

# TEACHER QUESTIONS USED BY TEACHER TRAINING STUDENT OF INTERNSHIP PROGRAM

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## Abstrak

Tujuan penelitian ini yaitu untuk mengklasifikasikan tipe dan mendeskripsikan fungsi pertanyaan guru yang digunakan oleh mahasiswa PLP. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Data pada penelitian ini dikumpulkan dengan menggunakan teknik dokumentasi. Sedangkan untuk menganalisis data peneliti menggunakan teori Richard & Lockhart (1996) dan untuk menganalisis fungsi pertanyaan guru, peneliti menggunakan teori Brown & Wragg (1993). Hasil penelitian menunjukkan bahwa pertanyaan guru yang digunakan oleh mahasiswa PLP yaitu pertanyaan procedural, pertanyaan konvergen, dan pertanyaan divergen. Sedangkan fungsi pertanyaan guru yang ditemukan yaitu untuk mengecek pengetahuan siswa, meningkatkan minat dan rasa ingin tahu terkait topik, memfokuskan perhatian pada isu atau konsep tertentu, dan memunculkan informasi. Dapat disimpulkan bahwa tipe pertanyaan guru relevan dengan fungsinya; ditunjukkan bahwa level pertanyaan mahasiswa PLP sebagian besar pada jenis pertanyaan konvergen.

**Kata Kunci:** fungsi pertanyaan guru, pertanyaan guru, tipe pertanyaan guru

## Abstract

This research aims to find out the types and describe the function of the teacher questions used by the teacher training students. This is qualitative research with a case study approach. This study uses data in the form of excerpts containing teacher questions. Data collection in this study was carried out using documentation techniques. Meanwhile, this data was analyzed using Richard & Lockhart's (1996) theory to analyze the type of teacher questions and Brown & Wragg's (1993) theory to analyze the functions of teacher questions. The results showed that teacher questions were used by the teacher training students, namely procedural questions, convergent questions, and divergent questions. While the function of the teacher's questions was found for checking student understanding, arousing interest and curiosity concerning the topic, focusing attention on a particular issue or concept, and for eliciting information. It can be concluded the types of teacher questions is relevant to their functions; showing that the teacher training student's level of questions mostly in convergent questions.

**Keywords:** functions of teacher questions, teacher questions, type of teacher questions

## 1. INTRODUCTION

Teaching is an activity of helping students to learn, guiding, and providing knowledge to be able to understand what has been learned (Robiah, 2010). In the education department, every student teacher is required to take part in a teaching internship program. The internship program is designed to create student teacher candidates to complement their formal learning with the

practical knowledge, skills, and attitudes desired to gain hands-on experience. In addition, teaching internship is used to introduce students and prepare them as real teachers. Usually, students take part in actual teaching demonstrations under the guidance of the subject teacher.

Teaching is an activity of helping people or students to learn, guiding, and providing knowledge to be able to understand what has been learned (Robiah, 2010). There is one element that teachers can use when teaching in class, namely teacher talk. Teacher talk is everything that is said by the teacher when teaching and learning activities take place. Teacher talk is a special language used by teachers to teach foreign languages (Nurpahmi, 2017). In foreign language classes, interest in teacher-made speech modifications is motivated by the hypothesis that these modifications make foreign languages easier to understand (Fauziati, 2017). Usually, teacher talk is used to guide students in building togetherness and sharing knowledge with students in teaching and learning activities (Wasi'ah, 2016). Teacher talk has seven important aspects, one of which is asking questions (Makhsun et al., 2016).

Asking questions is one of the important aspects used by the teacher to make interaction and liven up the atmosphere in teaching and learning activities in class to be more comfortable. Asking questions is a key tool for increasing student participation in class interactions. Questions can come from teacher to student or student to teacher. Questions are expressions, sentences, or gestures that indicate questions that require answers (Pratama, 2019). The teacher's question is a stimulus or instructional sign that conveys to students about the content or material to be learned and is directed about what students should do and how to do it (Cotton, 2001).

