroom.

Research Method

The data required is the numbers of oral questions, their classification and description. Therefore, this study applied a qualitative research design. (Cohen, Manion, Morrison, & Morrison, 2007) noted that qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of the data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. Qualitative research is done by collecting, classifying, analyzing the data and making conclusion and report.

Participant

This research involved a prospective English teacher who was practicing teaching at SMA Negeri 1 Kefamenanu. The teacher was purposively chosen as the subject of the research. The English teacher is an eighth semester student of the English Study Program of Timor University.

Instrument

The data of this research was the script of oral questions. It is in the form of WH questions and Yes/No questions. The researchers used Tape Video Recorder (TVR) to record the performance or talk during the English teaching and learning process, in the EFL classroom. (Creswell & Creswell, 2017) mentioned that the sources of data, in qualitative research, comes in multiple forms, i.e. observations, documents, interviews, and audiovisual information, rather than relying on a single source of data.

Procedures

This research was conducted during January to February 2019 at SMA Negeri 1 Kefamenanu, in the school year 2018/2019. To collect the data, the researchers applied three techniques, namely: (a) Observing. The researchers observed the prospective English teacher in the EFL classroom, focusing on how the oral questions are used, (b) Recording. The researchers took tape video recording (TVR) while the teacher was teaching in the classroom; and (c) Taking Notes. The researchers took notes on the important aspects of the oral questions asked.

Data Analyses

To analyze and describe the data, the researchers applied the following techniques: (a) Transcribing. The audio files were transferred onto a computer in order to make it easier to transcribe the data. In this part, the researcher listened carefully to the recording and transcribed it into written form; (b) Codifying. The researchers gave a code to each type of oral question, (c) Classifying. The researchers classified the data into the types of WH questions and Yes/No questions; (d) Analyzing. The researchers analyzed the data based on types of oral questionings; and (e) Discussing. The researchers discussed the results; referring to problems of the research: identifying and describing the oral questionings used by a prospective English teacher in an EFL classroom.

Findings and Discussion

As stated before, this study focused on oral questionings in an EFL classroom. Its objectives were to classify and describe the types of oral questionings. The data of oral questionings was analyzed qualitatively. The following section presents the data on the types of oral questionings and discussion as the results of the analysis.

The chart presents the data on the total amount of oral questions. The data shows that the teacher produced 33 oral questions during one hour in teaching English in the EFL classroom. The teacher made 21 WH questions and 12 yes/no questions. This indicated that WH questions were dominant. The teacher tended to use WH question instead of Yes/No questions.

This chart stated the frequency of the use of WH questions. The data showed that the highest frequency was on “Who” that comprised 8 questions. Followed by 5 questions of “What and Why”, 2 questions of “Which” and 1 question of “How”. While “Where and When” questions were never used by the teacher in the EFL classroom.

This chart shows the frequency of the use of Yes/No questions. The data shows that the highest frequency was on “Do” with 5 questions. The teacher produced 4 questions using “Is” and 2 questions using “Can”. While, there was only 1 question using “Are”.

The next section describes the data on the teacher’s oral questionings in EFL classroom. During the EFL classroom, the teacher spent one hour teaching. The topic was concerning Pronouns. In the teaching learning process, the teacher produced 33 questions which are described as follows.

1) WH Questions

a) What

Teacher’s Talk : ... **“What is it?”**... (question 13 in script 3)

Teacher’s Talk : **“What is the best answer?”** Look at this one ... (question 23 in script 4)

Teacher’s Talk : Their, so we move to the example **“What is the best answer to chance subject I and You?”** ... **“What is it?”**
Okay class. (question 25, 26 in script 4)

Teacher’s Talk : My diubah menjadi apa, you juga diubah menjadi apa So,
“What is the best answer?” Yeah ... (question 28 in script 4)

Generally, “What” is used to ask questions about things as the subject or the object in the sentences or even to ask information. What is placed in front of the class. In the EFL

classroom, the teacher seemed to use “What” to get the students’ answer as the subject. Normally, the teacher produced a question such as *“What is the best answer?”* This means that the oral questions with “What” are used to assess what has been learnt in the lesson and to check students’ comprehension. Use of this kind of question indicates that the teacher wanted to check the students’ comprehension of the answer. The is why the teacher repeated the same question many times.

b) Who

Teacher’s Talk : Okay! *“Who is the leader or Who is the captain in this class?”*(question 5 in script 3)

Teacher’s Talk : Siapa yang sudah pernah dengar tentang pronoun *“Who has already known pronoun?”* Okay(question 7 in script 3)

Teacher’s Talk : So, *“Who has known about subject in English?”* Raise your hand! ... *“Who has known about subject in English?”* Okay, I give one example..... (question 8, 9 in script 3)

Teacher’s Talk : I want to ask, *“Who knows why I, you, she, he, it are singular or plural?”* (question 14 in script 3)

Teacher’s Talk : *“Who wants to ask me?”*(question 18 in script 3)

Teacher's Talk : From this subject, ***“Who knows?”***(*question 12 in script 3*)

Teacher's Talk : ***“Who wants to read?”*** (*question 22 in script 4*)

“Who” is used to ask questions about people as the subject or object. With regards to the data of oral questionings about “Who”, the English teacher wanted to involve every student in answering the question. The question of “Who” was used to improve students’ participation in the EFL classroom. The teacher tended to know her students. So, she used “Who” with reference to the students in the classroom.

c) Which

Teacher's Talk : From this subject, ***“Which one is plural and which one is plural?”***(*question 10, 11 in script 3*)

There was only one question using “Which”. This type of question demands the students to choose something. The teacher wanted her student to differentiate between the singular and plural forms. Therefore, the question of “Which” is used to differentiate.