In learning activities in class, not all students can focus their attention on the learning material provided by the teacher. Some students were engrossed in their activities, some students chatted with their friends beside them, and many more problems occurred. Therefore, the teacher needs to use the teacher's questions to make students more focused on the material or learning provided and make the class atmosphere more active. In addition, the teacher must know the ability and extent of students' understanding of the material that has been presented. The teacher must also know the results of the material that students understand by asking questions. Teacher questions can help the teacher to control the class and help students become more active in answering teacher questions.

In teaching, teachers can use various types of teacher questions as suggested by several experts. Richards & Lockhart (1996) proposed three types of teacher questions, namely procedural questions, convergent questions, and divergent questions. Procedural questions are the types of questions used to manage classes. Convergent questions are questions that require

answers with low-level thinking skills to remember, understand, and apply the material taught by the teacher. Meanwhile, divergent questions are questions that require more observant answers by thinking critically or questions with higher-order thinking skills. In addition, the teacher questions also have several functions as stated by Wragg & Brown (1993) namely checking students' understanding, arousing interest and curiosity about a topic, focusing attention on a particular issue or concept, controlling the class, eliciting information, diagnosing specific difficulties inhibiting pupil learning, and expressing a genuine interest in the ideas and feelings of student learning.

Teacher questions have been investigated by several researchers in recent years, but there are differences in the subject matter of these studies. Several studies were carried out using school teacher research subjects such as research conducted by Izzati & Hamzah (2021) which analyzed the types of teacher questions with research subjects being English teachers in grade 10 high school. Wiratama & Padmadewi (2022) analyzed the types of teacher questions with the subject of English teachers and high school second-grade students. Ndun (2015) who analyzed the types and functions of teacher questions used the subject of three grade 2 English teachers. Apart from that, some used the subject of prospective teachers such as research conducted by Yuliani & Indriani (2021) which determined teacher questions used for teaching practice in junior high school.

Based on this description, this research is different from previous research. The difference found in the research subjects. In this study, the research subjects were the teacher training student during a teaching internship. Moreover, in previous studies only a few research that analyzed the function of teacher questions. Therefore, this research not only examines the type of teacher questions but also the function of teacher questions. Thus, it is hoped that this research can contribute to explaining the types and functions of the teacher's questions. This research was conducted because the phenomenon related to the use of teacher questions in teaching activities in the class was not evenly distributed. In this case, the teacher question was raised by the teacher training student who was carrying out internship programs. This research aims to find out the types and functions of teacher questions used by teacher training students. Researchers use Richard & Lockhart's (1996) theory to analyze the type of teacher questions and use Brown & Wragg's (1993) theory to analyze the function of teacher questions.

## **2. METHOD**

This study used qualitative research with a case studies approach. According to Creswell (2014), qualitative research is a process of analyzing knowledge based on differences in

research methodology traditions that explore human or social issues. This study uses non-statistical analysis (Fauziati, 2016). While the case study approach is an approach in research conducted by researchers by exploring problems, events, activities, and processes in depth (Creswell, 2014). The data was in the form of excerpts containing teacher questions expressed by teacher training students. While the data source was YouTube videos of teacher training students during teaching internships.

In this study, the data collection technique used was the documentation technique or document analysis. Data were analyzed used Richard & Lockhart's (1996) theory to analyze the types of teacher questions and Brown & Wragg's (1993) theory to analyze the function of teacher questions.

### **3. RESULT AND DISCUSSION**

This section is divided into two sections containing teacher question types and teacher question functions.

#### **3.1 Types of Teacher Questions**

The researcher identified the types of teacher questions based on the data and found three types of teacher questions based on Richard & Lockhart's (1996) theory, namely procedural questions, convergent questions, and divergent questions.

##### **3.1.1 Procedural Questions**

Procedural questions are the types of questions used to manage classes. Usually, these types of questions challenge the learning material and focus on class procedures. Researchers found 52 types of procedural questions used by teacher training students. Procedural questions are usually found in opening activities, core activities, and closing activities.

##### **1) Opening Activity**

In this section, the teacher usually conditions students, checks the condition of students, checks student attendance, and reviews previous learning. Examples of the excerpt containing conditioning students:

T: okay, *bisa kita mulai sekarang?*

S: bisa

The excerpt above is used to check the readiness of students in learning. The teacher's question "*bisa kita mulai sekarang?*" aims to determine the readiness of students to start learning.

## 2) Core Activity

Usually in the core activities the teacher explains the learning material and invites students to be active in asking and answering questions. Below are examples of excerpts containing core activities:

T: baik, *sampai disini adakah kosa kata yang belum kalian ketahui?*

S: tidak pak

The excerpt above is an example of the types of procedural when teaching material about apologizing. In this excerpt the teacher asks how far the students' understanding of the apologizing material is, do they understand all the vocabulary being taught, or whether are there still vocabulary words that have not been understood. The teacher can ask by asking, "*sampai disini adakah kosa kata yang belum kalian ketahui?*". The purpose of these questions is to ensure students' understanding of the material being taught.

## 3) Closing Activity

In this activity, the activities carried out are usually to reflect on learning and conclude the learning material that has been studied that day. In the learning reflection activity, the teacher invites students to recall the material they have learned that day. Below are examples of excerpts containing reflection activities:

T: *Kalian tadi telah belajar tentang apa?*

S: Deskriptif teks

The excerpt above is an example of the types of procedural questions asked by the teacher with the material about descriptive text that can found at the end of the learning activity. At the end of the learning activity, the teacher invites students to reflect on the lessons learned that day by asking, "*Kalian tadi telah belajar tentang apa?*" Then the students answered by saying the material they had learned that day. The purpose of this question is to ensure that students pay attention and follow the lesson well and to check students' understanding of the descriptive text material that has been taught. If students can answer questions well, it can be ensured that students pay attention and understand the explanation of the material from the teacher.

### a. Convergent Questions

Convergent questions are types of questions that require students' ability to think at a lower level. From 114 data, the researcher found 59 types of convergent questions. This type of question usually requires the ability for remembering, understanding, and applying.

#### a) Remembering

Remembering is an activity of recalling information or knowledge based on the learning material that has been taught. Usually, this question is used by the teacher so that students

recognize and remember the material that has been taught. Below is an example of remembering what is found in the data:

T: tadi *possessive adjective digunakan untuk menunjukkan untuk apa?*

S: kepemilikan

The excerpt above is an example of convergent questions with the material about possessive adjective, the teacher wants to know whether students still remember the learning material that was explained previously or not regarding the function of possessive adjectives. The teacher asks, "*possessive adjective digunakan untuk menunjukkan untuk apa?*". These questions usually require a short answer.

#### b) Understanding

This activity refers to the type of understanding that students have so that they know what is being discussed and can use the material or ideas discussed without having to relate it to other material or see the full implications.

T: *apakah videonya sesuai dengan materi kita?*

S: ya

The excerpt is an example of a convergent questions when teaching material invitation. In this question, the teacher wants to know the suitability of the video being shown with the material they are studying. The teacher asks by asking "*apakah videonya sesuai dengan materi kita?*". From these questions, students can respond with yes or no answers. These questions also function to find out students' understanding of the material being taught.

#### c) Applying

This type of question refers to using knowledge in a new but similar form. Usually in this question, students are asked to execute and implement the material that has been taught by the teacher.

T: *Membuat apa?*

S: Membuat pancake, jus jambu, brownies

The excerpt above is an example of convergent question when teaching material procedural text. In this study, the material taught is about text procedures. Then, the teacher wants to know the students' experiences regarding something they have made based on the material being taught by asking "*Membuat apa?*". This question is a question with an application that requires an answer with a short statement according to the student's experience or a short "yes/no" answer.



## b. Divergent Questions

Divergent questions are questions that require students' ability to think at a higher level which includes analyzing, evaluating, and creating. This question requires a response based on students' opinions, ideas, information, or knowledge. From 114 data, the researcher only found 3 divergent questions.