d) Why

Teacher's Talk : Okay, ***“Why is it singular?”*** ***“Why is it plural?”***
(*question 15, 16 in script 3*)

Teacher's Talk : Kalau untuk object pronoun, subjectnya akan diganti, ***“Why***

is it change?" because(question 21 in script 4)

Teacher's Talk : The question is "***Why is it different?"*** "***Why is it different?"*** (question 30, 31 in script 5)

Why is used to ask question related to reason. The question "Why" is used to test student's comprehension and memory of the lesson. The teacher wanted her students to use critical thinking, by giving the reason, to answer the teacher's question.

e) How

Teacher's Talk : Good morning students. "***How are you?"*** Sit down please!(question 1 in script 1)

This is a normal question which is used by any teacher in the early stages of the EFL classroom lesson. By asking the question "***How are you?"***, the teacher is assessing the students' condition before the EFL class starts. This question was used to start the interaction between teacher and student. This question was used in the beginning of the class to refresh the students understanding. The students felt comfortable after this first question from the teacher.

2) Yes/No Questions:

Teacher's Talk : "***Are you ready for the class?"***(question 2 in script 1)

Teacher's Talk : "***Do you want me to use English during this class or mix with Indonesia?"*** (question 3 in script 1)

Teacher's Talk : Yang sudah mengerti or ***“do you get some problem?”***....
(question 17 in script 3)

Teacher's Talk : ***“Do you get the point?”*** or ***“Do you understand?”***(question 19, 20 in script 3)

Teacher's Talk : ***“Can you repeat it?”*** (question 4, script 2)

Teacher's Talk : ***“Can you tell this?”*** (question 6 in script 3)

Teacher's Talk : I love you so much ***“Is it right?”*** (question 24 in script 4)

Teacher's Talk : My and your ***“Is it right answer?”*** (question 27 in script 4)

Teacher's Talk : ***“Is it right?”*** ***“is it?”*** (question 29 in script 4)

Teacher's Talk : ***“Do you get the point?”***.... ***Anybody wants ask me about our material?”*** (question 32, 33 in script 5)

The Yes/No questions were mainly used to get feedback from the students. The teacher wanted to make sure her students have understood the material. Questions such as ***“Do you understand?”*** ***“Do you get the point”*** or ***“Is it right?”*** seemed to show that the teacher expected a positive answer from her students. These kinds of question were not directly

addressed to any student in the classroom. Questions such as *“Anybody wants ask me about our material?”* means that students still may possess problems in understand the material taught.

Conclusion

It is a typical process to begin the EFL classroom by asking students a question. It is the key factor to stimulate the students to start an interaction between students and teacher. Almeida (2012) claimed that questions are crucially important in the teaching and learning process. This research reported that the English teacher was active in asking the students oral questions. It is indicated by the data that the WH questions and Yes/No questions were used in the classroom. However, some types of WH questions and Yes/No questions were never used in the classroom. The data revealed that oral questionings can stimulate the students, in an EFL classroom, because asking oral questionings is a positive strategy to encourage the students to think or even answer the questions.

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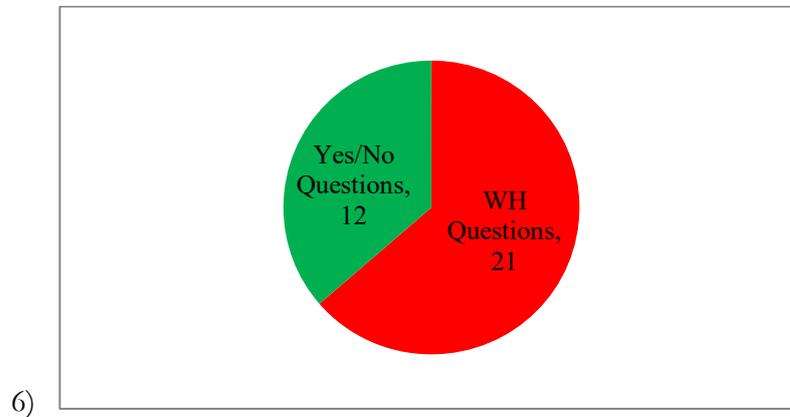
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Figure1. Types of Oral Questionings



7)

8)

Figure 2. Types of WH Questions

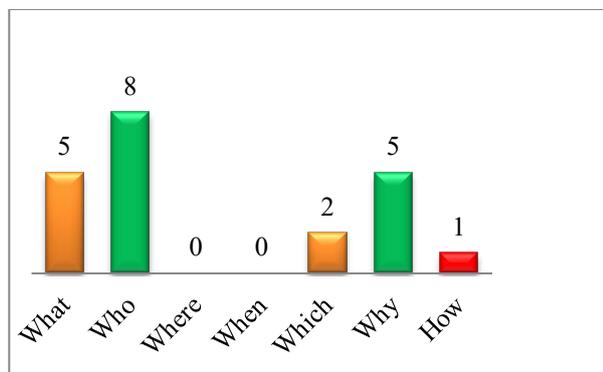
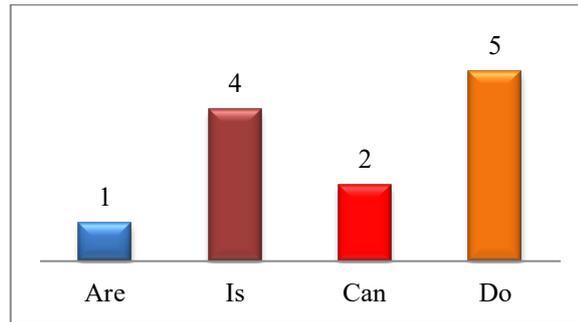


Figure 3. Types of Yes/No Questions



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