Analyzing is a type of inquiry that takes knowledge apart and explores the relationships of the material that has been described. At this stage, students are usually asked to analyze, evaluate, and create. Below are some examples of divergent questions at the analyzing stage:

T: *Apa hubungan noun dengan sentence?*

S: Karena dalam kalimat terdapat kata benda

The excerpt above is a type of divergent question when teaching material about noun. In this expression, the teacher wants to know students' understanding regarding the relationship between nouns and sentences by asking "*Apa hubungan noun dengan sentence?*". The answer to this question is based on the opinion and understanding of each student and requires higher-order thinking skills. So, the possibility of differences in answers or opinions from this question will be high.

### 3.2 The Function of Teacher Questions

In the teacher's questioning function, researchers only found 4 functions, namely checking, arousing, focusing, and eliciting. Researchers found 64 teacher question function data.

#### 3.2.1 Checking learners understanding

The purpose of checking student understanding is usually found in procedural and convergent questions. To ask students' understanding, the teacher will say "Do you understand?" or "Are there any questions?". After students understand or respond to questions based on the material being taught or discussed, the teacher will continue to explain the next material. Here is an example of the functions checking learner's understanding found in data

T: Iya, *teks deskriptif tadi digunakan untuk apa?*

S: Mendeskripsikan tempat, orang, benda

The excerpt above is an example of the function of the teacher's question to check student understanding. The teacher checks students' understanding by re-asking learning material related to the function of descriptive by asking "*teks deskriptif tadi digunakan untuk apa?*". The purpose of the questions above is to check whether students understand the descriptive material that has been taught. Then students respond to the teacher's question by saying "untuk mendeskripsikan tempat, orang, benda ", this response shows that students understand the material being taught.

a. Arousing interest and curiosity concerning a topic

This question is asked by the teacher at the beginning of learning after asking about the situation and student attendance. This question is used to attract students' interest and curiosity regarding the learning material they will learn that day. This can also be called a pre-enter brainstorming question on the core material to stimulate students. Here is an example of functions to arouse interest and curiosity concerning a topic found in some data:

T: okay, kita akan membahas materi tentang kalian sedang ulang tahun, ***lalu supaya teman kalian datang ke ulang tahun kalian, apa yang harus kalian lakukan?***

S: mengundang teman

The excerpt above is an example of a question that serves to generate interest and curiosity regarding the topic. In the above question, the teacher wants to arouse students' interest regarding the material to be studied about invitations by brainstorming and asking about students' experiences by asking " ***lalu supaya teman kalian datang ke ulang tahun kalian, apa yang harus kalian lakukan?***", then students respond to the question by saying "dengan mengundang mereka". The student's response can indicate that students are interested in the material they will learn that day.

b. Focusing attention on a particular issue or concept

One of the questions that serve to focus students' attention is by asking students to translate meaning from English into Indonesian indirectly. Usually, questions that have the function of focusing attention on a particular issue or concept are found in many types of convergent questions. Here is an example of the functions focusing attention on a particular issue or topic found in data:

T: excellent. ***Yang terakhir, I'm sorry maybe next time, artinya?*** (TCQ 09)

S: maaf, mungkin lain waktu

The excerpt above includes sample questions that serve to focus attention on a particular issue or concept. One of the questions that can be asked by the teacher to focus students' attention is by asking students to translate the meaning of certain sentences from English into Indonesian. For example, the teacher can ask " ***Yang terakhir, I'm sorry maybe next time, artinya?***". If the student can answer, it means that the student is focused on the question posed by the teacher.

c. Eliciting information

This function seeks to bring up information based on students' understanding and experience. Here is an example of the functions eliciting information found in data:



T: Pada gambar lawang sewu, *what can you see in the picture? Apa yang dapat kamu lihat dari gambar lawang sewu tersebut? ada gambar apa saja?*

S: Pintunya banyak, bangunannya besar, luas, tempatnya ada di semarang

The questions above are intended by the teacher to bring up information related to descriptive text. The teacher wants to know what pictures are on the paper that has been distributed by asking, "*What can you see in the picture? Apa yang dapat kamu lihat dari gambar lawang sewu tersebut? ada gambar apa saja?*". The purpose of this question is that the teacher wants to find out information related to the Lawang Sewu building that has been seen by students.

### **3.3 Discussion**

This section is divided into two sections containing types of teacher questions and the functions of teacher questions.

#### **3.3.1 Types of Teacher Questions**

The results of this study indicate that researchers found 3 types of teacher questions, namely procedural questions, convergent questions, and divergent questions. The results of this study are in line with the results of research by Izzati & Hamzah (2021), Yuliani & Indriani (2021), and Wiratama & Padmadewi (2022) who found 3 types of teacher questions, namely procedural questions, convergent questions, and divergent questions. Researchers assume that the results of this study are equally possible because researchers use the same framework, namely the framework of Richard & Lockhart (1996). They proposed 3 types of teacher questions, namely procedural questions, convergent questions, and divergent questions. Thus, the results of this study support the theory of Richard & Lockhart (1996).

However, if we look deeper, the results of this study are not in line with the results of research by Izzati & Hamzah (2021), Yuliani & Indriani (2021), and Wiratama & Padmadewi (2022). The difference in the results of this study is in the frequency of the number of questions used. In the research results, Izzati & Hamzah (2021) found 91 convergent-type questions, Yuliani & Indriani (2021) found 58 questions, and Wiratama & Padmadewi (2022) found 60 questions. While the results of this study found 59 questions of convergent type. This difference in the frequency of the number of questions is possible due to differences in research subjects in the studies of Izzati & Hamzah (2021), Yuliani & Indriani (2021), and Wiratama & Padmadewi (2022) and researchers. In the research by Izzati & Hamzah (2021) and Wiratama & Padmadewi (2022), the subject of research is English teachers who have had quite a long teaching experience, so that in teaching they can generate more varied questions. The research results of Yuliani & Indriani (2021) use the subject of novice teachers during micro-teaching activities who still lack teaching skills so that they find fewer types of questions. Meanwhile,

the results of this study used the subject of the teacher training students who were still practicing teaching to produce fewer questions.

### 3.3.2 The Function of Teacher Questions

The results of this study indicate that researchers found four functions of teacher questions from teaching and learning activities carried out by the teacher training students. The four functions of the teacher's questions are checking learners' understanding, arousing interest and curiosity concerning a topic, focusing attention on a particular issue or concept, and eliciting information. The results of this study support the theory of Brown & Wragg (1993). They put forward seven functions of teacher questions, namely checking learner understanding, arousing interest and curiosity concerning a topic, focusing attention on a particular issue or concept, controlling classrooms, eliciting information, diagnosing specific difficulties inhibiting pupil learning, and expressing genuine interest in the ideas and feelings of the pupil learning.

However, if examined more deeply, the results of this study are not in line with the results of Ndun's research (2015). This difference is in the number of teacher question functions that researchers found with the number of teacher question functions found by Ndun (2015). The results of Ndun's research (2015) found five functions of teacher questions, namely checking learner's understanding, arousing interest and curiosity concerning a topic, focusing attention on a particular issue or concept, controlling classrooms, and eliciting information, while the results of this study only found four functions of teacher questions namely checking learners' understanding, arousing interest and curiosity concerning a topic, focusing attention on a particular issue or concept, and eliciting information. Therefore, it can be assumed because of differences in class situations occur between Ndun's (2015) study and this study. The class situation in Ndun's research (2015) observed that the students were livelier and more active because the results of the study mentioned the function of the teacher's questions to control the class. Meanwhile, the classroom situation in this study was observed to be more conducive so the function of the teacher's questions to control the class was not found in the results of this study.

## 4. CLOSING

Researchers focus on teacher questions used by the teacher training students during teaching and learning activities take place. The aim is to find out the types of teacher questions and the functions of teacher questions used by the teacher training students. After analyzing the types of teacher questions, research shows that there are three teacher questions, namely procedural questions, convergent questions, and divergent questions. Researchers analyzed the function of

teacher questions used by the teacher training students. After analyzing the data, the researcher only found four functions of the teacher's questions, namely checking learners' understanding, arousing interest and curiosity concerning a topic, focusing attention on a particular issue, and eliciting information.

It can be concluded that the types of teacher questions are relevant to their functions; showing that the teacher training student's level of questions mostly in convergent.

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